
NCTC COMPREHENSIVE PROGRAM REVIEW

NORTHLAND

COMMUNITY & TECHNICAL COLLEGE

PROGRAM NAME: EARLY CHILDHOOD & PARAPROFESSIONAL AS DEGREE

REPORT PREPARED AND SUBMITTED BY: PEGGY ROGERS

DATE OF THIS REPORT: MAY 2021

LAST PROGRAM REVIEW MONTH AND YEAR: MAY 2011

I. PROGRAM ALIGNMENT AND OVERVIEW

NCTC MISSION, VISION AND GOAL

PROGRAM ALIGNMENT WITHIN NORTHLAND

1. PROGRAM MISSION AND PROGRAM LEARNER OUTCOMES

MISSION STATEMENT:

To prepare students with the knowledge, skills, and values to become intentional teachers. To support students in reaching their highest academic potential, while empowering them to participate in and enhance their own education.

VISION STATEMENT:

Inspired by a dedication to excellence the NCTC Early Childhood & Paraprofessional Program prepares highly qualified Early Childhood Professionals who have the knowledge, skill, and commitment to create enthusiasm for lifelong learning where every child can learn in a rich and playful educational environment.

PROGRAM GOALS:

Students of this program will be educated to promote professional career opportunities:

- To meet the objectives of a demanding and growing Early Childhood profession.
- To promote education for Early Childhood & Paraprofessionals in an academic atmosphere.
- To further promote the idea of professionalism and continuing education among Early Childhood Professionals.

PROGRAM LEARNER OUTCOMES:

- Student will demonstrate an accurate understanding of child development from a multi-cultural perspective from birth to age eight.
- Student will demonstrate appropriate professionalism in the early childhood field through implementation of professional behaviors in daily work with families, children, co-workers, and community.
- Student will identify ways to meet each child's individual needs and ways to plan culturally relevant activities to nurture cognitive, physical, social, and emotional development.
- Student will create and consistently maintain an appropriate, safe, healthy learning environment for children.
- Student will create and implement diverse activities including creative, open-ended art, music and movement, science, math, stories, and literature.
- Student will incorporate developmentally appropriate guidance strategies.

- Student will demonstrate effective oral and written communication with all clients, agencies, and early childhood partners with respect for diversity of culture, age, and gender.

2. DEMONSTRATION OF ALIGNMENT WITHIN COLLEGE.

The Early Childhood & Paraprofessional program goals are in direct alignment with NCTC's mission which is to prepare learners with the knowledge and skills needed to succeed in their chosen profession. An essential element of the Early Childhood Program is to create professional partnerships through extensive field experiences that are embedded throughout the program curriculum. The Early Childhood & Paraprofessional program provides students the foundation and opportunity to articulate this degree to other educational institutions to further their education in the teaching field. See specific alignment below:

ACADEMIC MASTER PLAN ALIGNMENT

- Quality Education and Student Success: The mission of this program is to support students to reach their full potential as a student and as a future employee.
- Internal Community and Resource Stewardship: The ECE faculty and students work collaboratively with faculty, staff, classmates, and support systems within the college to maximize student development personally and professionally
- External Community: Participating field placement sites provide feedback in the following areas: content, skills, professionalism, and future needs in the field. Participation in ACCESS creates a community of Early Childhood learners who work together to build a strong foundation for early childhood education programs. Students complete 8 hours of service learning in the community which aligns with building partnerships with the community.

INSTITUTIONAL LEARNER OUTCOMES (ILO) ALIGNMENT

These can be seen on the program mapping document

3. EVALUATION OF PROGRAM ALIGNMENT.

The Early Childhood & Paraprofessional Program has a strong alignment within the Academic Master Plan as demonstrated above. The alignment with ILOs 1, 2, 3, and 5 are strong as demonstrated in Appendix A. An area that needs additional focus is ILO 4 Application of Resources. This was even more evident when trying to meet the challenges presented with the COVID 19 pandemic. Technical resources needed for program instruction, content, and simulation, as well as the new technology being introduced into the school systems.

II. FOCUS ON EFFICIENCY

ANALYSIS OF PROGRAM PERFORMANCE INDICATORS

Attach Program Data Analysis Form (aka, Sustainability Report) as Appendix A, reflecting data for the past five years. [Attach Program Data Analysis Form through FY2014 to include all data from original Program Analysis metrics. Attach current Program Data Analysis Form (new metrics beginning FY2015) to include five most recent years of data.]

EFFICIENCY							
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY2020
Program FYE	37.2	32.10	36.10	52.8	49.1	40	38.3
Student FYE	18.20	18.95	14.37	15.52	14.97	12.59	11.27
Percent Full by Section	60.27%	58.02%	50.52%	49.46%	46.29%	46.51%	40.84%
Revenue over Current Expenses	\$41,255.00	\$39,675.00	-\$13,867.00	-\$40,711.00	-\$15,648.00		
Revenue Divided by Expenses						81.42%	82.72%
Student success Measure	92.86%	81.25%	95.65%	68.00%	81.00%	89.00%	74.29%
Instructional Cost Study	.98	.97	1.29	1.25	N/A	1.23	1.37

See Appendix A. – Was not able to access this remotely

1. TREND ANALYSIS.

The overall average Program FYE is 40.8. Currently we have been experiencing a slight downward trend. The overall average Student FYE is 15.12, which is slightly above the benchmark of 15 or higher. The overall average of percent full by section is 50.2% which is lower than the benchmark of 67% or higher. With the change in reporting revenue over expenses it is difficult to identify a trend. The overall average of Student Success is 83.15% which is slightly higher than the benchmark of 805 or higher

2. EVALUATION OF TRENDS.

The Early Childhood & Paraprofessional Program is unique in that student participation and success are unique to each individual student. We have many students who enroll in the program with the intent to complete one or two courses, while others plan to complete the full degree. Another unique characteristic of the program is the number of students who are taking courses in addition to their program requirements. They may need additional credits or are parents and would like to increase their understanding of child development for personal reasons. Percent full by section typically is lower than the benchmark due to offering the internship all three semesters. There may be only 3 or 4 students each semester enrolled when the class cap is 30. This decision has been made to meet student needs over meeting the benchmark score. The last characteristic that impacts our data is the number of students who are taking 3+ years to complete

the program. Often these students are working in the field and want to earn a degree to advance their education.

The last item to consider is the childcare teacher crisis in our community and the different teacher requirements in North Dakota and Minnesota. Students will complete field work in North Dakota and because of the lower requirements may be hired by their field placement site, so they may finish the semester, however, do not complete the program.

3. FUTURE NEEDS ASSESSMENT.

Creating a better way to measure student success, graduation is not always the goal. Creating a tool to measure lab size/capacity and internship in a way that does not penalize smaller work groups or individual internships.

An area that should be reviewed in greater detail is the instructional cost. Currently students have the option of two types of delivery, campus based and distance. Items to consider are campus lab (1 lecture/2 labs), instructor site observations (mileage) for distance students, and using multiple adjuncts or one.

III. FOCUS ON STUDENTS

LEARNING OUTCOMES ASSESSMENTS

	2016-2017 (2015-2016 data)	2017-2018 (2016-2017 data)	2018-2019 (2017-2018 data)	2019-2020 (2018-2019 data)	2020-2021 (2019-2020 data)
1: Have students learned? Target: 95% of students will earn 3.5 or higher	9/10 students scored 3.5 or higher. Students scored an average of 3.96 on their final portfolio Goal met	9/10 students scored 3.5 or higher. Students scored an average of 3.96 on their final portfolio Goal met	12/16 students scored 3.5 or higher. Students scored an average of 4.35 on their final portfolio Goal: not met	19/20 students scored 3.5 or higher. Students scored an average of 4.35 Goal: met	5/5 students scored 3.5 or higher. Students averaged 4.39 on their final portfolio Goal: met
2: Have students graduated?	7 students graduated from the ECE Program	11 students graduated from the ECE Program	7 students graduated from the ECE Program	15 students graduated from the ECE Program	13 students graduated from the ECE Program
3: Are students employed or continuing education?	4 students employed in the field 1 student continuing education 2 students – information not available	7 students employed in the field 2 students continuing education 2 students – information not available	9 students employed in the field 5 students continuing education 6 students – information not available	NA New tools needed to track this information need to be used	NA

1. ANALYSIS OF ACTION PLAN.

The ECE program uses a variety of assessment tools to measure student growth.

Student Portfolio – this is a capstone assignment completed at the end of the program. Students demonstrate their knowledge and skills learned.

Internship Evaluation – this is a final mentoring teacher evaluation completed while students are completing their 96-hour internship.

Action plans included incorporating additional technology, strengthen communication, expanding social media, review program content to assure students are prepared, and visit the award options for students.

2. EVALUATION OF ACTION PLAN SUCCESS.

The anticipation of transitioning to the AS Pathways delayed changing the course content. The new program design would include new courses and the elimination of other courses. Communication efforts were expanded to include a stronger D2L presence for CDEV 2290 Internship. This includes 24-hour turn around with feedback. Students were also encouraged to include questions with their journal reflections. CDEV 1105 (3 credits) was divided into two courses (total of 6 credits) to expand information on guidance and development

3. LESSONS LEARNED.

The continuation of field experience is vital to connecting the course content to early childhood classroom. Feedback from students, mentoring teachers, and advisory board members is vital to keeping the program current. Students are mixed on the use of OER.

4. FUTURE NEEDS ASSESSMENT.

The program will continue to explore the AS Pathway option however, student success and needs should be a top priority. Find balance between OER and actual textbook options for students. Creating additional opportunities for students to work collaboratively – not always a favorite but would assist them in being successful when they have their own classroom. Exploring options for virtual classroom experience. The pandemic created several obstacles that we were not prepared for.

STUDENT SUCCESS

1. RETENTION AND COMPLETION ANALYSIS.

This is an ongoing issue for the Early Childhood Program. There is a critical need for early childhood programs. As this need increases sites are hiring with minimal requirements, this is especially true for North Dakota. Students completing field experience/lab hours are often hired on the spot, therefore not continuing in the program. An 18-credit certificate has been created to allow students to graduate after one year of courses. Hopefully students who leave after the first year will return at a later date to complete the AAS degree

2. GRADUATE AND EMPLOYER SURVEY ANALYSIS.

2016 – 1 student. Overall rating of 3.9/4. Only one response was rated proficient, the others were rated excellent.

2017 – 2 students. Overall rating of 3.2/4. One student received adequate and proficient in non-related early childhood skills. Comment from employer, “This is our third student, and all had trouble planning activities other than art”

2018 – One student. Overall rating of 3.98/4. Comment from employer, “We see above average skill”

2019 – No data available

2020 – 4 students. Overall rating of 3.29/4. Two students score minimally competent regarding observation/assessment. Comment from employer, “more experience working and communicating with parents, more familiarity with licensing guidelines..., very interactive – deep love and passion for children.”

Analysis of employer survey. With minimal return it is difficult to really assess how students are doing once employed. Overall, the data states students are competent in areas of Early Childhood, however soft skills need to be addressed. Licensing concerns may relate back to the North Dakota side, these are introduced, however are not covered in detail. The last area that was lower was parent/family interaction. This is addressed in role playing and case studies, however students rely on field placement sites to provide actual interactions. Currently many sites do not provide this.

Exit Survey

- 2016 – 2017 12 received with an overall score of 3.8/4 100% of responses were agree or strongly agree
- 2017 – 2018 Exit Survey 11 received with an overall score of 3.56/4. 100% of responses were agree or strongly agree.
- 2018 – 2019 Exit Survey 7 received with an overall score of 3.82/4. 100% of responses were agree or strongly agree
- 2019 – 2020 Exit Survey 4 received with an overall score of 3.96/4. 100% of the responses were agree or strongly agree.
- 2020 – 2021 Exit Survey 7 received with an overall score of 3.78. 100% of the responses were agree or strongly agree.

Analysis of exit survey. Student self-report they feel prepared to enter the field. Continue updating curriculum and provide field experiences to assist students in being successful. Provide campus-based students time to complete survey in class. Explore ways to encourage distance students to participate.

3. PROGRAM ASSESSMENT AND RESPONSE.

Student completion

Additional focus on soft skills and parent communication/partnerships will be important moving forward. This can be embedded in several courses throughout the program. Because we are a border college it may be important to provide students options for both MN/ND when completing licensing assignments.

IV. FOCUS ON CURRICULUM

[Early Childhood & Paraprofessional Certificate](#)

[Early Childhood & Paraprofessional AAS degree](#)

CURRICULUM ALIGNMENT WITHIN PROGRAM AND COLLEGE

1. COMPLETE THE CURRICULUM MAP.

Appendix B.

2. GAP ANALYSIS OF CURRICULUM.

Student knowledge and application of guidance and guidance techniques has been identified as an area of concern, student exit survey and employer surveys. The new program will include a semester long course that provides a comprehensive review of guidance and guidance techniques used in early childhood education

3. STRATEGY FOR CURRICULAR ALIGNMENT.

The AS program has a strong curricular alignment with the institutional and program learner outcomes. Moving forward the certificate and AAS program will be designed to continue this alignment.

CURRICULAR ISSUES

1. ISSUE IDENTIFICATION.

As a border college the challenge has been to assure that we are providing students who will work in the state of North Dakota have the resources they need to meet the state requirements and create the learning environment required by North Dakota guidelines.

2. REVIEW OF GENERAL EDUCATION COURSES AND DEVELOPMENTAL EDUCATIONAL REQUIREMENTS.

The needs of the ECE program in regard to general education and developmental courses is being met.

3. STRATEGY TO ADDRESS CURRICULAR ISSUES.

The program is transitioning from the AS degree to a certificate and AAS degree. This change will begin Fall 2020. With only two semesters offered at this time we are still in the gathering stages. The new program offerings do address the "guidance" issues that were revealed in the student and employer surveys.

INNOVATIONS OR CHANGES IN LAST FIVE YEARS

1. SUMMARY OF PROGRAM CHANGES.

Prior to 2020 minimal program changes have been made. Learner outcomes on the program and course level were reviewed and edited. Starting fall 2020 the program will change from an AS degree to two completion options, certificate and AAS degree.

2. ASSESSMENT OF PROGRAM CHANGE IMPACT.

Clearer understanding of what the student will be achieving while in the program and how these align with the program learner outcomes. It is too early to address the certificate/AAS degree offerings.

3. RATIONALE FOR MAINTAINING CURRENT CURRICULUM.

The old curriculum will be phased out 2020-2021. Looking forward to the changes that start fall 2020 providing the certificate will allow students to earn certification after one year, rather than having to complete the full AAS program. The change to AAS from AS provides opportunities to address gaps/issues that were identified in surveys and by the advisory board.

FUTURE OUTLOOK (5 YEARS)

(1) IDENTIFY EMPLOYMENT AND SALARY TRENDS (ISEEK DATA IS AVAILABLE ON PROGRAM DATA ANALYSIS SHEETS). (2) IDENTIFY NEW AND EMERGING TECHNOLOGY, ADVANCES, OR CHANGES WITHIN THE FIELD OF YOUR PROGRAM. (3) WHAT FUTURE CHANGES DO YOU ANTICIPATE IN YOUR PROGRAM? HOW DO YOU ANTICIPATE BEING ABLE TO MEET THESE CHANGES?

1. EMPLOYMENT AND SALARY TREND DATA.

There are 424,820 children ages 0-5 with only 23,040 members of the early childhood teaching workforce.

- Childcare worker \$12.06 this represents a 2% increase since 2017
- Preschool teacher \$17.46 this represents a 12% increase since 2017
- Center director \$28.40 this represents a 11% increase since 2017

*Early Childhood Workforce Index 2020 - Minnesota

2. ADVANCES AND CHANGES WITHIN FIELD.

With the onset of COVID 19 the need for early childhood teachers was in the spotlight. The shortage was more evident with the closing of public schools and the restrictions required. Identification of early childhood educators as “front line workers.”

Requirement of formal lesson planning and assessment in early childhood settings.

The demand for quality early childhood teachers.

4. FUTURE NEEDS ASSESSMENT.

According to Bureau of Labor & Statistics despite limited employment growth 2%, about 160,200 openings for childcare workers are projected each year through 2029.

The need for benefit packages is a discussion happening around the US to retain teachers in birth -5 labor force

V. FOCUS ON RESOURCES AND SUPPORT

FACULTY & STAFF

1. CURRENT PROGRAM FACULTY AND SUPPORT STAFF ANALYSIS.

Peggy Rogers	Faculty/Program Director	MS Early Childhood Education BS Elementary Education CPR/First Aid Instructor Certified
Becky Horner	Adjunct	MS Elementary Education BS ED Elem/Special Education *Certificate to teach Visually Impaired
Marie Remz	Adjunct	MS Special Education (Early Childhood) BS Elementary Education

At this time the ECE faculty requirements are met.

2. COLLEGE SUPPORT STAFF ANALYSIS.

NCTC provides a variety of services to students through the Academic Success Center. Services including tutoring, accessibility resources, assistive technology, limited English proficiency support. Sara Johnson and

Chris Fossum work with students to identify resources and support systems that will assist the student in being successful.

3. FUTURE NEEDS ASSESSMENT.

COVID 19 has created challenges to providing support for student success. I believe this was due to how quickly the academic environment changed and the magnitude of the issue. Moving forward it will be important to have the technology and support services needed to meet students need remotely. Distance students would benefit for expanded hours that meet their unique needs. Currently Academic Success Center is available 8:00 am – 4:30 PM Monday- Friday. Often distance students are working these hours and would benefit from evening and weekend options.

FACILITY

1. CURRENT LECTURE AND LAB ANALYSIS WITH FUTURE NEEDS ASSESSMENT.

The Early Childhood campus lab meets our needs; however, a few changes would really enhance the learning opportunities.

- Creating a learning environment that connects the students lecture environment to the lab space would allow students the additional resource space needed. Example: resource books, teacher tools, teacher workspace are either cleverly included in the lab space or non-existent.
- Creating an observation room with audio/video recording capabilities off the lab space would allow students to observe children without impacting the environment. This space could benefit other programs as well, PT, OT, Nursing, Psychology.

2. OFF SITE FACILITIES ANALYSIS (CLINICAL, INTERNSHIP, AND OTHER) WITH FUTURE NEEDS ASSESSMENT.

The Early Childhood Program used a variety of sites; public schools, Head Start, family childcare, and preschools in our surrounding communities. COVID did cause challenges and continues to have some impact on student placement. See Technology for additional information.

EQUIPMENT

1. CURRENT AND FUTURE EQUIPMENT NEEDS ASSESSMENT.

At this time the ECE equipment needs are being met.

Future needs include:

- SMART BOARD – with the move to technology in early childhood environments there is a need to provide students access so when in the classroom they can participate in daily classroom activities.
- Lecture space that is appropriate for Hyflex course delivery.
- Designated space/room where faculty can record high quality lectures.

2. ANTICIPATED FACILITIES IMPACT OR NEEDS (IF ANY).

The impact on facilities would be minimal regarding the SMART BOARD. This would require some support system for hanging in the ECE lab and the internet connections.

The need for HyFlex delivery and a recording space would be determined by IT and facilities personnel.

TECHNOLOGY

1. INFORMATION TECHNOLOGY NEEDS ASSESSMENT.

The IT department on the EGF campus provides any needed technology support in a timely manner. This includes trouble shooting, updating software, installing new software, and replacing laptops on a rotation basis.

2. FUTURE NEEDS ASSESSMENT.

Looking back at the equipment request there may be additional software for the SMARTBOARD. The recording space would need all recording equipment and the support resources. I am not sure besides cameras and microphones what else is needed for HyFlex course delivery.

As mentioned earlier distance students are working the hours that IT support would be available. Expanding hours of support to include evening and weekend options might be beneficial for these students.

LEARNING RESOURCES

1. LEARNING RESOURCES NEEDS ASSESSMENT.

The learning resources offered an NCTC are excellent. The library offers books, videos, magazine, and online research subscriptions.

The Academic Success Center provides tutoring, accessibility resources, assistive technology, support to students with limited English proficiency.

Student can access the information by viewing the library and Academic Success Center webpages.

2. FUTURE NEEDS ASSESSMENT.

With distance learning growing there is a need to provide learning resources beyond traditional school hours. Consideration to expand support to evening and weekends would be appreciated by many students.

MARKETING

1. MARKETING NEEDS ASSESSMENT.

As many will say is there ever enough marketing. As the program director I have participated in the Career Expos offered in the surround communities, visited high school classrooms to share information regarding

the program, and provided several trainings to area family childcare organizations. COVID 19 has had a big impact on how/when we market the program.

2. FUTURE NEEDS ASSESSMENT.

A new program brochure to reflect the changes made to the program. Explore alternative ways to market using technology.

STUDENT AFFAIRS

1. STUDENT SUPPORT SERVICES NEEDS ASSESSMENT.

Program specific advising is such a positive for all involved. The student can have questions answered or can be directed to the appropriate department/person for their answers with one initial contact. The advisor is familiar with the program and can answer questions with more certainty. Faculty have a point of contact for students.

2. FUTURE NEEDS ASSESSMENT.

At this time all needs are being met.

VI. FOCUS ON COMMUNITY

ADVISORY COMMITTEE

Attach Advisory Board Minutes in Appendix C.

1. ADVISORY BOARD ASSESSMENT OF PROGRAM

Success/retention of students. Focusing on students needs, which may not reflect the completion of the ECE degree. Stronger presence of guidance in the curriculum.

2. ADVISORY BOARD RECOMMENDATIONS FOR PROGRAM

- Create a certificate of completion
- AAS degree
- Stand-alone course on guidance.
- Continue hands-on (field experience) for students.

3. ADDITIONAL ADVISORY BOARD ACTIVITIES (IF ANY).

N/A

4. ASSESSMENT OF ADVISORY BOARD COMPOSITION.

- Susan Weber – family childcare provider and form student
- Jen Beck – owner/operator childcare center
- Marie Remz – ECE adjunct faculty
- Ann Holub – Parent Aware representative
- Becky Horner – Preschool Special Needs teacher and adjunct faculty
- David Christian – Liberal Arts instructor, NCTC

This board does represent a cross section of the early childhood field. All are great advocates for children and families. Additional representation from Head Start and Public School system needed.

COMMUNITY GROUPS AND COMMUNITY ISSUES

1. COMMUNITY ENGAGEMENT.

Students have completed with Hands-On Learning Fair. This was a non-profit family event that was offered to the community. Approximately 3,000+ participants attended within the four-hour period. This opportunity is no longer available for students – it has become a fund-raiser for another organization.

COVID 19 limited the interactions within the communities the past academic year.

2. COMMUNITY NEEDS ASSESSMENT.

Quality early childhood teachers

With COVID 19 it is difficult to access the needs in relation to what can be implemented.

EXTERNAL REQUIREMENTS OR CONSIDERATIONS

1. PROGRAM ACCREDITATION OR CERTIFICATION.

N/A

2. POSSIBLE CERTIFICATIONS OR ACCREDITATION TO PURSUE.

N/A

3. PROGRAM PLAN AND STRATEGY TO PURSUE ACCREDITATION OR CERTIFICATION.

N/A

VII. ADDITIONAL INFORMATION OR DOCUMENTATION (OPTIONAL)

INCLUDE ANY FURTHER INFORMATION OR DOCUMENTATION THAT SUPPORTS YOUR PROGRAM ADVANCEMENT IN THE PAST FIVE YEARS, OR REFLECTS FUTURE DIRECTIONS FOR THE PROGRAM IN THE UPCOMING FIVE TO TEN YEARS.

[Complete Section.]

VIII. ACTION PLANS

This section was not completed due to retirement. This would be an excellent time to have the new program director dream 😊

GOAL 1: [IDENTIFY]

Objective	Strategy	Lead Responsibility	Timeframe	Notes/Date Completed
[Add/Remove rows as needed.]				

GOAL 2: [IDENTIFY]

Objective	Strategy	Lead Responsibility	Timeframe	Notes/Date Completed

[Add/Remove rows as needed.]				
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GOAL 3: [IDENTIFY] [THIRD GOAL OPTIONAL.]

Objective	Strategy	Lead Responsibility	Timeframe	Notes/Date Completed
[Add/Remove rows as needed.]				

IX: APPENDIXES

A: PROGRAM DATA ANALYSIS REPORT

B: CURRICULUM MAP.

C. ADVISORY BOARD MINUTES.

D. ADDITIONAL APPENDIXES THAT MAY HAVE BEEN IDENTIFIED SPECIFICALLY BY THE PROGRAM.