

Early Childhood Education Program Review

Review Period: Academic Years 2013-2017

Review Conducted: AY2017-18

I. Degrees and Certificates in the Early Childhood Education Program

AAS in Early Childhood Administration and Management

AAS in Early Learning and Development

- CCL in Family Child Care Management
- CCL in Infant and Toddler Development

AAS in Early Childhood Administration and Management (3109)

Total Credits: 60-65

Description:

The Associate in Applied Sciences (AAS) in Early Childhood Administration and Management is an integrated program of study that provides an educational foundation in early childhood education plus administrative and management courses specifically related to the business needs and practices of early childhood directors, owners and other management-level staff.

Program Notes:

Students must earn a grade of C or better for all courses required within the program.

+ indicates course has prerequisites and/or requisites.

++ indicates any suffixed courses.

Program Prerequisites: None

Required Courses:		35
CFS206	Child and Family Organizations: Management and Administration	3
CFS207	Organization and Community Leadership in Child and Family Organizations	3
CFS208	Child and Family Organizations: Fiscal Management and Grant Writing	3
EED200	Foundations of Early Childhood Education	3
EED212	Guidance, Management and the Environment	3

	EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
	EED220	Child, Family, Community and Culture	3
	EED222	Introduction to the Exceptional Young Child: Birth to Age Eight	3
+	EED260	Early Childhood Infant/Toddler Internship (1) OR	
+	EED261	Early Childhood Preschool Internship (1)	1
+	EED278	Early Learning: Curriculum and Instruction - Birth/Preschool	3
+	EED280	Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth to Age Eight	3
+	FCS250	Portfolio Development and Professional Writing	3
+	FCS260	Family and Consumer Science Internship	1

Restricted Electives: 3

Students must select courses from any combination of the following prefixes for a total of 3 credits.

Selected courses must be in addition to those in the Required Courses area.

	CIS105	Survey of Computer Information Systems	3
+	CFS+++	Any CFS Child/Family Studies course	1-3
+	ECH+++	Any ECH Early Childhood Education course	1-3
+	EED+++	Any EED Early Education course	1-3
+	ITD+++	Any ITD Infant/Toddler Development course	1-3

General Education Requirements: 22-27

General Education Core: 12-17

First-Year Composition Credits: 6

+	ENG101	First-Year Composition (3) OR	
+	ENG107	First-Year Composition for ESL (3) AND	
+	ENG102	First-Year Composition (3) OR	
+	ENG108	First-Year Composition for ESL (3)	6

Oral Communication: 3

	COM100	Introduction to Human Communication (3) OR	
	COM110	Interpersonal Communication (3) OR	
+	COM225	Public Speaking (3) OR	
	COM230	Small Group Communication (3)	

Critical Reading Credits: 0-3

+ CRE101	College Critical Reading and Critical Thinking (3) OR Equivalent as indicated by assessment.	0-3
Mathematics Credits:		3-5
Any approved general education course from the Mathematics area.		
General Education Distribution:		10
Humanities, Arts and Design:		3
EDU/ENH291	Children`s Literature	3
Social-Behavioral Sciences:		3
CFS205	Human Development	3
Natural Sciences:		4
Any approved general education course from the Natural Sciences area.		4

AAS in Early Learning and Development (3124)

Total Credits: 63-68

Description:

The Associate in Applied Science (AAS) in Early Learning and Development program is designed to prepare individuals to enter the workforce as Early Childhood Professionals and to assist individuals employed in the field to upgrade and expand their skills. The program emphasizes the roles of early care and education professionals, families and the wider society as they together meet the contemporary needs of young children. Course work includes the principles of developmental science, professionalism in early childhood work, philosophies and methods of early learning, and the impact of standards on practice. To apply planning, management and evaluation skills, students will observe, participate, and intern in state licensed early childhood programs.

Program Notes:

Students must earn a grade of "C" or better in all courses within the program.

+ indicates course has prerequisites and/or corequisites.

++ indicates any suffixed courses.

Required Courses:		32
ECH128	Early Learning: Play and the Arts	3
EED200	Foundations of Early Childhood Education	3

	EED212	Guidance, Management and the Environment	3
	EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
	EED220	Child, Family, Community and Culture	3
	EED222	Introduction to the Exceptional Young Child: Birth to Age Eight	3
	EED245	Early Learning: Language Acquisition and Literacy Development	3
+	EED255	Portfolio Development and Writing for the Profession	3
+	EED260	Early Childhood Infant/Toddler Internship	1
+	EED261	Early Childhood Preschool Internship	1
+	EED278	Early Learning: Curriculum and Instruction - Birth/Preschool	3
+	EED280	Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth to Age Eight	3

Restricted Electives: 9

Students must complete one of the following Blocks:

Block One: Infant and Toddler Development:

	ITD200	The Physical Child: Birth to Age Three	3
	ITD210	Early Attachments, Relationships and Families: Birth to Age Three	3
	ITD220	Cognition and Communication: Birth to Age Three	3

Block Two: Family Child Care Management:

	CFS163	Family Child Care: Introduction to Business Management	3
	CFS164	Family Child Care: Curriculum and Environment	3
	CFS207	Organization and Community Leadership in Child and Family Organizations	3

Block Three: Early Childhood Business Management:

	CFS206	Child and Family Organizations: Management and Administration	3
	CFS207	Organization and Community Leadership in Child and Family Organizations	3
	CFS208	Child and Family Organizations: Fiscal Management and Grant Writing	3

Block Four: Any CFS, ECH, EED, ITD or FCS prefixed courses not listed in the Required Courses Area

	CFS+++++	Any CFS Child/Family Studies course(s)	1-9
	ECH+++++	Any ECH Early Childhood Education course(s) except courses used to satisfy Required Courses area.	1-9
	EED+++++	Any EED Early Education course(s) except courses used to satisfy	
	ITD+++++	Any ITD Infant/Toddler Development course(s)	1-9

FCS+++++	Any FCS Family and Consumer Science course(s)	1-9
General Education Requirements:		22-27
General Education Core:		12-17
First-Year Composition		6
+	ENG101 First-Year Composition (3) OR	
+	ENG107 First-Year Composition for ESL (3) AND	
+	ENG102 First-Year Composition (3) OR	
+	ENG108 First-Year Composition for ESL (3)	
Oral Communication 3		
Any approved general education course in the Oral Communication area.		
Critical Reading		0-3
+	CRE101 College Critical Reading and Critical Thinking (3) OR Equivalent as indicated by assessment.	
Mathematics		3-5
Any approved General Education course in the Mathematics area.		
General Education Distribution		10
Humanities, Arts and Design		3
Any approved General Education course in the Humanities, Arts and Design area.		
Social-Behavioral Sciences		3
	CFS/ECH176 Child Development (3) OR	
	EED205 The Developing Child: Prenatal to Age Eight (3) OR	
	CFS235 Developing Child: Theory into Practice, Prenatal - Age 8 (3)	
Natural Sciences		4
Any approved General Education course in the Natural Sciences area.		

CCL in Family Child Care Management (5714)

Total Credits: 16

Description:

The Certificate of Completion (CCL) in Family Child Care Management program provides individuals with a foundation in early childhood care theories, practices and

administration. Topics include curriculum development, health and safety guidelines, business procedures, and cognitive and physical development of the young child.

Program Notes:

Students must earn a grade of "C" or better in all courses within the program.

+ indicates course has prerequisites and/or corequisites.

Required Courses:		16
CFS163	Family Child Care: Introduction to Business Management	3
CFS164	Family Child Care: Curriculum and Environment	3
CFS207	Organization and Community Leadership in Child and Family Organizations	3
EED205	The Developing Child: Prenatal to Age Eight	3
EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
+ EED260	Early Childhood Infant/Toddler Internship	1

CCL in Infant and Toddler Development (5715)

Total Credits: 16

Description:

The Certificate of Completion (CCL) in Infant and Toddler Development program prepares individuals with foundational knowledge on the development of the young child. Included topics are child health, physical milestones, and cognitive development. Also covered are adult/child relationship building, and communication and language acquisition.

Program Notes:

Students must earn a grade of "C" or better in all courses within the program.

+ indicates course has prerequisites and/or corequisites.

++ indicates any suffixed courses.

Required Courses:		16
EED205	The Developing Child: Prenatal to Age Eight	3
EED215	Early Learning: Health, Safety, Nutrition and Fitness	3
+ EED260	Early Childhood Infant/Toddler Internship	1
+ ITD200	The Physical Child: Birth to Age Three	3
+ ITD210	Early Attachments, Relationships and Families: Birth to Age Three	3
+ ITD220	Cognition and Communication: Birth to Age Three	3

Restricted Electives: None.

II. Program Purpose, Mission and Alignment with College Mission Documents

Rio Salado College has an established Early Childhood Education Program (ECE) that serves undergraduate students and provides professional development for early childhood practitioners employed in early childhood non-certified settings. The Early Childhood program provides multiple opportunities for career entry or professional development. The programs are designed to be incremental and sequential – one level is incorporated into the next level. At Rio Salado it is important that the program and all staff assist the early childhood professional to move from one educational level to the next without loss of credit.

The vision of Rio Salado College is to reinvent the learning experience to change lives. The mission is dedicated to “providing innovative educational opportunities to meet the needs of today’s students through offering affordable access to higher education through college bridge pathways, community-based learning, corporate and government partnerships, early college initiatives, online learning and university transfer. The Rio Salado College vision is to reinvent the learning experience to change lives and its mission is to transform lives through:

- Active community engagement and organizational responsiveness
- Customized, high-quality courses and programs
- Data analytics and institutional accountability
- Flexibility, affordability and innovation
- Personalized service and a commitment to student success.”

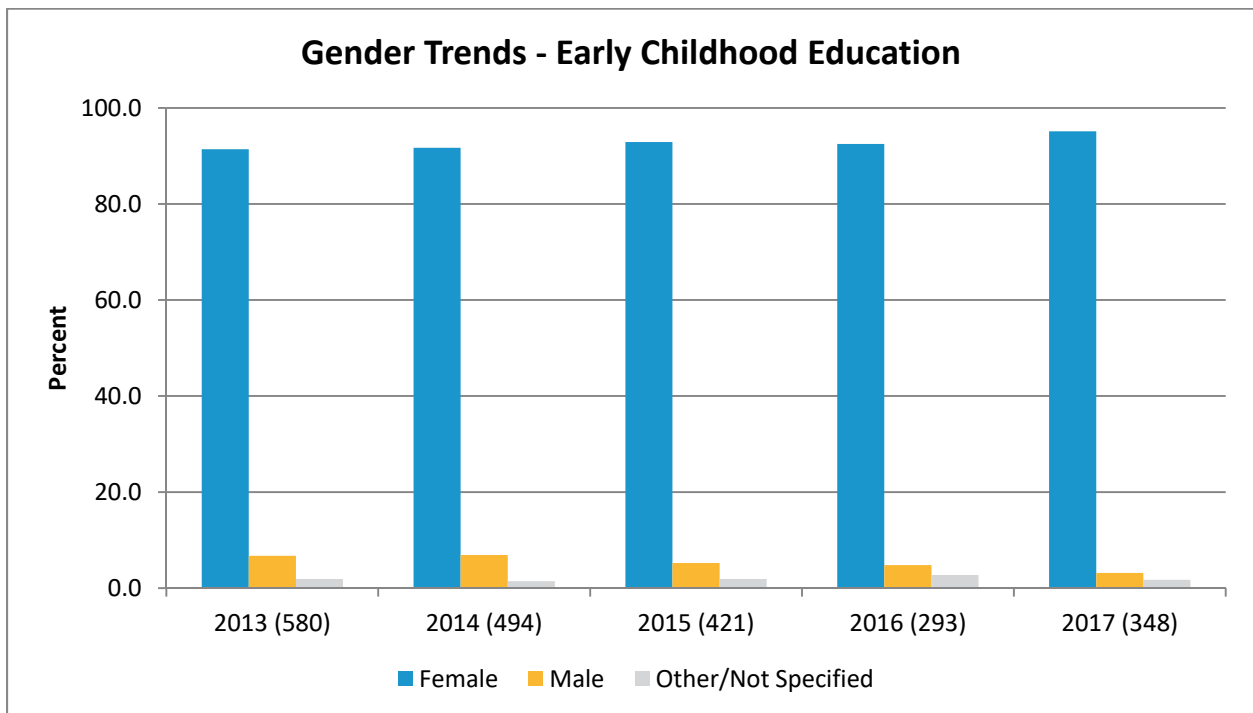
As an institution of higher learning, Rio Salado values: Customer Focus, Diversity, Inclusiveness, Innovation, Professionalism, Relentless Improvement, Sustainability and Teamwork.

The mission of the ECE program is to prepare individuals to enter the early childhood education field or seek professional development in the field. The program is designed to reflect Rio Salado College’s mission of transforming the lives of its students. Evidence of College-wide values and culture are woven throughout the CCL and AAS degree programs. ECE programs engage the adult learner, reflect best practice in the field, are aligned with industry standards and prepare students for successful careers in the early childhood education field. Course are offered in an asynchronous online learning format with weekly start dates. This flexible format is responsive to the diverse needs of working adults and workplace organizations. Additionally, courses are offered face-to-face, or in hybrid modalities meeting the needs of those students who prefer meeting with their instructor in a traditional format.

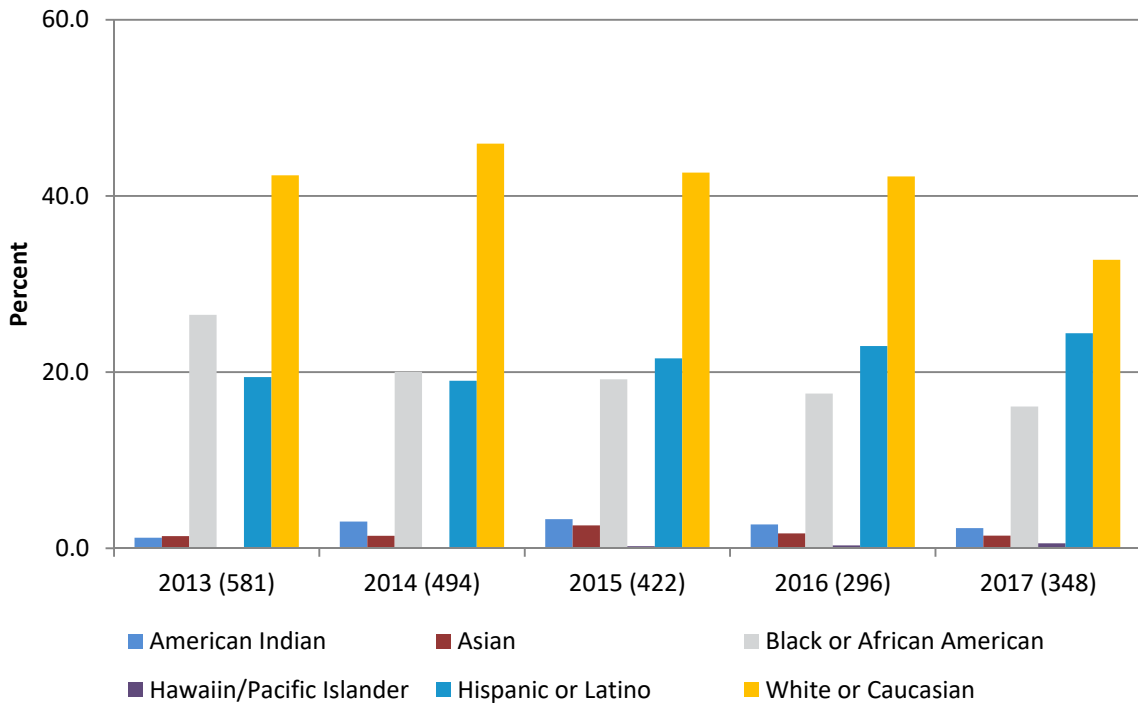
The Early Childhood Education Program offers customized, high-quality courses, programs and supports. First, each student who enters the program is assigned an Engagement Specialist (Student Service Specialist) who is knowledgeable about Rio Salado College, the Early Childhood Education programs, and has expertise in the field of study. Engagement Specialists are committed to personalized service throughout each student’s academic journey to ensure student persistence and completion from the point of access through the final course, internship experience (where applicable), and graduation. This model focuses on personalizing student learning through a common understanding of the support services needed for each student to have a successful learning experience. Engagement Specialists are committed to each student’s success, listen to the voice of the student and have a collective accountability for each student’s success.

III. Student Population of the Early Childhood Education Program

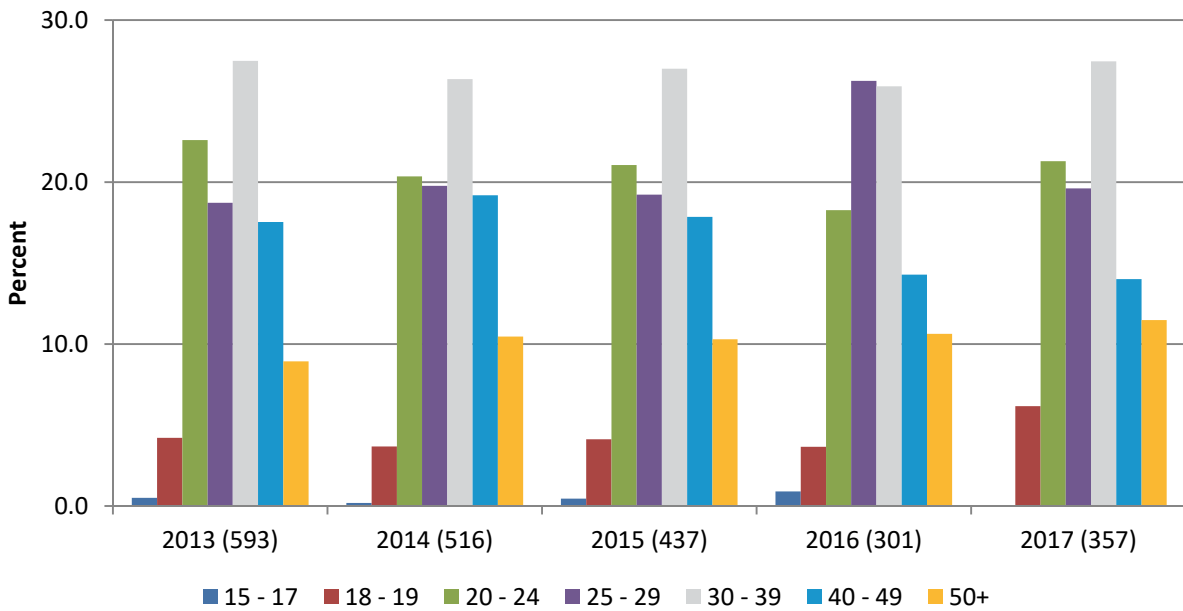
a. Student Data Analysis



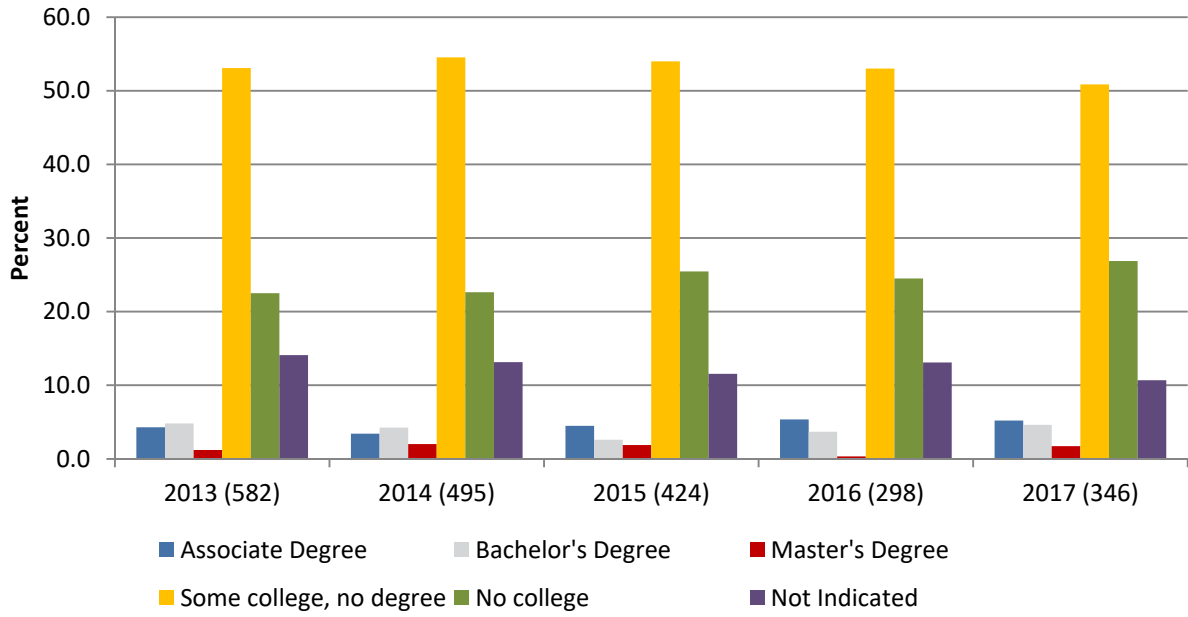
Ethnicity Trends - Early Childhood Education



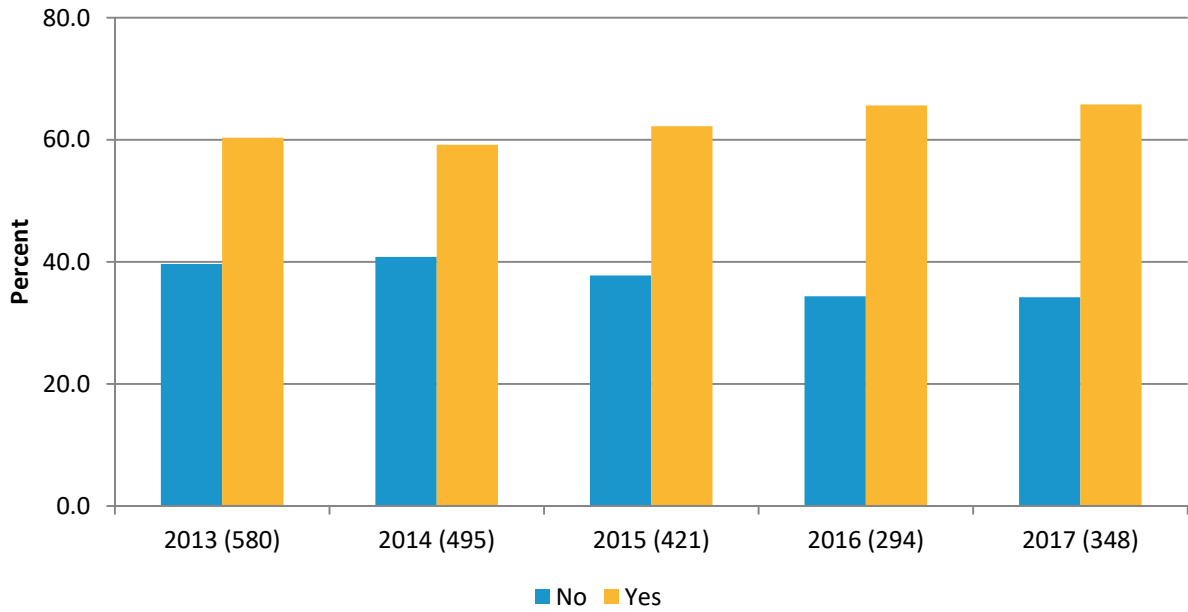
Age Trends - Early Childhood Education

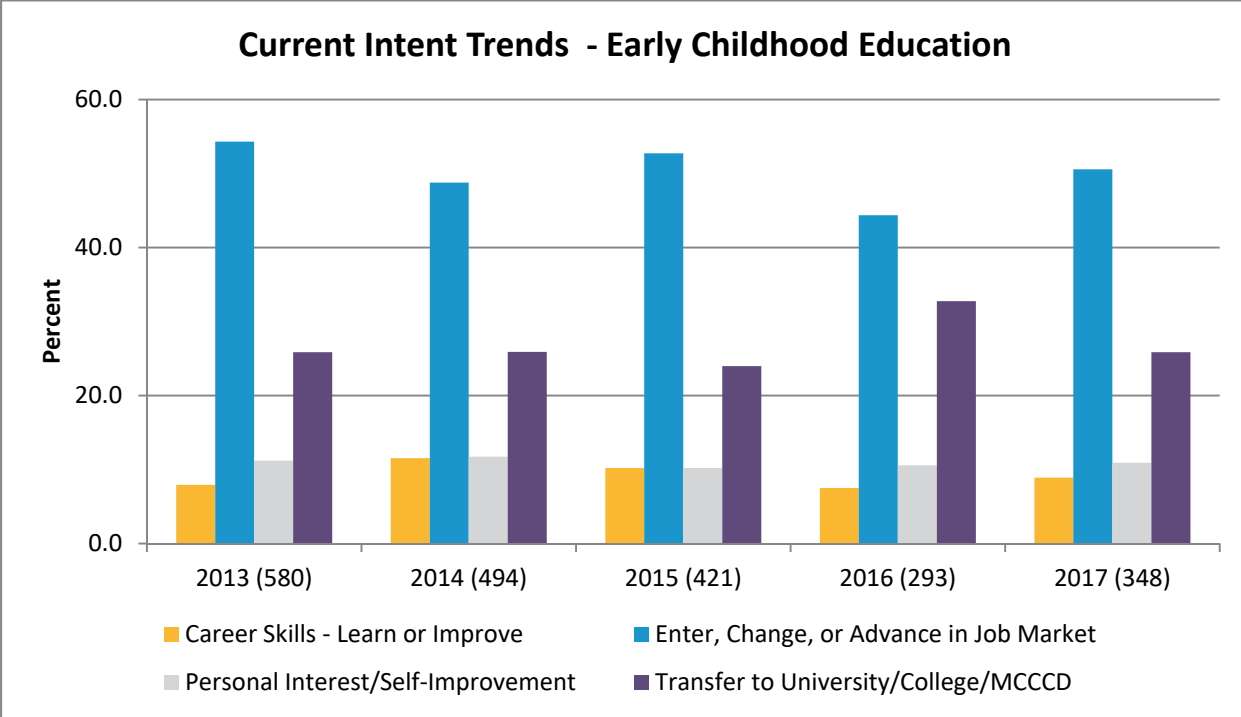
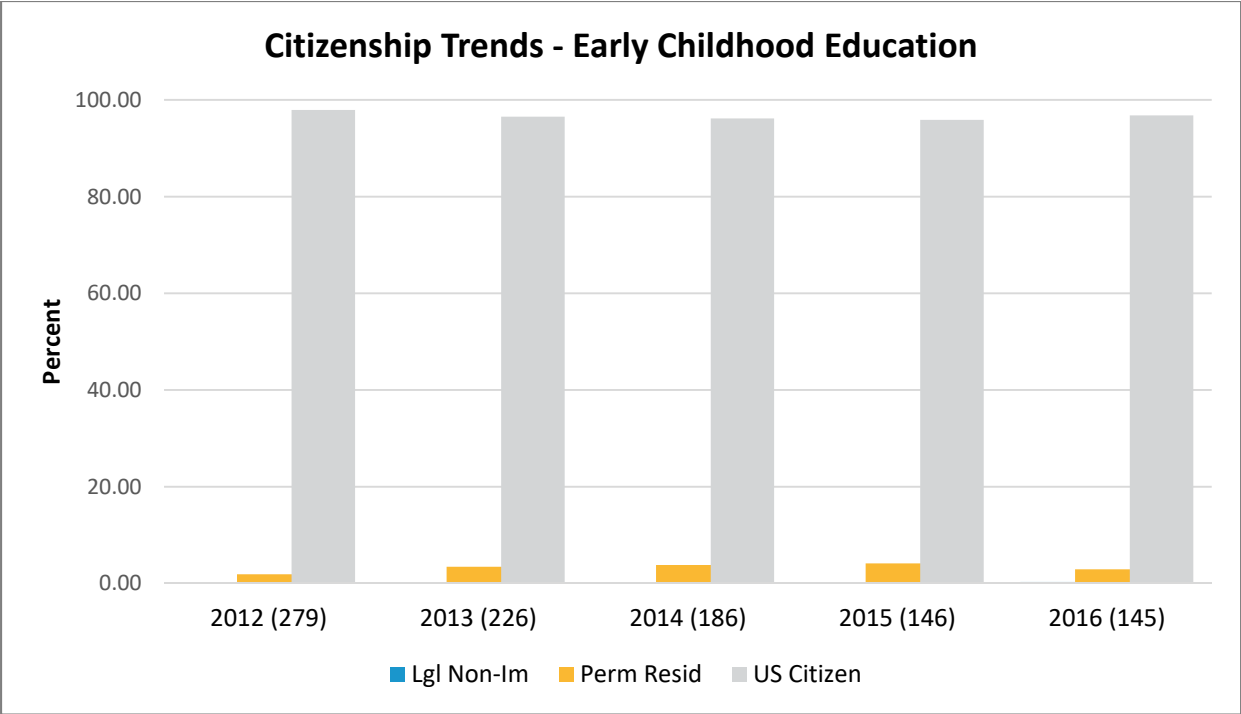


Previous College Experience Trends - Early Childhood Education

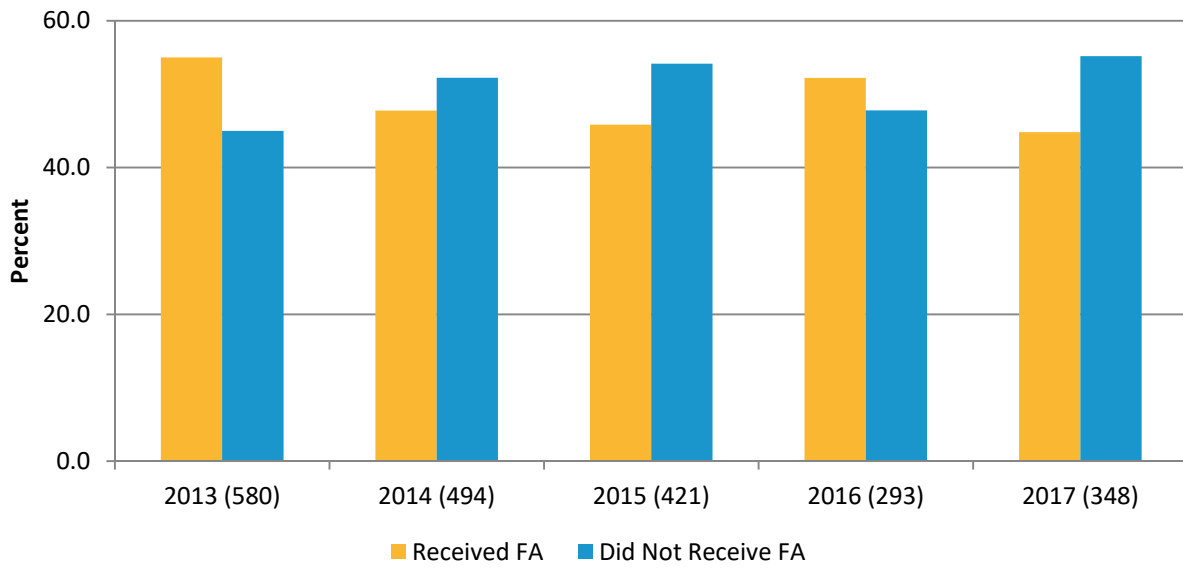


First Generation Trends - Early Childhood Education

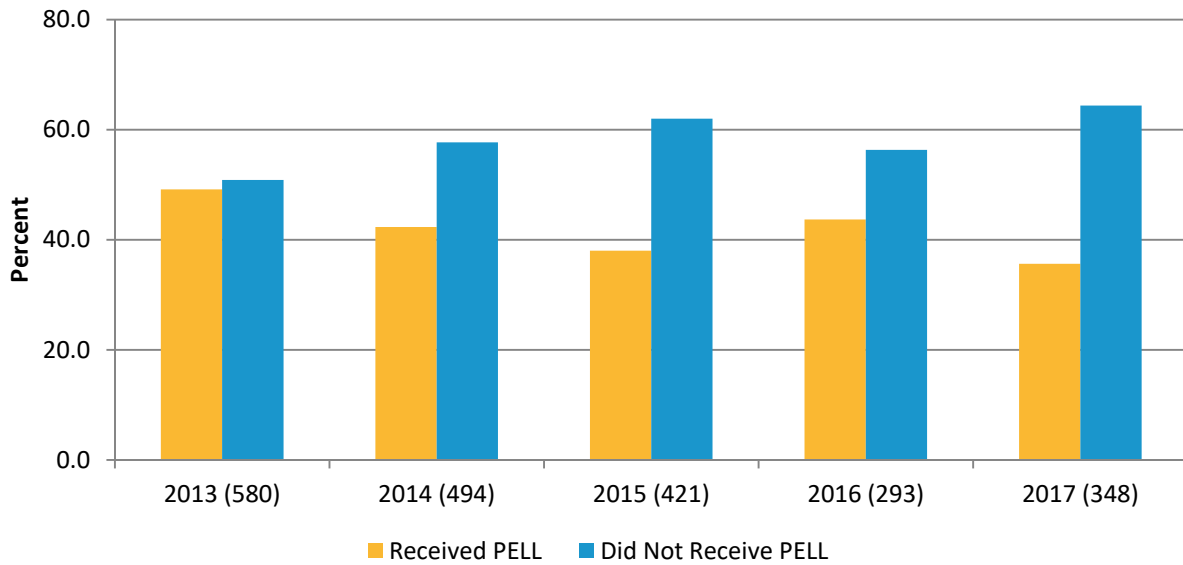




Students Receiving Financial Aid Trends - Early Childhood Education



Students Receiving PELL - Early Childhood Education



Dual Enrollment Students

Fiscal Year	Early Childhood Dual Headcount
2013	35
2014	54
2015	47
2016	47
2017	134

Enrollment Trends: Aggregated Data Analysis

The majority of students enrolled in the Early Childhood Education Program are female (91% - 95%). Few males (3% - 7%) were enrolled in the program over the 5-year time period. The percentage of males decreased from a high of 7% in 2013 and 2014 to a low of 3% in 2017. Without conducting a statistical analysis, one cannot conclude whether the range differences are significant.

Caucasian students comprised approximately 42% - 46% of enrollees for the years 2013 – 2016. This percentage dropped to 33% in 2017. Concurrently, Black enrollees dropped from a high of 27% in 2013 to a low of 16% in 2017. For the same time period, the percentage of Hispanic students increased from 19% to 24% with no significant trends from year to year. With some small variations, Asian, American Indian, and Hawaiian/Pacific Islander enrollees ranged from 0% to 3% of the total enrollees for the years 2013 – 2017.

According to the 2016 U.S. Census, 55.5% of the population in Arizona were White Non-Hispanic, 5% Black, and 31% Hispanic. Asian, American Indian, and Hawaiian/Pacific Islander populations ranged from 5.4% (American Indian) to .03% (Hawaiian / Pacific Islander). While variations in enrollment existed over the five years, overall student enrollment ethnicity trends do not parallel the U.S. Census ethnicity trends of the overall population in Arizona.

Recommendation 1.

1. Recruit more Hispanic students. Overall, Hispanic students comprised 19% - 24% of enrollees whereas Hispanics comprise nearly 1/3 of the population in Arizona.
2. In collaboration with Rio Salado College's marketing program, develop and implement data-driven marketing strategies.
3. Request Prop 301 money for an EPP specific marketer/recruiter to develop and implement data-driven marketing strategies.

According to the 2016 Early Childhood Workforce Index, Center-based, listed home-based and non-listed home-based providers were predominately White (mean of 59%); in 2013 – 2017 a smaller percentage (mean of 41%) of ECE enrollees were predominately White. African-Americans and Hispanics comprised the next largest demographic for all providers (18% each). African-American provider percentages mirror those of ECE enrollment data. Hispanic ECE enrollment percentages are higher than the percentages for providers nationwide. However, the Hispanic population in Arizona is higher (31%) than the 2016 U.S. Census Hispanic population overall (18%). Without conducting a statistical analysis, it cannot be determined if the differences and similarities between the 2016 Early Childhood Workforce Index and the ECE enrollment data are significant.

The ECE highest enrollment was for students 30-39 years old with a range of 26% to 28%, followed by ages 20-24 with a range of 18% -23% of the total enrollees. This was closely followed by students 25-29 years of age (19% - 26%). Overall most enrollees (range of 63% - 77%) were between the ages of 20-39. The highest percentage of enrollees were students aged 30-39, followed by students aged 20-29.

Students 40-49 years of age constituted 14%-19% of the enrollees. Students 18-19 years of age comprised 4%-6% of enrollees over the same time period. The lowest enrollment was students 15-19 years of age. Finally, the data revealed over the five year span, students 50 years and older comprised 9%-11% of enrollees.

According to the 2016 Early Childhood Workforce Index, more than 2 million adults cared for approximately 12 million children from birth to five years of age in homes and centers, and this workforce was overwhelming female. The Early Childhood Workforce Index data aligns with the Early Childhood Education enrollment data in which most enrollees were female.

The Early Childhood Workforce Index (2016) also noted that most center-based staff (46%) were between the ages of 30-49 years of age; the ECE highest enrollment was for students between the ages of 30-39. Approximately one-quarter (28%) were age 29 and below and one quarter (26%) were 50 years of age and older. Likewise, most listed home-based staff (55%) were between the ages of 30-49, whereas those aged 50 and older comprised the 41% of listed homebased staff and 40% of the non-homebased staff.

On average (mean) 70 students were enrolled in the Early Childhood dual enrollment program for the five year period with a range of 35 - 134 students. Of note is that the number of students dually-enrolled increased from a low of 35 in 2013 to a high of 134 in 2017. Karp and colleagues (2007) studied the dual enrollment participation in Florida and New York City. Their results revealed a positive relationship between dual enrollment participation and high school graduation and college enrollment. Students participating in dual enrollment programs were

more likely to graduate from high school, and were more likely to enroll in college than their peers who did not participate in dual enrolment programs. Second, the researchers found that those students who participated in dual enrollment programs had higher persistence and retention rates, higher grade point averages, and accumulated more college credits than their peers who did not participate in dual enrollment programs.

Recommendation 2.

1. Continue to market for students aged 20-39.
2. Explore the possibility of marketing for students aged 40-49 as the Early Childhood Workforce Index (2016) indicated most center-based staff were between 30-49 and nearly ¼ of center-based staff were 50 years of age and older.
3. Based on ECE enrollment data and the Early Childhood Workforce Index, there does not appear to be support for marketing for students younger than 20 years of age with the exception of dually enrolled students.
4. Continue to market and support dual enrollment early childhood education programs with high school partners.
5. Explore increasing marketing, to include data driven marketing strategies, to increase high school partners.

Overall, the Previous College Experience trend data revealed that most enrollees had some college (43%-51%) followed by no college (23%-27%). Few enrollees had a bachelor's (3%-5%) or an associate's (4%-5%) degree. Of note is that 11%-14% of the enrollees did not indicate their previous college experience. In summary, most enrollees (66%-78%) entered the program with no or some college experience. Few entered having a degree.

Approximately half (44%-54%) of enrollees entered the program seeking to enter, change or advance in the job market. Approximately one-fourth (26%-31%) of students enrolled with the intent to transfer to a university, college or another MCCC institution. Few students (8%-12%) enroll for personal growth or to learn or improve career skills.

Overall, most enrollees had little to no college experience and entered the program to enter, change, or advance in the job market.

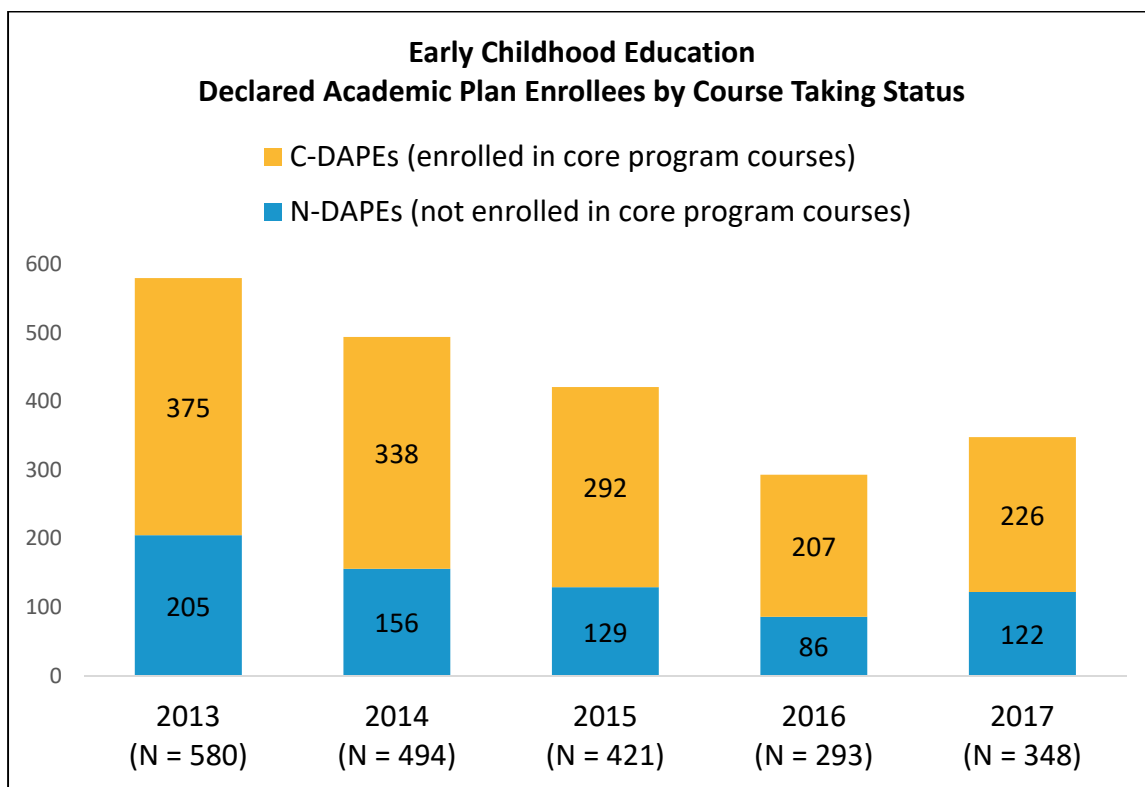
Recommendation 3.

1. Focus marketing strategies on students with some or no college experience.
2. Develop data-driven marketing strategies. Begin this process by cross-walking age, ethnicity and college experience data. This will provide targeted marketing strategies consistent with program outcomes, aligned with workforce and dual enrollment data.

Finally, most enrollees were first generation college students ranging from a low of 59% in 2014 to high of 66% in 2016 and 2017. It cannot be determined if this difference is statistically significant. Second, most enrollees are US citizens with a five year range of 96% - 98%.

b. Enrollment Trends

	2013	2014	2015	2015	2016
C-DAPes (Declared Academic Plan /Enrolled in Core Program Courses)	70.9	77.6	70.0	47.7	54.8



Overall, there was a decrease of 16 percentage points of C-DAPes between 2013 (71%) and 2016 (55%). The percentage of C-DAPes enrolled in core program courses ranged from 65% in 2013 to 71% in 2016. While the actual number of students appears to decrease each year through 2016, the percentages did not. In 2016 the number of students enrolled in core program courses was the lowest (207) whereas in this year the greatest percentage of students (71%) were enrolled in core program courses. According to the 2016 Early Childhood Workforce Index, overall 35% of center-based staff obtained a bachelor's degree, and 17% obtained an associate's degree. Overall, centers employed more teaching staff with bachelor's degrees followed by some college, while listed home care providers employed more teaching staff with some college followed by associate degrees. Rio Salado ECE C-DAPE data does not support that

students are matriculating to bachelor or associate degree programs. This is of concern as it does not mirror the national workforce data.

Recommendation 4.

1. Increase the percentage of students with a declared academic plan to at least the 2013 – 2014 levels.
2. Conduct a deep dive into IR data or develop a program-specific assessment tool to ascertain why nearly one-third of the students are not seeking a degree.

Financial Aid and Pell Grant Data

With regard to financial aid and Pell Grant data, for the years 2013 and 2016 more enrollees received financial aid than did not receive financial aid. The percentage each year between those receiving financial aid and not receiving financial aid ranged from 4% to 10%. It cannot be determined if this difference is statistically-significant. With the exception of 2016, the percentage of students receiving Pell Grants consistently increased each year.

Recommendation 5.

1. Conduct a deep dive into the data to identify students who receive financial aid and do not participate in or fail courses to determine if there is a relationship between financial aid and course success or failure.
2. Use targeted advising strategies to increase the percentage of students enrolled and who pass courses to increase matriculation and graduation rates.

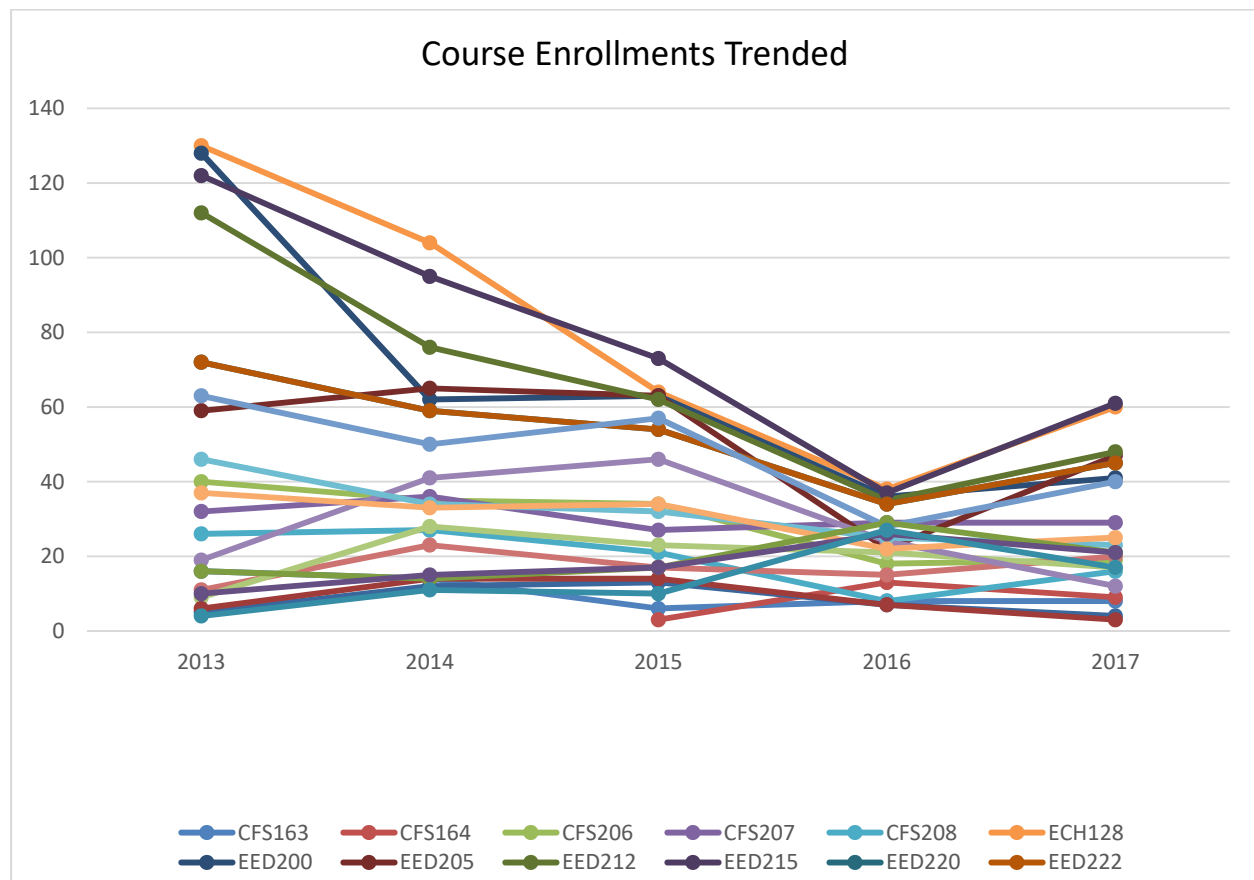
Table 2. Top Course Enrollments Trended Early Childhood Education						
Course	2013	2014	2015	2016	2017	Mean 5-Year Enrollment
CFS163	16	14	6	8	8	10
CFS164	0	0	3	13	9	5
CFS206	40	35	34	18	19	29
CFS207	32	36	27	29	29	31
CFS208	26	27	21	8	16	20
ECH128	130	104	64	38	60	79
EED200	128	62	63	36	41	66
EED205	59	65	63	22	47	51
EED212	112	76	62	35	48	67
EED215	122	95	73	37	61	78
EED220	72	59	54	34	45	53
EED222	72	59	54	34	45	53
EED245	63	50	57	28	40	48
EED255	11	23	17	15	20	17
EED260	9	28	23	21	17	20
EED261	19	41	46	24	12	28
EED278	46	34	32	25	23	32
EED280	37	33	34	22	25	30
FCS250	5	12	13	7	4	4

FCS260	6	14	14	7	3	9
ITD200	16	14	17	29	21	19
ITD210	10	15	17	26	21	18
ITD220	4	11	10	27	17	14
Total	1010	894	794	539	617	
<i>Note: Top 5 courses by highest enrollment count each year are highlighted in yellow.</i>						

Course Enrollment: Aggregated Data Analysis

The highest course enrollment was 2013 (N = 1010) and the lowest 2016 (N = 539). Year 2013 was the last year of the two First Things First grants. Therefore, this decrease of approximately 200 students per year accounts for the decrease in course enrollment and course work support.

Over the five year period, courses with the highest mean enrollment were ECH 128, ECH 200, ECH 205, ECH 212 and ECH 215. The courses with the lowest mean enrollment were CFS 164, DFS 164, EDU 280, FSC 250 AND ITD 220. This data will be analyzed and cross-walked with retention/pass and withdraw/fail data later in the APR narrative.



c. Student Graduation Data

					FY When Award Conferred				
					2013	2014	2015	2016	2017
Total Graduates					5	1	2	2	1
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award	% Graduates Financial Aid					
2013	6	3	50.0%	66.7%	2	1	0	0	0
2014	6	3	50.0%	33.3%	0	0	2	0	1
2015	3	2	66.7%	0.0%	0	0	0	2	0
2016	1	0	0.0%	NA	0	0	0	0	0
2017	2	0	0.0%	NA	0	0	0	0	0

¹Reports the total number of graduates without cohort classification constraints. ²Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified. ³If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

					FY When Award Conferred				
					2013	2014	2015	2016	2017
Total Graduates					0	3	4	6	14
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award	% Graduates Financial Aid					
2013	8	3	37.5%	66.7%	0	3	0	0	0
2014	10	4	40.0%	75.0%	0	0	4	0	0
2015	10	5	50.0%	60.0%	0	0	0	5	0
2016	21	15	71.4%	26.7%	0	0	0	1	14
2017	11	0	0.0%	NA	0	0	0	0	0

¹Reports the total number of graduates without cohort classification constraints. ²Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified. ³If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

					FY When Award Conferred				
					2013	2014	2015	2016	2017

Total Graduates					5	5	3	3	4
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award	% Graduates Financial Aid					
2013	55	0	0.0%	NA	0	0	0	0	0
2014	44	3	6.8%	66.7%	0	0	0	1	1
2015	32	1	3.1%	100.0%	0	0	0	1	0
2016	20	0	0.0%	NA	0	0	0	0	0
2017	28	0	0.0%	NA	0	0	0	0	0

¹Reports the total number of graduates without cohort classification constraints. ²Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified. ³If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

					FY When Award Conferred				
					2013	2014	2015	2016	2017
					3	4	5	6	7
Total Graduates					12	20	14	18	10
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award	% Graduates Financial Aid					
2013	250	13	5.2%	53.8%	0	4	6	2	1
2014	160	8	5.0%	50.0%	0	0	2	2	4
2015	137	5	3.6%	0.0%	0	0	0	4	1
2016	84	2	2.4%	100.0%	0	0	0	0	2
2017	95	0	0.0%	NA	0	0	0	0	0

¹Reports the total number of graduates without cohort classification constraints. ²Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified. ³If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

Cohort Graduation Rates: Aggregated Data Analysis

Cohort graduation rates for Graduates Receiving Financial Aid - Family Child Care Management (CCL) ranged from 50% (2013 and 2014) to 68% (2015). No data was provided for 2016 and 2017. Cohort graduation rates for Graduates Receiving Financial Aid - Infant and Toddler Development (CCL) ranged from 38% (2013) to 71% (2016). No data was provided for 2017.

Cohort graduation rates for Graduates Receiving Financial Aid - Early Childhood Administration and Management (AAS) ranged from 0% (2013) to 7% (2014). No data was provided for 2017. Cohort graduation rates for Graduates Receiving Financial Aid - Early Learning and Development (AAS) ranged from 2% (2016) to 5% (2013 and 2014). No data was provided for 2017. Overall cohort graduation rates for students in the two CCL programs ranged from 38% -

71%. Overall cohort graduation rates for students in the two AAS programs ranged from 0% - 7%.

However, the numbers of graduates tell the story in a different way. Eleven students were awarded a CCL in Family Child Care Management for the five years; 27 students were awarded a CCL in Infant and Toddler Development. For the same five year period, 20 students were awarded an AAS in Administration and Management degree, and 74 students were awarded an AAS in Early Learning and Development degree. In summary, the CCL Family Child Care Management program awarded the fewest certificates and the AAS Early Learning and Development program awarded the most degrees.

The 2016 Early Childhood Workforce Index Data revealed that most providers hold a bachelor's or associate's degree. Conversely, the state of Arizona has specific workforce requirements not aligned with the 2016 Early Childhood Workforce Index Data. For example, personnel working in early childhood education programs licensed or certified by the State of Arizona are not required to obtain a degree or certificate. Certificate and degree requirements for programs housed in public schools vary depending on the school and the district. On the other hand, federally funded Head Start programs require teacher assistants (TA) or work toward a CDA, and teachers are required to have an AAS degree in ECE. Recommendation 8 (below) is based on national data, not Arizona-specific workforce requirements.

IV. Student Goals and Satisfaction

a. Goals

Students participating in the Early Childhood Program at Rio Salado College are expected to:

- Describe the roles of early care and education professionals
- Explain the roles of families and the wider society as they together meet the contemporary needs of young children
- Identify the principles of developmental science
- Explain professionalism for the early childhood workforce
- Discuss the philosophies and methods of early learning
- Explain the impact of early learning standards on professional practice
- Apply early childhood education planning, management and evaluation skills
- Observe, participate, and intern in early childhood programs

The goals of the program are woven throughout the required and elective course work. The program does not have one course or one specific assignment that assesses all goals. Embedded in each course is content and an assessment that assesses one or more goals. To meet the needs of students and the workplace, in its curricular redesign, the ECE program is eliminating open-book forced response assignments (multiple choice and true/false quizzes) and requiring students to complete authentic assessments that evaluate student goals. Rubrics

are more precisely-aligned with the authentic assessment requirements providing the student and instructor with data to measure achievement of program student goals.

b. Satisfaction

Distance Questions

1. My instructor communicated the course policies and procedures.
2. My instructor communicated his/her expected response time for messages and grading assignments.
3. My instructor responded to messages within the stated time frame.
4. My instructor graded assignments within the stated timeframe.
5. My assignment feedback explained why I earned or lost points.
6. My instructor's feedback on assignments helped to increase my understanding of the course content.
7. My instructor provided complete responses to my questions.

	Number of Surveys							Mean Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	
CFS163	4.22	4.00	4.11	4.00	4.11	4.11	4.11	4.10
CFS164	4.60	4.60	4.60	4.60	4.60	4.60	4.60	4.60
CFS206	4.33	4.02	4.12	3.98	4.30	4.12	4.32	4.17
CFS207	4.34	4.11	4.00	3.98	4.14	3.98	4.21	4.11
CFS208	4.42	4.18	4.12	4.06	4.24	3.97	4.06	4.15
ECH128	4.12	4.11	3.94	4.00	4.00	3.76	3.88	3.97
EED200	4.44	4.37	4.28	4.40	4.32	4.32	4.45	4.37
EED205	4.40	4.28	4.08	4.23	4.07	4.13	4.15	4.19
EED212	4.25	4.15	3.99	4.08	3.93	3.83	3.96	4.02
EED215	4.20	3.98	3.81	3.84	3.84	3.71	3.83	3.89
EED220	4.31	4.13	3.86	3.87	4.02	3.85	4.04	4.10
EED222	4.31	4.36	4.27	4.22	4.18	4.20	4.16	4.24
EED245	4.33	4.07	4.10	4.07	4.24	4.21	4.20	4.17
EED255	4.12	4.00	3.81	3.96	3.88	3.81	3.92	3.93
EED260	4.67	4.67	4.67	4.67	4.67	4.83	4.67	4.69
EED261	4.60	4.40	4.60	4.60	4.60	4.60	4.60	4.57
EED278	4.25	4.31	4.18	4.19	4.42	4.29	4.22	4.27
EED280	4.45	4.27	4.03	4.16	4.21	4.09	4.15	4.22
FCS250	4.44	4.31	4.31	4.31	4.31	4.38	4.38	4.35
FCS260	4.80	4.80	5.00	5.00	4.80	4.75	4.75	4.84
ITD200	3.83	3.67	3.72	4.00	3.72	3.50	3.72	3.74
ITD210	4.46	3.92	3.58	3.69	4.00	3.50	3.75	3.84
ITD220	3.88	3.63	3.25	3.88	3.75	3.38	3.75	3.65
Total	4.29	4.15	4.03	4.07	4.10	3.98	4.09	

Course Evaluation: Aggregated Data Analysis

For four classes (CFS 164, EED 260, EED 261, and FCS 260) the mean end of course evaluation scores ranged from 4.50 – 5.0. For four classes (EED 255, ITD 200, IDT 210 and IDT 220) the mean scores were below 3.0. For no question was the mean score 4.5 or greater. For one question (My instructor’s feedback on assignments helped to increase my understanding of the course content) the mean score was less than 4.0. For three courses the mean score was below 4.0; this included three ITD courses. The question with highest mean score (4.29) was “My instructor communicated the course policies and procedures.” However, one must ask if this information was conveyed by the instructor ,or by course design and in the student handbook.

Preliminary Conclusions End-of-Course Evaluation Data (Mean Score of < of 3.0) cross-walked with course Failure data

1. EED 255 – low mean end-of-course evaluation score; low failure percentage (3%)

Preliminary Conclusions End-of-Course Evaluation Data (Mean Score > than 4.5) cross-walked with course Retention data

1. CFS 164 – high end-of-course evaluation score and high retention percentage (100%)
2. EED 260 – high end-of-course evaluation score and high retention percentage (97%)

Preliminary Conclusions End-of-Course Evaluation Data (Mean Score > than 4.5) and cross-walked with course Withdraw data

1. EED 261 – high end-of-course evaluation score and low withdraw percentage (0%)
2. FCS 260 – high end-of-course evaluation score and low withdraw percentage (0%)

Overall, four courses (CFS 164, EED 260, EED 261, and FCS 260) had high end-of-course evaluation responses (> 4.5 mean response for five years) and high retention and low withdrawal rates. While the end-of-course evaluation data and cross-walk data provide an additional matrix from which to evaluate the program, the end-of-course evaluation data is aggregated and does provide course-by-course survey completion percentages.

Recommendation 6.

1. Cross walk end-of-course evaluation data for CFS 164, EED 260, EED 261, and FCS 260 with a sequence in course program and course curricula seeking patterns of success.
2. Request, analyze and cross-walk course-by-course survey completion percentages with course pass, retention, withdraw and failure data.
3. Continue course revision of rubrics to precisely align with the authentic assessment requirements.

V. Evaluation of Curriculum

The Early Childhood and Human Development Advisory Committee meets annually. At each meeting the committee reviews the curriculum, provides concomitant recommendations, and provides the department with recommended changes based on changes in the field, best practices, and essential relevant information for course and program inclusion.

In 2016, the Early Childhood Human Development (ECEHD) unit implemented a Curriculum Committee. The purpose of the committee was to review course offerings with regard to (a) enrollment data, (b) date of last course revision, (c) text book revisions.

All who teach courses are encouraged to submit emails to the ECEHD Adjunct Helpdesk to report broken links, changes in the field, and other pertinent information that may impact the relevancy of course content, ensuring the content is up-to-date in all courses.

Changes to course content occur at a variety of times and for different reasons.

1. Textbook revisions (minor). Changes in lesson to align with text revisions are made to ensure the course is current for the next term it is offered. An example is page changes in a new revision. These changes do not need to be in the “queue”.
2. Textbook revisions (major). In some instances the text revision is major and requires a rewrite of the course. The department works closely with the instructional design specialist to ensure the course is entered into the “queue”.
3. Content revisions. The department works closely with the instructional design specialist to ensure the course is entered into the “queue”.
4. Curriculum update revisions determined the IC.

At this writing, the department may add two or three courses in October 2018 in the “queue” for course revisions, depending on the extent of the revisions. Courses may be revised and placed in the queue in January 2019. Major revisions require three months for processing. At time of writing the department has approximately 12 courses that have been identified as first or second high enrollment courses that have not been revised (outside of removing Taskstream as a course evaluation requirement) for more than five years. Changes in text revisions are difficult at best to predict. It is imperative that all courses are routinely updated to attract and retain students in a competitive online market

Recommendation 7.

1. Create a strategic rollout of a review and revision of all courses, a curricular review cycle to assess all courses in relationship to enrollment trends, text publication dates and revisions, and course content relevancy.
2. Increase the number of courses the department revises to ensure all course are up-to-date and relevant.
3. Increase the number of course developers to meet demand for up-to-date and relevant courses.

4. Ensure the department has the resources to revise all courses based on text revisions and content revisions for relevancy needed to retain current students and market for new students.
5. Remove all quizzes from courses.
6. Throughout the course revision process, identify and select course materials (files, texts, etc.) with a student cost of \$40 or less per course.

VI. Student Learning Outcomes

a. Program-Level Student Learning Outcomes

AAS in Early Childhood Administration and Management (3109)

Competencies

1. Summarize the management and administration of community-based child and family organizations within the context of organizational behaviors, including the functions of administration, structure, and characteristics. (CFS206)
2. Analyze organization and community leadership in community-based child and family services organizations. (CFS207)
3. Differentiate between various leadership styles. (CFS207)
4. Summarize fiscal accountability and management in community-based child and family services organizations. (CFS208)
5. Analyze various types of resource development in community-based child and family services organizations such as grants and private funding. (CFS208)
6. Analyze philosophies of early care and education and articulate arguments and reasons for various types of early childhood programs. (EED200)
7. Describe the history of early childhood education. (EED200)
8. Explain professionalism, ethics, and standards related to the field of early childhood. (EED200)
9. Summarize developmental characteristics of young children and how the characteristics influence behavior. (EED200, EED212)
10. Describe how various environments impacts a child's life. (EED212)
11. Summarize various impacts on discipline perspectives, including family beliefs, cultural beliefs, and the teacher's personal beliefs. (EED212)
12. Explain infection control measures and sanitation techniques for a group setting. (EED215)
13. Summarize various safety procedures related to outdoor activities, playground equipment, transportation policies, and poison control. (EED215)
14. Summarize documentation requirements for documenting health histories, medications, emergencies, daily events, growth, and development in an early childhood setting. (EED215)
15. Explain the importance of a young child's nutritional well-being, including basic nutritional needs and physical fitness. (EED215)
16. Analyze how family, community, and cultural influences impact a child's development. (EED220)

17. Summarize the attachment process from infancy through preschool age that occurs within families and potential personal and societal threats to those attachments. (EED220)
18. Determine how demographics influence early childhood education programs and services, and whether a program serves the child and his/her family within in their community and culture effectively. (EED220)
19. Describe an exceptional learner (birth to 5 years old) and the processes used to identify, assess, and refer an exceptional learner. (EED222)
20. Describe various areas of exceptionality. (EED222)
21. Explain the Individual Family Services Plan (IFSP) and Individual Education Plan (IEP) and their importance. (EED222)
22. Apply early childhood education classroom instruction to work experiences during 80 hours per credit per semester. (EED260, EED261)
23. Identify and describe the principles of how young children learn. (EED278)
24. Compare and contrast current approaches to curriculum in early childhood settings and use Arizona Early Childhood Standards to explain the components of early learning and special needs curriculum. (EED278)
25. Differentiate between various assessment procedures for early learning. (EED278)
26. Explain factors that may influence early learning curriculum such as individual differences, family values, and community expectations. (EED278)
27. Examine the ethical and legal ramifications of standards, observation, identification, inclusion, and assessment in early childhood. (EED280)
28. Describe the various purposes of observation and assessment and explain the roles and responsibilities of an educational team. (EED280)
29. Use various methods of observation and assessment. (EED280)
30. Demonstrate effective communication techniques with young children, parents, and various educational team members. (EED212, EED280)
31. Demonstrate the ability to use computer software programs and write professional documents demonstrating a purpose, logical organization and inclusion of pertinent information for appropriate audiences. (FCS250)
32. Apply family and consumer science classroom instruction to work experiences during 80 hours per credit per semester. (FCS260)

AAS in Early Learning and Development (3124)

Competencies:

1. Explain the importance of play, creativity and the arts in contemporary early childhood programs, and how they support early learning. (ECH128)
2. Demonstrate planning, management and evaluation skills related to developmentally appropriate play, arts, and learning activities. (ECH128, EED261)
3. Review the emerging professionalism of the field of early childhood education, including a code of ethical conduct. (EED200)
4. Identify theories, standards, and public policy within the field and describe how these influence early childhood programs. (EED200)

5. Describe how developmental characteristics, individual needs, adult expectations and cultural contexts influence the behavior of children from birth through age eight. (EED212)
6. Describe policies, practices and regulations which ensure the health and safety of young children in group settings. (EED215)
7. Describe the nutritional needs of young children from birth on and explain how these needs are met with food selection, food preparation, and daily eating/feeding routines. (EED215)
8. Explain how community diversity and demographics influence early childhood programs, professionals, and the young children and families served. (EED220)
9. Identify appropriate professional responses that ensure the social and emotional well-being of young children including identification of child maltreatment. (EED220)
10. Describe the process of identification, referral and assessment of young children whose development differs from the average. (EED222)
11. Identify strategies for inclusion, instruction, and support for the exceptional young child within the contexts of family, community and early childhood programs. (EED222)
12. Describe how young children develop language, literacy and writing skills and how adults support literacy development. (EED245)
13. Construct a portfolio which demonstrates professional development over time in a variety of dimensions, including professional writing samples. (EED255)
14. Contrast current approaches to curriculum for young learners and explain how state standards relate to curriculum and instruction. (EED278)
15. Identify multiple assessment procedures, their strengths, weaknesses and relationship to early learning standards. (ECH128, EED278, EED280)
16. Apply professional knowledge, skills and ethics of the early childhood profession to early learning settings in the community. (EED200, EED260, EED261)
17. Explain how Arizona Learning Standards are applied within programs serving children three to five and five to eight years of age. (EED280)

CCL in Family Child Care Management (5714)

Competencies:

1. Review business management, policies, procedures and economics of a family child care provider. (CFS163, CFS164)
2. Prepare age appropriate curriculum for use in multi-age child care environments. (CFS164)
3. Examine appropriate health and safety standards, practices, and documentation in early childhood settings. (CFS164, EED215)
4. Contrast the major research and theories within the field of child development. (EED205)
5. Summarize the cognitive and psychosocial development of the young child. (EED205)

6. Describe the physical development of young children and corresponding nutritional and fitness needs. (CFS164, EED205, EED215)
7. Analyze organization and community leadership in community-based child and family services organizations. (CFS207)
8. Apply early childhood education skills in the early care and education setting. (CFS163, CFS164, CFS207, EED205, EED215, EED260)

CCL in Infant and Toddler Development (5715)

Competencies:

1. Describe the physical development of young children and corresponding nutritional and fitness needs. (EED205, EED215, ITD200)
2. Examine appropriate health and safety standards, practices, and documentation in early childhood settings. (EED215, ITD200)
3. Contrast the major research and theories within the field of child development. (EED205, ITD210)
4. Summarize the cognitive and psychosocial development of the young child. (EED205, ITD210, ITD220)
5. Describe attachment and relationship development between adults and the young child and its impact on child development. (ITD210, ITD220)
6. Summarize language development and communication skills in the young child. (ITD220)
7. Apply early childhood education skills in the early care and education setting. (EED205, EED215, EED260, ITD200, ITD210, ITD220)

The Associate in Applied Science (AAS) in Early Learning and Development Program is designed for students who want to work or are currently working with children between 3 – 5 years of age in center-, school-, or home-based early learning environments. Students who want to work with school age children ages 6 – 12 years find employment opportunities in public and private schools. The Associate in Applied Science (AAS) in Early Childhood Administration and Management prepares early childhood professionals to administer and manage early childhood programs as a director, administrator, or owner of an early learning program. The Certificate of Completion (CCL) in Family Child Care Management provides individuals with a foundation in early childhood care theories, practices, and administration. The Certificate of Completion (CCL) in Infant and Toddler Development is designed for students who want to work or are currently working with children between 0 – 36 months. Students are prepared to work with children in center-, school-, and home-based early learning environments.

In summary, graduates are prepared to work as (a) professionals such as administrators, managers, or owners of early childhood programs and centers; (b) early childhood professionals working directly with infants, toddlers, and preschool age children; and (c) paraprofessionals working directly with students age 6 –12 in private and public school settings. Second, graduates leave the program with additional credentials and professional development knowledge and skills to advance in their career field.

Program-level learning outcomes are the aggregate of the student learning outcomes. As noted previously, the goals of the program are woven throughout the required and elective course work. The program does not have one course or one specific assignment that assesses all goals. Embedded in each course is content and an assessment that assesses one or more than one goals. To meet the needs of students and the workplace, in its curricular redesign, the ECE program is eliminating open-book forced response assignments (multiple choice and true/false quizzes) and requiring students to complete authentic assessments that evaluate student goals. Rubrics are more precisely aligned with the authentic assessment requirements, providing the student and instructor with data to measure achievement of program student goals.

As previously noted, the ECE program does not have a capstone class from which IR could provide data.

b. College-Wide Student Learning Outcomes

In addition to the program-level outcomes addressed above, all Rio Salado College students must know and be able to do the following:

1. **Critical Thinking:** The student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, and use deductive reasoning and inductive reasoning at a college level
2. **Information Literacy:** The student will demonstrate the ability to determine an information need, access successfully and evaluate critically the needed information, and organize and apply the information appropriately to accomplish a given research task.
3. **Oral Communication:** The student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.
4. **Reading:** The student will demonstrate the ability to comprehend a variety of materials by determining the central idea and providing textual evidence, drawing inferences or valid conclusions, analyzing the author’s purpose and bias, and applying the text to a given task or course content.
5. **Writing:** On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize his or her thoughts coherently; adhere to the conventions of correct mechanics and sentence structure; and use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

For more information: <http://www.riosalado.edu/about/teaching-learning/assessment/Pages/SLO.aspx>

Course	Critical Thinking Flag	Reading Flag	Info Lit Flag	Oral Comm Flag	Writing Flag
CFS163	Y	Y	Y		Y
CFS164	Y	Y	Y		Y

CFS206	Y	Y	Y	Y
CFS207	Y	Y	Y	Y
CFS208	Y	Y	Y	Y
ECH128	Y	Y	Y	Y
EED200	Y	Y	Y	Y
EED205	Y	Y	Y	Y
EED212	Y	Y	Y	Y
EED215	Y	Y	Y	Y
EED220	Y	Y	Y	Y
EED222	Y	Y	Y	Y
EED245	Y	Y	Y	Y
EED255	Y	Y	Y	Y
EED260				Y
EED261				Y
EED278	Y	Y	Y	Y
EED280	Y	Y	Y	Y
FCS250		Y	Y	
FCS260				
ITD200	Y	Y	Y	Y
ITD210	Y	Y	Y	Y
ITD220	Y	Y	Y	Y

College Wide Outcomes: Aggregated Data Analysis

Critical thinking, Reading, Information Literacy and Writing are assessed in almost all courses. However, Oral Communication is not addressed in any course. As Oral Communication is a skill required of all early childhood professionals, it is recommended this outcome be strategically addressed in all courses and course revisions. No College outcomes are addressed in FCS 260; only Writing is addressed in FCS260. Two outcomes (Reading and Information Literacy) are addressed in FCS250. It is recommended that all outcomes also be addressed in these three classes.

Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2014** and **6/30/2017**. Definitions may be found on page 2.

For questions, please contact Institutional Research.

Summary Table

Overall	85%
Critical Thinking	84%
Information Literacy	84%
Oral Communication	
Reading	82%
Writing	87%

Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2014** and **6/30/2015**. Definitions may be found on page 2.

For questions, please contact Institutional Research.

Summary Table

Overall	83%
Critical Thinking	80%
Information Literacy	81%
Oral Communication	
Reading	79%
Writing	85%

Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2015** and **6/30/2016**. Definitions may be found on page 2.

For questions, please contact Institutional Research.

Summary Table

Overall	84%
Critical Thinking	82%
Information Literacy	83%
Oral Communication	
Reading	82%
Writing	86%

Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2016** and **6/30/2017**. Definitions may be found on page 2.

For questions, please contact Institutional Research.

Summary Table

Overall	87%
Critical Thinking	87%
Information Literacy	87%
Oral Communication	
Reading	86%
Writing	89%

Overall, students are performing above the college threshold of 80% In 2014-15, reading was below the 80% by 1%. Several areas had little to no enrollment, providing incorrect data results. Oral communication has not been incorporated into the program as of yet. Data for the 2016-17 academic year demonstrated the highest achievement to date. This could be due to course revisions removing the need for Taskstream and requiring more opportunities for narrative assignments which have been aligned to more of a focus on specific rubrics. These opportunities may be what is contributing to the higher scores once students reach these specific assignments throughout the program.

Assignments under the 80% are being reviewed with the leadership team to identify potential areas of difficulties despite the program meeting the 80% threshold in all areas. As courses are being updated and revised, while additional opportunities for students to utilize narrative prompts are being incorporated and aligned to rubrics providing for a solid educational experience. It is believed that these curriculum changes are contributing to higher achievement scores as demonstrated in 2016-17.

VII. Effective Teaching

Ongoing support for effective teaching is provided through monitoring and evaluation processes. As per Rio Salado College policies and procedures, all who teach in the ECE program are required to complete all AFD initial and follow-up training. Next, all who teach in the ECE program are required to attend and participate in bi-annual All Faculty Meetings. These meetings provide adjuncts with additional training relevant to the department. Partnering with our adjuncts is a crucial component of servicing students. For example, training has centered on RioLearn course roster management, course relevancy, internal staffing changes and department procedures that impact teaching. Furthermore, the meetings provide adjuncts the opportunity to share updates from the field, course feedback and resource updates that might impact course development, and teaching and learning. All of these practices are intentionally aligned with Rio Salado College’s values of inclusiveness, professionalism and teamwork.

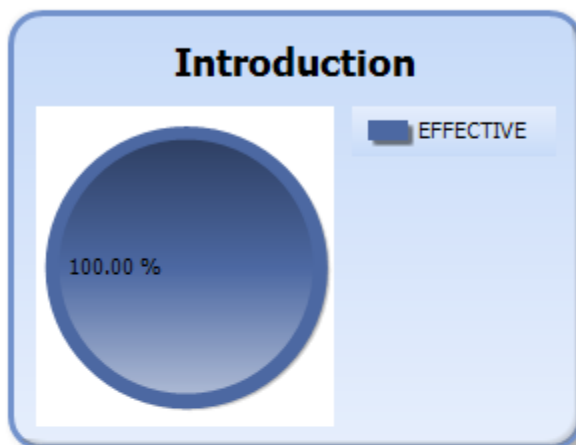
The 2016 and 2017 All Faculty Meeting evaluation instrument asked five questions. The 2016 data was collected and analyzed using a 3-point Likert scale, whereas 2017 data was collected and analyzed using a 5-point Likert scale. Aggregated results revealed 83% of attendees agreed and strongly agreed the sessions were valuable; 6% disagreed or strongly disagreed; and 7% had no opinion.

		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
What I learned at today’s General Session contributed to my effectiveness as a Rio Salado Adjunct Faculty member.	2016		69%	25%	0%	
	2017	45%	45%	5%	0%	5%
The Assessment Update at the general session increased my knowledge of the assessment work at Rio Salado.	2016		69%	19%	12%	
	2017	25%	65%	5%	0%	5%
The “Rio Chats” provided useful ideas to increase engagement with students.	2016		94%	0%	6%	
	2017	55%	3%	5%	0%	5%
My Department Meeting contained valuable information that I can use in my role as a Rio Salado Adjunct Faculty Member.	2016		88%	6%	6%	
	2017	70%	25%	0%	0%	5%
Overall, attending today’s event makes me feel valued as a member of the Rio Salado College teaching community.	2016		94%	0%	6%	
	2017	50%	35%	5%	0%	5%
Aggregated Mean Percentages All Questions 2016 - 17			83%	7%	6%	

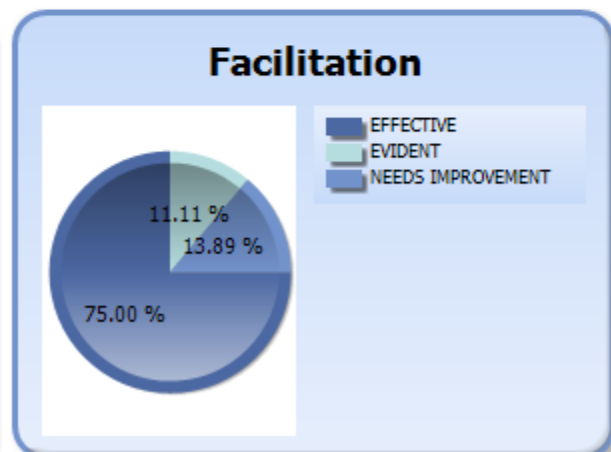
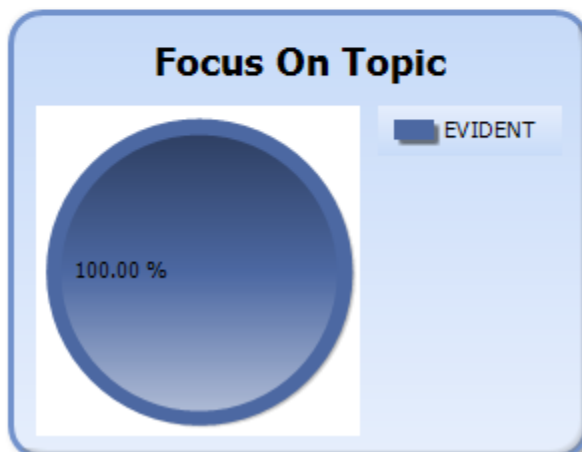
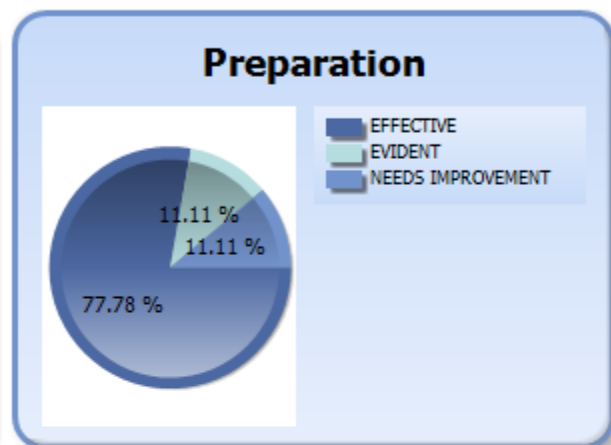
Faculty are evaluated yearly. All evaluations are reviewed by the ECEHD Program Manager and appropriate Program Analyst. Should an evaluation warrant further assessment of deficiencies, the instructor meets with the ECEHD Program Manager or appropriate Program Analyst to design a plan of action to correct the deficiencies. Additionally, each Program Analyst monitors and reviews all roster management reports to ensure faculty meet their course management responsibilities. Lastly, ongoing support for effective teaching is provided through the ECEHD Adjunct Helpdesk and the Bi-Annual ECEHD All Faculty Meetings.

Faculty Evaluations

In Person Evaluations:



Distance Learning Evaluations:



The Chair and Program Manager review all faculty evaluations, student issue data, and student feedback (including end-of-course surveys) to provide evidence of effective teaching and make substantive changes as needed. Data is shared with the Program Analysts so as they may continue to provide instructors with guidance necessary for effective teaching practices and

ensure student learning needs are met. The program has had a new faculty chair since spring 2016. New expectations are being enforced, such as grading timelines from 10 days to 72 hours, HLC hiring qualifications, and incorporating “From Your Instructor” notes. This work is continuing for the 2017-18 academic year.

RioLearn Chair Alerts

Academic Year: 2017,2016
 Discipline: Early Childhd & Human Developmt
 Prefix: CFS,CTE,ECH,EDA,EED,FCS,ITD

Adjunct	4156	4162	4164	4166	4172	4174	Total
☒ Adjunct Faculty Inactivity	126	129	92	120	112	77	656
☒ Assessment has been waiting for Grading	41	115	4	107	153	113	533
☒ Final grade has not been submitted	98	58	19	58	56	15	304
☒ From Your Instructor Notes Missing	154	135	164	160	88	35	736
☒ URGENT - You Have Been Dropped	2	4	2	3			11
Total	421	441	281	448	409	240	2240

VIII. Retention and Persistence

Early Childhood & Human Development

Retention Rate By Fiscal Year

Fiscal Year	Percentage of Students Retained	Percentage of Successfully Retained Students
2014 - 2015	95%	74%
2015 - 2016	96%	79%
2016 - 2017	97%	80%
Total	96%	78%

Table 9. Persistence for Following Term and Following Year - Family Child Care Mgmt

Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4126 (Fall 2012)	6	66.7%	40.0%
4132 (Spring 2013)	1	100.0%	100.0%
4136 (Fall 2013)	6	60.0%	20.0%
4142 (Spring 2014)	3	66.7%	66.7%
4146 (Fall 2014)	1	100.0%	0.0%
4152 (Spring 2015)	1	0.0%	100.0%
4162 (Spring 2016)	1	0.0%	0.0%
4166 (Fall 2016)	1	0.0%	0.0%
Fa4172 (Spring 2017)	1	0.0%	n/a
Total	214	57.9%	38.9%

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date).

Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4126	3	33.3%	0.0%
4132	1	100.0%	100.0%
4136	5	40.0%	0.0%
4142	2	50.0%	50.0%
4146	5	40.0%	50.0%
4152	4	50.0%	50.0%
4156	4	50.0%	50.0%
4162	4	75.0%	50.0%
4166	23	21.7%	13.6%
4172	3	0.0%	0.0%
Total	54	34.6%	22.7%

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date).

Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4126	44	36.4%	22.7%
4132	19	52.6%	47.4%
4136	27	55.6%	51.9%
4142	15	40.0%	33.3%
4146	30	56.7%	36.7%
4152	9	55.6%	11.1%
4156	15	33.3%	20.0%
4162	13	23.1%	15.4%
4166	15	40.0%	28.6%
4172	16	50.0%	n/a
Total	203	44.8%	29.2%

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date).

Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4126	229	29.4%	24.1%
4132	87	47.1%	29.9%
4136	115	48.7%	34.8%
4142	73	50.7%	32.9%
4146	110	42.7%	28.2%
4152	44	34.9%	27.9%
4156	68	32.8%	30.3%
4162	32	40.6%	37.5%
4166	68	44.1%	36.8%
4172	44	38.6%	n/a
Total	870	39.8%	28.3%

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date).

Persistence: Aggregated Data Analysis

Persistence data for 2013 – 2014 for Family Child Care Management revealed that for Spring 2013 and Spring 2014 the same percentage of students persisted to the following term than did to the following year; whereas in Fall 2013 and Fall 2014 fewer students persisted to the following year than had to the following term. There is no data for 2015 – 2107 or the percentage for these years is zero.

Persistence data for Infant and Toddler Development revealed for four Cohort Term Starts (Fall 2012, Fall 2013, Spring 4162 and Fall 2016) fewer students persisted to the following year than did to the following term. For four Cohort Term Starts (Spring 2013, Spring 2014, Spring 2015 and Spring 2016) persistence to the following term and the following year remained the same. For one Cohort Term Start (Fall 2014) persistence increased from the following term to the following year.

Overall for both programs, (Family Child Care Management and Infant and Toddler Development) persistence to the following term was higher (34.6%) than to the following year (22.7%). The effect of the cohort size on persistence to the following term or year is unknown. Data for Early Childhood Administration & Management revealed a decrease in percentage for all Cohort Term Starts for persisting to the following term and persisting to the following year. The effect of the cohort size on persistence to the following term or year is unknown.

Data for Early Learning and Development indicated a decrease in percentage for all Cohort Term Starts from persisting to the following term to persisting to the following year. The effect of the cohort size on persistent to the following term or year is unknown.

Overall, persistence to the following term and persistence to the following year decreased for Early Childhood Administration & Management and Early Learning and Development. Data for Family Child Care Management and Infant and Toddler Development was mixed, with some increases, some decreases and the same percentages for persistence to following term and persistence to following year.

Recommendation 8.

1. Increase persistence to following year to increase AAS graduation rates.
2. Investigate why students persist to the following term and not the following year. This might entail a crosswalk of students who receive financial aid with students who fail and withdraw from courses.

Table 13. Aggregate Course Success and Retention Rates Early Childhood Education									
2013		2014		2015		2016		2017	
Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success
95.6%	69.7%	97.7%	79.4%	96.5%	73.8%	96.2%	79.4%	96.3%	74.6%

Note: Course Success = Grade A,B,C,P/any letter grade(includes withdraws). Course Retention = Grade A,B,C,D,F,P/any letter grade (includes withdraws).

Table 14.
% Students Retained/Pass and Withdraw/Fail by Course and Modality - Early Childhood Education

Course - Modality	2013				2014				2015				2016				2017			
	Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates	
	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F
CFS163	81%	50%	19%	31%	100%	93%	0%	7%	100%	50%	0%	50%	78%	67%	22%	11%	90%	50%	10%	40%
CFS164	*	*	*	*	*	*	*	*	100%	50%	0%	50%	100%	81%	0%	19%	100%	73%	0%	27%
CFS206	100%	68%	0%	32%	97%	72%	3%	25%	94%	74%	6%	21%	84%	53%	16%	32%	90%	60%	10%	30%
CFS207	97%	79%	3%	18%	97%	74%	3%	23%	100%	68%	0%	32%	97%	66%	3%	31%	100%	71%	0%	29%
CFS208	93%	52%	7%	41%	89%	75%	11%	14%	86%	64%	14%	23%	90%	50%	10%	40%	94%	76%	6%	18%
ECH128	95%	67%	5%	29%	95%	72%	5%	23%	95%	57%	5%	38%	98%	78%	3%	20%	93%	59%	7%	33%
EED200	93%	56%	7%	37%	98%	75%	2%	23%	94%	55%	6%	39%	95%	53%	5%	42%	98%	64%	2%	34%
EED205	92%	67%	8%	25%	97%	77%	3%	20%	94%	72%	6%	22%	100%	73%	0%	27%	88%	69%	12%	20%
EED212	95%	58%	5%	37%	99%	80%	1%	19%	97%	65%	3%	32%	95%	78%	5%	16%	98%	75%	2%	23%
EED215	94%	71%	6%	22%	98%	78%	2%	20%	97%	79%	3%	19%	95%	71%	5%	24%	98%	64%	2%	35%
EED220	97%	72%	3%	26%	98%	71%	2%	27%	96%	75%	4%	21%	97%	82%	3%	15%	96%	78%	4%	18%
EED222	96%	66%	4%	30%	100%	70%	0%	30%	98%	75%	2%	23%	94%	69%	6%	25%	93%	80%	7%	14%
EED245	100%	86%	0%	14%	100%	82%	0%	18%	96%	74%	4%	21%	100%	91%	0%	9%	94%	78%	6%	16%
EED255	100%	100%	0%	0%	100%	100%	0%	0%	100%	100%	0%	0%	100%	95%	0%	5%	100%	92%	0%	8%
EED260	100%	100%	0%	0%	97%	97%	3%	0%	100%	96%	0%	4%	93%	93%	7%	0%	96%	92%	4%	4%
EED261	100%	100%	0%	0%	98%	98%	2%	0%	100%	84%	0%	16%	100%	100%	0%	0%	100%	92%	0%	8%
EED278	100%	86%	0%	14%	98%	78%	3%	20%	100%	89%	0%	11%	100%	83%	0%	17%	100%	79%	0%	21%
EED280	100%	90%	0%	10%	100%	95%	0%	5%	97%	81%	3%	16%	100%	92%	0%	8%	100%	84%	0%	16%
FCS250	100%	100%	0%	0%	100%	100%	0%	0%	100%	93%	0%	7%	100%	100%	0%	0%	100%	100%	0%	0%
FCS260	100%	100%	0%	0%	100%	100%	0%	0%	100%	93%	0%	7%	100%	100%	0%	0%	100%	100%	0%	0%
ITD200	95%	84%	5%	11%	94%	81%	6%	13%	94%	72%	6%	22%	94%	88%	6%	6%	100%	88%	0%	12%
ITD210	92%	46%	8%	46%	100%	59%	0%	41%	90%	75%	10%	15%	96%	93%	4%	4%	100%	81%	0%	19%
ITD220	83%	67%	17%	17%	92%	54%	8%	38%	100%	83%	0%	17%	97%	85%	3%	12%	100%	91%	0%	9%
Total	96%	70%	4%	26%	98%	79%	2%	18%	97%	74%	3%	23%	96%	79%	4%	17%	96%	75%	4%	22%

**If no students enrolled or N < 1, percentages not computed. P = course success (A,B,C,P); F = course failure (D,F); W = course withdraw/incomplete (W,Y,I); R = course retention (A,B,C,D,F,P)*

Retention/Pass/Withdraw/Failure Data: Aggregated Data Analysis

Course retention rates ranged from 95.6% to 97.7%. Course success rates ranged from 69.7% to 79.4%. Without a statistical analysis it is unknown if these differences are significant. Course failure rates ranged from 0% (CFS 250 and CFS 260) to 35% (EED 200).

Recommendation 9.

1. Review granular data for courses with high failure rates (CFS 163, CFS 164, CFS 206, ECH 128, and EED 200). Review to determine if failure is high as a result of not submitting assignments or not successfully completing assignments, and the number of assignment submission attempts.
2. IR review and crosswalk student failure data in each course with student percent receiving financial aid in each course.

Crosswalk of Enrollment Data with Retention/Pass/Withdraw/Failure Data: Aggregated Data Analysis

Overall, CFS 163 and CFS 164 have low enrollment. Coupled with low enrollment, these courses have high failure rates and low pass rates. Of note is that CFS 164 is a high retention course and CFS 163 is a high withdraw course. ECH 128, EED 200 and EED 212 have high enrollment and concomitantly low pass rates. EED 200 and EED 212 also have high failure rates.

Recommendation 10.

1. Explore why students in CFS 163 and CFS 164 are not performing well and/or are not persisting in the classes.
2. Explore why students in ECH 128, EED 200 and EED 212 are not performing well.

Preliminary Conclusions Tables 13 and 14: Defining Retention and Success

Table 13 Retention includes Grade A,B,C,D,F, P, and W, and Table 14 Retention Grade A,B,C,D,F,P does not include W. Therefore, we cannot compare Retention Percentages between Tables 13 and 14. Table 13 Success includes Grade A,B,C,P and W and Table 14 Success includes Grade A,B,C,P and does not include W. Again, we cannot compare Retention Percentages between Tables 13 and 14.

The ECE program does not have analytic interventions such as PACE, Civitas, or PAR to improve retention. Retention data was analyzed earlier in the review narrative. Formative and summative review recommendations address the need for data and supports to increase course and program retention.

IX. Impact of Co-Curricular Programs

Table 15. Early Childhood-Wide Learning Outcomes for All Students and Co-Curricular Students

Learning Outcome	All Activities	Activities at College Level	Percent of Activities at College Level	Co-Curricular Activities	CC Activities at College Level	Percent of CC Activities at College Level
Critical Thinking	9434	7907	83.8%	745	663	89.0%
Information Literacy	18223	15263	83.8%	1442	1268	87.9%
Oral Communication						
Reading	5072	4200	82.8%	392	346	88.3%
Writing	11995	9954	83.0%	882	734	83.2%

College Wide Learning Outcomes for ECE students participating in co-curricular have a higher percentage rate than those who do not participate in co-curricular areas.

There are no honors courses in the ECE program.

X. Program Resources

Resources required are addressed in the formative recommendations throughout the APR narrative and are also discussed in the final recommendations section. These include (a) personnel, (b) access to more granular data, and (c) availability to submit more courses in the queue in throughout the year for major revision to ensure alignment of courses with text (major) revisions and relevant content to compete in a competitive online environment. Specific resources are delineated by those that have a financial implication and those that do not. A request for Prop 301 monies to execute recommendations is contained in the final recommendations.

ECE students have access to the following academic and social-emotional supports: Advisement, Computer Lab, Counseling, Disability Services, Instructional Help Desk, Library, Student Services at Communiversy locations, Technology Help Desk, and Tutoring, and the Oral and Writing Lab (OWL) through the online Library. In addition, the College provides advising services for military personnel and veterans. Student Life and Leadership activities are available to all ECE students offering them opportunities to stay connected, add value to their academic experiences, and make a difference in other peoples' lives. Links to these services are found on each ECE student's Rio Compass Homepage. ECE Engagement Specialists are assigned to each student to work with and be a resource for the student from enrollment through graduation. Each student works with the same Engagement Specialist throughout his or her program. Responsibilities of the Engagement Specialist include all aspects of coaching and guidance to provide students with the individual supports needed for course and program success to include persistence and completion.

Rio Salado student Engagement Specialist services are provided to all ECE students who are active certificate or degree seekers. The level of support is dependent on the student's needs. Engagement Specialists work with students from the first course they are enrolled in within the ECE program through graduation. Engagement Specialists work with students throughout course work including internship approval, enrollment, and graduation application and follow up to retain and engage students.

The program employs content experts for course delivery and development including revisions. All instructors are required to complete a Rio Salado College orientation. The Department of Early Childhood Education and Human Development offers training for its adjunct instructors including those who teach in the ECE program.

The ECEHD Department is supported by a staff of nine personnel resources (including the chair) for both the ECE, HD, and FLE programs. This includes a Faculty Chair, a Senior Manager, an Administrative specialist, a Program Analyst, an Instructional Services Coordinators, an Instructional Design Analyst and three Student Service Specialists. Of these, seven are funded through Rio Salado College and two are funded through grant or Prop 301 monies.

Included in Rio Salado College's new faculty orientation, faculty receive training on the RioLearn LMS. All faculty in the ECE program are required to update their contact and professional teaching philosophy and other information in LMS system; faculty are monitored for compliance. All who teach classes recently updated all information according to Rio Salado's policy and procedures.

Students enrolled in the ECE face-to-face, hybrid, and online courses represent the full diversity of students found at most colleges and universities who also need opportunities to engage in co-curricular activities with peers. Toward that end, the Rio Salado has created an honors program and a number of interest organizations. At this time, the ECE does not have co-curricular programs specifically affiliated with its curriculum. However, students in the program have access to all the Student Services and co-curricular programs and services offered through Rio Salado College.

As previously noted, each student enrolled in the program is assigned an Engagement Specialist (Student Services Specialist). The role of Engagement Specialist is to support the student from the first day of class. This includes all students who are pursuing a certificate or degree or those taking a single class. The Engagement Specialist helps the first-time-enrolled student navigate all issues related to first time enrollment in the program. These may include, but are not limited to, welcoming each student into the program; encouraging each student throughout his or her first class; weekly checks and emails if students have missing assignments; helping students

with program and enrollment decisions; and assisting students with accessing and navigating the LMS.

Finally, in all courses links are provided in the course syllabus to the library, disabilities services, and student solution services. Similarly, links to specific library resources are provided in each course lesson.

XI. Program Recommendations, Decisions, and Action Plans

a. Program Best Practices

The Early Childhood Education Program prides itself on the support and professional opportunities provided to adjuncts. Adjuncts are an integral component of the program and are valued as such. Supports such as the ECEHD Help Desk and All Faculty Meetings are intentionally designed to align with Rio Salado Core Practices of Learning, Innovating, and Partnering.

Next, the Engagement Specialist program was redesigned in the 2015 – 2016 academic year to provide students with a seamless and integrated approach to support students as they matriculate through the program to complete their studies. Each student is assigned an Engagement Specialist who works with the student throughout the program to help ensure student success, retention, persistence and completion. Data (e.g., classes completed, GPA, and the like) is collected monthly and yearly. This data provides a formative measure of student progress toward achieving persistence, retention, and completion benchmarks.

Finally, the department began revising assignment rubrics to more closely align with student learning goals, course competencies, and assignments. Each rubric is tailored to the assignment's expected outcomes and written in behavioral terms providing students with a clear roadmap as to each assignment's expectations.

b. Program Viability

AAS/CCL/AC/AA Degree Completers:

AAS Award Conferred In	2015	2016	2017
3109: AAS Early Childhood Administration and Management	1	3	4
3124: AAS Early Learning and Development	15	14	10

CCL Award Conferred In	2015	2016	2017
5715: CCL Infant and Toddler Development	5	5	14
5714: CCL Family Child Care Management	2	2	1

The two AAS degrees and two CCL degrees have very low completion numbers. However, the overall prefix enrollment numbers do not. The Early Childhood Program serves a variety of needs in the community as demonstrated through numerous grants we have received. Through continuous marketing and partnerships, we hope to see these numbers increase.

Early Childhood & Human Development- Duplicated Enrollment by Subject and Instruction Mode

Duplicated Enrollment by Subject and Instruction Mode

	2014 - 2015	2015 - 2016	2016 - 2017	Total
<input type="checkbox"/> Early Childhood and Human Development	3,487	3,011	3,551	10,049
<input type="checkbox"/> CFS	1,538	1,330	1,620	4,488
In Person	119	98	338	555
Internet	1,419	1,232	1,282	3,933
<input type="checkbox"/> CTE	36	60	59	155
Independent Study		1		1
Internet	36	59	59	154
<input type="checkbox"/> ECH	534	340	769	1,643
In Person	198	157	544	899
Internet	336	183	225	744
<input type="checkbox"/> EDA	145	223	149	517
In Person	12	40	7	59
Internet	133	183	142	458
<input type="checkbox"/> EED	1,092	819	817	2,728
Hybrid	114	84	128	326
In Person	91	111	14	216
Internet	887	624	675	2,186
<input type="checkbox"/> FCS	68	42	34	144
Hybrid			13	13
In Person	35	22	3	60
Internet	33	20	18	71
<input type="checkbox"/> ITD	74	197	103	374
Internet	74	197	103	374

c. Action Plans

As a result of this review, I would like to continue the progress we are making on course modifications and adjunct faculty training. It is not a specific question other than to continue following the PDCA cycle of monitoring student feedback and adjunct faculty evaluations, implementing changes based on this data, then checking new data as it comes in to ensure we are continuing on the correct path to improve the student learning experience. This is my top priority as we continue to blend the EDU and ECH departments.

d. Recommendations

Context-specific recommendations have been provide throughout this review (See Recommendation Lists 1 through 10).

A college wide, interactive dashboard (by discipline) to pull up instructor/course feedback through end of course surveys would make the process of reviewing data much more manageable and effective than current methods.

1. Recommendations that require Rio Salado College support
 - a. Marketing and / or marketer to target marketing strategies based on APR and workforce data.
 - b. Increased ability to submit courses for revision in the “queue” to ensure timely and relevant revisions imperative to attract and retain students in a competitive online environment.
 - c. Access to more granular data to crosswalk and more-specifically identify which students are not succeeding in order to refine the role of engagement specialists and identify the relationship between course failure and student financial aid.

2. Recommendations that require ECEHD unit support with a financial implication
 - a. Continue to refine and offer adjunct training based on data analysis and department and student needs.
 - b. Design and implement a curricular review cycle.
 - c. Develop department-specific guidelines for course developers aligned with curricular review cycle.
 - d. Cross training with Rio Salado College advisors based on APR data to ensure seamless matriculation of students to the next term and the next year.

3. Those that require ECEHD unit support without a financial implication
 - a. Request the continuation of a Prop 301-funded position [Instructional Developer] to ensure timely and relevant course revisions.
 - b. Request a Prop 301-funded EPP specific marketer and recruiter position aligned with APR data to (a) increase numbers of Hispanic students, (b) increase numbers of dual enrollment students, and (c) increase dual enrollment high school partners.

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