



ACADEMIC PROGRAM REVIEW

**FOR CAREER PROGRAMS
THAT CONDUCT SELF-STUDIES
FOR NATIONAL PROFESSIONAL ACCREDITING BOARDS**

Education Department

2009 - 2010

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MIDDLESEX COMMUNITY COLLEGE

Academic Program Review

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Middlesex Community College

Academic Program Review

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Note: This program review is an addendum to the Program Self-Study Report that is required for National Accreditation for the Education of Young Children (NAEYC). The report of the Accrediting Board is included in this addendum. The complete Program Self-Study Report is on file with the Division Dean.

Section I: Summary of Self-Study/Introduction to the Program Review

This is an opportunity to provide background or contextual information; set goals for the program review and/or include any other introductory information that the committee believes will be helpful to the reader. Include information about previously completed program reviews, such as findings, improvements, and unfinished items. Also include a description of the findings in the most recent accreditation self-study, and, if available, the recommendations and/or responses from the accrediting board.

The Education Department is very excited about all the changes that have happened since the last Program Review in 2002. Beginning in the spring of 2005, the Early Childhood Education and the Elementary Education Programs were combined to form the Education Department.

In 2006, the Office of Education and Care Department (now called the Department of Early Education and Care, under the auspices of the Department of Elementary and Secondary Education) strongly suggested that Associate Degree Programs in Massachusetts become accredited by the National Association for the Education of Young Children (NAEYC) to enhance the quality of teachers in the early childhood field. Middlesex Community College accredited their Early Childhood Education Program the Early Childhood Education Transfer Program. The self-study accreditation process made the Education Department accountable for student learning. Not only did the accreditation make the department look at its strengths, it also helped us to recognize areas of improvement. The changes made to the ECE Program are a direct result of the NAEYC Accreditation.

The NAEYC Peer Reviewers pointed out the following strengths of the Early Childhood Education Program:

- All five NAEYC Standards and Supportive Skills were met.
- Key Assessments and Student Learning Opportunities are adequately aligned.
- Advisement of students, resources available and service learning opportunities were areas of strength.
- Collaborative nature of ECE community at large and involved stakeholders was of great benefit to program and students.
- Exceeding NAEYC expectations in aggregate data on student performance.
- Exceeding NAEYC expectations in using student data to improve the program and help students succeed in program's context.
- Continue use of student performance feedback between faculty and course sections for all key assessments and student learning opportunities.
- REACH Conceptual framework is easily recognizable and collaboratively developed (See attached).

- Tools created to help students be successful were the ECE Advising Packet, Advising Tracking Document, Supervised Field Placement Teaching Manuals, (students, teachers, and field supervisors).
- The Chair of the ECE Department shows a commitment to the greater community through her extensive involvement.
- Courses are offered in day, night and weekend, hybrid, online, and off campus.

The NAEYC Peer Reviewers pointed out the following areas for improvement:
(The areas are noted in the action improvement plan)

- Full time faculty in the early childhood and early childhood transfer program lack higher education degrees in early childhood or related fields.
- Clearly define the student learning opportunities for the Early Childhood and Early Childhood Transfer.
- Pay thoughtful attention to Criterion 8 (Qualifications and Composition of Faculty), specifically related to the importance of full time faculty holding graduate degrees in early childhood education.

Changes since Previously Completed Program Reviews

- Donna Gray, a full time faculty member, now teaches in the Psychology Department. Her position has not been filled.
- Common core syllabi, common student learning outcomes, common textbooks were created as a framework for all Early Childhood Education elective and required classes.
- Maureen Goulet is administering the Teacher Educator and Preparation Grant, a subcontract with North Shore Community College RP3 Grant.
- Child Growth and Development (PSY 122) Curriculum Guide was designed in summer 2011 and implemented in fall 2011.
- An Education PowerPoint is presented at Opening Day. The PowerPoint includes a scope and sequence and career ladder presentation, as well as general advising information.
- Introduction to Child Development Associate (CDA) course was designed and implemented with ARRA Grant Funds.
- Maureen Goulet became a CDA Advisor and observed 14 CDA candidates in the field.
- The Child Development Credential (CDA) to Supervised Field Placement Life Experience Credit packet was incorporated and utilized by ten Teacher and Educator Preparation Grant students.
- Maureen Goulet advises Evening and weekend ECE students prior to evening classes.
- Susan Hutchinson for the NAEYC Accreditation designed the REACH Conceptual Framework.
- A Paraprofessional Setting evaluation was added to the MCC Faculty Evaluation packet in addition to the Family Child Care Setting, Preschool Setting, Infant and Toddler Setting, and Elementary School Setting.
- An NAEYC Blackboard site was created for Education faculty so that they can access all the NAEYC Information (rubric etc.) and Re-designed Course Information.
- Maureen Goulet is a trained NAEYC Peer Reviewer that visits other colleges for NAEYC accreditation. She is now acting as the NAEYC team chairperson.
- BEST Grant with Museum of Science, Education Department and Science Department in 2010 and 2011.

Other Recent Initiatives

- Curriculum in Early Childhood Programs (EDU 101) and Introduction to Early Childhood Education (EDU100) Curriculum Guides are being created.
- Early Childhood Education, Early Childhood Education Transfer, and Elementary Education Transfer Programs Advising Guides are being designed.
- NAEYC Accreditation paperwork will to be completed in 2013 for NAEYC visit in 2014.
- A sixth NAEYC Key Assessment and rubric will be created.

Future Initiative Ideas

- QRIS Categories have to be added to MCC Course Catalog Descriptions.
- Create a Learning Community with Child Growth and Development and English Composition I.
- Create more online and/or hybrid ECE classes. The courses recommended for hybrid are Supervised Field Placement, Health and Safety, and Program Planning and Environments. Also, provide additional online sections of Child Growth and Development and Developmental Disabilities
- Investigate the idea of piloting an Education Service Learning Mentoring Program. Education students, who successfully complete a certain education class and have a high GPA, would tutor students, two hours a week, with challenging early childhood education courses.
- Explore the possibility of creating a one credit MTEL Communication and Literacy Preparation Course to be taken by Early Childhood Transfer and Elementary Education students.
- Return to offering weekend ECE classes on four Saturdays. Saturday Class offerings were more successful and ran more frequently when run as full day sessions rather than six half-day classes, which have had to be cancelled due to low enrollment.

Section II: Program Mission and Goals as they support College's Strategic Plan

1. State the mission of the program. Please indicate if the mission statement is new or has been significantly revised as part of a prior program review process.

The Education Department's programmatic mission is to provide students with the educational background and supervised training needed to work with young children. With a child-centered focus, the program emphasis is on developmentally and culturally appropriate practices as set forth and recommended by the National Association for the Education of Young Children. The program also adheres to the mandates of Head Start, the Massachusetts Department of Early Education and Care (MA EEC), and the Massachusetts Department of Elementary and Secondary Education (MA DESE), including state curriculum frameworks. Students learn and apply theory with hands-on experiences through service learning opportunities integrated into required courses as well as a mandatory 15 week, semester long practicum. The Associate Degree program includes a general education component and meets the requirements for Lead Teacher as currently delineated by the MA EEC. The Early Childhood Transfer and Elementary Education programs incorporate state teacher test preparation consistent with college articulation agreements and state educational regulations mandating specific proficiency levels in reading and writing (Massachusetts Tests for Educator Licensure: Communication and Literacy). The Elementary Education program requires two-six credit education courses while the Early Childhood Program has twenty-four credits in Education courses.

This mission statement was revised in 2007 for the NAEYC Accreditation and it may need to be revised for the next accreditation cycle in 2013.

2. Middlesex Community College's Strategic Directions are listed below. Describe how your program is actively supporting, or intends to support, one or more of these directions.

- *Improve access and advance student success by strengthening evidence-based practices and resource allocation.*
- *Foster greater college engagement through improved communication, personal connections and collaborative partnerships.*
- *Drive innovation, enrich community and broaden the learning experience for all by fulfilling our shared responsibility for diversity.*
- *Empower all members of the college community to be educators, mentors, advocates and life-long learners.*

- *Transform learning by integrating academic, workplace and global experiences to meet personal, professional and community needs.*
- *Build partnerships that stimulate innovation and address the educational, social, and economic and workforce development needs of our communities.*

The Early Childhood Education and Early Childhood Education Transfer Department are accredited by the National Association for the Education of Young Children. The goals of NAEYC closely resemble MCC’s Strategic Direction Plan. Part of the accreditation process is strongly tied to evidence based practice and accountability such as rubric, key assessments and program improvements. The other part of the accreditation process is dedicated to program context. Context topics included in the NAEYC Report are: Mission and Role in Community, Conceptual Framework, Program of Studies, Quality of Teaching, Quality of Field Experiences, Qualifications and Characteristics of Students, Advising and Supporting Students, Qualifications and Composition of Faculty, Professional Responsibilities, Professional Development, Program Organization and Guidance and Program Resources.

By renewing the NAEYC Accreditation, the Education Department will continue to: collaborate and form partnerships with community agencies; Encourage students to be advocates for the teaching profession; and actively participate in advocacy projects within the community; stress diversity and respect for all children in every educational setting; and continue to meet the evolving demands of the workforce development needs of the Department of Early Education and Care by providing qualified early childhood educators.

Section III: Curriculum Institutional Student Learning Outcomes

1. Please provide your program’s timeline for ongoing, annual assessment of the college’s ISLOs as appropriate.

2011-12	Personal and Professional Development
2012-13	Oral and Written Communication
2013-14	Multicultural / Global Literacy
2014-15	Social Responsibility
2015-16	Quantitative Literacy
2016-17	Critical Thinking

2. If applicable, discuss any changes you have made to your program’s support of MCC’s ISLOs since your last program review. This question is not applicable.

3. As appropriate, map the way in which your program provides opportunities for students to progress towards achievement of MCC's Institutional Student Learning Outcomes, by noting in which courses outcomes are Introduced (I), Developed (D), and where students are expected to demonstrate Competency (C). (Note: at the Developing and Competency levels, PSLOs should be reflected, directly or indirectly within the course outcomes.)

Curriculum Map II:

Program Opportunities for Student Progress toward ISLOs

This chart is based on the NAEYC External Accreditation Standards and Supportive Skills, which take precedence.

	EDU 100 Introduction to ECE	EDU 101 Curriculum in EC Programs*	EDU 102 Guiding Children's Behavior	EDU 103 Infant and Toddler Program Planning	EDU 104 Young Children w/ Special Needs	EDU 105 Young Children's Literature	EDU 150 Discover Teaching*	EDU 153 Program Planning and Environments*	EDU 154 Health, Safety and Nutrition in ECE	EDU 250 Multicultural Issues in ECE	EDU 251 Supervised Field Placement and Seminar*	EDU 252 Administration of ECE Programs	PSY 122 Child Growth and Development*	PSY 123 Developmental Disabilities
Critical Thinking	I	I	C	D, C	D, C	D, C	D, C	D, C	I	D	D, C	D, C	D, C	D, C
Written & Oral Communication	I	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C
Quantitative Literacy		I	D, C	I	D, C	I	D	I	D	I	D, C	D, C	D, C	I
Multicultural/ Global Literacy	I	D, C	D	D, C	D, C	D, C	D, C	D, C	I, D	D, C	C	D	D, C	D, C
Social Responsibility	I	D	D	I	D, C	I	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C
Personal & Professional Development	I	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C	D, C

*NAEYC Key Assessment and Supportive Skill assessed in this class.

NOTE: The measurable Student Learning Outcomes for each Early Childhood Education elective and required course are found in pages 72-75 of the NAEYC Accreditation Report.

1. Does Curriculum Map II suggest a need to improve the sequencing of opportunities for students to develop and achieve any ISLO within the program? If so, please explain.

At this time, there is no need to improve the sequencing of the courses. The competency area that is currently being introduced is quantitative literacy, which is discussed in the action plan at the end of the report. Most of the early childhood courses are introducing quantitative literacy by discussing statistics and age range norms by comparing and contrasting data. The Department feels that introducing quantitative literacy will not have an effect on the sequencing of opportunities.

ISLO: Personal and Professional Development

This ISLO aligns with NAEYC Standard Number 5 (Growing as a Professional) and Supportive Skill Number 1 (Self-Assessment and Self-Advocacy). The NAEYC Standards and Supportive Skills are found in the attachment section.

2. Please provide examples of representative course student learning outcomes that include or embed this ISLO from course syllabi where competency of the ISLO is expected.

The Education Childhood Education Program is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC has five standards and supportive skills that must be assessed every semester. The key assessments are: Child Observation (Child Growth and Development); Philosophy of Education (Discover Teaching and Program Planning and Environments); Activity Plan and Demonstration (Curriculum in Early Childhood Education) and Student Teaching Observation and Advocacy Paper and Presentation (Supervised Field Placement and Seminar). All of the Early Childhood syllabi and rubrics contain the language and goals recommended by the NAEYC, the external evaluator.

The assessment activity that assesses the Personal and Professional Development ISLO is the Advocacy Paper and Presentation (NAEYC Key Assessment #5) used in all sections of Supervised Field Placement and Seminar. This assessment measures NAEYC Standard 5: Becoming a Professional, and NAEYC Supportive Skill 1: Self-Assessment and Self-Advocacy and Skill 5: Identifying and Using Professional Resources. The assessment is writing a five-page Advocacy Research Paper and Presentation. In this five-page paper, students will:

- A. Write about their cumulative education experiences and reflect on their personal growth in the seven teaching competencies.
- B. Discuss their career goals and future goals by presenting to the class their education experiences and accessing their strengths and weaknesses in the teaching competencies.
- C. Work collaboratively to design and execute an advocacy project. At the completion of the project, students discuss the concept of advocacy in their paper.

This assignment has an NAEYC skill rubric (see Section IX Attachment). The rubric measures the level that students are attaining NAEYC skills in terms of exceeding, adequately meeting, minimally meeting, or not meeting expectations of the skills listed in the rubric. The NAEYC Skill Rubric assesses some of the same skills as the Personal and Professional Development ISLO.

There is other assessment that relates to personal and professional development embedded in the Supervised Field Placement and Seminar. Students are required to create an Early Childhood Education Portfolio. The portfolio is the collection and representation of each student's individual work including: Professional Knowledge and Abilities/Academic Artifacts, NAEYC Key Assessments, Professional Skills/Instructional Practices, and Syllabi from ECE Courses. Students can display the portfolio during potential career opportunities and job interviews, as well as to document their field experience course work in the early childhood courses. Some four-year institutions require documentation of student's work in order to obtain transfer credit and the portfolio provides evidentiary support.

- 3. Referring to Curriculum Map II, describe the process by which this Institutional Student Learning Outcome was assessed for Competency. Include in your description:**
- **Which courses contributed evidence of student learning and achievement?**
 - **Which assignments/projects/exams/activities within those courses generated the evidence?**
 - **How was a sample selected from the full sets of contributed evidence?**
 - **What criteria were used to assess student learning and achievement?**
 - **Which faculty members assessed the evidence, and how representative are they of the faculty teaching in the program?**
 - **How you created a block of time to conduct the assessments of student learning**

In order to understand the process of choosing an ISLO competency to assess, it is important to understand the curricular changes that were necessary to attain the NAEYC Accreditation. The process that took place is similar to how the student-learning outcome was chosen for this report.

Middlesex Community College's ECE program has historically provided students with an academically rigorous curriculum that emphasizes both classroom learning and hands-on experience. The department has consistently evaluated its program to ensure that its course work meets the needs of its students and adheres to the mandates of Head Start, the Massachusetts Department of Early Education and Care and the Massachusetts Department of Elementary and Secondary Education as well as the recommendations of the NAEYC. This process resulted in the identification of learning assessments geared to equip students with the skills and knowledge required for the field of education. Learning opportunities were identified in elective courses as well as required courses.

When MCC started making steps towards student learning outcomes, the education department took the opportunity to embrace the to challenge, incorporate, and align student-learning outcomes with the NAEYC Accreditation process. The NAEYC Standards and Supportive Skills align with the Institutional Student Learning Outcomes. The process of evaluating and modifying student-learning opportunities took over two years to complete. All early childhood full-time faculty and adjunct were invited to participate in this process.

First, faculty met and reviewed content in each of the ECE courses to ensure that there was evidence of a correlation between early childhood content and each of the NAEYC standards and supportive skills. This process resulted in a document known to the department as the Core Standards Checklist. The next part of the process was to collect early childhood education syllabi from the faculty to compile a list of current assessments used to evaluate student performance. The faculty assessments were categorized and aligned to the matching NAEYC Standards and Supportive Skills. Then, the early childhood student learning outcomes and assessments were placed into the columns on the Learning Opportunities Chart. This chart demonstrates each NAEYC Standard and Supportive Skill and the measurable student learning outcome in each early childhood education course.

After evaluating syllabi, common elements such as textbooks, course goals, and course objectives were evaluated and a mandatory skeleton syllabi framework was created for every early childhood course. All instructors now use this mandatory skeleton as a template framework for the basis of the course content. This template ensures that students in different sections of a class use the same textbook and have the same student learning outcomes. To ensure academic freedom, instructors can decide how to assess the student learning outcomes. The only exception is if a course has one of the five NAEYC Key Assessments. The courses are: PSY 122-Child Growth and Development; EDU 150- Discover Teaching and EDU 153- Program Planning and Environments; EDU 101- Curriculum in Early Childhood Education and EDU 251- Supervised Field Placement and Seminar.

The Early Childhood Program designed the skill rubric to measure whether or not students were attaining the NAEYC Accreditation Standards and Supportive Skills. Every section of class that has a key assessment has to use the exact description of the key assessment and the exact same skill rubric. By using the exact same description, graded weight and rubric, data can be gathered across each section of a class comparing information, as the saying goes "apples to apples".

A rubric was necessary to assess student learning. After meeting with Elise Martin, it was decided that a skill rubric would meet the needs of the NAEYC Accreditation. Maureen Goulet, an adjunct faculty member who was trained as a NAEYC Peer Reviewer, designed a skill rubric. The rubric was created then faculty members suggested changes and after agreement, the final rubric was implemented. The rubric is a skill rubric not a grading rubric. Students are judged on whether or not their skill in an assignment exceeds expectations, meet expectations, or do not meet expectations. NAEYC wanted to ensure that Early Childhood Education and Early Childhood Education Transfer student's grades are passing grades, so grades are recorded on the bottom of the rubric.

The rubrics are totaled in each section of a class each semester and turned in Dr. Nancy Tyler-Higgins along with three samples of student's work: one sample of overall exceeds expectations, one sample of meets expectations, and one sample of does not meet expectations. The three samples are turned in at the same time as the skill rubric totals. The totals are added up for every section of a class to see where students need to improve to assure NAEYC that MCC students are attaining the NAEYC Standards and Supportive Skills. Once the scores are totaled, questions are asked- does the assignment need to be changed? Does the rubric need to be changed? Etc. to help make sure MCC students attain the skills that the course requires. Last semester, a self-reflection piece was added to the rubric so that instructors could analyze their classes' data and make changes to their class teaching such as presentation of course material or clarify the explanation of the assignment, etc.

A students' individual learning opportunities assessments are compiled by the student and placed in his/her ECE portfolio, which is assessed in the Supervised Field Placement seminar course at the completion of the Associate's degree course of study. Each year, NAEYC requires an annual update report, which assesses what curricular changes are being made to the program.

The student-learning outcome assessed for this competency is the Advocacy Paper and Presentation. This assessment is used in every section of Supervised Field Placement and Seminar (EDU 251). Instructors are trained to use the exact same description of the assignment in their syllabi. Instructors cannot change or modify the assignment to ensure that each section of the course rubrics can be compared to other sections of the same course. The assessment has a skill rubric used to analyze whether or not students meet, exceed, or do not meet expectations for the assignment.

At the end of the semester, each instructor submitted one sample of meets, exceeds, or does not meet expectations. The instructor names and student names have identifying information removed. The Early Childhood Education team randomly chooses several samples to be identified by a number. At department meeting, the blind samples are re-evaluated, using the NAEYC rubric, to determine where each instructor would score the random sample. After a discussion with team members, the team agrees on the characteristics in each category of what meets, exceeds, or does not meet expectations. This process brings the Early Childhood Department together and takes the "preference" factor out of the rubric equation.

The assessment in this report was chosen for its correlation between the ISLO's and the NAEYC Accreditation Standards and Supportive Skills. The assessment was used in two sections of Supervised Field Placement and Seminar taught by Nancy Higgins (EDU 251 -01) and Maureen Goulet (EDU 251-30). Typically, only two sections of the course are offered each semester. All of the key assessments are going to be realigned according to the 2010 NAEYC Standards and Supportive Skills. The rubric has been changed and the latest version the 2011 skill rubric for key assessment will be available at the Program Review Presentation.

4. What did your program learn about student achievement of this ISLO within your program?

At the end of each semester student samples and rubric scores were tallied. The data from the skill rubric indicated that the students were not adequately addressing the advocacy component in NAEYC standard five or the supportive skill one. In 2007, it was determined that the assignment needed to be modified to better assess these skills. Starting in spring 2008, the key assessment was changed to an advocacy research paper and presentation. This assignment will better address the perceived weakness in supportive skill one and five. The

changes include removing the reflection component of the values paper and replacing it with presentation questions to ensure that all students respond to the issues raised in the reflection. The values paper was also revised to add a research component. After reviewing the key assessments checklist, program faculty realized that NAEYC supportive skill 5 was missing. Program faculty has determined that this is the best place to assess NAEYC supportive skill 5 and will do so going forward. In 2011, an instructor-reflection piece was added to the rubric. This way, the instructor can analyze and try to find ways to help students improve their understanding of the course content measured by the skill rubric. Criterion 5: Quality of Field Experiences. NAEYC standard 5 requires students to understand and apply the competencies reflected in the NAEYC standards when they are able to observe, implement, and receive constructive feedback in real-life settings. The NAEYC Accreditation Standards and Supportive Skills changed in 2010. (See Section IX Attachment) The key assessments and supportive skills will need to be realigned in 2012-2013 to accommodate the new changes.

5. What curricular and/or instructional changes are planned within the program as a result of this assessment work (if any)?

There are no curricular changes planned as a result of the assessment. There are curricular changes planned for the next accreditation cycle but they are not based on this assessment.

The Early Childhood Department has to renew NAEYC Accreditation for both the Early Child Education Program and Early Childhood Education Transfer Program in 2014. Because changes were made to the NAEYC Standards and Supportive Skills, the ECE Department has to make curricular changes to the ECE program. In 2010, NAEYC Standards were revised, another Standard was added, and Standard 4 was revised. Based on the NAEYC recommendations, the following curricular changes have to be done:

- A. Standard 4 has been separated into two standards, one focused on early childhood methods and the other on early childhood content. This increases the total number of NAEYC standards from five to six. The separation ensures that both pedagogy and content receive focused attention in program reports. Content areas previously listed only in the Supporting Explanation are now fully explained in NAEYC 2010 Standard 5 Key Element A. To accomplish this task, the ECE Mandatory Skeleton has to be revised and renumbered according to the new NAEYC standard numbers. After the Mandatory Skeleton has been revised, the Department has to add another key assessment to assess the new standard. The key assessment will be chosen from a course that is common to both the Early Childhood and Early Childhood Transfer Program. Once the course decision has been made, a description of the key assessment will be designed. The assessment will be used in all sections of that course. Along with the assessment an additional skill rubric has to be designed. After the implementation phase, rubric scores will be tallied and faculty will determine if the skill rubric and the key assessment need refinement and determine if any changes need to be made to the key assessment. At this time, it has not been determined which course will use the new key assessment.
- B. Another NAEYC standard requires that early childhood teacher education programs prepare candidates for a career of work with young children from birth through age 8, in a variety of early education settings. The new standard requires field placements in:
 - At least two different early education settings (elementary/primary schools, child care centers and homes, Head Start agencies) **and**
 - At least two different early childhood age groups (birth-3, 3-5, 5-8).

Section IV: Instructional Support

6. Discuss the adequacy of the staffing level in the program to teach and advise students enrolled in the program.

A full time faculty member with an advanced degree in Early Childhood Education needs to be hired to replace the vacancy left by Donna Gray. The additional faculty member would also ease the amount of early childhood education students being advised by non-education faculty. Students would have the opportunity to be taught by a fulltime faculty with an expertise in early childhood education satisfying the recommendation from NAEYC.

In 2010, there were a total of 475 students: 220 Early Childhood Education students, 108 Early Childhood Transfer students, 41 Early Childhood Certificate students, and 106 Elementary Education students. By comparison, in 2006, there was a total of 416 students: 49 Early Childhood Transfer students, 256 Early Childhood Education students, 24 Early Childhood Certificate students, and 87 Elementary Education students. In 2008, when MCC was being accredited, there were two full-time faculty, Donna Gray and Sandra Regan. NAEYC recommended the importance of one full time faculty holding a graduate degree in Early Childhood Education be given thoughtful attention. In 2009, Donna Gray left the department and was not replaced with another full time faculty member. At this time, with the rising numbers in enrollment, the Education Department and students would benefit.

7. How adequate and appropriate are program facilities and equipment? Please be specific about current deficiencies or projected needs.

The Lowell campus, at the present time, has the adequate program facilities and equipment for the Early Childhood Department. At the Bedford campus for both day and evening classes primarily Education Department uses the Bedford House Building Room 002. During the summer of 2011, Bedford House Room 002 was updated to include a Smart Board classroom. This technology has greatly improved the ability of the instructors to enhance student learning by being able to show video demonstrations in current trends and best practices in education.

8. Describe any professional development needs of program faculty or staff.

One professional development need of the Early Childhood Department is that faculty should be able to attend the NAEYC conference held in Westford, MA each spring. NAEYC is the accrediting agency and it would be nice to show NAEYC that MCC understands the importance of keeping faculty current in the latest trends in Early Childhood Education. The department would also like to send the faculty to the NAEYC National Conference in November and the NAEYC Leadership Conference in June.

9. Discuss any new strategies being implemented within your program to support student success. This could include efforts to establish consistent expectations for students, scaffolding learning within sequential courses, inclusion of experiential learning, collaborations with Academic Support Services and/or other support areas, curriculum revision, pedagogical sharing and innovation, etc. Please comment on the availability and adequacy of any support services being utilized.

The Early Childhood Education program at MCC has been very active in the Title III Strategies for Success Program. One part time faculty member, Maureen Goulet, has been active in the Title III Strategies for Success Program by participation on various design teams. Curriculum Guides are important to student success because they incorporate the student success skills: Critical Thinking, Collaboration, Communication, Organization, and Self-Assessment. To date, one curriculum guide, Child Growth and Development, has already been designed and implemented. All instructors that teach Child Growth and Development have received a copy of the guide.

Last semester, the Child Growth re-design information was added to the NAEYC Blackboard site. This way, instructors can access the Child Growth and Development redesign success skills information to use in their classes. In the first semester of implementation, an part time faculty member that teaches Child Growth offsite,

personally called Nancy Higgins to thank her for creating unique ways to present the Child Growth content and making the re-design links available online. Other MCC departments have contacted Nancy Higgins about the successful set up and design format, as well as the flow of information from one content area to the next content area.

This spring, two new curriculum guides are being designed for Curriculum in Early Childhood Programs and Introduction to Early Childhood Education. The new Curriculum Guides will be added to the existing NAEYC Blackboard site. Education faculty will have access to this information, in addition to the Child Growth and Development information.

Nancy Curll has been an asset to the Early Childhood Education Program. She was able to set up a NAEYC Accreditation Blackboard site. All of the NAEYC information is contained in that site. Yearly update reports are due to NAEYC. The Blackboard site makes it easier to update faculty on any changes. Instructors can also access any changes in the key assessments descriptions and/or rubrics.

The Education Department has utilized Opening Day with a PowerPoint presentation to inform students about scholarship opportunities, service learning experiences, and possible career choices. The scope and sequence for the Early Childhood Education, Early Childhood Transfer, and Elementary Education programs are discussed at Opening Day. Respective students are given the scope and sequencing of courses before leaving the Opening Day presentation. In fall 2012, the students will be introduced and shown how to use DegreeWorks to analyze their progress at MCC.

Maureen Goulet and Nancy Higgins are creating Developmental Advising Guides in Early Childhood Education and Elementary Education, which will be available the fall 2012.

In 2012, EEC is adding a Quality Information Rating System for Massachusetts Child Care Centers. Child Care Centers in Massachusetts will now have to participate in a rating system type of scale (1 star centers, 2 stars, etc.) to indicate the quality of the Early Childhood Program as well as the staff that work in those centers. The more educational background a teacher possesses, the higher the center QRIS rating. The Early Childhood Education program will have to add the QRIS details in the MCC course catalog to every ECE course description so that students and child care centers will know where the ECE course content fits in the QRIS category.

Section V: Institutional Data

The Institutional Research Office will provide a significant portion of the data. Your committee is encouraged to request additional relevant information from Institutional Research and to develop and conduct alternative assessments as well. Some examples of assessments that the committee may choose to implement are student focus groups and/or student surveys. Input from relevant internal groups such as Advising, Admissions, and/or connected departments will also be necessary. Please include a copy of the data from Institutional Research and all committee-developed surveys or focus questions in the Appendix of the review.

10. Please note important trends, patterns and issues that emerge as you examine data from Institutional Research office, including:

a. Program Enrollment Data

The predominant age groups for Early Childhood Education are the typical high school graduates going to college – are between 18-21 year olds, followed by students in the combined age groups of 25 to 49 year olds in the . Students in the 25- 49-year-old age range are students that were not employed in the education field but now want to work in childcare centers as a second career. The Early Childhood Education Transfer students are predominately was 18 to 24 year olds. The Elementary Education Transfer students are ages 18 to 24. The predominate age group for elementary education may switch in the past years but it is still within the 18 to 24 year old age group. Below are the enrollments by age groups.

	18-19	20-21	22-24	25-29	30-39	40-49	50-59
ECE Degree	19%	16%	12%	13%	13%	19%	5%
ECE Transfer	30%	42%	12%	5%	5%	2%	3%
Elementary Education	26%	34%	20%	7%	6%	3%	3%
ECE Certificate	10%	12%	12%	10%	24%	27%	5%
All College	26%	22%	16%	12%	10%	6%	3%

b. Reading, Writing and Math Placement Data

Math Placement Scores- The math placement scores cannot be compared due to the new RAMP Up Math Program. Students take the math placement test and if they place into developmental math have to start at MAT001 regardless of placement test level. The old placement test results would indicate whether a student should be placed into Fundamentals of Math, Algebra I or Algebra II. It would be interesting to see how fast or slow the Early Childhood, Early Childhood Transfer, and Elementary Education Transfer complete the 12 modules.

	MAT 060	MAT 065	MAT 070	MAT 080	MAT 100	MAT 189
ECE Degree	33.3%	11.5%	19.2%	19.2%	6.4%	0.0%
ECE Transfer	21.7%	26.1%	13.0%	13.4%	4.3%	0.0%
Elementary Education	28.6%	14.3%	14.3%	14.3%	11.4%	5.7%
ECE Certificate	28.6%	7.1%	21.4%	21.4%	14.3%	0.0%
All College	21.3%	11.0%	15.3%	27.7%	12.2%	3.0%

Writing Placement Scores- The Early Childhood Education students, Early Childhood Transfer students and Elementary Education students place into Basic Writing or English Composition. English placement scores show a fairly equal distribution of students.

	English Fundamentals	Basic Writing	English Composition
ECE Degree	6.8%	49.3%	43.8%
ECE Transfer	0.0%	50.0%	50.0%
Elementary Education	6.3%	40.6%	53.1%
ECE Certificate	0.0%	46.7%	53.3%
All College	4.2%	41.6%	53.8%

Reading Placement Scores- Elementary Education students tend to place into *No Reading Required*. Most elementary education students cannot afford the tuition at the four-year institutions. They come to MCC to complete the transfer compact then get the 33% reduction in tuition costs when they transfer to a four-year institution with a GPA above 3.0. Approximately half of the Early Childhood Education and Early Childhood Education Transfer place into no reading. The possible reasons for the reading levels recommended are that early childhood and early childhood speak another language or are transferring from a foreign college. Many of the students in the Teacher Education and Preparation Grant place into ELL courses as well as reading courses. EEC is encouraging Hispanic childcare providers to start taking early childhood classes in reading and writing so they can take Child Growth and Development.

	Required Reading	Recommended Reading	No Reading
ECE Degree	24.1%	21.5%	54.4%
ECE Transfer	13.6%	18.2%	68.2%
Elementary Education	6.1%	21.2%	72.7%
ECE Certificate	20.0%	13.3%	66.7%
All College	16.6%	17.2%	66.2%

c. Demographic Data

The Bedford campus is the primary campus used by the education students. The science courses and math courses are more conducive to the education student's schedule and more courses are offered in the Bedford campus.

Developmental Disabilities, Child Growth and Development, and Multicultural Communication are not in the data numbers because the course numbers do not start with EDU.

Gender - For Early Childhood and Early Childhood Transfer statistics reveal that over 95% of the students are female, which is approximately the female to male ratio in the education field. The Elementary Education Transfer has a higher proportion of males. The possible reasons for this inequity is that men who are interested in education tend to choose to work with older children and therefore do not choose to enter early childhood programs.

Race and Ethnicity- The racial composition of Early Childhood, Education Transfer and students was as follows: predominately non-Hispanic white, followed by Hispanic white, Asian or Pacific Islander, and non-Hispanic Black.

	non-Hispanic white	Hispanic white	Asian or Pacific Islander	non-Hispanic Black
EC Degree	74.5%	16.4%	6.4%	1.8%
ECE Transfer	80.6%	11.1%	0.9%	4.6%
Elementary Education	73.1%	9.4%	8.5%	3.5%
ECE Certificate	85.4%	7.3%	2.4%	2.4%
All College	66.4%	13.3%	10.8%	6.5%

d. Enrollment Status Data

Evening and weekend enrollments of education students are high, which is likely because most students are employed full-time in early care settings during the day. Evening students, with the support of the Massachusetts Teacher Education Scholarship and the R3P Grant, also take evening classes. An increasing number of students register for both day and evening and/or weekend courses. The mixing of day, evening, and weekend courses is becoming a more popular option for students because of work and family commitments. The Elementary students are primarily day students with only 14.2 % taking evening courses.

ENROLLMENT	Day	Evening	Combination
ECE Degree	27.3%	37.7%	35.0%
ECE Transfer	35.2%	15.7%	41.9%
Elementary Education	39.6%	14.2%	46.2%
ECE Certificate	19.5%	48.8%	31.7%
All College	51.4%	18.7%	30.0%

CAMPUS	Bedford	Lowell	Combination
ECE Degree	45.0%	35.9%	19.1%
ECE Transfer	43.5%	29.6%	26.9%
Elementary Education	53.8%	22.6%	23.6%
ECE Certificate	39.0%	39.0%	22.0%
All College	35.9%	36.1%	28.0%

e. Course Completion Data (by method of course offering)

Early Childhood Education, Early Childhood Transfer, and Elementary Education Transfer students have a slightly higher percentage (81.55) of completion rate than the 75.4% college population. Early Childhood Degree, Early Childhood Transfer, and Elementary Education Transfer students have a slightly higher withdrawal rate and lower than average failed course rate. When examining the data from the reports, it is unknown whether or not the education courses that do not start with EDU are reflected in the numbers. Courses such as Developmental Disabilities (PSY 123), Multicultural Communication (SOC 118) and Child Growth and Development (PSY 122) are included in the course completion numbers. The course completion rate for Elements of Math I and II (MAT 130 & 131) is low but education majors tend to struggle with advanced math concepts and quantitative literacy. Algebra

It is a pre-requisite for Elements of Math, which many students find difficult. Students having trouble in Elements Math I withdraw from the class. Students have found that they can switch majors from Early Childhood Transfer to Early Childhood and use Algebra II to graduate. The Early Childhood Department is going to add more focus on quantitative literacy to assist students' uneasiness with math related topics, which will require cooperation with the mathematics department.

f. Academic Progress Data

Early Childhood and Elementary Education students are performing as well as the college overall average. The average GPA of education graduates has been consistently over 3.36 as compared with the college's 3.18 graduation. GPA for all certificate and degree programs (2001) in 2010 is 3.50. Grade distribution figures in all ECE courses indicate a majority of students consistently perform within the A to B range. Overwhelmingly, the majority of ECE students are in good academic standing.

g. Retention Data

The retention data is not available. The Department of Early Education and Care only requires the completion of a single course, Child Growth and Development and nine months of experience for teacher certification in day care environments. Therefore, significant numbers of individuals enroll in a single course without the intention of pursuing additional certification or degree status. Other students enter with previous college education, a high amount of transfer credits, and only need to complete the four required ECE courses to meet Early Education and Care Lead Teacher certification. It is anticipated that retention will improve because QRIS, EEC Standards, and Head Start Standards will require teachers with degrees in early childhood education.

h. Transfer Data

ECE graduates tend to transfer to bachelor degree programs. This percentage reflects the fact that the ECE program has become a suitable option for students preparing for transfer to early childhood teacher programs at four-year institutions. The newly implemented transfer agreement with Salem State College will further facilitate the ease of transfer for students. The ECE program graduates are not successfully tracked because students do not respond to the requests by Enrollment Services. Many of the Early Childhood Transfer and Elementary Transfer students utilize the Transfer Compact agreements between Salem State University, and Fitchburg State University. It would be helpful to know from four-year institutions if MCC students are enrolled.

11. Please comment on significant information that emerges from the Student Transfer and Employment Follow-up data from Institutional Research Office and/or your Program/Department Records.

The ECE program graduates are not successfully tracked because students do not respond to the requests by Enrollment Services. Many of the Early Childhood Transfer and Elementary Transfer students utilize the Transfer Compact agreements between Salem State University, and Fitchburg State University. It would be helpful to know from four-year institutions if MCC students are enrolled.

For the NAEYC Accreditation report, students were asked to fill out a survey at graduation. The NAEYC Accreditation Report noted on page 12, continue to explore the idea of doing an alumni survey related to program feedback, which could provide invaluable insight into program improvement. Sometimes information is gathered by the early childhood faculty when they are told by students that they have been hired full-time at their student teaching placement before graduation. ECE students sometimes return to MCC after graduation to take additional early childhood classes to receive director certification.

12. Please identify labor/market trends that may impact current and future graduates of this program, based on input from advisory boards, focus group meetings with recent graduates, and national and regional data. Some possible sources for such data include:

- <http://online.onetcenter.org> (use "Find Occupations")
- <http://lmi2.detma.org/lmi/FPLmiforms1.asp>

The Commonwealth of Massachusetts Employment Projections Report 2006-2016 projects a continued heavy demand for qualified early childhood professionals. The numbers are expected to increase (through the year 2016) by 21.6% for early childhood educators, 12.2% for elementary and special needs educators. This growth is due to increasing public school students K-12.

Another factor in the increase of demand for students is due to the Massachusetts Department of Early Education and Care requiring individuals in center based programs have an associates, bachelors, or masters degree to meet QRIS. The QRIS is a higher level standing for quality care and education programs. In addition, new Head Start regulations require teachers to possess a bachelor degree by 2014. With these conditions in place, the forecast remains favorable for continued growth in enrollments in MCC's early childhood program.

The Education Advisory Board meets each spring to assess the demands and requirements for qualified early childhood professionals. The Board includes students, faculty (ex officio), staff, community partners, and early education and care professionals. The Board is a vital resource and plays an important role in the program's planning process. With advisory board, faculty, and other stakeholder involvement, the program is able to establish strategic objectives that address student and stakeholder needs and enhance program quality.

13. Please summarize findings from student surveys, student focus groups, and/or other types of surveys and focus groups the Committee chose to undertake.

Students do not participate in any formal surveys other than the surveys conducted for NAEYC. Students participate in the program development through the Advisory Board and evaluation process on their evaluation of courses, i.e. faculty, field experiences, and the program itself. During advising, students are asked to share any concerns or issues with their advisor. During practicum and service learning experiences, students are encouraged to provide information on what is working, as well as what is not working both in the program and at their placements as part of their reflection assignments. The newly developed rubrics, mandated assignments, and skeleton syllabi have strengthened and enhanced the desired student learning outcomes and provide faculty with information regarding student learning styles and other important issues.

Section VI: Program Analysis

External Perspectives:

14. Based on a review of other college catalogs, list the colleges in our general area that have similar programs and comment on significant differences from the ones we currently offer that bear further exploration.

Middlesex Community College is part of the Massachusetts Transfer Compact with Northern Essex Community College, North Shore Community College, Massachusetts Bay Community College, Cape Cod Community, and Quinsigamond Community College, Greenfield Community College, Massasoit Community Colleges. Looking at the course catalog offerings at the other community colleges, MCC is offering comparable courses.

MCC, Cape Cod, and Mass Bay Community College are the only colleges with both early childhood and early childhood transfer programs accredited by NAEYC. All of the MA Community Colleges have similar programs of study. The major differences of three community colleges, Mass Bay, Quinsigamond, and North Shore are that they offer specialized certificate programs.

- i. Mass Bay, which has a Infant Toddler Certificate.
- ii. Quinsigamond, which has a Leadership Certificate and School Age Certificate.
- iii. North Shore, which has an Infant Toddler Certificate.

The education courses and general education courses are similar and offer Elements of Math I and II, Integrated Science I and II. MCC offers only one certificate, whereas the other college have no certificate options.

At this time, it has been determined that our current community population does not indicate a need for these certificate programs. At a later point, the Leadership Certificate needs further exploration.

Colleges in our geographical area are: <http://www.necc.mass.edu/> : <http://www.northshore.edu/>:
<http://www.massbay.edu/> : <http://www.qcc.edu/>

15. Based upon either the committee's knowledge of or research on institutions beyond our geographical area that have exemplary programs or are known for their 'best practices,' comment on significant similarities or differences at MCC and identify areas that bear further exploration.

There are two community colleges beyond MCC geographical area that were researched- Asnuntuck Community College in Connecticut (<http://www.acc.commnet.edu/>) and Community College of Baltimore County in Maryland (<http://www.ccbcmd.edu/>). Both colleges are NAEYC Accredited and offer similar education course offerings.

Asnuntuck offers A.S. in Early Childhood Education, Administration in ECE Certificate (30 credits), Early Childhood Education Certificate, and CDA Certificate. Graduation credits are between 61-67 credits but the total graduation credits are dependent on program chosen.

The Community College of Baltimore County offers several education degrees and certificates. CCBC teacher education is a "Pathway to Teaching". "The Pathway to Teaching" is organized and provides a variety of options for students. It is clear and understandable. CCBC has a career option and a transfer option for licensure. The degreed programs offered by CCBC are: Early Childhood Education Development, Elementary Education, Secondary Education, and Special Education. The Elementary Education, Secondary Education, and Special Education are transfer degree programs. The pathway is clear. The Center for Careers in Teaching, which is part of the Education Department, needs redefining to reflect the clarity of our teacher education programs. The Pathways to Teaching offered at CCBC is a model of which our Education Department could easily develop. The Center for Careers in Teaching is not as effective as it could be and needs further exploration as to how to best utilize the resources and career pathways in teaching. The Center for Careers in Teaching would provide students with a clearer understanding of the various teaching opportunities.

MCC offers an Early Childhood Transfer, Early Childhood Education, Early Childhood Education Certificate, Elementary Education, and a course in Administration. In Massachusetts, students take the Administration course after becoming lead teacher certified (completing four education courses with 36 months experience). To become Director I and Director II certified, two courses and years of experience in the field are required. MCC ECE offers one course for Director Certification. The course for Director I is the Administration in Early Childhood Education Course.

A course that will benefit a Director II Certification is Leadership in Early Childhood Education. It is designed and needs approval by the Curriculum Committee. Offering a Certificate in Child Care Administration would not be difficult to design and implement but needs further exploration. The course work would include how to be an effective supervisor, design a budget based on enrollment, staffing and leadership skills, etc. A certificate in Administration would benefit teachers with the tools to become effective directors of programs because many teachers have degrees in other areas not education. A certificate in Child Care Administration should be explored especially with the new EEC Standards and QRIS Rating Scale.

16. Describe any changes in the program's offerings that are suggested by national and regional career forecast data and trends.

NAEYC is now emphasizing *diversity* when working in the early childhood education field. In the 2010 Revised NAEYC Standards and Supportive Skills, an emphasis is placed on diversity and inclusion. MCC has already satisfied the requirement that students take a course in special education. MCC requires that Early Childhood Education students take a course in Multicultural Communications but it does not require Early Childhood Education students to take a course in Multiculturalism. Therefore, the ECE Department has to add Multicultural course(s) to the ECE program sheet and determine what course can be modified to accommodate the change.

17. How have external parties such as advisory groups, alumni, practicum/intern supervisors, corporations/agencies, professional groups, outside licensure/accrediting bodies, etc. impacted decision-making in your program?

The Department of Early Childhood Education and Care (EEC) is the agency that has impacted the decision making process. EEC is constantly changing the requirements of MA Early Childhood Teachers to improve the quality of care in early childhood education centers. Any community agency involved in the training of teachers is expected to expand the knowledge base of teachers, such as implementing the state's curriculum frameworks and early childhood program standards. When the state required this change, MCC responded to the need of implementing the standards by training the full-time and adjunct faculty on how to use the standards and frameworks then adding the standards to the Curriculum and Supervised Field Placement as written class assignments.

The National Association for the Education of Young Children has impacted the decision making process. NAEYC updates their standards and supportive skills based on best practices in education. Because MCC is accredited by NAEYC, MCC has to meet or exceed the required recommendations of the accrediting body.

The ECE Department's Advisory Board, comprised of faculty members, administrators, students, and community/agency partners, meet regularly to discuss community needs, evaluate program quality, and respond to challenges and trends that necessitate new educational and professional programming.

Currently, the DESE (Department of Elementary and Secondary Education) is updating the Massachusetts Curriculum Frameworks to begin experiences in children younger than kindergarten age. Maureen Goulet and Nancy Higgins have attended state meetings updating the English Language Arts and Mathematics Frameworks, which will now be called Common Core Standards. Nancy Higgins is a Train the Trainer for the Massachusetts Curriculum Frameworks.

In 2014, teachers working in MA EEC licensed childcare centers will be required to have a Bachelor's degree. The present requirement requires classroom teachers to have an Associate's degree. MCC offers an Early Childhood Education Transfer Program, which allows students the ability to take courses at MCC then transfer to a four-year college to complete their Bachelor's degree with minimum course credit loss.

The Building Careers Grant has been redesigned and is now called the Regional Three Professional Development Grant (RP3 Grant), which is a sub contractual agreement with North Shore Community College. EEC wants to ensure that teachers are working towards degree completion programs and taking college level courses. Child Care staff that are currently working in MA childcare centers are qualified to take courses at MCC to complete their Early Childhood Associate's Degree. Maureen Goulet administers the Teacher Education and Preparation Grant for MCC. Students in the RP3 Grant receive advising, mentoring, and coaching to assist them in completing their college requirements. Maureen consults with the centers about recruiting students for the grant courses, as well as recruiting for the CDA modules. The grant also covers advising for the students receiving the Early Education Scholarship funds. The college received ARRA funds as part of the RP3 Grant. The money was used to create and develop a Child Development Associate (CDA) course, which ran as a non-credit course through the Business and Industry Division. Students had to take the course then submit required documents to the National CDA Council for certification. The CDA certification is required for staff working in federally funded Head-Start programs and some early childhood education centers. In the future, CDA certification in combination with English Composition and four ECE classes will provide life experience for students working in the field, as credit will be given for the Supervised Field Placement and Seminar.

In summation, the Early Childhood Department at MCC is a vibrant, active participant in the life of its community and works to respond to changes in the field with an overarching goal to advancing the early childhood field.

18. How have connections and collaborations between your program and other departments, programs, and areas at the college impacted your decision-making in your program?

For the past two years, Nancy Higgins and Maureen Goulet from the Education Department, along with Louise Marie Nolan, Susanne Sousa and Jessie Klein from the Science Department have worked in conjunction with the Museum of Science- National Science Foundation BEST Grant to incorporate the Engineering is Elementary

concepts into Integrated Science I and II and Supervised Field Placement and Seminar. MCC hosted an Engineering is Elementary Seminar in November 2011.

Nancy Higgins and Maureen Goulet participated in the Math across the Curriculum with the Mathematics Department. Maureen Goulet has been working with the Student Success Program. She was on the Advising Design Team and the Early Alert Design Team.

The partnership with external organizations affect the number of students in the EDU class offerings by encouraging students to become more qualified for their jobs by going back to school and completing their degree. Courses were offered on campus, as well as off campus through MCC's Business and Industry Division. The off campus courses are paid for by the community stakeholders so they get to decide what courses are needed by the community. As an example, Community Teamwork wanted to have their employees Infant Toddler certified, so they paid the Business and Industry to run the Infant Toddler course in their building. A directors' leadership course was requested by EEC, developed and paid for by the Building Careers Grant. EEC wanted MCC to use part of the funding to develop a leadership course. Twenty-five directors enrolled and successfully completed the course. As a result of the success of this grant, ECE faculty and community partners have presented at statewide business and community grant meetings to teach others how to create and implement career ladders.

Section VII: Program Evaluation Summary

A. Program Strengths

Middlesex Community College was one of six community colleges to receive NAEYC Accreditation for both the Early Childhood and Early Childhood Transfer Program. NAEYC commented on the overall strengths and commendations of the program and noted the following areas of strength:

- Alignment with the five NAEYC Standards and Supportive Skills. (Page 3)
- A data collection system that provided evidence of student competence. (Page 3)
- Exceeding NAEYC expectations in aggregate data on student performance. (Page 3)
- Exceeding NAEYC expectations in using student data to improve the program and help students succeed in program's context. (Page 3)
- Courses are offered in day, night and weekend, hybrid, online, and off campus. (Page 4)
- Collaborative nature of the Early Childhood Education Program with the community at large. (Page 4)
- REACH Conceptual Framework is easily recognizable, reflecting program goals and student learning outcomes. (Page 3)
- The Program of Study is aligned with DOE requirements, EEC requirements, and Head Start requirement. (Page 9)
- Both part-time and full-time faculty utilizes common syllabi, key assessments, and skill rubric.(Page 4)
- Grant initiatives, which support and encourage a career ladder. (Page 4)
- An ECE Advising Guide, tracking system and student orientation were developed. (Page 4)
- Use of "Mandatory Skeleton" of Student Learning outcomes embedded in all courses with goals of ensuring students master these critical skills and competencies. (Page 9)
- The Early Childhood Education program excels in the responsive workforce development goal. (Page3)

B. Program Needs for Improvement, Proposed Plans for Improvements, Budgetary Implications, Timelines

<p>Program Needs (Reference the question in the program review where this need is explained.)</p>	<p>Proposed Plans for Improvement (Bulleted list of suggestions.)</p>	<p>Financial Needs to Make Improvements</p>	<p>Proposed Timelines for Implementation</p>
<p>Comply with NAEYC Accreditation Recommendations: 1. Attention to Criterion 8, specifically related to the importance of full time faculty holding graduate degrees in early childhood education. (NAEYC Report pages 1, 11, 13 and Instructional Support on page 12)</p>	<ul style="list-style-type: none"> • A full-time faculty with an Early Childhood degree be hired. 	<p>\$ 45,000</p>	<p>TBD</p>
<p>2. Provide information about what happens if a student fails a NAEYC Key Assessment. (NAEYC Report page 8)</p>	<ul style="list-style-type: none"> • Add a line to syllabi that have a key assessment. Suggested wording is --As a NAEYC mandatory requirement, this written assignment must have a passing grade of a C- in order to pass this course. If a grade is lower than a C-, you will be given one opportunity to rewrite this paper. • See if the change has to go before the Gen Ed Curriculum Committee. 	<p>None</p>	<p>Committee</p>
<p>3. Revamp the NAEYC Learning Opportunity Chart to include two charts- one for EC and ECT. (NAEYC Report page 8)</p>	<ul style="list-style-type: none"> • EC and ECT Learning Opportunity Chart will be broken down and education elective courses will be removed and put in their own category. 	<p>None</p>	<p>Summer 2013</p>
<p>4. Reevaluate and renumber all of the ECE Student Learning Outcomes in the mandatory skeleton to meet with the six NAEYC Standards and five Supportive Skills. (New NAEYC Requirement)</p>	<ul style="list-style-type: none"> • A chart of the SLO's for each course will be developed and incorporated into ECE course syllabi. • A new key assessment will be added to the current five key assessments. • Readjust the Assessment and Evidence chart with new standards. 	<p>\$1500 \$30/hr x 50</p>	<p>Summer 2013</p>
<p>5. Add new NAEYC Key Assessment has to the current NAEYC Standards. (New NAEYC Requirement)</p>	<ul style="list-style-type: none"> • A common assignment on disabilities will be added to the current student learning outcomes in EDU 104 & PSY 123. 	<p>\$1500 \$30/hr x 50</p>	<p>Summer 2013</p>

	<ul style="list-style-type: none"> • Design the rubric for assessment. • Meet with faculty for adjustments and comments. 		
6. Add Multicultural Communication (SOC 118) or Multicultural Issues in Education (EDU 250) to the ECE Program Sheet Standards to meet 2010 NAEYC (New NAEYC Requirement)	<ul style="list-style-type: none"> • SOC 118 or EDU 250 needs to be added to Early Childhood Program Sheet as a required class. • SOC 101 needs to be removed as a pre-requisite for SOC 118. Pre-requisites for EDU 250 have to be removed. 	None	Planned implementation Fall 2012.
7. Require students to do two field experiences in two different age groups. (New NAEYC Requirement)	<ul style="list-style-type: none"> • Students will now have to use service learning as one age group experience. Supervised Field Placement and Seminar will be used for a different age group. • The education department is working on developing a system to ensure that students have two different age group experiences, which will be required by NAEYC during the next NAEYC Accreditation cycle. 	None	Planned implementation Fall 2012.
Add QRIS Categorizes to ECE course descriptions. (page 13)	<ul style="list-style-type: none"> • Once the QRIS categories are finalized, the ECE courses will have to be labeled for QRIS content 	\$ 600 \$30/hr x 20	Planned implementation - Spring 2012 Catalog.
Consider the possibility of offering a Certificate in Childcare Administration. (page 18)	<ul style="list-style-type: none"> • Develop a needs assessment tool to determine if a Childcare Administration would be feasible and sustainable. 	\$ 600 \$30/hr x 20	Spring 2013
Improve the tracking of Early Childhood Alumni (Question 11, page 16)	<ul style="list-style-type: none"> • Work with Enrollment Management to investigate the possibility of tracking ECE graduates. 	TBD	Spring 2014
Develop more online and/or hybrid ECE courses.	<ul style="list-style-type: none"> • Recruit faculty to learn about online course development. • Send faculty to training sessions so more courses can be offered. • Courses to be developed: Health and Safety, and Program Planning and Environments 	TBD	Three year plan
Add more quantitative literacy aspects to ECE courses (page 16)	<ul style="list-style-type: none"> • Work with the Math Department to find ways to add quantitative literacy experiences to ECE courses such as EDU 101, EDU 153, & EDU251 	TBD	Spring 2013

Create a Learning Community with English Composition I and Child Growth and Development (page 5)	<ul style="list-style-type: none"> • Work with Learning Community Faculty to design the course • Find faculty that would design and teach the course. 	TBD	Fall 2013
Investigate the idea of Education Service Learning Mentoring Program. (page 5)	<ul style="list-style-type: none"> • Discuss the options with the Service Learning Department • Find students that would be willing to explore the option • Find a way to track the success of the program. 	TBD	Fall 2013
Send faculty to NAEYC National Conference and students to regional NAEYC Conference (page 12)	<ul style="list-style-type: none"> • Research the cost of sending faculty to the NAEYC Conference and sending students to the NAEYC regional conference Westford, MA • Get funding approved by Professional Development or another source. 	TBD	Fall 2013 and Spring 2013
Change current Saturday ECE schedule back to offering the classes on four Saturdays. (page 5)	<ul style="list-style-type: none"> • Discuss the option with Registrar's Office 	TBD	Spring 2013

Section VIII
External Accreditors' Report

NOTE: NAEYC Report was a hard copy. It is attached to this report as a pdf file.

NAEYC STANDARDS

Standard 1: Promoting Child Development and Learning

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students know and understand young children's characteristics and needs.
2. Students know and understand the multiple influences on development and learning.
3. Students use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Standard 2: Building Family and Community Relationships

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students know about and understand family and community characteristics.
2. Students can support and empower families and communities through respectful, reciprocal relationships.
3. Students involve families and communities in children's development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students understand the goals, benefits, and uses of assessment.
2. Students know about and use observation documentation, and other appropriate assessment tools and approaches.
3. Students understand and practice responsible assessment.
4. Students know about assessment partnerships with families and other professionals.

Standard 4: Teaching and Learning

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.
2. Students know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.
3. Students understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and they can identify resources to deepen their understanding.
4. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for all young children.

Standard 5: Becoming a Professional

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students identify and involve themselves with the early childhood field.
2. Students know about and uphold ethical standards and other professional guidelines.
3. Students engage in continuous, collaborative learning to inform practice.
4. Students integrate knowledgeable, reflective, and critical perspectives on early education.
5. Students engage in informed advocacy for children and the profession.

NAEYC SUPPORTIVE SKILLS

Rationale: NAEYC has identified five skills that support associate degree students' ability to gain competence in relation to the core standards. With these skills, students are better able to make use of learning opportunities provided by the program and progress in a career as an early childhood professional.

Skill 1: Self-Assessment and Self-Advocacy

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students assess their own goals, strengths, and needs.
2. Students know how to advocate for their own professional needs.

Skill 2: Mastering and Applying Foundational Concepts from General Education

Indicator of strength:

The key assessments submitted in section G provide evidence that

1. Students understand foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
2. Students can apply these concepts in their work as early childhood professionals.

Skill 3: Written and Verbal Communications Skills

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students have effective skills in written and verbal communication.
2. Students are technologically literate.

Skill 4: Making Connections Between Prior Knowledge/Experience and New Learning

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students respect and draw upon their past or current work experience.
2. Students are able to reflect critically upon their experience.

Skill 5: Identifying and Using Professional Resources

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students know how to identify and use credible professional resources from multiple sources.
2. Students use these resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.

NOTE: The NAEYC Standards and Supportive Skills changed in 2010. The Program Review is focused on the 2003 NAEYC Standards and Supportive Skills. The 2010 NAEYC Standards and Supportive Skills will be incorporated in the NAEYC renewal in 2013.

Rubric Assessment Name: Advocacy Research Paper and Presentation

This assessment is used in every section of Course Number: EDU 251

This assessment is designed to focus on Standard Number: 5A, 5B, 5C, 5D, 5E

This assessment is designed to focus on Supportive Skill: One and Five

Standard or Supportive Skill	Key Elements	0 Does Not Meet Expectations	1 Minimally Meets Expectations	2 Adequately Meets Expectations	3 Exceeds Expectations
Standard 5. Growing as a Professional	5a: Identifying and involving oneself with the early childhood field	Does not discuss competency level in paper.	Discusses Student Teaching experience but does not discuss if they are more competent in classroom.	Discusses how Student Teaching experience made them more competent but does not give specific examples.	Discusses how Student Teaching experience made them a more competent teacher by giving examples of areas of improvement.
	#				
	5b: Knowing about and upholding ethical standards and other professional guidelines	Does not name the teaching competencies but discussed the Student Teaching experience.	Names three of the teaching competencies and connects to Student Teaching experience.	Names five of the competencies and connects to Student Teaching experience.	Names seven teaching competencies and connects to Student Teaching experience.
	#				
	5c: Engaging in continuous, collaborative learning to inform practice	Does not discuss educational changes.	Recognizes that education changes but does not understand how to keep informed of changes.	Recognizes education constantly changes and mentions staying informed but does not give details.	Recognizes education is constantly changing and staying informed is part of process.
	#				
	5d: Integrating knowledgeable, reflective, and critical perspectives on early education	Does not know about competencies in education.	Able to discuss competencies in education. Does not analyze pros or cons.	Able to discuss competencies in teaching. Analyzes pros but not cons.	Able to analyze and reflect on competencies in teaching and give examples of pros and cons.
	#				
	5e: Engaging in informed advocacy for children and the profession	Does not address the advocacy issue in paper. Does not understand the concept of advocacy or professionalism.	Discusses being an advocate for students. Understands professionalism but not advocacy.	Discusses the importance of being an advocate for teachers and students but not teaching profession. Understands some of the concepts of advocacy and professionalism.	Discusses the importance of being an advocate for teachers, profession and students. Understands the concepts of advocacy and professionalism
	#				
1. Self-Assessment and Self-Advocacy	In Presentation, Discusses Educational Goals	Does not want to teach. Does not indicate goals.	Takes courses just to be teacher/lead teacher certified.	Desires certificate in ECE with possibility of getting Associate's Degree.	Desires an Associate's Degree. Knows about the DOE MTEL Requirement.
	#				

	In Presentation, Discusses Personal Goals	Fails to see own strengths and weaknesses. Does not have goals.	Identifies goals for education. Able to point out weaknesses but fails to see own strengths.	Able to assess their own goals, strengths/weaknesses but does not know how to attain them.	Able to assess their own goals, strengths/weaknesses and has plans to attain goals.
	#				
	In Presentation, Discusses Teaching Experience	Has no previous experience in childcare field or does not indicate experience.	Participates in Service Learning as experience.	Teacher Certified after Practicum	Lead Teacher Certified or Director Qualified after Practicum
	#				
	Oral Presentation Skills	Absent for presentation.	Presentation information is disorganized and topic not addressed effectively.	Information in presentation is good but could have more information.	Information in presentation is logical and organized.
	#				
5. Identifying and Using Professional Resources	Credibility of Sources and Professional Resources	Research is not from credible sources. No research is used.	Research is from questionable sources.	Research is from credible professional sources.	Research is from credible and a variety of professional sources.
	#				
	Documenting of Sources and Number of Sources	Resources are not cited. Plagiarism is an issue. Does not use sources.	Resources are not in APA or MLA method. Cuts and pastes internet addresses. Uses two sources.	Resources are cited in APA or MLA methods. Internet cites not documented correctly. Uses three sources.	Resources are cited in APA or MLA methods. Uses four or more sources.
	#				
	Variety of Sources	Does not use any sources as research. Does not quote any sources.	Utilizes Internet sources as only form of research. Does not quote correctly.	Utilizes magazines and no more than 2 internet sources cited. Quotes sources correctly.	Utilizes books and magazines, in addition to internet sources. Quotes sources correctly.
	#				

NOTE: Please complete a separate rubric total sheet for each section of a class and do not count students that have withdrawn from course or MIA in totals.

Additional Required Information-

Total number of students enrolled in course: _____

*Number of student turning in this assessment: _____

Academic Grades associated with this assessment:

(*Total number should equal number of assessments collected)

A Range =	B Range =	C Range =	D Range =	F Range =
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Instructor Self-Assessment Question:

Next semester, I am going to improve my students rubric scores by (give specific examples)...

R.E.A.C. H. Conceptual Framework for the Education Department

R = Research:

The practice of research keeps the ECE Professional current with critical data/information relevant to optimizing developmental outcomes for children of diverse backgrounds and abilities.

E = Empathy:

Through empathic responses to children, families, and colleagues, we model developmentally and culturally appropriate practice (DCAP), promote equity, and foster high quality relationships with all stakeholders.

A = Action:

Initiating actions and engaging in advocacy which reflect high quality ECE training, research, empathy, and collaboration optimizes the growth and development of young children and is the hallmark of a professionally trained Early Childhood Educator.

C = Collaboration:

Uniting with families, schools, and community agencies, Early Childhood Educators create consistency and continuity of support and care for young children.

H = Health:

Through identifying and implementing educational and lifestyle practices which promote health physically, cognitively, socially, emotionally, and communicatively for young children, families, and Early Childhood Educators, we achieve meaningful, sustained holistic outcomes.