

NORTHERN ESSEX COMMUNITY COLLEGE

Program Review Year 2017– 2018 Programs with External Accreditation/Approval/Certification

Name of Program:

Early Childhood Education

Program Review Team Members

Name

Gail Feigenbaum

Deirdre Budzyna

Jody Carson

Doris Buckley

ECE Advisory Committee

Title

ECE Coordinator

ECE Faculty

ECE Faculty

**Adjunct Faculty
(ECE, EDU, PSY)**

DATE: April, 2018

INTRODUCTION - BACKGROUND

REGIONAL ACCREDITATION CONTEXT FOR PROGRAM REVIEW

NEASC Standard 2.7: The institution's principal evaluation focus is the quality, integrity, and effectiveness of its academic programs.

NEASC Standard 4.6: The institution ... on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters.

SCHEDULING OF PROGRAM REVIEWS

The Office of the Vice President of Academic and Student Affairs shall maintain a copy of the current schedule for programs to be reviewed, including the names of the person(s) designated as program review team leader(s). The schedule shall be developed in consultation with the Deans/ Assistant Deans, and shall be posted on the College's website.

SUGGESTED TIMELINE FOR PROGRAM REVIEW PREPARATION

Date	Activity
Feb. 15 (Year 1)	Inform/Orient: A representative from the Office of Academic and Student Affairs confirms schedule with the Deans and/or Assistant Deans of the programs scheduled for program review (due March 1 of the following year). Deans and/or Assistant Deans designate a team leader to run the program review process.
Feb. 15 (Year 1)	Orientation: All program review leaders, their supervisors, a representative from the Office of the Vice President of Academic & Student Affairs, and a representative from Institutional Research & Planning attend an orientation meeting.
Spring/ Summer (Year 1)	Assemble team/Begin meeting: Team leader identifies members of the team and determines which program review template is applicable, depending on accreditation status.
Spring/ Summer (Year 1)	Develop and/or review the program's mission statement and program outcomes. Team leader may need to communicate with others who are doing assessment work.
Spring/ Summer (Year 1)	Develop, review and/or revise curriculum map.
Fall (Year 1)	Request data: Team leader requests necessary data from IRP (<i>see below</i>); determines what information is necessary to gather from Dean and other faculty.
Fall/Winter (Year 1 and 2)	Complete Program Review document.
Jan. 15 (Year 2)	Submit for Program Coordinator/Department Chair review.
Feb. 15 (Year 2)	Submit for Dean/Assistant Dean/Director review.
March 15 (Year 2)	Submit for Vice President of Academic and Student Affairs review.
April 30 (Year 2)	Presentations at Annual Program Review Summit.
May 1 (Year 2)	Deliverables provided to Vice President of Academic and Student Affairs (electronic copies of program review document and of summit presentation).
May 15 (Year 2)	Program review documents posted to website.
June 1 (Year 3)	Dean/Assistant Dean provides written update on progress on program review action plan to Vice President of Academic and Student Affairs.

PROGRAM REVIEW

ACCREDITATION/ APPROVAL/ CERTIFICATION

1. What is the name of the agency that provides accreditation/approval/certification to your program?
National Association for the Education of Young Children (NAEYC)

2. What is the current status of the program? (Please indicate if it is accreditation, approval, certification, or other.)
NAEYC Accreditation granted through October 2021.

3. On what date was the last status awarded?
October, 2015.

4. What is the anticipated date of the next approval, certification, accreditation, etc.?
Self-study to be conducted in AY 2020-2021.

5. How often does the program file an official report with the agency?
Annual report submitted to NAEYC.

6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?
Year 3 of 7 year cycle.

7. Attach any relevant accreditation/approval/certification documentation.
Attached.

8. Describe the program's major strengths.

The ECE Program has many strengths, including the curriculum, faculty and flexibility of class format for students.

The ECE curriculum is aligned with the state (Department of EEC) and national (NAEYC) standards. Courses are offered in a sequence allowing students to build skills and develop knowledge necessary to be effective early childhood professionals. Field placements and Practicum placements are an integral part of the program so that students can apply theory to practice in a variety of early childhood settings.

The ECE faculty brings a wealth of knowledge and a depth and breadth of experience to classroom teaching. Faculty feature collaborative learning approaches in all ECE classes, online and face-to-face. Faculty members are dedicated to supporting students' learning at all levels, from academic advising to making referrals for other services as needed.

We offer ECE classes in a variety of formats to meet the needs of our students: face-to-face, online, hybrid. We schedule classes on both campuses (Lawrence & Haverhill) during the day and in the evening. Many of our students work and need flexible options for completing coursework.

ECE faculty members currently are developing Competency Based Education (CBE) modules for ECE courses through a Performance Incentive Fund grant awarded by the Mass. Department of Higher Education. The CBE course modules will be designed to offer students flexibility as they can complete course work at their own pace. This CBE ECE initiative will help reach current and future early childhood educators by making courses more readily available, develop mastery of knowledge and skills, and at a pace that works for their unique needs. Students will be able to move through coursework more quickly if they have prior knowledge and can gain additional knowledge needed to provide high quality early childhood experiences for children.

ECE faculty members have integrated OER materials in a majority of the ECE courses supporting this initiative to save students money when they are not required to buy expensive textbooks.

Many of our ECE classes include a service learning component allowing students the opportunity to connect learning experiences to the local community.

Faculty members are engaged in a variety of professional development opportunities to expand knowledge and contribute to effective curriculum (i.e. presenting at conferences, attending conferences, collaborating with early childhood professionals across the state as well as internationally).

The ECE Program has established an assessment process that involves collecting and reviewing data on student learning that is aligned with NAEYC Standards. ECE faculty prepare and discuss assessment reports regularly. Assessment information is shared on the ECE Department Blackboard site.

The ECE Program has many transfer agreements in place to offer students options for continuing their education and pursuing a bachelor's degree.

9. Has the program received any citations/recommendations from the accrediting body? If so, please describe them.

N/A

10. Describe the program's major challenges and areas for improvement and describe any recommendations for actions to address those challenges.

The college-wide audit process in AY 2017-18 identified the ECE program as one of the programs to be "fixed" because of declining enrollment. One of the challenges we face is counting all students registered for ECE classes. Many of our students are employed in the field and take ECE classes for professional development and to meet state certification requirements. Some of these students are not matriculated in the AS Degree program and so they are not tracked or "counted" in the enrollment head counts.

A newly proposed Early Childhood Certificate Program will target students who may have a degree in another field as well as those who work with young children but need coursework to meet EEC state certification requirements. We will need to market this new program once it is officially approved. Some of our currently enrolled students taking classes for professional development may be interested in pursuing this new certificate program.

The development of CBE ECE courses also will give us the opportunity to reach a wider audience across the state as these courses will be available online and allow students maximum flexibility in completing coursework at an individualized pace.

ECE faculty will plan visits to area high schools to share information on the ECE Program and career options.

Many of our students are employed in the field and cannot come on campus during the day to meet with faculty advisors. We have some online advising hours scheduled each semester, however, we need additional time allocated for evening and online advising to ensure these students get the information needed to complete required classes in a timely manner and to meet program and state requirements.

11. Complete attached RESOURCES REQUESTED form.

12. Complete attached REVIEW SUBMISSION form.

11. RESOURCES REQUESTED

If any specific resource needs were identified in this program review, please list these resources below, indicating for each whether the type of resource needed is Equipment, Personnel, Space, or Other. If applicable and known, provide vendor and estimated cost information.

SECTION	RESOURCE NEED	TYPE OF RESOURCE	VENDOR/ ESTIMATED COST
	Marketing materials for new Early Childhood Director Certificate Program		NECC Marketing Dept.
	Consumable supplies to support hands-on curriculum materials for ECE classes.		
	Additional advising time (evenings and online) to meet the needs and schedules of students who work in the field and students who take online classes and may not be on campus.		

12. REVIEW SUBMISSION

PROGRAM:	Early Childhood Education
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Submits this Program Review document in fulfillment of the NECC requirements for a comprehensive and systemic review of each academic program.

Individual Responsible for Completing the Program Review	
Name: Gail Feigenbaum	Title: ECE Coordinator
Signature:	Date:
Program Coordinator	
Name: Gail Feigenbaum	
Signature:	Date:
Department Chair (if appropriate)	
Name:	Title:
Signature:	Date:
Assistant Dean/Director	
Name: Carolyn Knoepfler	Title:
Signature:	Date:
Dean of Division	
Name: Kelly Sullivan	Title:
Signature:	Date:

