

BUTLER COUNTY COMMUNITY COLLEGE ACADEMIC FIVE-YEAR PROGRAM
EVALUATION OF
EARLY CHILDHOOD EDUCATION (PRE K-4) (112)

APRIL 10, 2024

STEPHANIE LONG, PROGRAM COORDINATOR

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REVIEWED BY DR. NICHOLAS NEUPAUER, PRESIDENT

COMMITTEE RECOMMENDATION: CONTINUE THE PROGRAM

KEY PRIORITIES/RECOMMENDATIONS

- Revamp the Early Childhood Education PreK-4 advisory board to include expanded membership, and begin a cycle of annual advisory board meetings.
- Develop strategic initiatives to increase interest in the teaching profession among area high school students. These initiatives should aim to create a pathway from high school career and technical programs to BC3's A.A. degree in Early Childhood Education PreK-4.
- Address the teacher shortage by investigating the feasibility of a degree apprenticeship model for Early Childhood Education.

Signature Sheet

Program: Early Childhood Education (Pre K-4) (112)

Michael Maginayles
Signature of Division Dean

4/11/24
Date

Belinda Richards
Signature of Vice President for Academic Affairs

4/11/24
Date

[Signature]
Signature of President

4-11-24
Date

Introduction

The Early Childhood Education PreK-4 (ECE) program is a two-year Associate in Arts (A.A.) degree program designed to prepare graduates for transfer to an ECE baccalaureate degree at a four-year institution. Upon graduation from a four-year institution, graduates are eligible to pursue PA teacher certification and a career as a classroom teacher. This program aims to provide an engaging and hands-on experience for students who wish to teach early-age children, up to and including those in the fourth grade. Students in this program are offered quality instruction in courses that are aligned with the Pennsylvania Department of Education (PDE) standards for teacher education.

The program aligns with BC3's mission to provide quality, affordable education by enabling students to complete the first two years of coursework at a significantly reduced cost. The Pennsylvania Transfer Articulation and Oversight Committee's (TAOC) ECE agreement allows for the seamless transfer of all 60 credits earned at BC3 to any institution within the Pennsylvania State System of Higher Education (PASSHE). In addition, the College has individual articulation agreements with private institutions, such as LaRoche University, Westminster College, and St. Francis University. A small percentage of program graduates choose to enter the workforce immediately after earning the A.A. degree, often obtaining positions as teacher assistants or preschool teachers.

Both degree completion and transfer requirements call for the attainment of 60 credits, which are designed to be completed within four semesters. ECE core courses are offered at all six of BC3's physical campus locations. Up to 80% of coursework in the program can be completed online or in a combination of online, hybrid, and iTV live remote formats. Currently, there are three full-time faculty members and four part-time faculty members who teach the core courses in the ECE program. Currently, there are 66 students enrolled in the program (45 full-time and 21 part-time). The majority of students in the program are ages 18-21.

In 2018, the program coordinator formed an ECE advisory board. This board has consisted of faculty and administration from BC3, a current student, program graduates, representatives from transfer institutions, and professionals currently working in the field. The advisory board conducted semi-annual meetings prior to 2020. However, the challenges of the pandemic resulted in a temporary pause in advisory board activities.

Since the last program review, the ECE program has undergone curriculum changes to further align with PDE standards for teacher education, as well as the requirements stipulated in the TAOC agreement. The College hired an additional full-time faculty member to expand programming at the off-campus locations. This additional support has also served to expand offerings within BC3's Praxis/PECT teacher certification test preparation program. Since the last program review, a multitude of partnerships have been formed with four-year institutions, local school districts, and BC3's Amy Wise Children's Creative Learning Center (AWCCLC). These efforts have helped to support credit transferability, generate greater interest in the field of teaching, and provide more authentic experiences for students. As the teacher shortage crisis continues to persist, current program efforts aim to address community and statewide needs for more certified teachers.

Industry and Program Trends

BC3's ECE program curriculum prepares graduates not only for transfer into a four-year institution but also for admittance into the institution's teacher candidacy status. PDE mandates stringent requirements for acceptance into teacher candidacy at a state-approved education preparation provider. BC3's program ensures that graduates have the necessary coursework, clearances, and observation hours required to gain this acceptance upon transfer. This structure is in alignment with similar ECE programs at other PA community colleges. Due to the rigorous preparation and certification requirements set forth by PDE, ECE programs across the state are fairly similar in terms of program requirements, trends in training students within the discipline, and the partnerships that exist between community colleges and transfer institutions.

Students who started their journey at BC3 and continued the path to teacher certification have received employment in a variety of school districts, spanning many states. BC3 graduate Maddy Roth is in her third year of teaching in a third grade classroom in South Carolina. Maddy continues to give back to BC3 by partnering with some of the ECE classes in a live virtual format. Students in EDUC 101 Creative Experiences and EDUC 215 Children's Language and Literature conduct virtual observation hours in Maddy's classroom regularly.

Additionally, students in the EDUC 241 Curriculum and Advocacy for Early Childhood Education course partnered with 2018 BC3 graduate Janelle Fox's Ellwood City School District learning support classroom. Second grade students at North Side Primary School were matched with BC3 students to receive extra support in mathematics instruction.

Teacher education programs across the state share similarities with recent struggles to recruit students into education programs. These challenges have contributed in part to the teacher shortage that has affected many states across the nation over the past decade. According to the National Center for Education Statistics, in 2023 nearly 9 in 10 public school districts across the nation struggled to hire teachers. The shortage of highly qualified teachers in PA can be traced to these systemic root causes:

- The financial value proposition for becoming a teacher in PA continues to worsen as the cost of college continues to rise and average teacher salaries remain low.
- Interest in teaching and the status of the profession has declined, particularly among younger generations, making recruitment difficult.
- Many new teachers in PA do not receive preparation and induction experiences that effectively build their expertise, leading to burnout and early exit out of the profession.
- Many PA teachers experience stressful and isolating workplace conditions.

Amid the statewide struggles with teacher recruitment and retention, the reality still remains that PA needs more certified classroom teachers. In response to the shortage, innovative teacher training trends and statewide policy changes have been proposed. Those solutions in which BC3 can have the greatest impact include:

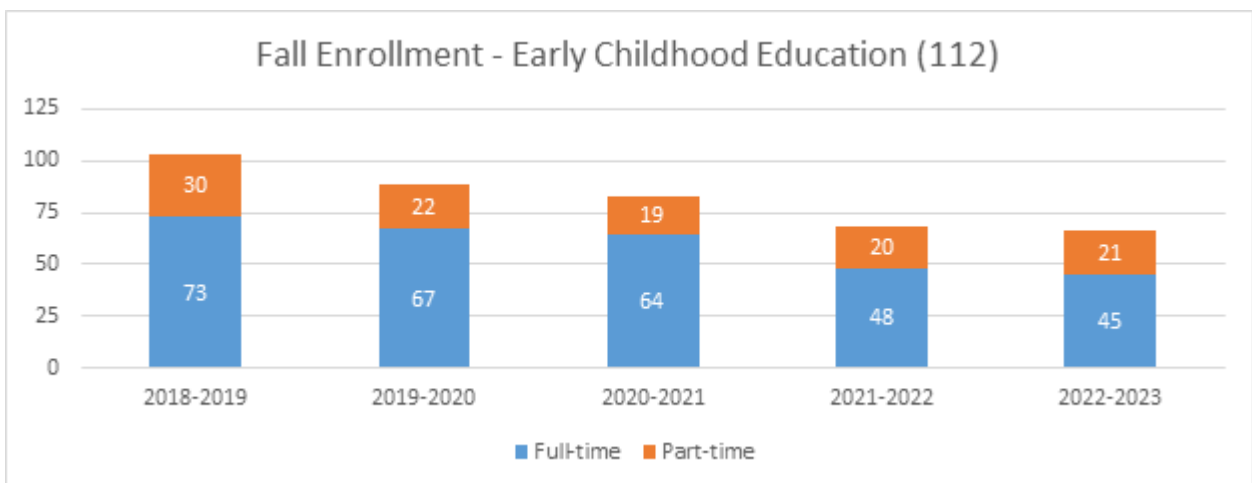
- Practices that better prepare teacher education candidates for the classroom planning and instruction, including enriched field experiences and immersive classroom simulations
- The development of high school career and technical education programs in teaching, with classes that can articulate into college credit
- The creation of teacher apprenticeship programs that allow professionals who are already working in schools, such as paraeducators, to earn a degree while continuing to work

These trends in the education profession have guided the focus of BC3's ECE program over the last few years, resulting in innovative teaching approaches and the targeting of new market segments (high school students and working adults).

Enrollment/Retention/Graduation

Enrollment

As demonstrated in the graph and table below, this program has consistently exhibited a healthy enrollment with a mix of full- and part-time students. The ECE program is currently among the top five transfer programs of BC3 students to begin the 2023-2024 academic year. Peak enrollment occurred during the 2018-2019 academic year (103 students), and current enrollment stands at 66 students. A notable decline in enrollment occurred in 2021. This decline can likely be attributed to overall declining enrollment at the College. This decline has also been observed nationally. According to the American Association of Colleges for Teacher Education, the enrollment in teacher education programs had dropped by more than 33% from 2008 to 2022. Despite these challenges, enrollment statistics continue to indicate student demand for the program at BC3.



Enrollment	Full-time	Part-time
2018-2019	73	30
2019-2020	67	22
2020-2021	64	19
2021-2022	48	20
2022-2023	45	21

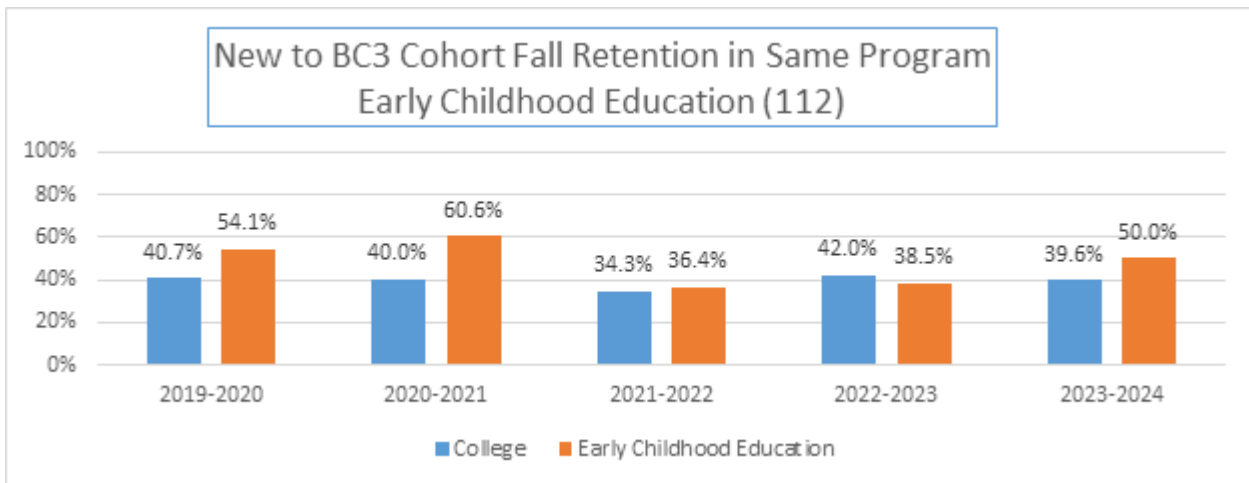
Student Demographic Data

As noted earlier, there are 66 students currently enrolled in the ECE program (45 full-time and 21 part-time). The majority of students in the program are ages 18-21. This trend has remained consistent over the last five years. According to student self-report data, the majority of students in the program are female (58 of 66), a trend that has persisted in the last five years as well. As it relates to self-reported race and ethnicity, students in the program are predominantly white, a trend that has remained consistent within the past five years. For fall 2022, race and ethnicity data are shown below.

Race/Ethnicity	Fall 2022
Non-Resident Alien	0
Hispanic/Latino	3
American Indian or Alaskan Native	0
Asian	0
Black or African American	1
Native Hawaiian or Other Pacific Islander	0
White	59
Two or more races	3
Unknown/ Unreported	0

Retention Rate

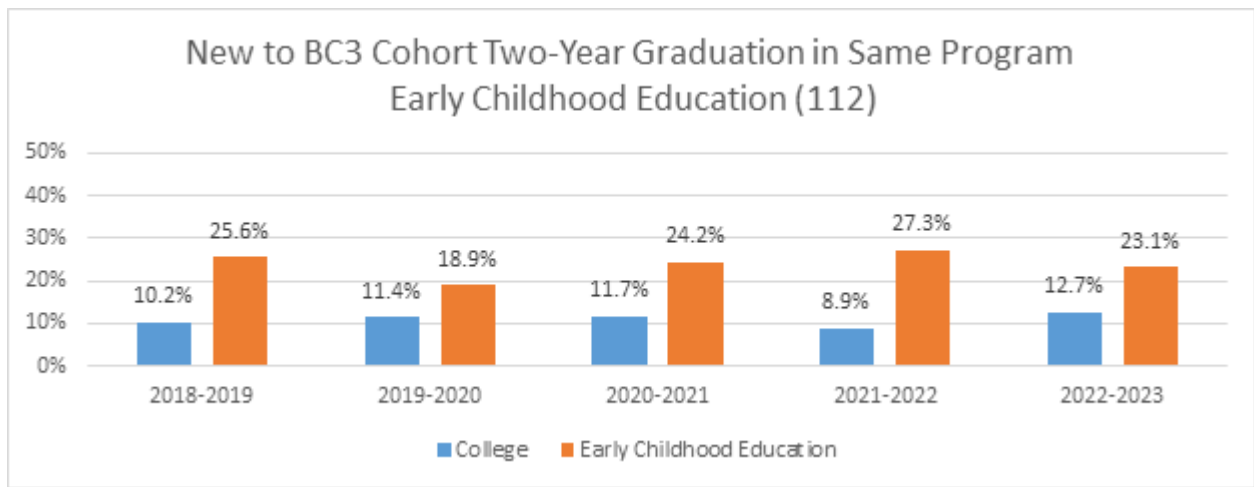
The "New to BC3 Cohort" includes both full-time and part-time students who are in their first semester at BC3. This number excludes students who transfer internally and anyone who has attended BC3 in the past. The fall-to-fall retention rate has remained relatively strong, with a current retention of 50%. Slight drops in retention are shown in the 2021-2022 and 2022-2023 academic year. However, retention increased by 11.5% in the 2023-2024 academic year.



Retention	College	112
2019-2020	40.7%	54.1%
2020-2021	40.0%	60.6%
2021-2022	34.3%	36.4%
2022-2023	42.0%	38.5%
2023-2024	39.6%	50.0%

Two-Year Graduation Rate

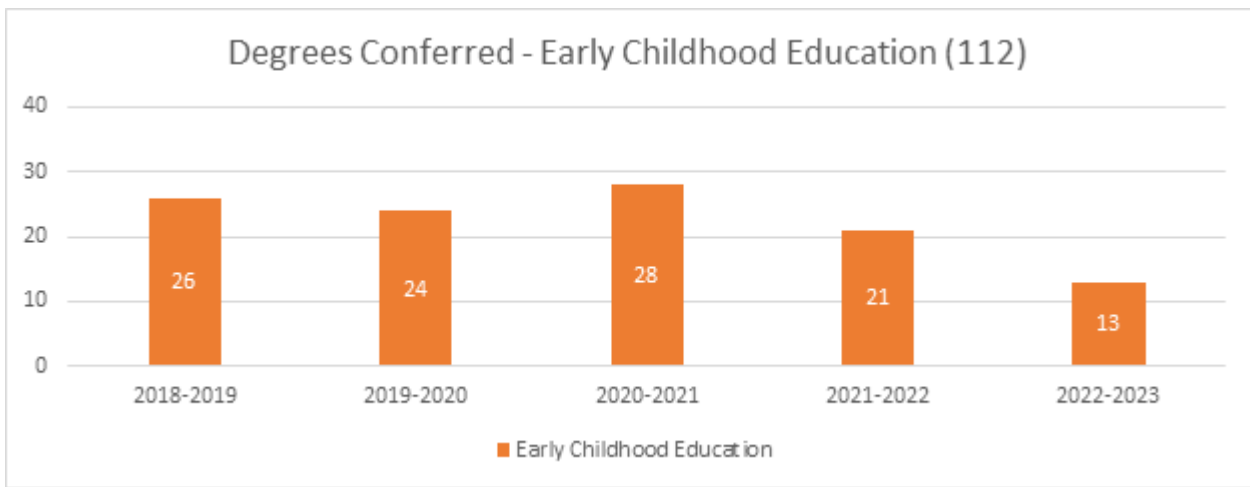
This program is primarily a transfer program, with many students opting to transfer to a four-year institution before earning the Associate of Arts degree at BC3. However, graduation rates for the program have continued to remain higher than the College's overall graduation rate in the past five years. Additionally, program graduation rates have increased since the last program review. This can be attributed, in part, to the efforts of faculty advisors to encourage students in the program to earn the A.A. degree prior to transferring. The graduation rate for this program was the highest in the 2021-2022 academic year, at 27.3%. This is well above the College graduation rate of 8.9% in the same academic year.



Graduation	College	112
2018-2019	10.2%	25.6%
2019-2020	11.4%	18.9%
2020-2021	11.7%	24.2%
2021-2022	8.9%	27.3%
2022-2023	12.7%	23.1%

Degrees Conferred

The program graduates an average of 23 students per year, with a high of 20 graduates in 2020-2021. The number of ECE degrees conferred decreased slightly in the 2021-2022 and 2022-2023 academic years. This decrease may be attributed to the decrease in overall enrollment, as well as the increased number of students who have chosen to carry a part-time course load since the start of the pandemic.



Degrees	112
2018-2019	26
2019-2020	24
2020-2021	28
2021-2022	21
2022-2023	13

Many students in the program transfer to Slippery Rock University, majoring in ECE. Some graduates also choose LaRoche University for transfer, due to its proximity and the seamless transfer created by an existing articulation agreement. Program graduates at the BC3@Brockway location often transfer to Penn West University in Clarion, PA to continue with their education. Anecdotal evidence reveals that BC3 students who transfer to ECE programs at four-year institutions have great success and complete a baccalaureate degree within two years. However, limited data exists to determine the exact number of graduates who transfer, as well as their time to completion at a four-year institution.

Education faculty members at BC3 are committed to recruitment efforts and consistently work with departments throughout the College to recruit new students into the program. Faculty regularly participate in College admissions events, such as Open House and Accepted Students Night. During the height of the pandemic, the program coordinator hosted virtual Spotlight on Education events for interested prospects. Additionally, the program coordinator regularly makes visits as a guest speaker in the Butler High School child development and early learning courses.

Key feeder school districts include: Butler, Knoch, Karns City, New Castle, Sharon, Armstrong, Seneca Valley, Mars, and Brockway. In coordination with the BC3 Admissions team, education faculty will host two focused events for students at Butler High School and Karns City High School, in which students in 10th through 12th grade will have the chance to visit BC3's main campus, meet with education faculty, and tour areas such as the AWCCCLC and the Teaching and

Learning Lab. The increased efforts to recruit local high school students align with nationwide initiatives to develop "Grow Your Own" programs, aimed at generating an interest in the teaching profession among high school students.

Recent efforts have been made to recruit adults who are working in local school districts as paraprofessionals. Paraprofessionals, sometimes referred to as teachers' aides or paraeducators, are education professionals who work alongside and under the direction of a certified teacher. Many paraprofessionals have the personal interest in teaching, as well as foundational skills and experience desired in teacher education candidates. Yet, they often face barriers to obtaining a teaching certification through traditional pathways. Through a recent grant partnership with the Midwestern Intermediate Unit 4, BC3 launched the Paraeducator Preparation Pathways program. This program is designed to run parallel to the paraeducators' work schedules, allowing them to continue working while pursuing a degree in ECE.

Assessment of Student Learning Outcomes and Competencies

The academic assessment process is regularly reviewed and implemented by faculty. Guided by the BC3 Program Assessment Plan Matrix, data is collected from specific course sections, and the data is analyzed with the results compiled into a summary report. Since the last program review, all of the Intended Learning Outcomes and Competencies (ILOCs) have been assessed by faculty.

Additionally, the program coordinator and the Dean of the Education and Behavioral Sciences division worked to revise the ECE ILOCs. The ILOCs for the program are:

ILOC #1: The student/graduate will conduct research to identify various discipline models for the early childhood classroom that supports personal beliefs for future implementation.

ILOC #2: Through the development of a written reflection of the authentic observational experiences conducted throughout the semester, the student/graduate will examine one's personal philosophy of education and pedagogy as it relates to class content and discussion.

ILOC #3: Through the development of a statement of educational philosophy, the student/graduate will be able to provide a thorough description of his/her beliefs about the roles of students and teachers, the purpose of curriculum, effective teaching methods, and the importance of subject matter.

Each ILOC is aligned to education courses within the program and mapped to specific course objectives. Faculty have identified specific assignment grading rubrics to be collected and analyzed for each ILOC, resulting in measurable outcomes that are linked directly to

assessments. After each cycle of ILOC assessment is complete, the summary reports are reviewed to identify areas of success, as well as areas for improvement. In the most recent assessment cycle for this program, it was determined that the success criteria were met for all three ILOCs. As a result, faculty did not make recommendations for improvement. An updated assessment cycle timeline has been developed and shared with all full-time faculty in the program.

Curriculum

The curriculum for the ECE program consists of 11 general education courses and 9 core courses specific to the major. The core content of the curriculum is currently guided by standards set forth by the Pennsylvania Department of Education (PDE), as well as the National Association for the Education of Young Children (NAEYC). The curriculum is sequenced in a manner so that the core courses that provide the foundational skills for teaching are introduced early, within the first and second semesters. Courses such as EDUC 115 Introduction to Education, EDUC 240 Child Development, and EDUC 232 Introduction to Special Education, provide a framework for teaching and allow for scaffolding into more complex coursework, such as PSYC 202 Educational Psychology and EDUC 241 Instructional Strategies for English Language Instruction.

As required by PDE, students must complete a minimum of 40 hours of observation within a PreK-4 classroom setting. Faculty have worked to carefully embed these 40 hours within six of the core courses in the program. Students are immediately introduced to observation experiences in the first semester, through five required hours in the EDUC 240 Child Development course. Through collaborative partnerships, faculty work to provide group field experiences, in which entire classes visit local elementary schools for observation and exploration activities. Faculty have also partnered with the BC3 main campus preschool (AWCCLC) to provide observation experiences. Students may also reach out to school districts independently to set up observation visits.

To help ensure that students in the program are aware of observation requirements, as well as clearances that must be obtained beforehand, faculty created the first-ever program handbook that is distributed to students enrolled in EDUC 115 Introduction to Education. The handbook provides information regarding required clearances, expectations for professional behavior, observation reflection prompts, lesson plan templates, and a portfolio checklist to ensure compliance with PDE requirements. In fall 2021, the program coordinator developed and hosted the inaugural ECE orientation session for new students. This live virtual event occurs every fall for new freshman. In these sessions, important program requirements are covered as well as information contained in the program handbook.

As a result of major program revisions that were conducted in 2018, the program curriculum remains relatively solid at this time. The education faculty review course syllabi and the program sequence annually, to ensure that curriculum is relevant and reflects changes at the state level regarding teacher certification. In response to recent legislature that removed the

requirement for the Basic Skills Exams for teacher certification, faculty removed the one-credit EDUC 111 Academic Skills Prep for Educators course. Additional curriculum adjustments, such as minor changes in course sequence, and the addition of a prerequisite to a core course, have been made in response to student learning outcome data.

Teaching/Advising/Faculty Leadership

Following hiring processes set forth by BC3 Human Resources, faculty possess the qualifications required to teach credit courses at BC3. The three full-time faculty that teach within the program all possess graduate degrees in education and have K-12 classroom teaching experience. Many of the part-time education faculty currently teach in a K-12 school as well. Education faculty remain up-to-date on current teacher certification requirements and are able to explain those requirements to students. The College receives a considerable amount of inquiries from individuals who would like to teach BC3 education courses; therefore, there has not been a need to recruit faculty for several years. Current faculty bring diverse perspectives to the College via their previous work experiences.

Faculty within the ECE program place great value on experiential learning, the modeling of positive teaching strategies, and engagement in reflective practice. Lecture style instruction is used sparingly in the core education courses. Faculty make efforts to vary their instructional strategies within each course meeting, modeling the various approaches that they would like their students to use in their future practice. Efforts are made to differentiate instruction to meet the diverse needs of learners. Additionally, faculty employ a variety of hands-on techniques to ensure that students have the opportunity to practice skills in a controlled environment. Recognizing the importance of reflective practice in education, education faculty provide many opportunities for students to reflect upon their classroom observations, as well as the instructional activities that they plan and deliver in the classroom. Faculty use feedback from Student Assessment of Faculty Effectiveness (SAFE) evaluations, as well as dean evaluations, to adjust their instruction as needed.

All full-time faculty in the program actively participate in academic advising for ECE program majors. During the advising process, faculty invite students to schedule one-on-one advising sessions, either virtually or in-person. Students are encouraged to come to advising meetings with their semester schedule already planned, so that more time can be allocated toward confirming schedules and discussing transfer plans. Faculty also participate in group advising for full classes of students. For example, at the Lawrence Crossing campus, a computer lab will be reserved so that all students in the education courses can access Student Planning and select their courses with the faculty advisor present, as well as a Student Services Coordinator.

A multitude of internal supports are available to ensure high quality teaching and learning. Faculty mentors are available for faculty participating in the tenure and advancement in rank processes, as well as those faculty who are interested in adopting Open Educational Resources (OER). Faculty regularly participate in College-sponsored professional development each semester at Professional Day events and the Part-Time Faculty Conference and Orientation events. Additionally, faculty take advantage of supports provided by the BC3 Educational

Technology department, such as periodic Blackboard Ultra trainings and the newly launched Instructional Design and Accessibility Hub website.

The College holds an institutional membership with the Pennsylvania Association of Teachers and College Education (PAC-TE), a statewide organization for all in PA who are engaged in the preparation and development of professional educators. Full-time faculty regularly participate in PAC-TE conferences, and the program coordinator, Stephanie Long, was recently appointed to the PAC-TE Board of Directors. The program coordinator also serves on the PA Early Childhood Education Higher Education Consortium. Recognizing the importance of keeping current with technological advances in teacher education, full-time faculty members also participate in the Pennsylvania Educational Technology Expo and Conference (PETE&C). As a result of participation at this conference, faculty have identified many educational technology products to be incorporated into the classroom instruction. Through different funding streams, several STEM-related resources have been purchased and integrated into the existing Teaching and Learning Labs. These resources have provided the primary source of new technology integration within the education courses. Future intended technology integration includes a classroom set of tablets, such as iPads, as well as an interactive white board.

Facilities, Resources, and Support

A unique area of physical support for this program is the Amy Wise Children's Creative Learning Center (AWCCLC). Having this resource on campus provides students with a readily available site to observe children in an early learning setting. The inclusion of an observation room in the design of the facility is innovative and supports student learning in this program. Education faculty at the main campus regularly partner with the AWCCLC staff to create experiences for students to observe the preschool classes within this space. Through a recent Allstate Foundation grant that was awarded to the AWCCLC program director and one of the education faculty members, ECE students will have the opportunity to volunteer as assistants in AWCCLC. This experience will provide students with a greater understanding of the duties that are associated with a preschool teaching position.

The majority of the core courses in the ECE program are taught in a teaching lab environment, equipped with materials, furniture, and centers that simulate learning spaces in a PreK-4 classroom. Since the last program review, education faculty have worked to convert traditional classrooms at the main campus and Lawrence Crossing campus locations into labs that are dedicated solely to education classes.

The main campus Teaching and Learning Lab provides seating for 20 students, and faculty often guide students through the process of creating flexible seating arrangements for various teaching scenarios. This Teaching and Learning Lab also has various centers around the room that focus on different learning themes. For example, the literacy corner contains a book display for various children's books, a reading rug, and other related props. In these centers, students can practice setting up and teaching various activities for different subjects and age

groups. While this space is very well-received by education majors, faculty have determined that it is too small and expansion is necessary.

In December 2023, a private donation in the amount of \$200,000 was gifted to the College to expand the existing Education Teaching and Learning Lab. The new space will be constructed during the fall 2024 semester and is expected to open in January 2025. This 1,735 square foot renovated space will combine a classroom, learning lab, and collaborative resource center to benefit students in the College's teacher education programs. The learning lab will include an interactive whiteboard, adjustable height dry-erase tables and chairs, and distinct subject matter teaching stations. Students will be able to experiment with lesson plans and recognize the significance of desk groupings. This space will be dedicated to Dr. Robert L. Paserba, a leader in education with 60 years of experience as a teacher and administrator in K-12 and higher education in western PA.

Summary, Recommendations, and Suggestions

Since the last program review, the ECE program has emerged as a signature program at BC3. The efforts made by faculty and staff to refine curriculum, promote partnerships, create authentic student experiences, and address the needs of the community have resulted in student success and widespread recognition of the program. The program coordinator and faculty recognize the importance of continuous program evaluation and propose the following recommendations:

1. Revamp the Early Childhood Education PreK-4 advisory board to include expanded membership, and begin a cycle of annual advisory board meetings.
2. Develop strategic initiatives to increase interest in the teaching profession among area high school students. These initiatives should aim to create a pathway from high school career and technical programs to BC3's A.A. degree in Early Childhood Education PreK-4.
3. Address the teacher shortage by investigating the feasibility of a degree apprenticeship model for Early Childhood Education.

<p>BC3 Program Review Progress Update (Identified Improvement Recommendation/Goal)</p> <p>The program review process identified areas of potential improvement. Faculty developed recommendations or goals for program enhancement. This template provides an opportunity to evaluate the actions taken since the <u>completion of the program review</u>.</p>		<p>Program: Early Childhood Education PreK-4 (112)</p> <p>Date: 4/10/2024</p>
<p>Identified Improvement Goal</p>	<p>Focus on increasing the enrollment of students for all campuses with subsidy for a targeted marketing campaign for high school/technical school visits. Campus visits will highlight the CCLC observations, alumni presentation, as well as promotional video targeted for the Early Childhood Education program. Continue targeting additional four-year institutions as well as increasing the use of social media.</p>	
<p>Key Action Steps Taken</p>	<ul style="list-style-type: none"> The program coordinator makes regular visits to Butler High School to talk to students in the early learning and child development classes about BC3's ECE program. The program coordinator participates in Accepted Students Night and Open House events as a way to boost interest and enrollment in the programs and to answer questions of prospective students. BC3 will host focused visits for high school students at the Main campus location in spring 2024. These visits will include a tour of the Amy Wise Children's Creative Learning Center (AWCCLC) and the Education Teaching and Learning Lab. 	<p>Date: 2020 - present</p> <hr/> <p>Date: Ongoing</p> <hr/> <p>Date: Spring 2024</p>
<p>Additional Support Requested/Received</p>		
<p>Barriers Encountered</p>		
<p>Results of Actions Taken</p>	<p>The Butler High School visits have resulted in increased interest among 10th-12th grade students in ECE; Additionally, BC3 has partnered with Butler High School's newly formed Career and Technical Education program in education.</p>	

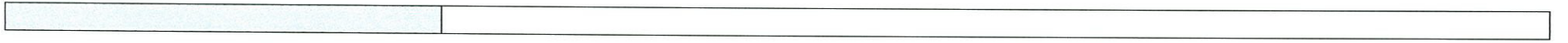
Planned Actions/Comments/Timeline

- Address the local teacher shortage by investigating the feasibility of a degree apprenticeship model for Early Childhood Education.

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<p>Identified Improvement Goal</p>	<p>Further the support that is provided to students to assist in the completion of the state-mandated testing requirements for teacher certification. Continued support will serve to improve transferability into four-year institutions' College of Education programs.</p>	
<p>Key Action Steps Taken</p>	<ul style="list-style-type: none"> To provide further support to educate and assist Early Childhood Education students in meeting testing requirements for teacher certification, the Praxis/PECT test prep program was moved to Academic Affairs. In 2020, the College hired a part-time Praxis/PECT program secretary to assist with program operations 	<p>Date: Spring 2019</p>
		<p>Date: Fall 2020</p>
<p>Additional Support Requested/Received</p>		
<p>Barriers Encountered</p>		
<p>Results of Actions Taken</p>	<ul style="list-style-type: none"> The Praxis/PEXT program director is able to work in tandem with the Early Childhood Education faculty to inform teacher candidates of testing requirements and to provide training for greater testing success. 	

Planned Actions/Comments/Timeline

<p>BC3 Program Review Progress Update (Identified Improvement Recommendation/Goal)</p> <p>The program review process identified areas of potential improvement. Faculty developed recommendations or goals for program enhancement. This template provides an opportunity to evaluate the actions taken since the completion of the program review.</p>	<p>Program: Early Childhood Education PreK-4 (112)</p> <p>Date: 4/10/2024</p>	
<p>Identified Improvement Goal</p>	<p>The program coordinator recommends backing for a new full-time faculty member to expand the program on the branch campuses. This position will improve recruitment, advisement, course offerings, and retention at our off-campus sites.</p>	
<p>Key Action Steps Taken</p>	<ul style="list-style-type: none"> Stephanie Long was appointed to a temporary full-time faculty position and provided instruction at the Lawrence Crossing and LindenPointe campus locations. In 2020, Stephanie Long was hired as a permanent full-time Early Childhood Education faculty member. 	<p>Date: Fall 2019</p>
		<p>Date: Fall 2021</p>
		<p>Date: Click or tap to enter a date.</p>
<p>Additional Support Requested/Received</p>		
<p>Barriers Encountered</p>		
<p>Results of Actions Taken</p>	<ul style="list-style-type: none"> Since the hiring of Stephanie Long as a full-time faculty member, enrollment increased and remained stable at the Early Childhood Education PreK-4 program at the Lawrence Crossing campus location. The hiring on an additional full-time Early Childhood Education faculty has assisted in taking some of the advising load off of the other full-time faculty members. 	
<p>Planned Actions/Comments/Timeline</p>		



BC3 Program Review Progress Update (Checklist Evaluation)

The program review process included a checklist to evaluate the five identified critical program areas. Please identify each category that was listed as "Needs improvement" in the program review report.

Program: Early Childhood Education PreK-4 (112)

Date: 4/10/2024

Identified Area	N/A
Key Action Steps Taken	
Results of Actions Taken	
Comments/Future Actions	