Assessment: Program Review Updates prior to Fall 2018

Shasta College

Program (ECE) - Early Childhood Education AS.1190

Program Catalog Summary:
Associate in Science:
SC Program: AS.1190

PROGRAM DESCRIPTION: The Early Childhood Education Program prepares students to become teachers and directors in programs providing care and learning opportunities for young children. The college courses focus on training for careers in preschools, Head Start, childcare, infant-toddler and school age care, and family childcare. Programs for young children require different qualifications for teachers and child care providers. The A.S. Degree in Early Childhood Education at Shasta College meets course work qualifications for the Child Development Teacher Permit Level and Title 22 staff qualifications for a teacher and director. Additional specified experience with children is required.

The Shasta College Early Childhood Education Program is participating in a statewide Curriculum Alignment Project between California Community Colleges and participating CSU and UC systems. A twenty-four unit core of eight specific Early Childhood Education courses will articulate with participating four year degree programs in Child Development and Early Childhood Education.

There are a minimum of 41 units in the major required for the Associate Science Degree in Early Childhood Education. Students need to complete core-required courses (35 units) and an additional 6 units of restricted elective courses. Twenty-one (21) General Education units will complete the Associate of Science degree in Early Childhood Education. All courses applied to the ECE A.S. Degree must be completed with a "C" grade or better.

This degree is approved through the California Community College Chancellor's Office. Upon satisfactory completion of all degree requirements and filing an application for graduation with Admissions and Records, the student's transcript will reflect completion of this degree.

PROGRAM LEARNING OUTCOMES:
Upon successful completion of this degree, the student should be able to:
1. Apply an understanding of principles of child development in planning inclusive and developmentally appropriate curriculum and environments.
2. Exhibit skill in observation and documentation as a vehicle for child and program assessment and curriculum design.
3. Create environments that are healthy, respectful and supportive to children and their families.
4. Utilize positive guidance of young children based on an understanding of cognitive, physical, and social and emotional development of children.
5. Identify professional standards and expectations as based upon NA EYC'S Code of Ethical Conduct.
6. Discuss current trends and issues in the field of Early Childhood Education.
7. Perform common tasks online and access resources and information in regard to current best practices in early education.
8. Identify and exhibit the ability to interact successfully with children and adults from an ever changing society.

DEGREE REQUIREMENTS:

CORE COURSES:
ECE 1 * Human Development OR 3
ECE 9 * Child Growth and Development
(ECE 9 is recommended for students planning to transfer to a 4 year program for a degree in Early Childhood Education or Child Development)
ECE 2 * Child, Family, Community 3

ECE 3 Early Childhood Program Administration 3
ECE 7 Early Childhood Observation & Assessment 3
ECE 8 Teaching Practicum for Young Children 5
ECE 15 Child Health, Safety and Nutrition 3
ECE 17 Principles/Practices of Teaching Young Children 3
ECE 20 Introduction to Curriculum 3
ECE 28* Teaching in a Diverse Society 3
ECE 52 Guidance in Adult-Child Relations 3
ECE 60 Advanced Curriculum 3

RESTRICTED ELECTIVES: (Choose six units) 6
ECE 6 Exploring Family Childcare (1)
ECE 10 Early Childhood Learning (3)
ECE 12 Infant-Toddler Learning (3)
ECE 14 School Age and Adolescent Development (3)
ECE 16 Fundamentals of EC Mentoring & Supervision (2)
ECE 22 EC Curriculum: Infant/Toddler Care (3)
ECE 24 EC Curriculum: School Age Care (3)
ECE 26 The Child With Special Needs (3)
ECE 27 Teaching Children with Special Needs (3)
ECE 51 Early Childhood Staffing and Management (3)
ECE 140 Essentials of 40 Developmental Assets (1)
ECE 147 Mental Health Awareness in ECE Programs (1)
ECE 155 The Young Child: Intro to the Montessori Method (1)

ECE graduates are qualified to work with children ages 0-5. However, it is recommended that students meet the additional 5-unit requirement by selecting and completing one of the following Specializations (Infant/Toddler School-Age, or Special Needs in ECE). A Specialization is required for the Master Teacher Level of the Child Development Permit, issued by the California Commission on Teaching Credentialing. Associate and Teacher Levels do not require a Specialization.

INFANT/TODDLER TEACHING SPECIALIZATION
ECE 12 Infant-Toddler Learning 3
ECE 22 E.C. Curriculum: Infant/Toddler Care 3
SCHOOL-AGE TEACHING SPECIALIZATION
ECE 14 School-Age and Adolescent Development 3
ECE 24 E.C. Curriculum: School-Age Care 3
SPECIAL NEEDS IN EARLY CHILDHOOD EDUCATION/
EARLY INTERVENTION SPECIALIZATION
ECE 26 The Child with Special Needs 3
ECE 27 Teaching Children with Special Needs 3
*May be used to fulfill General Education requirements.

ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS:
Major	41
Additional General Education	15
General Electives	4
Degree Total	60*

*Note: Calculation assumes a student will double-count the Multicultural graduation requirement with either a social science or humanities G.E. requirement and that the student will fulfill computer literacy through a test. If students plan well and see a counselor, they may be able to double count the Multicultural and Computer Literacy units. If these graduation requirements are added, the number of units is increased by 6 units.

Fall 2017

Prepared By: Kate Ashbey, Lorraine Haas, Tami Winternitz, Debbie Whitmer
What improvements are needed? Please reference items from any associated program reviews as needed.: Per Title 22 Health and Safety requirements, the curriculum storage buildings must be renovated and maintained.
Safety lighting and emergency call stations for students.

Who completed this form?: Kate Ashbey, Lorraine Haas, Tami Winternitz, Debbie Whitmer

Participation in the report: Area Faculty (list in the next box), Advisory Committee (if one exists)

Summarize Participation comments: Surveys were sent out to the 2017-18 Part Time Faculty and ECE Advisory Board. The lists of names and the results are in the document repository.

Recommendation for Discontinuance?: N/A

Analyze Overall PLO achievement: We have now aligned all PLOs with course SLOs and they are being tracked. Our PLOs are aligned with the ISLOs.

What changes could be (or have been) made to improve the program?: To Do:

-Students to declare ECE as their major early on.

-Update technological tools to reflect current needs such as tablets, update audiovisual tools for the lab.

-Expand the preschool to include 8-10 more children which will require hiring of another teacher.

-Renovate curriculum storage areas.

-Improve lighting along ECE pathway to parking lots and at the back picnic table behind building.

-Improve emergency call stations and lock down blue buttons.

-Develop outreach for including more children with disabilities and special needs to mirror the inclusive practices in our college classes.

-Keep current on NAEYC Accreditation for the Lab School.

-Explore the possibility of an Infant/Toddler program.

-Outreach and recruitment of high school students.

-Incorporate a SMART classroom.

-It is critical to retain three full-time faculty in the event of any retirement or leave due to the many responsibilities to our program and community beyond teaching courses which include local and state advisory boards, Chancellor's Office Advisory Board, Local Child Care Council, Reach Higher Shasta, QRIS, HUB, CCAEYC, ERS Trainer, CLASS Trainer, Help Me Grow. Director's Round Table, CCCECE Catalyst, Student Club, CPIN, ROP, perinatal wellness committee.

-Add Advisory of basic reading and writing proficiency for GE/transfer courses and/or CAP courses.

-Keep current on CLASS and ERS certifications and resources for drifting and calibrations.

-Retain ECE dedicated counselor.

-Continued allocation through the Division for PD funds.

-Explore release time for FT faculty coordination of Mentor and CDTC programs.

-Explore the Self-Study for the Academic Accreditation through NAEYC.

-Provide funds for subscriptions to various professional development teaching resources.

-Integrate cultural responsive practices into all ECE classes.

-Strengthen department cohesiveness through biannual meeting with Part Time faculty.

-Continue Advisory Board responsibilities.

-Increase collaboration with GE teachers to support students in being successful in their GE classes.

-Investigate co-requisites for entry level courses: ECE 2, 9, and 20.

-Increase success and retention strategies in ECE 2, 9, and 20.

-Work more effectively with academic counselors.

-Assess effectiveness of accelerated and hybrid courses as well as the effectiveness of the Growing Teachers program and adjust planning for the future accordingly.

-Assess the sustainability of the long range implementation of Growing Teachers.

Improvements Completed:

-Hiring of third FT faculty member

-Development, fundraising and coordination of Advanced Summer Institute.

-Continuation of Teacher Treasure Box trainings.

-Certifications of current tools in the field: ERS; ECERs Anchor, CLASS Observer for Infant, Toddler, PreK and TOT for PreK,

-Certification of MMCI trainer and provided trainings to all Mentor Coaches and Mentor Teachers

-Hired Instructional Administrator: Director of ECE Lab School

-Observation lab provides opportunities for 500 students and over 3,000 observation hours per semester for Shasta College and other academic programs in the region to learn about child development.

-ECEN activities: grant writing, Men and Child Care Conference and community presentations, Overcoming Addiction: Hope for Families, CPIN workshops, Take Back the Night/ ACES booth, WOYC, state conferences, One Safe Place support, Diaper Drive, Labor Day Picnic, Graduation Reception, the Little Free Library.

-Reducing the cost of text books by using OER and creating custom texts.

-Expanded student staff and hiring of CALWORKS and Federal Work Study students.

-Created two ECE scholarships fully funded for ten years.

-Completed updating of the Outdoor Classroom in design and safety issues to meet state standards.

-Clean and organize outdoor curriculum storage areas.
-Active participation on various local and state boards (e.g. Chancellor's Office Advisory Board, Local Child Care Council, Reach Higher Shasta, QRIS, HUB, CCAEYC, ERS Trainer, CLASS Trainer, Help Me Grow. Director's Round Table, CCCECE Catalyst, Student Club, CPIN, ROP).
-Participation in community efforts to reduce Adverse Childhood Experiences (e.g. ACES Town Hall meeting, Implementation Science discussions, training with researchers).
-Attend PD Forum.
-Attend PLI.
-Attend NAEYC with staff and faculty.
-Developed, planned, and implemented Growing Teachers guided pathway through Innovation Grant in order to meet the needs of local employers in the community.
-Planned and implemented accelerated classes.
-Developed, wrote and implemented Strong Workforce Regional Partnership grant with two partner community colleges to better prepare students through increased access and use of technology and digital tools.
-Incorporate the use of current tools in the field (e.g. CLASS, MMCI, ERS, Learning Genie, DRDP)

Resources needed to implement the changes noted above: In order to achieve these changes, we need to retain a third Full Time Faculty position.
-Retain dedicated ECE Academic Counselor.
-Ensure our students declare ECE our major earlier.
-Obtain data on the number of degrees/pathways that require ECE courses.
- WHAT WAS REQUESTED IN 2016-17 Area Plan. ?????
Labor Market Demand: According to the Labor Market Analysis for the Centers for Excellence, the demand in the field of early childhood care and education in the Far North Region is at 6% growth for preschool teachers and 4% for teacher assistants. This data has more than doubled since our previous program review.

According to California EDD Labor Market Index (LMI) data, there will be a 7.6% projected increase in demand for preschool teachers through 2024. This makes ECE a growth field.

Shasta College CTE Program Area Job Placement Rates report 100% employment for ECE graduates.

Transitional Kindergarten state requirements of 24 units of ECE have increased the number of elementary credentialed teachers taking ECE courses.

Supporting documents for this data can be found in the Document Repository.
Duplication of training: While other colleges in the North State (e.g. Butte, Lassen, College of the Siskiyous and College of the Redwoods) offer ECE coursework, Shasta College offers accelerated classes, an academic lab program and technologically advanced practical educational experiences for students as well as articulated partnerships with online universities while accessing Shasta College resources if they so choose.
Program effectiveness: - This degree is intended to prepare students for employment as teachers, site supervisors, and program directors in licensed child care centers.
-The overall data is misleading. Our graduates are employed at 100% within one year of graduating.
-To help with this, the ECE designated counselor will have students complete the degree request form specifying ECE as their major.
-There are 10 degrees and 3 certificates that require ECE courses at Shasta College. Student enrollment in these courses for 2016-17 totaled 1,124 for ECE 1, 2 and 9. This means we serve far more students than those who declare as ECE majors. This highlights the importance of three Full Time Faculty.
Other data indications for program improvement: -We have noticed lower class sizes in ECE 8 since offering it each semester. The solution we have proposed is to now offer it only during the Spring semester.

-We have experienced low enrollment in ECE 60: Advanced Curriculum since it's conception 3 years ago. We will be exploring ways to either increase enrollment in this course or incorporate this material into another course.

-We have noticed lower success rates in some courses like ECE 20 and ECE 9. As a result, we have decided to include an advisory when students sign up for these courses. We will also be examining the way we offer these courses (e.g. face-to-face, online,

hybrid and/or accelerated) .

-While the data is strong for males in our ECE courses at 10.2%, further outreach to other groups will be considered to maintain and improve this underrepresented population.

Replicating community college programs north of Sacramento?: While other colleges in the North State (e.g. Butte, Lassen, College of the Siskiyous and College of the Redwoods) offer ECE coursework, Shasta College offers accelerated classes, an academic lab program and technologically advanced practical educational experiences for students as well as articulated partnerships with online universities while accessing Shasta College resources if they so choose.

CSU and UC Transfer impact analysis:: The A.S. Degree in Early Childhood Education is comprehensive for teacher preparation from Associate Teacher through Program Director. This degree provides basic GE transfer level courses and approximately 26 transferable ECE units.

Influence on related programs and services: -There are 10 degrees that require at least one of three ECE courses. Multiple sections are offered in a variety of formats every semester including summer.

-Three of our ECE courses are listed as options for the UC/CSU General Education Transfer requirements in categories D and E.

-The lab school is an integral part of the academic program and provides opportunities for college students to observe and interact with children to enhance understanding of development in a wide variety of GE courses.

-The GE courses required for transfer our consistently offered in the ECE Department.

-Overall, our success and retention rates of ECE courses exceed the average for

Shasta College.

-We support students access to technology in our courses with the availability of 4 classroom computers, laptops and free printing.

Specific additional program reflections: There is high demand and high growth in the field. High demand means many students are hired before they complete the program which extends their completion of a degree or certificate. We continue to struggle with students entering the field without basic skills. QRIS scholarships have provided support to our students for both tuition and books year round. BOLD pathways have reduced the need to leave the community to pursue higher education goals thus keeping the educated workforce local.

Other factors for consideration: Our ECE online courses are extremely popular and always fill. We are hesitant to offer this program completely online due to the lab requirements and the ethical nature of the work. We have found that ITV is not an effective format for most of our ECE classes. All ECE courses are web-enhanced. We have recently implemented accelerated hybrid classes and will be evaluating their effectiveness. We have changed scheduling patterns to support the Growing Teachers guided pathways and the urgent need in the field.

TO BE COMPLETED BY THE PROGRAM REVIEW COMMITTEE PRC Action:: PRC recommends the program continue without qualification

Summary of findings: The PRC recommends this program continue without qualification. The program has a 6-year average of 8.16 completers (2011/12-2016/17). The 5-year average (2011/12-2015/16) success rate is 72.54% which is above the Institution-set Standard of 70%. Retention rates are strong with a five-year average (2011/12-2015/16) of 86.28%. The program faculty indicated that assessing effectiveness of varied instructional modalities and specific success and retention rates for ECE 2, 9 and 20 are on the "to do list." Overall enrollments have grown by 15.34% from 2011/12 (958 enrolled) to 2015/16 1105 enrolled) but the enrollments per section have decreased by -23.52% dropping from a high of 17 students per section with 56 sections offered in 2011/12 to 13 enrollments per section with 83 sections offered in 2015/16. The SLO's for all classes have been mapped to the PLO's and PLO's to ISLO's.

The ECE faculty are recognized for the detailed and comprehensive list of accomplishments and future opportunities they present in this program review. They are commended for inclusionary practices such as the 2017-18 Part Time Faculty and ECE Advisory Board survey findings. Also commendable are the incredible efforts these faculty must extend to keep their program viable and their students employable-so noted as 100% upon completion! There are few programs which require the faculty to juggle multiple and often competing priorities as the faculty in this program. The ECE faculty are specifically recognized for the work they do beyond the classroom which includes, but is not limited to, accountability to a variety of external accreditors, safety and health inspections, Title 5 and Title 22 standards, the necessity of immunizations for a host of medical conditions, and compliance for certifications and re-certifications. In addition, they are open to the public and present our campus and their competency for scrutiny on a daily basis. Last but not least, they are responsible and accountable for outcomes to local, statewide, and national stakeholders. They do the heavy lifting of preparing childcare providers, and early childhood educators so that our children are well attended.

The PRC recommends the following:

1)   As this document is available to the public, we recommend ECE faculty reduce the redundancies, and explain in layperson's terms acronyms and jargon that might hide their most significant accomplishments and outcomes. Further, in addition to the long list of accomplishments and list of "to dos", we suggest ECE faculty highlight a "top 5" (10) list of what they believe is their program's most prized achievements and a "top 5" list of key priorities to be completed. The magnitude of their

efforts is lost in the current format.

2) With the next program review include additional details about SLO's and PLO's outcomes.

3) Continue to investigate equity issues and pursue changes and resources noted in the Program Review documentation—and basically, keep up the good work, and that might include creating sustainable workload management practices.

4) Faculty review the number of sections offered and enrollments.

Summary review date: 05/09/2018

Date summary sent to program faculty and/or counselors: 05/16/2018

Program faculty response: Faculty response 8.13.18--Thank you for your feedback last spring semester on our ECE Program Review. Please see the following responses in blue to your recommendations. We appreciate your thoughtful comments and questions.

AS, AST and ECE Certificate

1) In order to help laypeople with the titles of the acronyms, we will create a reference sheet and will clearly share the titles the first time they are mentioned in the document. 1.5) We will condense and highlight the top five to ten areas of strength and create a top five list of the priorities to be completed.

2) We will provide additional information about SLO and PLO outcomes in future reports.

3) We will continue to investigate equity issues and pursue resources noted in the Program Review.

4) Faculty will continue to review the number of sections offered and enrollment numbers.

Thank you for acknowledging the amount of competing priorities we juggle in ECE. This is a unique challenge for our department as we have numerous state and local committees that we must be on to best serve the public and prepare our students. We have multiple obligations with community agencies, state regulations, advocacy and leadership and professional development in ECE. We have sustainable workload management practices. Unfortunately the load is what it is. If the committee has suggestions for how to better manage the workload, we would welcome suggestions.

Date reviewed by College Council: 02/05/2019

Related Documents:

Program (ECE) - Early Childhood Education AS.1190 - Prior to 2016.docx

Course Name		Academic Year				
		2011-12	2012-13	2013-14	2014-15	2015-16
ECE-1	# of Sections	16	21	16	17	18
	Enrollment	488	520	426	457	475
	FTES	49.1	53.2	43	46.5	48.2
	FTEF	2.57	3	2.6	2.8	3
	WSCH	1,484	1,608	1,305	1,411	1,468
	Avg Enrl/Section	31	25	27	27	26
	Avg FTES FTEF	17.42	16.23	15.77	15.68	15.67
	Avg WSCH FTEF	527	492	479	476	477
ECE-2	# of Sections	7	10	10	11	10
	Enrollment	244	254	221	257	216
	FTES	24.9	25.8	22.7	26.3	22.1
	FTEF	1.4	1.4	1.4	1.73	1.4
	WSCH	762	786	693	802	674
	Avg Enrl/Section	35	25	22	23	22
	Avg FTES FTEF	17.79	17.36	14.5	14.17	14.86
	Avg WSCH FTEF	544	529	444	432	454
ECE-3	# of Sections	1	2	1	1	1
	Enrollment	32	38	19	15	19
	FTES	3.2	3.8	1.9	1.5	1.9
	FTEF	0.2	0.4	0.2	0.2	0.2
	WSCH	99	116	57	46	59
	Avg Enrl/Section	32	19	19	15	19
	Avg FTES FTEF	16	9.5	9.5	7.5	9.5
	Avg WSCH FTEF	495	290	285	230	295
ECE-6	# of Sections			1	1	1
	Enrollment			30	29	25
	FTES			1	1	0.8
	FTEF			0.07	0.07	0.07
	WSCH			31	30	26
	Avg Enrl/Section			30	29	25
	Avg FTES FTEF			14.99	14.54	12.44
	Avg WSCH FTEF			465	450	390
ECE-7	# of Sections	4	2	5	2	5
	Enrollment	40	37	39	43	49
	FTES	7.3	4.8	6.5	7.2	8.2
	FTEF	0.57	0.57	0.57	0.57	0.57
	WSCH	200	140	195	215	245
	Avg Enrl/Section	10	19	8	22	10
	Avg FTES FTEF	9.25	8.47	8.82	12.64	10.59
	Avg WSCH FTEF	274	247	265	379	318
ECE-8	# of Sections	1	1	2	2	1
	Enrollment	19	16	19	20	18
	FTES	5.7	4.6	6	6	5.4
	FTEF	0.5	0.5	1	1	0.5
	WSCH	171	134	180	180	162

	Avg Enrl/Section	19	16	10	10	18
	Avg FTES FTEF	11.4	9.16	6	6	10.8
	Avg WSCH FTEF	342	268	180	180	324
ECE-9	# of Sections	5	5	10	10	10
	Enrollment	78	166	194	232	240
	FTES	7.8	16.8	19.9	23.9	24.4
	FTEF	0.4	1	1.4	1.56	1.56
	WSCH	234	510	602	725	742
	Avg Enrl/Section	16	33	19	23	24
	Avg FTES FTEF	15.25	16.8	12	13.81	14.81
	Avg WSCH FTEF	458	510	366	419	451
ECE-12	# of Sections	4	3	5	4	3
	Enrollment	68	90	72	105	100
	FTES	6.9	9	7.3	10.8	10
	FTEF	0.4	0.6	0.55	0.8	0.6
	WSCH	210	278	225	331	309
	Avg Enrl/Section	17	30	14	26	33
	Avg FTES FTEF	12.5	15	11.5	13.5	16.67
	Avg WSCH FTEF	383	463	355	414	515
ECE-14	# of Sections		3			
	Enrollment		18			
	FTES		1.8			
	FTEF		0.2			
	WSCH		54			
	Avg Enrl/Section		6			
	Avg FTES FTEF		4			
	Avg WSCH FTEF		120			
ECE-15	# of Sections	2	3	2	2	5
	Enrollment	69	91	60	53	106
	FTES	7	9.1	6	5.4	10.6
	FTEF	0.4	0.6	0.4	0.4	0.73
	WSCH	213	276	183	165	323
	Avg Enrl/Section	35	30	30	27	21
	Avg FTES FTEF	17.25	15.17	15	13.5	12.63
	Avg WSCH FTEF	533	460	458	413	385
ECE-16	# of Sections	2		1	1	1
	Enrollment	12		14	16	22
	FTES	0.8		0.9	1.1	1.5
	FTEF	0.1		0.13	0.13	0.13
	WSCH	24		29	33	45
	Avg Enrl/Section	6		14	16	22
	Avg FTES FTEF	3.98		6.98	8.03	11.03
	Avg WSCH FTEF	120		218	248	338
ECE-17	# of Sections	2	11	2	6	3
	Enrollment	63	113	41	63	71
	FTES	6.3	11.4	4.1	6.3	7.1
	FTEF	0.4	0.8	0.4	0.4	0.4

Fall 2017 Program Review
Course Statistics

	WSCH	189	343	123	186	191
	Avg Enrl/Section	32	10	21	11	24
	Avg FTES FTEF	15.75	9.5	10.25	9	14.25
	Avg WSCH FTEF	473	286	308	270	435
ECE-20	# of Sections	3	8	5	8	7
	Enrollment	99	139	140	133	131
	FTES	10	14.2	14.5	13.7	13.5
	FTEF	0.6	1	1	1	0.95
	WSCH	306	432	442	418	413
	Avg Enrl/Section	33	17	28	17	19
	Avg FTES FTEF	16.67	12.9	14.5	12.2	12.6
	Avg WSCH FTEF	510	393	442	373	386
ECE-22	# of Sections	5	1	2	2	3
	Enrollment	65	32	56	57	68
	FTES	6.6	3.2	5.8	5.8	6.8
	FTEF	0.4	0.2	0.4	0.4	0.6
	WSCH	201	99	179	179	209
	Avg Enrl/Section	13	32	28	29	23
	Avg FTES FTEF	10.5	16	14.5	14.5	11.33
	Avg WSCH FTEF	323	495	448	448	348
ECE-24	# of Sections				1	1
	Enrollment				8	10
	FTES				0.8	0.6
	FTEF				0	0
	WSCH				21	12
	Avg Enrl/Section				8	10
	Avg FTES FTEF					
	Avg WSCH FTEF					
ECE-26	# of Sections	1	1	1	1	2
	Enrollment	32	33	30	34	48
	FTES	3.2	3.3	3	3.4	4.8
	FTEF	0.2	0.2	0.2	0.2	0.4
	WSCH	99	102	93	105	146
	Avg Enrl/Section	32	33	30	34	24
	Avg FTES FTEF	16	16.5	15	17	12
	Avg WSCH FTEF	495	510	465	525	365
ECE-27	# of Sections		1			
	Enrollment		17			
	FTES		1.7			
	FTEF		0.2			
	WSCH		51			
	Avg Enrl/Section		17			
	Avg FTES FTEF		8.5			
	Avg WSCH FTEF		255			
ECE-28	# of Sections	1	1	3	5	2
	Enrollment	25	19	106	74	67
	FTES	2.5	1.9	10.7	7.5	6.7

	FTEF	0.2	0.2	0.6	0.37	0.4
	WSCH	75	57	330	228	207
	Avg Enrl/Section	25	19	35	15	34
	Avg FTES FTEF	12.5	9.5	17.83	14.5	16.75
	Avg WSCH FTEF	375	285	550	443	518
ECE-51	# of Sections			1	1	1
	Enrollment			25	32	16
	FTES			2.5	3.2	1.6
	FTEF			0.2	0.2	0.2
	WSCH			77	99	49
	Avg Enrl/Section			25	32	16
	Avg FTES FTEF			12.5	16	8
	Avg WSCH FTEF			385	495	245
ECE-52	# of Sections	2	3	6	2	3
	Enrollment	57	82	64	38	62
	FTES	5.7	8.4	6.4	3.8	6.2
	FTEF	0.4	0.6	0.6	0.2	0.4
	WSCH	171	251	192	99	181
	Avg Enrl/Section	29	27	11	19	21
	Avg FTES FTEF	14.25	13.83	8.83	15.5	13.5
	Avg WSCH FTEF	428	418	265	480	415
ECE-60	# of Sections					1
	Enrollment					15
	FTES					1.5
	FTEF					0.2
	WSCH					45
	Avg Enrl/Section					15
	Avg FTES FTEF					7.5
	Avg WSCH FTEF					225
ECE-140	# of Sections		1	1	2	2
	Enrollment		22	15	19	21
	FTES		0.8	0.3	0.7	0.7
	FTEF		0.07	0.07	0	0
	WSCH		23	8	13	13
	Avg Enrl/Section		22	15	10	11
	Avg FTES FTEF		10.94	4.05		
	Avg WSCH FTEF		345	120		
ECE-147	# of Sections		2	2	4	3
	Enrollment		51	54	97	70
	FTES		1.8	2.1	3.3	2.3
	FTEF		0.13	0.13	0.2	0.13
	WSCH		54	64	95	70
	Avg Enrl/Section		26	27	24	23
	Avg FTES FTEF		12.97	15.52	14.69	15.44
	Avg WSCH FTEF		405	480	455	480
Grand Total	# of Sections	56	79	76	83	83
	Enrollment	958	1,087	1,010	1,118	1,105

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Course Statistics

FTES	147	175.5	164.6	178.1	184.9
FTEF	8.73	11.67	11.91	12.22	12.44
WSCH	4,438	5,314	5,008	5,381	5,589
Avg Enrl/Section	17	14	13	13	13
Avg FTES FTEF	15.49	14.14	13.23	13.7	13.96
Avg WSCH FTEF	470	430	404	418	427

Course Name	Title		Academic Year				
			2011-12	2012-13	2013-14	2014-15	2015-16
ECE-1	Human Development	Success	72.23%	74.10%	71.03%	71.83%	75.16%
	Human Development	Retention	88.07%	87.43%	85.75%	88.39%	89.65%
ECE-2	Child, Family, Community	Success	68.53%	73.54%	65.93%	66.54%	68.33%
	Child, Family, Community	Retention	90.09%	86.77%	84.51%	82.89%	80.09%
ECE-3	EC Program Administration	Success	74.19%	94.74%	100.00%	93.33%	89.47%
	EC Program Administration	Retention	87.10%	97.37%	100.00%	93.33%	100.00%
ECE-6	Exploring Family Childcare	Success			63.33%	65.52%	80.00%
	Exploring Family Childcare	Retention			80.00%	89.66%	88.00%
ECE-7	EC Observation/Assessment	Success	78.95%	81.08%	74.36%	88.37%	91.84%
	EC Observation/Assessment	Retention	86.84%	100.00%	87.18%	90.70%	91.84%
ECE-8	Teaching Pract for Yng Chldrn	Success	88.89%	93.75%	95.00%	95.00%	88.89%
	Teaching Pract for Yng Chldrn	Retention	94.44%	100.00%	100.00%	100.00%	94.44%
ECE-9	Child Growth and Devel.	Success	65.71%				
	Child Growth and Devel.	Retention	85.71%				
ECE-9	Child Growth and Development	Success	61.54%	60.48%	65.99%	64.85%	67.62%
	Child Growth and Development	Retention	89.74%	85.63%	84.26%	78.66%	79.92%
ECE-12	Infant Toddler Learning	Success	76.12%	77.01%	69.86%	76.85%	80.00%
	Infant Toddler Learning	Retention	88.06%	85.06%	75.34%	83.33%	86.00%
ECE-14	School Age/Adolescent Develop	Success		55.56%			
	School Age/Adolescent Develop	Retention		72.22%			
ECE-15	Child Health, Safety & Nutrit	Success	80.65%	74.44%	76.67%	85.19%	73.58%
	Child Health, Safety & Nutrit	Retention	93.55%	86.67%	90.00%	90.74%	84.91%
ECE-16	Fundamntls-EC Mentoring/Supv	Success	100.00%		85.71%	81.25%	86.36%
	Fundamntls-EC Mentoring/Supv	Retention	100.00%		92.86%	81.25%	90.91%
ECE-17	Prin & Prac of Teach Yng Chld	Success	72.73%				
	Prin & Prac of Teach Yng Chld	Retention	90.91%				
ECE-17	Prin/Prac-Teaching Young Chld	Success	81.48%	71.43%	68.29%	68.25%	81.69%
	Prin/Prac-Teaching Young Chld	Retention	92.59%	86.61%	80.49%	87.30%	90.14%
ECE-20	Intro to Curriculum	Success	71.11%	69.29%	70.83%	66.18%	65.19%
	Intro to Curriculum	Retention	87.78%	81.43%	85.42%	77.94%	80.00%
ECE-22	EC Curriculum: Infant/Toddler	Success	73.77%	83.87%	73.68%	63.79%	70.59%
	EC Curriculum: Infant/Toddler	Retention	91.80%	87.10%	80.70%	65.52%	82.35%
ECE-24	EC Curriculum:School Age Care	Success				100.00%	100.00%
	EC Curriculum:School Age Care	Retention				100.00%	100.00%
ECE-26	The Child with Spec. Needs	Success	75.00%	75.76%	75.86%	82.35%	95.83%
	The Child with Spec. Needs	Retention	82.14%	84.85%	89.66%	91.18%	100.00%
ECE-27	Teaching Chldrn W/ Special Nds	Success		52.94%			
	Teaching Chldrn W/ Special Nds	Retention		58.82%			
ECE-28	Teaching in a Diverse Society	Success	92.00%	89.47%	71.96%	73.33%	73.13%
	Teaching in a Diverse Society	Retention	96.00%	89.47%	84.11%	88.00%	85.07%
ECE-51	Ec Staffing and Management	Success			88.00%	65.63%	81.25%
	Ec Staffing and Management	Retention			88.00%	65.63%	87.50%
ECE-52	Guidance in Adult/Child Rel	Success	80.77%				
	Guidance in Adult/Child Rel	Retention	88.46%				
ECE-52	Guidance-Adult/Child Relations	Success	74.19%	75.61%	78.13%	84.21%	82.26%
	Guidance-Adult/Child Relations	Retention	90.32%	95.12%	85.94%	89.47%	90.32%
ECE-60	Advanced Curriculum	Success					93.33%
	Advanced Curriculum	Retention					93.33%
ECE-140	Essen of 40 Dvlopmntal Assets	Success		68.18%	53.33%	94.74%	76.19%
	Essen of 40 Dvlopmntal Assets	Retention		100.00%	100.00%	100.00%	100.00%
ECE-147	Mntl Hlth Awareness-ECE Prgrm	Success		64.71%	58.18%	64.58%	74.29%
	Mntl Hlth Awareness-ECE Prgrm	Retention		90.20%	69.09%	79.17%	88.57%
Grand Total	Total	Success	73.25%	72.79%	70.65%	71.23%	74.81%
	Total	Retention	89.21%	87.20%	84.65%	84.04%	86.31%

Award Type	Program Type - TOP6	2011-12	2012-13	2013-14	2014-15	2015-16
Associate of Science (A.S.) degree	Child Development/Early Care and Education-130500	10	7	8	6	8
Grand Total	Total	10	7	8	6	8