



Instructional Program Review Summary 2005 - 06

Instructional Area: **ATMPS/Workforce**

Department: **Child Development**

Discipline: **Child Development (CHCD)**

February 27, 2006

Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The overarching goal of the Child Development Department's (CDP) is to prepare competent professionals who work directly with young children and their families, including early care and education teachers, teaching assistants and directors.

To accomplish this goal, a number of objectives must be met:

- 1) a wide offering of degree plans with a variety of exit points, from a marketable skills certificate to collaboration with the College's new Associate of Arts in Teaching Early Childhood Degree Plan to prepare students to transfer to four-year programs;
- 2) continual review of curricula to be sure it both meets current state-of-the-art teaching practices and the practical job skills required by employers;
- 3) use of teaching methods that recognize the wide diversity of culture, learning styles, and previous educational preparation of child development students;
- 4) maintenance of strong community links to assure responsiveness to the child care workforce and current knowledge of changing trends in the field.

Overview of how the program review was conducted.

Three meetings were held with the IPR Committee. The Committee was well represented by faculty, students and community members.

Summary of findings:

Progress on previous program review recommendations. Progress has been made on 4 of the 6 recommendations. The program continues to develop strategies for addressing students' challenges in literacy. As a result of the recommendation for this in the 2001 Program Review, Child Development added literacy requirements to its certificate program. Faculty members have requested that the requirements be evaluated this year to determine if they are sufficient.

All faculty members worked on addressing students' lab experiences. New departmental policies now exist outlining appropriate lab experiences. Faculty and Lab School staff are working on revising lab evaluations. Innovation Grant money was obtained to begin a virtual lab online. Eight scenarios (in a DVD format) illustrating various lab objectives have been created and will be put online this year. These were designed to address the time and geographic restraints of distance learning and working students who are unable to spend sufficient hours at the Lab School. The virtual lab will permit these students, who complete much of their lab experiences at their own workplace, an opportunity to see the best of teaching practices.

Creative staffing and community partnerships now provide some of the infrastructure needed to support the department's two scholarship

programs, Teacher TRAC and Director TRAC. We have been unable to identify additional funding sources for these programs, unfortunately. The technology recommendation was successfully completed; the program was able to obtain the video equipment necessary to document examples of the best teaching practices.

Due to time restraints and an under-estimation of the time required, we have been unable to formally document how the Lab School is addressing the growing national emphasis on teaching young children numeracy and literacy skills. Likewise, a limited budget coupled with a lack of scholarship opportunities for students have not allowed us to develop a marketing campaign to increase our enrollment in outlying areas.

Program strengths. The commitment and professionalism of the faculty was identified as the program's greatest strength. Other strengths noted were the department's "anywhere/anytime" approach to offering courses, the outstanding teaching methodology used by faculty and Lab School staff to address the diverse needs of students, the dynamic and nationally accredited Lab School, and the department's strong community linkages.

Areas for improvement.

The budget was identified as the number 1 area needing improvement. IPR Committee members noted the need for: Lab School staff members to have adequate planning time; additional clerical support; increased funds for marketing and outreach; more faculty development funds. Another area discussed was transferability. IPR members noted the limited number of hours that are transferable and a need for creative articulation agreements with 4 year programs. The limited number of hours that students are able to complete Lab at the ACC Lab School was identified as an instructional weakness. Additional space for the Lab School and for the Department were also identified as areas needing improvement.

Key planning issues. Planning for the implementation of universal Pre-K and its impact on the Child Development Program, development of a more effective way to offer students assistance in transferring to a 4 year program and student retention were identified.

Conclusions: What are the major conclusions regarding the present state of the program?

The Child Development Department continues to be successful in reaching its goal to prepare competent professionals to work directly with young children in early care and education programs. Employers consistently report satisfaction with employees who take courses in the program. The Child Care Workforce identifies ACC's Child Development Department as the "trainer for child care teachers". The low salaries and status of child care workers continues to have a tremendous effect on the field and the department. Emerging trends of universal

Pre-K and national accreditation recommendations that child care teachers have a university degree will greatly impact the program and long-term planning for these are necessary.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

1. Develop a plan to assist students in transferring to four-year programs.
2. Explore and then determine the feasibility of creating an Associate Degree for aides in public schools which would meet "Leave No Child Behind" requirements.
3. Increase student retention.
4. Determine the need for additional Lab School and Departmental space.
5. Advocate for a lab coordinator position to coordinate distant field sites for Child Development courses and AAT Early Childhood student placements.

SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

- | | | |
|---------------------------------------------|-------------------------------------------------|-------------------------------------------------------------|
| Name Sue Carpenter | <input type="checkbox"/> ACC Faculty | <input checked="" type="checkbox"/> Industry Representative |
| <input type="checkbox"/> Student | | |
| Name Gwen Chance | <input checked="" type="checkbox"/> ACC Faculty | <input checked="" type="checkbox"/> Industry Representative |
| <input type="checkbox"/> Student | | |
| Name Nira Changwatchai | <input checked="" type="checkbox"/> ACC Faculty | <input type="checkbox"/> Industry Representative |
| <input type="checkbox"/> Student | | |
| Name Yolanda Chapa | <input checked="" type="checkbox"/> ACC Faculty | <input type="checkbox"/> Industry Representative |
| <input type="checkbox"/> Student | | |
| Name Sue Gartner* | <input type="checkbox"/> ACC Faculty | <input type="checkbox"/> Industry Representative |
| Student | | |
| Name Tammy Garza | <input type="checkbox"/> ACC Faculty | <input type="checkbox"/> Industry Representative |
| <input checked="" type="checkbox"/> Student | | |
| Name Sandra Hamilton | <input checked="" type="checkbox"/> ACC Faculty | <input type="checkbox"/> Industry Representative |
| <input type="checkbox"/> Student | | |
| Name Amanda Hernandez | <input checked="" type="checkbox"/> ACC Faculty | <input type="checkbox"/> Industry Representative |
| <input type="checkbox"/> Student | | |

Name Ron Hubbard, Industry Representative; Additional Members included: Johanna Huggans, faculty; Philomena Fung, student; Dawn Leach, Lab School director; Patsy Mc Creary, faculty; Dorothy Martinez, faculty; Stephanie Miller, faculty; Kristi Norton, staff; Shannon Phalen, student; Gale Spear, faculty; Sherry Trebus, Industry Representative; Jennifer Thomas, Lab School staff; Linda Welsh, faculty. * Susan Gartner, is the Coordinator of the Department's Quality Improvement Grant for Child Care Centers (staff). ACC Faculty Industry Representative Student

PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

The Child Development Department has a 26 year history of providing comprehensive child care and parenting courses, both credit and non-credit throughout Austin. It has also administered the ACC Lab School for the same period of time.

Courses are offered at college campuses, through open campus and at child care centers. Because faculty has substantial contact with students, most of whom are already employed in child care settings, in classes and field experiences, they are aware of daily life in child care settings. In response to the nature of the child care workforce and market demands, the Child Development Department has pioneered a multi-faceted delivery system of training, from formal to informal—a model developed with the following considerations:

- Extensive outreach to eliminate barriers to training and to recruit students
- A wide range of informal to formal training opportunities with geographic and scheduling flexibility
- Availability of faculty to assist students with the process of enrollment and extensive department efforts to retain students
- Departmental commitment to effective marketing, including a regular newsletter to licensed child care centers, speakers' bureau and strong representation in community child care organizations
- Development of a system to transfer informal training to formal credit hours, including Alternative Credit equivalencies for credit and credit by exam
- Responsiveness to community requests for development of specifically designed training in a variety of forms

To implement this informal to formal model of child care training, the Child Development Department has completed the following:

- Credit courses leading to certificates and an Associate of Applied Science degree, and a Marketable Skills Award for the CDA Training Program
- Alternative Credit Workshops providing continuing education for the child care workforce
- The Austin Community College Lab School which provide excellent early childhood services to children and their families and offer child development students a working model
- Extensive grant writing resulting in scholarship funds for child development students through the Teacher TRAC and Director TRAC Projects, quality improvement support to area child care centers through the Accreditation Project.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

Name Sue Carpenter ACC Faculty Industry Representative
 Student

Name Gwen Chance ACC Faculty Industry Representative
 Student

Name Nira Changwatchai ACC Faculty Industry Representative
 Student

Name Yolanda Chapa ACC Faculty Industry Representative
 Student

Name Sue Gartner* ACC Faculty Industry Representative
 Student

Name Tammy Garza ACC Faculty Industry Representative
 Student

Name Sandra Hamilton, ACC Faculty, Ron Hubbard, Industry Representative;
Additional Members included: Johanna Huggans, faculty; Philomena Fung,
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Martinez, faculty; Stephanie Miller, faculty; Kristi Norton, staff; Shannon Phalen,
student; Gale Spear, faculty; Sherry Trebus, Industry Representative; Jennifer
Thomas, Lab School staff; Linda Welsh, faculty. * Susan Gartner, is the
Coordinator of the Department's Quality Improvement Grant for Child Care
Centers (staff). ACC Faculty Industry Representative

Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues
and answer the following questions:

Strengths: In what does your program excel?

The faculty and staff were identified as the program's core strength. Mentioned
were the faculty and staff's: leadership in the profession; commitment to remain
current in the field; strong ties with early childhood community; willingness to be
innovative; collaboration with other community colleges; strong communication
with each other and students. Other strengths included departmental access
(flexible hours of course offerings; Teacher TRAC and Director TRAC Projects;
multiple delivery modes for courses; anywhere/anytime approach to offering
classes); teaching methodology (outstanding learning opportunities from Lab
School and active assignments; good use of technology; strong faculty student
relationships; flexibility in instructional approaches; professionalism) Lab School
(diverse families; stability; great lab school; diverse staff; strong and wonderful
staff); community involvement(active community role of faculty and staff;
commitment to the community; collaboration; great links to community;
addresses community needs).

Weaknesses: What are the aspects of your program, which, if not addressed,
will impede the area's future?

-Lack of Budget Resources. SWOT members discussed: the limited clerical support for department (1/2 time admin position); budget limitations for outreach and marketing; lack of travel fund for faculty/staff development; limited time available to lab school staff for planning and no release time budgeted for lab school staff coverage to permit lab teachers to meet with students and faculty.

-Limited Transferability of Courses. SWOT members were concerned about the limited number of CDP courses that transfer to 4 year programs.

-Limited Space. Concerns covered: the small scattered faculty offices; need for additional lab classrooms; a need for increased square footage to one of the Lab classrooms; Lab School staff have no offices and no dedicated meeting space to conduct parent conferences.

-Course Offerings. SWOT members stated: course schedule was inflexible in terms of number of sections and one time a year offerings; a need for more online courses;

-Technology. Concerns stated included: lack of technological resources like DVDs in classrooms; need for more online courses; faculty need to update their technology training

-Lab and Field Work Requirements. Concerns expressed covered the following: the limited number of "required" lab hours at the Lab School; the problems created by having only 1 lab for the whole college; need for coordination of off site placement experiences.

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

-Transfer and Articulation. Developing innovative articulation agreements like a BAAS in Child Development; increasing students' knowledge of AAT degree at ACC for easier transferability were discussed.

-Increased Importance of Early Childhood Awareness. The current state and national focus on the importance of early childhood creates many opportunities to link successful outcomes for children to well educated teachers.

-Linking Within ACC. The South Austin Campus which will be the base for the Education Department will offer many opportunities for collaboration. Coordination of all teacher prep programs at ACC would provide the best opportunities for students. The addition of outlying areas into the College in-district will allow more students to afford to enroll in courses.

-Community Early Childhood Initiative. The development of Success by Six at United Way will: stress the importance of educated teachers, grow additional community partnerships, increase director support options and add more foundation funding to the community. All of these will benefit CDP.

-CDA. CDA renewal process provides opportunity for CDP to offer courses at even more locations. CDA courses also offer an opportunity to increase child care providers' level of literacy by linking CDA courses to Developmental coursework.

Threats: What are the external factors that could negatively impact your program's future?

-Community Trends for BAs in Early Childhood. The community's commitment to universal PreK, the Head Start requirement for BA/BS degreed teachers will limit the jobs available to graduates. It possibly will effect the program's enrollments.

-Scholarship Funding for Student Tuition. Child care centers continue to be unable to provide funds for staff training. Funding available in Travis County is increasingly more competitive with fewer funds available. A significant number of child development students receive Teacher TRAC scholarships making CDP's enrollments dependent on this one funding source.

-Low Texas Child Care Standards. The low salaries, low status and low child care standards in Texas continue to negatively impact the willingness of child care workers to enroll in courses.

Discuss changes from the program's previous SWOT analysis. Interestingly, the Program's strengths were re-identified in this year's SWOT. Weaknesses continue to be noted in technological resources, lab and field work requirements and adequate funding for the program's infrastructure. There are two areas which were not noted this year and in which there has been substantial improvement. The limited literacy skills of many CDP students were addressed in 2002 by adding reading and writing pre-requisites to CDP most courses. Communication between adjunct faculty, lab school staff and faculty was also addressed. Departmental wide meetings were scheduled; staff and faculty have developed greater collegiality. Only one area for opportunity noted in 2001 was discussed again this year--community collaboration. CDP's inability to increase its marketing was noted this year as a weakness as was the need for off-site coordination of lab experiences. Threats continued to address the same areas which are in reality a national issue.

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college. Enter the program's purpose statement: The Child Development Department's purpose is to prepare knowledgeable and competent professionals who work directly with young children and their families in a variety of roles in early care and education settings. Child Development college credit and

alternative credit courses, reflecting the best practices are the foundation of this preparation.

We realize that in order to accomplish this mission we must create a learning environment which eliminates barriers to learning, offers educational opportunities for both current and future early care and education professionals, accepts diversity in culture and in learning styles, fosters completion of degree plans and uses a wide variety of instructional methods to help students achieve their highest understanding of child development theory and implementation of developmentally appropriate practices.

The purpose statement was revised as shown below (enter the revised purpose statement):

Intended Outcomes (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college to “ensure a quality return on the public’s investment in its community college district?”

CDP faculty is committed to preparing knowledgeable and competent early care and education workers. To do this, CDP faculty work closely with the leadership of the Child Care Workforce to be sure that student’s coursework is current and effective in workplace. CDP uses its resources, human and monetary, carefully. The Department's Community Advisory Board, students and child care employers evaluate the program annually to ensure that the department is successfully completing its mission.

In what ways does the program encourage students to become lifelong learners?

Students are encouraged to view the field as a profession that requires lifelong learning. The importance of staying current in the field is discussed in classes. Professional organizations are discussed and students are urged to join. CDP also offers continuing ed courses so that the child care workforce can meet Day Care Licensing's continuing education requirement for all child care workers.

In what ways does the program provide accessible and affordable services for all who qualify and have the ability to benefit?

Child Development faculty have written and been awarded grants that provide scholarships for tuition, books and a stipend for attending school (Teacher and Director TRAC Projects). As will be discussed more fully later, CDP offers courses in varying formats, at different times of the day and at many locations.

In what ways does the program achieve enrollments reflecting the diverse and traditionally underserved populations in numbers that mirror the local populations of our Service Area?

Austin ACC CDP

Male	39.84%	43.7%	2%
Female	37.69%	56.3%	98%
White	65.36%	60.5%	45%
Hispanic	30.55%	22.5%	31%
Black	10.05%	7.1%	17%
Asian/Pacific Islander	4.72%	5.1%	3%
Am. Indian/Alaskan Native	.59%	.8%	.5%
International		2.4%	2.24%
Other/Unknown		1.7%	1.8%

As is noted on the chart above, CDP strongly serves a diverse and traditionally underserved population. The number of males enrolled in the program reflects national statistics of men in the early childhood field. The smaller number of White students enrolled is also consistent with national statistics on child care providers.

To determine CDP's achievement in this area, demographic for the Austin area were obtained from austintx.areaconnect.com/statistics.htm. Demographics for ACC were taken from the ACC 2004-2005 Handbook and for CDP from the OIE statistics provided for this IPR.

In what ways does the program promote achievement of students' educational goals, student retention, and program completion?

Faculty works closely with students to assist them in successfully completing their courses, education goals and program completion. Child Development faculty regularly advises students on their degree plans. The Teacher TRAC Coordinator sends letters to Teacher TRAC students offering tutoring and assists in helping students stay in school.

In what ways does the program achieve student performance that meets or exceeds state and national benchmarks in transfer to universities, job placement into family-wage careers, retention and completions, basic skills acquisition, literacy level increases, and successful transition from developmental to college-level courses?

Job placement rates meet Coordinating Board requirements.

In what ways does the program improve personal lives by advancing students toward further education or contributing to their ability to succeed in the workplace and be productive citizens?

Child Development students are typically female, already employed in low paying child care jobs, and first-time college students. It is tremendously rewarding to the students and to the faculty to see them achieve their educational goals and be more successful in early childhood classrooms. This is achieved by the extensive early childhood training students receive and the high level of faculty support provided.

In what ways does the program demonstrate efficient administration and services that avoid procedures that waste the money or time of students?

The program works earnestly to make sure students do not waste time or money. Faculty works with students to successfully complete coursework. The Department has many one time a year course offerings to assist students in completing their degree plan. Most courses are offered 1 time a week so students do not have to travel more than one time a week to complete a course offering.

In what ways does the program contribute to creating an institution that is a good place to learn, work, and experience the higher education process? Faculty members are committed to maintaining collegial relationships, staying current in the field and regularly share teaching ideas.

Does the program assess and review its effectiveness each year and report its findings in the Unit Level Effectiveness Assessment Database (ULEAD)? The program attempts to assess and review its effectiveness each year and reports findings in the ULEAD. A survey of students, employers and the advisory committee is conducted annually for review purposes.

[b] Responsiveness to community needs and satisfaction of community demand

CDP prepares students to work in the child care industry and early childhood education. This industry has a major impact on the economic development of Texas. The Texas Workforce Commission completed a study of the economic impact of the child care industry on Texas in 2003. The results demonstrate a major impact of the child care industry on Texas with a total of 149,492 jobs and \$2.4 billion in total wages which provides work support for 558,012 parents who earn an estimated \$14.5 billion annually. It is the 11th fastest growing economic sector for 2004 -2010.

Both state and local sources indicate the need for additional child care workers. The Greater Austin Area Labor Market Indicator Survey for 2005 conducted for the Greater Austin Chamber of Commerce by Skillpoint Alliance reported that social assistance (defined as child care and counseling type services) was among the top three most difficult to fill areas. Additionally, education/child care was the top area in which employers expected to hire more than 50 workers in the next 12 months. WorkSource lists child care workers as a 2005 target occupation. The Texas Labor Market Review of June 2005 stated that child care workers are among the ten occupations with the most job openings from 2002- 2012.

The need for college-level training for child care teachers is being driven by several sources. Both the federal Head Start program and the National Association for the Education of Young Children's Accreditation program have mandated that teachers in child care have college level training. The Texas Early Childhood Education Coalition's statewide plan for an early education and

development system calls for all child care teachers in Texas to have completed high-quality training in an accredited community college, college or university.

Describe the results of the program’s most recent assessment of community need.

The local child care community regularly identifies unmet needs related to child care. The Child Well Being Report Card of 2005 noted that only 12.5% of the child care facilities in Travis County have any type of accreditation. The community through the Early Care and Education subcommittee of the Community Action Network has set a goal of increasing the number of accredited programs which increases the need for highly qualified staff.

The January 2004 Assessment of Child Care in Travis County found that 63% of child care center directors, 60% of teachers and 71% of assistants do not have college-level training in early childhood education or child care. The report indicated that the policy implication of this finding is to “increase the number of Early Care and Education directors as well as teachers who have college degrees.”

How do the program’s five-year enrollment trends compare with those of the College overall?

CDP experienced increased enrollments in Fall 2002 and Fall 2003 due to increased funding from a major scholarship source that served students in Travis and Williamson County. Most child care workers are low income students and need financial support to attend school. Enrollment for Fall 2004 reflects the loss of the funding to serve Williamson County students.

Enrollment Trends for Child Development as Compared to ACC

	<i>FALL 2000</i>	<i>Fall 2001</i>	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Total 4 year Increase</i>
Enrollments ACC Academic Programs	51,009	53,970 5.8% increase	57,126 5.8% increase	58,285 2% increase	59,170 1.5% increase	16 % increase
Enrollments ACC Workforce Programs	18,880	19,860 5.2% increase	20,241 1.9% increase	19,799 -2.2% decrease	19,846 2.4% increase	5.1 % increase
Enrollments CDP	529	502 -5.1% decrease	564 12.3% increase	599 6.2% increase	493 -17.7% decrease	-6.8% decrease

Enrollment and Section Counts for Child Development

	FY01	FY02	FY03	FY04	FY05
Enrollments	1395	1138	1292	1347	990*
Combined Sections	93	76	75	76	54*

* Fall and Spring only

Continuing Education:

CDP also offers Continuing Education workshops for area child care teachers. The number of training providers and funding for free or low cost workshops has increased in the Austin area, so the demand for ACC Continuing Education workshops has been less than in the past. The cost for the workshops set by the Continuing Education Department also increased in FY 03 from \$18 to \$28 for a four hour workshop. Currently, the cost for a four hour workshop is \$25. However, funding for training has decreased dramatically in the past year, so we anticipate the continuing education numbers to increase.

Another reason for reduced enrollments is that due to funding constraints, the CDP department newsletter that was sent to all local child care providers advertising our workshops was discontinued. CDP is considering an electronic newsletter to expand outreach to child care providers in the local area.

Alternative Credit Enrollments						
Year	FY01	FY02	FY03	FY04	FY 05	
Enrollment	522	521	271	362	419	
Workshops	33	33	29	38	40	
Average Enrollment	16	16	9	9.5	10	
Canceled Workshops		1	1	4	3	

These numbers include workshops offered directly through Continuing Education as well as site-based workshops. Starting in Summer 2004, CDP in coordination with Continuing Education began providing customized training for the Austin Independent School District’s teen parenting programs. In addition, CDP has also started to partner with local providers of qualified training to give continuing education credit for approved workshops. This is an area for additional exploration.

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

CDP strives to offer courses at a variety of times of day, locations and modes to address the needs of our students. Since most of the students enrolled in our program are working, many courses are offered at night. See the chart below for times of day courses were offered.

<i>Uncombined Sections Taught by Time of Day</i>					
	FY01	FY02	FY03	FY04	FY05*
<i>Morning</i>	29	15	8	8	7
<i>Afternoon</i>	16	19	9	12	7
<i>Evening</i>	39	42	49	47	29
<i>* Fall and Spring only</i>					

In addition to offering courses in the evening or during nap-time, CDP offers courses in a variety of non-traditional formats. The two administration courses offered by the department have been redesigned as PCM courses in order to give flexibility to directors who need these courses for licensure, but have limited time to attend classes. IVC courses have been offered so that students living in outlying areas such as San Marcos or Fredericksburg can access classes more easily. Several ITV courses are offered in 8 or 12 formats

Non-Traditional Formats Taught FY'01 –FY'05*

NON-TRADITIONAL FORMAT	<i>Sections Taught</i>
8 week or less ITV or site based courses	34
12 week ITV	48
PCM Courses	8
IVC	53

*Fall and Spring only.

List the number of sections taught (by location).

CDP is housed at the Eastview campus and offers most of its courses at that location with a few courses offered at other ACC campus locations. The department offers many sections at either ACC extension centers or at local child care center sites in order to provide easier access for students.

Number of Sections Taught by Location								
<i>Program Year</i>	<i>EVC</i>	<i>NRG</i>	<i>PIN</i>	<i>CYP</i>	<i>EXT</i>	<i>TEL</i>	<i>SIT</i>	<i>Total</i>
<i>2000-01</i>	<i>34</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>24</i>	<i>19</i>	<i>14</i>	<i>93</i>
<i>2001-02</i>	<i>28</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>6</i>	<i>21</i>	<i>20</i>	<i>76</i>
<i>2002-03</i>	<i>31</i>	<i>1</i>	<i>0</i>	<i>2</i>	<i>12</i>	<i>19</i>	<i>10</i>	<i>75</i>
<i>2003-04</i>	<i>35</i>	<i>1</i>	<i>0</i>	<i>3</i>	<i>11</i>	<i>19</i>	<i>7</i>	<i>76</i>
<i>2004-05*</i>	<i>32</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>15</i>	<i>5</i>	<i>54</i>

* Fall and Spring semesters only

EXT – Extension Centers; TEL – Telecommunicated; SIT – Site-based

List the number of sections closed or canceled per course.

A relatively small percentage of CDP courses have been cancelled or closed to students. The cancelled sections are typically for courses offered at other times so students still have access to the courses.

	<i>FY01</i>	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>
<i>Total Uncombined Sections</i>	<i>109</i>	<i>101</i>	<i>102</i>	<i>95</i>	<i>71</i>
<i>Full Sections</i>	<i>18</i>	<i>13</i>	<i>32</i>	<i>37</i>	<i>22*</i>
<i>Cancelled Sections</i>	<i>8</i>	<i>15</i>	<i>10</i>	<i>24</i>	<i>2*</i>

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

Demographic trend information is from data provided by OIE. CDP data includes the full program year, while ACC data reflects Fall only numbers. CDP serves very few males in our courses as seen in the data listed below; the largest percentage of males served was less than 5%. This data tracks the child care

field which is overwhelmingly female due to a variety of factors, particularly compensation levels. CDP serves many more African-American and Hispanic students than the college as a whole, but fewer Caucasian and Asian students. These demographic trends also reflect the child care workforce which has large numbers of African-American and Hispanic workers.

DEMOGRAPHIC TRENDS

Program Year		Gender		Ethnicity						
		Male	Female	White	Black/ Non-Hispanic	Hispanic	Asian	Indian/Alaskan Native	Non- Resident Alien	Other
2000-01	ACC	11,812	14,044	16,417	1,710	5,330	1,552	172	350	325
	Fall	45.7%	54.3%	63.5%	6.6%	20.6%	6%	0.7%	1.4%	1.3%
	Only CDP	30 2.2%	1365 97.8%	578 41.4%	263 18.9%	498 35.7%	33 2.4%	0	8 0.5%	15 1.1%
2001-02	ACC	12,492	15,085	17,141	1,820			242	828	6
	Fall	45.3%	54.7%	62.2%	6.6%	5,842	1,698	0.9%	3%	0.0%
	Only CDP	32 2.8%	1106 97.2%	497 43.7%	189 16.6%	371 32.6%	34 3%	5 0.4%	22 1.9%	20 1.8%
2002-03	ACC	13,053	16,103	17,688	1,923		1,706	272	641	629
	Fall	44.8%	55.2%	60.7%	6.6%	6,297	5.9%	0.9%	2.2%	2.2%
	Only CDP	46 3.6%	1246 96.4%	619 47.9%	189 14.6%	391 30.3%	36 2.8%	5 0.4%	20 1.5%	32 2.5%
2003-04	ACC	12,675	16,187	17,463	2,023		1,515	252	735	560
	Fall	43.9%	56.1%	60.5%	7%	6,314	5.2%	0.9%	2.5%	1.9%
	Only CDP	64 4.8%	1283 95.2 %	607 45.1%	216 16%	374 27.8%	70 5.2%	5 0.4%	47 3.5%	28 2.1%
2004-05*	ACC	12,663	16,341	17,552	2,056	6,514		221	703	493
	Fall	43.7%	56.3%	60.5%	7.1%	22.5%	1,465	0.8%	2.4%	1.7%
	Only CDP	39 3.9%	951 96.1%	454 45.9%	165 16.7%	293 29.6%	18 1.8%	7 0.7%	38 3.8%	15 1.5%

* Fall and Spring semesters only

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

CDP strives to eliminate barriers for student access. Because many of our students are low-income, CDP has partnered with the City of Austin, Travis County, Child Incorporated, WorkSource, and local child care providers to offer a scholarship program for child care workers in Travis County. As noted in the chart below, over the past three years, over 943 scholarships have been provided. The numbers represent duplicated students (many students take one or two classes each semester until they have completed their coursework). Additionally, courses are offered in a variety of formats and times to allow working students better access to courses. CDP also provides an evening care program on the Eastview Campus which offers child care services for ACC students; many CDP students access this service.

TEACHER TRAC Participants				
	FY03	FY 04	FY 05	Total 3 years
NUMBER OF PARTICIPANTS	366	336	241	943

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

As noted in the data chart below, CDP are more successful in their course work than the overall ACC student population. Significantly fewer receive a grade of “D” or “F” or withdraw from their courses than typical ACC students. Most of the students are working in the child care field, so they can directly relate their experiences with children to the concepts discussed in coursework. This leads to increased motivation and greater understanding of the course material.

Grade Distributions		A	B	C	D	F	W	I	IP	AU
2000-01	ACC	49,997 29.6%	38,695 22.9%	25,246 15%	4,422 2.6%	11,014 15.3%	38,283 22.7%	0	1084 6.4%	109 .06%
	CDP	766 59.1%	283 21.6%	70 5.3%	12 0.9%	39 3%	142 10.8%	0 0%	0 0%	0 0%
2001-02	ACC	52,748 29.5%	41,187 23%	28,310 15.8%	4,971 2.8%	11,250 6.3%	39,183 21.9%	0	1,277 0.7%	170 .09%
	CDP	571 50.7%	208 18.5%	95 8.4%	11 0.9%	39 3.5%	202 17.9%	0 0%	0 0%	0 0%
2002-03	ACC	54,937	42,623	29,411	5,640	13,047	37,943	1	1,585	146

		29.6%	23%	16.1%	3%	7%	20.5%	0%	0.9%	.07%
	CDP	682 53.2%	254 19.8%	81 6.3%	19 1.5%	65 5%	181 14.1%	0 0%	0 0%	0 0%
2003-04	ACC	56,579 30.2%	43,724 23.3%	29,936 16%	5,673 3%	13,036 6.9%	36,653 19.5%	0 0%	1,858 1%	119 .06%
	CDP	745 55.5%	249 18.6%	96 7.2%	12 0.9%	71 5.3%	169 12.6%	0 0%	0 0%	0 0%
2004-05*	ACC	43,412 28.3%	33,745 22%	23,490 15.3%	4,817 3.1%	11,884 7.8%	33,352 21.8%	677 0.4%	1,735 1.1%	83 .05%
	CDP	465 46.9%	217 21.9%	74 7.5%	10 1%	52 5%	160 16.1%	14 1.4%	0 0%	0 0%

* Fall and Spring semesters only

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

The number of graduates from CDP exceeds the Coordinating Board's requirement for workforce programs. Because the majority of our students are working, they usually take only one or two courses at a time. This requires a long-term commitment and dedication to completing the program since it takes so long to finish taking only one course at a time. The data for AAS graduates and Certificate Graduates are noted below:

<i>Program Graduates</i>							
Year	FY00	FY01	FY02	FY 03	FY 04	Total 5 years	
AAS GRADUATES	10	6	8	12	9	45	
Certificate Graduates	2	15	11	15	4	47	

CDP also offers a three course sequence that prepares students to apply for a national credential, the Child Development Associate or CDA. A large number of students apply for and receive this national credential. Almost all of the students who apply from CDP's program achieve the national credential. The chart below notes the number of CDA applicants and the number who have received their credential since Fall 1999.

CDA Applicants Since Fall 1999		
CDA Applicants		Percentage Of Total
Number Applied	236	
Number Received	210	89%
Number Tested, but not notified	2	< 1%
Number Applied 9/1/05 and not yet tested	12	5%
Number moved or not tested	4	2%
Unknown status	8	3%

HOW DO WITHDRAWAL RATES FOR COURSES COMPARE TO COLLEGE NORMS?

Withdrawal rates for CDP students compare favorably to the college norms as noted in the chart below. Fewer CDP students withdraw from their classes than is the norm for the college.

Withdrawals		2000-01	2001-02	2002-03	2003-04	2004-05*
2000-01	ACC	38,283 22.7%	39,183 21.9%	37,943 20.5%	36,653 19.5%	33,352 21.8%
	CDP	142 10.8%	202 17.9%	181 14.1%	169 12.6%	160 16.1%

List the expected learning outcomes for the program.

Student learning outcomes are determined by the National Association for the Education of Young Children's Standards for Professional Preparation for Associate Degree Programs. (URL <http://naeyc.org/faculty/pdf/2003.pdf>) These include:

1. An understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.
2. Knowledge, understanding and value of the importance and complex characteristics of children's families and communities. The ability to use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

3. Knowledge and understanding of the goals, benefits and uses of assessment. Students know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development.
4. Integration of the student's understanding of and relationship with children and families; his or her understanding of developmentally effective approaches to teaching and learning; and his or her knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.
5. Knowledge of professional behaviors, ethics and other professional standards related to early childhood practice. Commitment to professional conduct.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

Assessment of student exams and completion of capstone courses confirm that students successfully achieve the program's learning outcomes. Feedback from student and employer surveys indicate that the program does a more than adequate job preparing students for the workforce..

The following chart describes the outstanding success of students who applied and have been awarded the national Child Development Credential. These students have completed the department's 12 hour Marketable Skills Award (The CDA Training Program).

CDA

CDA Applicants Since Fall 1999

CDA Applicants		Percentage Of Total
Number Applied	236	
Number Received	210	89%
Number Tested, but not notified	2	< 1%
Number Applied 9/1/05 not yet tested	12	5%
Number moved or not tested	4	2%
Unknown status	8	3%

[e] Measures of program quality and educational value added

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

Biweekly faculty meetings are held throughout the Fall and Spring semesters. A Fall and Spring discipline meeting is held to be sure adjuncts and full time faculty standards are consistent. Additionally, a discipline wide listserv is used to keep all department faculty and staff informed of changes and to share information.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

The department's Advisory Committee reviews the curriculum. Yearly feedback (through surveys) is obtained from employers and students about the effectiveness of the curriculum. Faculty participate in statewide curriculum review committees and work closely with local agencies to assure that curriculum is relevant and current.

Are learning outcomes defined for courses and the program? x Yes
 No

Are course texts up-to-date? x Yes No

Are course and program listings in the ACC Catalog up-to-date? x Yes
 No

Do all courses have up-to-date syllabi on file? x Yes No

Evaluate the use of instructional resources (including those in the library).
 Students and faculty use the child development resources available in the library and online. Faculty stated that more videos would be used if available.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.
 Child development courses use technology in instruction. The use of technology ranges from powerpoints to 2 online courses.

Non-Traditional Formats Taught FY'01 –FY'05*

NON-TRADITIONAL FORMAT	Sections Taught
8 week or less ITV or site based courses	34
12 week ITV	48
PCM Courses	8
IVC	53

*Fall and Spring only.

This does not include the many sections which are offered in child care centers. 38% of Child Development sections from 2001 to 2005 were taught via distance learning.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

All Child Development courses include active learning, problem-solving of case studies and include work-based elements.

List below the current discipline-specific courses within the program and the date of the latest review.

Course TECA/CDEC 1311	Date of Last Review Spring 2005
Course TECA/CDEC 1303	Date of Last Review Spring 2005
Course TECA/CDEC 1318	Date of Last Review Spring 2005
Course TECA/CDEC 1354	Date of Last Review Spring 2005
Course CDEC 1457	Date of Last Review Spring 2005

• **Faculty**

Do all faculty teaching in the program meet SACS requirements?

X Yes No (if no, please explain)

Follow the directions below to complete the SACS *Roster of Instructional Staff*.

Column One: Provide the name of the faculty member and indicate full or part time status.

Column Two: List, from the ACC Catalog, the course prefix, course number, and course title of all credit courses taught. If appropriate for establishing the relationship between

the course and the faculty member's qualifications, provide the course description as well. Indicate whether the courses are Transfer (T) or Non-Transfer (N).

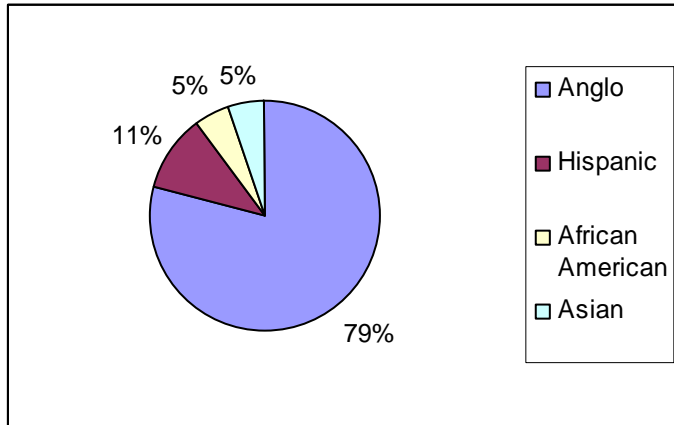
Column Three: List each academic degree earned by the faculty member, and indicate the discipline (concentration or major) of each degree; the institution which awarded the degree; and the total number of graduate semester hours earned in each discipline in which courses have been (or will be) taught.

Column Four: Specify qualifications such as diplomas or certificates earned (with field indicated), related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, and other demonstrated competencies and achievements (such as publications or papers presented) that contribute to effective teaching and student learning outcomes. Make clear the relationship between these qualifications and the content of the courses assigned to the faculty member.

1) Name	2) Courses Taught	3) Academic Degrees Earned	4) Other Qualifications
Nira Changwatchai	TECA 1311 CDEC 1417,2422,2424,2341	Ph.D in Curriculum and Instruction in Early Childhood	25 years of experience as a preschool teacher and director
Sandra Hamilton	TECA 1303,1311 CDEC 1413,1457	M.Ed. Administration and Supervision Elementary Teaching Certificate "Early Childhood Specialty"	5 years experience as a preschool teacher
Amanda Hernandez	CDEC 1417,2422,2424	MS Occupational Education AAS Child Development	3 years experience as a preschool teacher and director
Johanna Huggans	CDEC 1321,1417, 2422,2424, 1457, TECA 1311	Ph.D Child Development and Family Relations	15 years experience as a preschool director
Stephanie Miller	TECA 1354, 1318 CDEC 1413,1393,1321,1457	MS Child Development	3 years experience as a preschool teacher
Gale Spear	TECA 1354, 1311 CDEC 2326,2328, 1456,2166, 1394,2341	MS in Education Specialty "Day Care Administration and Supervision"	15 years experience as a preschool director and teacher
Linda Welsh	CDEC 1359, 1166, 1458,1392, TECA 1303,1354	M.A. Child Development	6 years experience as a preschool teacher
Jennifer Giroux	TECA 1311, 1354	M.A. Ed. Early	5 years experience

		Childhood Education	as a preschool teacher
Mary Jamsek	CDEC 1458, 2424, TECA 1311	MS Reading Education	6 years experience as a preschool teacher
Patsy Mc Creary	CDEC 1417,2422,2424	MS Child Development	3 years experience in early childhood
Gwen Chance	CDEC 1417,2422,2424	MS Child Development	3 years experience as a preschool teacher
PD Jolley	CDEC 14458, 1456, 2341, 1419, 1417 TECA 1318	MA Child Development	10 years experience as a preschool teacher
Kim Kofron	CDEC 1417,2422,2424	BS Child Development M.Ed. Early Childhood Special Education	5 years experience as a preschool teacher and director
Karlene Bennett	CDEC 1417	MS Curriculum and Instruction- Secondary Education Ph.D Candidate Early Childhood Education	5 years experience as a preschool teacher
Sheri Leonard	CDEC 1417,2422,2424	BS Family and Child Development	7 years experience as a preschool teacher
Amelie Parks	CDEC 1417	M.Ed Education	4 years experience as a preschool teacher
Katie Campbell	CDEC 1417,2422,2424	BA Psychology	6 years experience as an early childhood teacher
June Yeatman	TECA 1318	M.Ed. Curriculum and Instruction- Early Childhood	10 years experience as a preschool teacher
Marselina Yanez	TECA 1354	BS Child Development	14 years experience as a preschool teacher

What is the ethnic diversity of the faculty?



What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

Faculty meetings and discipline meetings are used to discuss new developments in the field. Additionally, most faculty attend local, state and national conferences.

What recognition has been given to faculty within the last year?

Nira Changwatchai received an award for her dedication to children.

Describe professional development activities in which program faculty participate.

Faculty participate in the College's professional development days. Faculty also attend discipline related conferences.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

100 %.

Describe the types of discipline-related professional development activities offered.

Presentations on developmentally appropriate practice; CIRCLES.

What percent of sections do full-time faculty teach?

75% of sections offered were taught by full time faculty.

What percent of contact hours do full-time faculty teach?

75%

Are student evaluations of instruction within acceptable range? x Yes

No

To what extent are alternative modes of instruction incorporated into classes?

In almost all classes, multiple modes of instruction—visual, auditory, small group activities, case studies, audio visual materials are used.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

x Yes No 100% of the faculty are rated as good to excellent.

In Student Surveys, returned during the time period covered in this Program Review, 86% of the responses rated their preparation for a job in early childhood as 3 or above on a Likert Scale with 5 being the highest.

**[f] Adequacy of program resources and efficiency of resource use
Describe the overall adequacy of resources (human, technological and capitol, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.**

In general, CDP has adequate resources to provide effective programs and achieve desired outcomes. We have a sufficient number of full-time faculty to teach the majority of our courses and address student needs.

Our office space is adequate with the addition of three offices in EVC building 3000. At least one of the classrooms in the child care center is too small to provide the model program we strive to offer. We would also like to offer an after-school program but are limited in space.

We currently have sufficiently up-to-date technology to meet the program needs. The budget for supplies is modest and some expenditures, such as a newsletter to advertise our programs have been eliminated due to lack of resources.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

For both FY 03 and FY04 approximately 30% of the total sections offered by CDP were taught by adjunct faculty (23 out of 73 sections and 22 out of 76 sections respectively).

The following courses were only taught by full-time faculty during FY 03 and FY 04:

CDEC 1166; CDEC 1321; CDEC 1359; CDEC 1391; CDEC 1392; CDEC 1394
CDEC 1457; CDEC 2166; CDEC 2326; CDEC 2328; TECA 1303

The following courses were taught by both adjunct and full-time faculty. The ratio of adjunct taught sections to full-time faculty taught sections is listed for each course.

CDEC 1413 - 1 adjunct / 4 full-time
CDEC 1417 - 14 ½ adjunct / 11 ½ full-time

CDEC 1419 - 1 adjunct/ 1 full-time
CDEC 1456 - 1 adjunct / 2 full-time
CDEC 1458 - 2 adjunct / 1 full-time
CDEC 2341 - 1 adjunct / 2 full-time
CDEC 2422 - 9 adjunct/ 9 full-time
CDEC 2424 - 7 adjunct / 8 full-time
TECA 1311 - 3 adjunct/ 11 full-time
TECA 1318 - 3 adjunct / 4 full-time
TECA 1354 - 2 adjunct / 13 full-time

How up-to-date is the equipment used by the program?

Current equipment is up-to-date and meets the needs of the program. Computers and other equipment need ongoing replacement in order to keep up with current technology.

Identify possibilities for improving the efficiency of the program's use of resources.

CDP strives to reduce program costs whenever possible. Most costs are associated with faculty and adjunct salaries which are outside the control of the program. The program strives to keep enrollment at the highest level possible. Classes are offered in a variety of alternative settings at no cost to the college, which reduces the cost for the college for classroom space.

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

There are no other local programs that offer a program similar to CDP to prepare child care teachers. The University of Texas at Austin and Texas State University both offer undergraduate degrees in child development, but these are not specifically geared toward the child care field. They both have much higher tuition and fees associated with their programs.

There are some on-line associate degree programs. The costs are comparable to ACC CDP, but offer less direct experience working with young children.

There are a number of other providers in the Austin area that offer continuing education training. Cost for training in the other programs tends to be slightly less expensive than the training offered at ACC. For example, one major provider of continuing education charges \$25 for an eight hour training, while Continuing Education charges \$25 for a four hour training. The training offered by CDP is of high quality and receives good evaluations from participants.

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

Major grants for the Child Development Department

CDP seeks outside grant funding to provide scholarships for students and overall quality improvement in the area child care system. The major sources of grant funds for FY 2003 and FY 2004 are listed below. One major grant, the Fund for Child Care Excellence was only funded for two years due to challenges encountered by the funding entity regarding raising additional money for their program. That grant allowed CDP to serve students in Williamson County with scholarship funds. Our other funding sources are restricted to Travis County.

Funding source	FY 2003	FY 2004
City of Austin Teacher TRAC	\$100,000	\$94,838
City of Austin Quality Improvement	\$75,000	\$75,000
Travis County Teacher TRAC	\$15,000	\$15,000
Austin Collaboration for Children	\$16,250	0
Fund for Child Care Excellence	\$267,365*	\$68,499
WorkSource Child Care Solutions	\$10,000	\$11,600
TOTAL FUNDING	\$483,615	\$264,937

*Expenditures were also made in FY 2004 from these funds.

Compare the program costs to other ACC programs.

CDP's program costs are higher than most academic programs, but generally compare favorably to most other workforce programs. The revenues noted in the comparison data do not include the grant funding that CDP brings in to cover some of the adjunct salary expenditures that are included in the costs.

<i>FY 2003</i>	<i>FY 2004</i>
\$549,725 in Direct Revenue	\$554,301 in Direct Revenue
\$571,576 in Direct Expenses	\$630,796 in Direct Expenses
(\$21,851) Marginal Surplus	(\$76,495) Marginal Surplus
-4% Percent Marginal Surplus	-13.8% Percent Marginal Surplus

Compare the program's actual expenditures to the approved program budget for the previous two years.

CDP's actual expenditures have exceeded the budget for the past two years. Accurate costs for adjunct faculty salaries and overloads are not included in the budget which is the only area in which expenditures exceed the budget. As noted above, the grant funding that covers some adjunct salaries is not included in the budget for the program.

<i>FY 2003</i>		<i>FY 2004</i>	
Budget -	\$ 498,940	Budget -	\$ 531,424
Actual -	\$568,409	Actual -	\$630,796
Under/(Over)	\$(69,469)	Under/(Over)	\$(99,372)

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the items below.

Report/status from latest external accrediting agency visit

Coordinating Board 1999 – Recommended status – “CO” “This is an excellent program. Community involvement is outstanding and movement to the EV Campus should promote further growth.”

When was the most recent program review.

1999

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

725 students were enrolled as Child Development majors, but the data does not indicate graduation intentions. Some of the 725 students are Child Development Associate Training Program majors and some are child care center directors taking only 1 or 2 courses.

Average number of semesters it takes for students to gain degree/credential.

Information has been requested from OIE (Connie Wall); will submit when provided.

Number of graduates within the last three years

<i>Program Graduates</i>							
Year	FY00	FY01	FY02	FY 03	FY 04	Total 5 years	
AAS GRADUATES	10	6	8	12	9	45	
Certificate Graduates	2	15	11	15	4	47	

In 2002, the College began awarding a Marketable Skills Award for the Comprehensive Child Development Associate Training Program. In 2003 and 2004, there were 417 awards.

Demographics of graduates

Information has been requested from OIE (Connie Wall); will submit when provided.

Percent of graduates who are employed within one year of graduation.

90.5%.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries? Salaries in the Child Care Workforce are typically quite low. We use our annual Employers, Students and Advisory Committee Surveys to determine job performance. As noted above,

Percent of employers indicating satisfaction with graduates.

90% of employers rated CDP job preparation as a 4 or 5 on a Likert scale with 5 being the highest.

Discuss the most recent results of Focus Group or internal survey of employers.

In surveys, employers frequently discussed frustration with the literacy levels of students. The department responded to this by increasing literacy prerequisite requirements.

Number of employers indicating need for more graduates

There is a consistent need for graduates and employers regularly post employee requests to our students. Data on the number of requests has not been kept.

Provide evidence of SCANS competency integration into course syllabi and programs.

Master Course syllabi online at www.austincc.edu/childdev contain all SCANS competencies. A Child Development Statewide Committee integrated SCANS competencies into course objectives for the WECM course revisions.

How often does the program's advisory committee meet to discuss curriculum issues?

The Advisory Committee meets once to twice a year depending on need.

When and where are advisory committee minutes maintained and posted?

www.accweb.austincc.edu/minutes/cdpacpg.htm

Evidence of recent review of curriculum by external advisory committee.

Posted minutes of September 17, 2003 meeting.

Advisory committee validation of entry level skills

Posted minutes of 4/20/02 meeting.

Only Transfer Programs complete the items below.

Number and percent of graduates who transfer within one year of graduation.

████████

Number of articulation agreements with universities and colleges

████████

Number of courses that transfer

████████

Number of student complaints about problems with course transfer

████████

Discuss the results of the most recent Survey/focus group of transfer institutions.

████████

Discuss data from transfer institutions if available.

████████

Number of students transferring successfully.

████████

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program? Summarize them here and complete the *Program Status* form.

The Child Development Department continues to be successful in reaching its goal to prepare competent professionals to work directly with young children in early care and education programs. Employers consistently report satisfaction with employees who take courses in the program. The Child Care Workforce identifies ACC's Child Development Department as the "trainer for child care teachers". The low salaries and status of child care workers continues to have a tremendous effect on the field and the department. Emerging trends of universal Pre-K and national accreditation recommendations that child care teachers have a university degree will greatly impact the program and long-term planning for these are necessary.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

We believe over the next five years that will be challenged to:

- Continue to develop innovative instructional methods to provide the best educational opportunities for the increasing number of employed students we will serve.
- Revise the course curriculum and the Lab School's curriculum to reflect current practices of: using formal assessment tools to determine a child's level of development; promoting early literacy; measuring young children's learning outcomes; teaching intentionally.
- Continue to increase faculty and staff development to provide the support needed to revise curricula as suggested.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

1. Develop a plan to assist students in transferring to four-year programs.
2. Explore and then determine the feasibility of creating an Associate Degree for aides in public schools which would meet "Leave No Child Behind" requirements.
3. Increase student retention.
4. Determine the need for additional Lab School and Departmental space.
5. Advocate for a lab coordinator position to coordinate distant field sites for Child Development courses and AAT Early Childhood student placements.

ADDITIONAL COMMENTS



APPENDIX

List all documents that you used in your report:

OIE documents, faculty applications, accweb.edu/minutes for Child Development, Datatel Faculty Loading Reports, National Association for the Education of Young Children's Standards for Professional Preparation for Associate Degree Programs. (URL <http://naeyc.org/faculty/pdf/2003.pdf>)

When you have completed this report, send it via e-mail to the Manager of Quality Initiatives (njokovic@austincc.edu) as an attachment.

Quality Improvement Plan for Child Development Program

Date Completed: 2/21/06

Please complete a table for each of the self-study team's recommendations for improving or maintaining the quality of the program. The first table provides information to assist you in determining what to put in each "cell." If you need more tables, please use the copy/paste function in word.

Field	What to include
Recommendation #	Assign a number to this recommendation for tracking purposes.
Recommendation:	Taken from the <i>IPRS</i>
Planned Implementation date:	When does the program expect to begin to implement this recommendation?
Estimated Completion date:	When does the program estimate this recommendation to be fully implemented?
Action/Task	What steps must the program do to implement the recommendation?
Measure of Success/ Desired Outcome	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
Estimated Cost(s)	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
Consequence if not funded	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

Recommendation #	1
Recommendation:	Develop a plan to assist students in transferring to four-year programs.
Planned Implementation date:	8/2006
Estimated Completion date:	ongoing
Action/Task	<ol style="list-style-type: none"> 1. Develop a clear advising system and written guide for students to help them determine which degree plan they should take (AAS/AAT) 2. Develop a webpage for the Dept's website which provides above information. 3. Develop articulation agreement with BAAS program at Texas State. 4. Develop resource file of all BAAS programs that

	will articulate with AAS degree plans.
Measure of Success/ Desired Outcome	Completion of brochure, system and website. Articulation agreement signed. Resource file developed.
Estimated Cost(s)	\$250
Consequence if not funded	no additional funds needed
Who is responsible?	Department Chair

Recommendation #	2
Recommendation:	Explore and determine the feasibility of creating an Associate Degree for aides in public schools which would meet "Leave No Child Behind" requirements.
Planned Implementation date:	Fall 2007
Estimated Completion date:	Fall 2007
Action/Task	<ol style="list-style-type: none"> 1. Collaborate with Teacher Education to determine need for the program. 2. Talk with area School Districts to determine necessity. 3. Respond to community need (go forward with steps to implement degree plan or terminate plans.)
Measure of Success/ Desired Outcome	Determination of need for AAS for school aides.
Estimated Cost(s)	None
Consequence if not funded	
Who is responsible?	Department Chair and Outreach Faculty

Recommendation #	3
Recommendation:	Increase student retention
Planned Implementation date:	Fall 2006
Estimated Completion date:	ongoing
Action/Task	<ol style="list-style-type: none"> 1. Determine literacy levels of students entering CDA Comprehensive Training Program 2. Determine if there is a link between low literacy levels and dropping from course or not returning for additional courses in Training Program. 3. Implement a combined Developmental Reading or Writing Course with CDA I if research proves need. 4. Faculty will identify students needing extra tutoring and refer to Teacher TRAC Coordinator. 5. Establish tutoring program.
Measure of Success/ Desired Outcome	Improved student retention
Estimated Cost(s)	None
Consequence if not funded	None
Who is responsible?	Teacher TRAC Coordinator, Dept. Chair, Faculty, Student Services

Recommendation #	4
Recommendation:	Determine the need for additional Lab School and Departmental space.

Planned Implementation date:	Fall 2006
Estimated Completion date:	
Action/Task	1. Survey faculty and staff to determine space needs. 2. Coordinate with facilities to determine cost. 3. Get space needs included in master plan.
Measure of Success/ Desired Outcome	Acquisition of additional space.
Estimated Cost(s)	To be determined
Consequence if not funded	Will not be achieved
Who is responsible?	Department Chair and Lab School Director

Recommendation #	
Recommendation:	
Planned Implementation date:	
Estimated Completion date:	
Action/Task	
Measure of Success/ Desired Outcome	
Estimated Cost(s)	
Consequence if not funded	
Who is responsible?	