

EARLY CHILDHOOD DEVELOPMENT

INSTRUCTIONAL PROGRAM REVIEW

FALL 2002

NORTHLAND PIONEER COLLEGE

EARLY CHILDHOOD DEVELOPMENT

INSTRUCTIONAL PROGRAM REVIEW

DIVISION OF LIBERAL ARTS

Northland
PIONEER **COLLEGE**

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EARLY CHILDHOOD DEVELOPMENT ADVISORY COUNCIL MEMBERS

2002-2003

Jimmie Attakai	Head Start Director, Chinle Agency
Francis Begay	Head Start Director, Western Navajo Agency Head Start
Sadie Burnette	Executive Director, Early Childhood Division, White Mountain Apache Tribe
Marla Cassidy (Co-Chair)	Preschool Special Needs Teacher, Holbrook Public School District
Margaret Celix	Child Care Resource & Referral Specialist
Gloria Chee	Parent Educator, Baby FACE Program, Leupp Schools
Velma Kaytoggie	Child Care Program, White Mountain Apache Tribe
Darrell King	Head Start Director, Ft. Defiance Agency
Bernita Kuwanivaya	Child Care Coordinator, Hopi Tribe
Leah Mack	FACS Teacher, Blue Ridge High School
Catherine Mulligan	Education Specialist, NACOG Head Start
Lorraine Noline	Support Services Coordinator, Leupp Schools, Inc.
Marilyn Parra	Early Childhood Education Specialist, Hopi Head Start
Tom Platero	Deputy Director, Navajo Head Start
Robert Zaccaria	Home Living Specialist, Seba Kalkai School

LEVEL II DOCUMENT INSTRUCTIONAL PROGRAM ASSESSMENT

PART I: PROGRAM/PREFIX DATA

Name of Program or Prefix: Early Childhood Development (includes all ECD prefixed courses)

Division Director/Program Director:

Jeanne Swarthout, Ph.D., Division Director/Claude S. Endfield, Program Specialist

A. Program/Prefix Characteristics

- List the programs for which this prefix (or cluster of prefixes) provides 15 or more hours.

Name	Number of Credit Hrs	Degree	Certificate
Early Childhood Development Infant/Toddler Emphasis	Major area of Emphasis - 48 credits	A.A.S.	CAS (26 credits in the core)
Early Childhood Development Preschool Center Emphasis	Major area of Emphasis - 48 credits	A.A.S.	CAS (26 credits in the core)
Early Childhood Development School Age Emphasis	Major area of Emphasis - 48 credits	A.A.S.	CAS (26 credits in the core)
Early Childhood Development Family Child Care Emphasis	Major area of Emphasis - 48 credits	A.A.S.	CAS (26 credits in the core)
Early Childhood Management Emphasis	Major area of Emphasis - 48 credits	A.A.S.	CAS (48 credits in the core)
Early Childhood Development Special Needs	Major area of Emphasis - 48 credits	A.A.S.	CAS (26 credits in the core) Certificate of Proficiency (16 credits in the core)
Early Childhood Development	Major area of Emphasis - 33 credits	A.A.S.	

(See Appendix A: Listing of Early Childhood Development Courses)

2. Employment projections over three years in service/regional area in programs for which this prefix provides more than 15 credit hours.

Over 95 % of the students in ECD courses are currently employed when they enroll. They are employed in or volunteer in preschools, primary school settings, family home settings or other areas related to the education and/or care of young children. Local career opportunities exist in all NPC district communities as well as statewide, which is reflective of national trends in the field of early childhood.

- 3a. Where are similar programs/prefixes available in the state? (Check all that apply)

☒ Community Colleges ☐ Proprietary

☒ 4 Year ☒ High School

☐ Other

Similar programs using similar curriculum exist at the following community colleges: Central Arizona College, Mohave Community College, Arizona Western College, and Eastern Arizona College. Other community colleges have begun to offer courses in early childhood since the passage of the _____ National Head Start Educational Mandate requiring 50% Of all Head Start classroom teachers to have an Associate's Degree or higher. These include Pima College, Coconino College and Yavapai College.

The state universities have education programs which often include early childhood courses, but do not offer specific degrees in early childhood. Two NPC early childhood faculty and a representative of Prescott College participated in the Early Childhood Higher Education Faculty Initiative during the 2000-2001 school year which resulted in the development of an Early Childhood Bachelor's Degree being offered through Prescott College, a private four year institution. Prescott College will

articulate NPC's two year degrees into a bachelor's program.

Area high schools that offer child care courses follow State Department of Education competencies, which are related to the statements of competencies adopted for the ECD Program at NPC.

(See **Appendix B: Listing of Community College Programs and Competencies**)

3b. Check each type of institution with which you have an articulation agreement:

☒ Community Colleges ☒ Proprietary

☒ 4 Year

☒ High School

Other

Articulation agreements exist with the three state universities: Arizona State University, Northern Arizona University and the University of Arizona. Three area high schools: Blue Ridge High School, Show Low High School, Winslow High School, and St. Johns High School currently provide concurrent enrollment for their child development students.. fSnowflake High School has dropped their program due to lack of staff. Holbrook High School is hoping to be able to implment their program for cuoncurrent enrollment during 2003.

ECD Courses are articulated with the four community colleges listed in 3a since the same basic curriculum is used. Courses have also been evaluated for transfer from the University of New Mexico, Gallup Branch. Many of the ECD/CDA students who work on the Navajo Nation have taken courses from both institutions. It has been to the students advantage to have the transfer listing with the University of New Mexico.

(See **Appendix C: Articulation agreements**)

4. Number of students on a waiting list for this program/prefix:

An official waiting list for enrollment does not exist although some of the agencies served may have a priority listing for staff they wish to enroll in the program and financially support. However due to the lack of identified, qualified associate faculty in a particular area, and/or unmanageable distances for associate faculty to travel, students may not have the opportunity to enroll in early childhood courses.

5. How many years has this program/prefix been in existence at this college?

0-3 Yrs ____ 4-10 Yrs _____ X over 10 Yrs

6. List additional certificates or degrees, outside this program/prefix, for which courses from this program/prefix are required, or satisfy restricted electives for: (Exclude General Education Courses)

EDU, Educational Assistant

The Educational Assistant Certificate of Applied Science, the Educational Assistant Associate of Applied Science degree, and the Special Needs Educational Assistant require ECD credits to complete the core requirements. Candidates for the EDU AAS degree may also select ECD credits as electives.

Degrees: Associate of Applied Science, Educational Assistant

Courses Supplied by program/prefix:

Core Requirements

ECD 108 Techniques for Observing Children, 1 credit

ECD 250 Child Development **I**, 3 credits

ECD 251 Child Development **II**, 3 credits

Electives

ECD 103 Planned Arrangements and Schedules, 1 credit

ECD 107 Collecting, Organizing/Using Teaching Aids, 1 credit

ECD 128 Incorporating the Children's Culture, 1 credit

ECD 136 Understanding How Children Learn, 1 credit

ECD 151 Math for School Ageds, 1 credit

ECD 163 Theories of Learning, 1 credit

ECD 175 Professionalism, 1 credit

ECD 217 Early Literacy, 1 credit

Certificates: Certificate of Applied Science, Educational Assistant

Courses Supplied by program/prefix:

Core Requirements

ECD 108 Techniques for Observing Children, 1 credit

ECD 250 Child Development I, 3 credits

ECD 251 Child Development II, 3 credits

B. What are the overall goals of your program/prefix? Attach copies of any adopted ones by advisory councils, etc.

Statements of Competency have been developed for each emphasis area which are reviewed and approved by the Early Childhood Development Advisory Council.

The purpose of the Early Childhood Development (ECD) program is to develop skills and enhance the competencies of child care providers, early educators, parents, and others who work with or who are interested in young children.

Specific goals include:

- To provide ECD courses leading to the CDA credential, certificates and associate degrees and transfer opportunities to other community colleges and universities.
- To provide ECD courses to enhance the occupational skills in early childhood and to meet training and employment needs in a variety of settings.
- To provide ECD courses, workshops and programs to broaden development for staff, providers, parents and community at large.
- To promote economic development for early childhood providers and programs serving young children.
- To assist in the development of quality programs and services for young children.

(See Appendix B: Listing of Community College Programs and Competencies)

C. Program Enhancement Efforts:

What, as a department or program area, are you doing to enhance student:

Recruitment?

The unique delivery system of the ECD/CDA program where the CDA Advisors/Associate Faculty travel to child care/early childhood education sites within Navajo and Apache counties as well as to sites within the Navajo Nation, encourages individuals to enroll in the program. Often clustered type sessions on specific CDA modules has helped with recruitment, a higher successful rate of completion and a reduction in the transportation costs of the CDA Advisor. Occasionally tuition and ECD/CDA module scholarships are available from such sources as the State Department of Health Services, D.E.S. (Department of Economic Security), Family to Family Project, and the Northland Association for the Education of Young Children A Ifilite. These scholarships, when available, are used to recruit new enrollees or students who financially have been unable to enroll in multiple units. Regional Head Start programs (NACOG) and Indian Head Start programs (Navajo Nation, White Mountain Apache and Hopi) provide full or part tuition and module cost assistance for their employees, and often parents of children enrolled in their programs. This allows their staff to enroll without personal cost. The Child Care Block Grant (White Mountain Apache Tribe) also provides financial assistance to their child care providers. Occasionally job placement services, such as DES JOBS, JTPA and NDET Jobs will provide financial assistance for individuals seeking early childhood training to prepare them for positions in child care. The NPC tuition rate these past two years has also enabled CDA interns to often enroll in 4 additional credits without additional costs except for textbooks/modules. There is still a need to encourage ECD students to enroll in the more traditional type courses that are not held in their places of employment or in their communities. The offering of the field based site delivery system can be a detriment to having ECD students travel to campuses or clustered sites to enroll in general education courses. They have become used to not having to travel out of their home areas to attend college courses. Having the ECD Advisory Council's membership reflective of the child care community, has helped to recruit students from their programs or service areas because their supervisors make recommendations about the direction of the ECD program..

Advisement?

CDA Advisors/ECD Associate Faculty individually enroll ECD students and advise accordingly during the registration process. Students may register during regular registration periods and many of the NPC advisors/counselors have made the effort to work closely with the ECD Program Specialist to best serve the enrollee. An advisor

from the Silver Creek Campus, who has an AAS in ECD, has been assigned by the Vice President for Student Services, to work with the ECD program to better serve the needs of the students, particularly in remote locations, i.e. Navajo Nation. This individual travels to clustered meetings with ECD students and their ECD/CDA Advisors. She also provides training on advisement for certificate and degree contracts for the CDA Advisors, which has allowed more advisement to take place in the remote areas not served by NPC campuses, centers or satellites.

Assessment?

Students, unless near a campus, do not normally take assessment/placement tests prior to enrolling in ECD courses. However, prior to their enrollment in ENL 101 , MAT 105, and/or other general education courses, students must take a placement test. The results of these tests are used to advise students of their readiness for enrollment in General Education courses. Special requests from early childhood programs to schedule the administration of placement tests in remote areas have been honored. The additional location of TLC (The Learning Cornerstone) courses in more remote areas has helped ECD students prepare for successful enrollment and completion of (heir other required general education courses.

Success/Retention?

The Early Childhood Development Program's overall goal is to prepare students to demonstrate competency working with/caring for young children in developmentally appropriate ways as stated in the national Child Development Associate (CDA) credential goals and functional areas. The on-site delivery system to the student's site of employment or volunteer work addresses student's transportation needs, and provides on-the-job training during their normal working hours. Program faculty and the ECD Advisory Council regularly examine and collaboratively revise curriculum to enhance student success. New courses are created as needed to meet student as well as employers' needs and interests.

(See **Appendix D: Vocational Program Outcomes/Completers Reports**)

D. Faculty/Support Staff Data

	6-Years Ago	5-Years Ago	4- Year Ago	3 - Years Ago	2 - Years Ago	1 - year ago	Current Cycle
1.a.Number of Full-Time Faculty	<u>1</u>	<u>1</u>	<u>1</u>	1	1	1	
b. (AFTTE)	<u>.2</u>	<u>.2</u>	<u>.2</u>	.2	.2	<u>.2</u>	
c. AFTTE Overload							
2. a. Number of Part-Time Faculty*							
b. FTTE							
3. a. Total Faculty*							
b.AFTTE							
*Annual Full-Time Equivalents							
4. Secretarial							

5.	Work-study							
6.	Institutional Work-Study							
7.	Lab Technician							
8.	Other (describe)							
9.	Total FTTE Support Staff							

10a. What non-teaching responsibilities are assigned to full-time faculty? Include projects requiring reassigned time, administrative duties, etc.

NAME	ACTIVITY
Claude S. Endfield, Program Chair	ECD Coordinator, CDA Advisor Supervisor, process all ECD registration forms and generate class development forms, invoice programs paying tuition/modules for staff, order texts and modules, carry out bookstore functions for ECD modules/special ordered ECD books, ordering, filling module order/special order book forms, boxing up modules and

	<p>arranging for delivery to CDA Advisors and/or mailing modules to individual students, budgeting, approving mileage claims, recruiting CDA Advisors and ECD Associate Faculty, coordinating contracts with programs/agencies, curriculum development, coordinating CDA program with Central Arizona College to ensure standards are met; coordinating Early Childhood Fair; arranging for forty workshop presenters, keynote speaker, location, scheduling; meeting with Head Start or other program administrators to address their staff/parent training requests; training of ECD Associate Faculty/CDA Advisors. All similar functions are also performed for the EDU (Education) Educational Assistant Program with ECD covering all salary/fringe items. Duties also include coordinating NACOG Head Start/ NPC Extended Day Child Care Program, a partnership. Attend ECD and EDU Statewide ATF Meetings. Advising students re: degree plans.</p>

- 10b. What committee/task force meetings do full-time faculty participate in voluntarily to enhance program and institutional quality?

NAME	ACTIVITY
Claude S. Endfield, Program Chair	Served on various hiring and faculty association committees, Student Life Task Force, former member of Academic Task Force, member of Faculty Association, served on Faculty Retreat Committee. ISW (Instructional Skills Workshop) Facilitator. CASSA

11. What is the percentage of all credit hours taught by full-time and part-time faculty? Use most recent annual cycle.

#FTSE TAUGHT BY F/T	#FTSE P/T	TOTAL # OF FTSE	PERCENT BY F/T	PERCENT BY P/T
16.90	120.02	136.92	12.34	87.65

12. Faculty Strengths

The majority of the CDA Advisors, including the Program Specialist hold the nationally recognized CDA Credential and have had many years of actual experience in the early childhood field. Most of the advisors have completed the ECD Program themselves at Northland Pioneer College. **Ten** of the CDA Advisors and **three** of the ECD Instructors are Native Americans and work with their respective tribal group which allows much of their CDA modules and/or parenting classes to be taught in their native languages.

(See **Appendix E: ECD Program Specialist/CDA Advisor Listing**)

13. What areas of expertise in your departmental or program area are not currently represented (if any)? Not Applicable

E. Cost Analysis (Based on most recent annual cycle - Level I Data)

(Prepared by the Office of Instructional Support Services)

19 to 19 cycle

Use actual expended costs, not budgeted amounts, when available for the cycle.

	Institutional Budget	Grant Budgets	Totals
1. Program Salaries & Fringe Benefits			
a. Full-Time Faculty	_____	_____	_____
b. Part-Time Faculty	_____	_____	_____
c. Administration	_____	_____	_____
d. Salaried Lab Assistants	_____	_____	_____
e. Administrative/Clerical (show only that charged to dept.	_____	_____	_____
f. Other Wages (e.g. student assistants, consultants, etc. charged to dept. or financial aid required work study help)	_____	_____	_____
g. Fringe Benefits	_____	_____	_____
h. Total, Salaries & Fringe Benefits	_____	_____	_____
2. Other, allocated to dept. program operating costs by object code (specify)			
Advertising =			
Duplicating =			
Travel =			
Instr. Supplies =			
Total, Other Operating Costs	_____	_____	_____
3. Indirect Operating Costs (\$2,380 per FTSE, calculated from the FY94 Budget Book from the Business Office) Prorated from the following areas:			
a. Instruction			
b. Academic Support			
c. Institutional Support			
d. Student Support			
e. Operation and Maintenance of Plant			
f. Scholarships and Grants			
Total Indirect Costs X No. program FTSE (see #6)	_____	_____	_____
4. Total Operating Costs (excludes Capital Equip)	_____	_____	_____
5. Program Equipment Inventory Value	_____	_____	_____
(On a separate sheet, list original cost of all equipment valued at \$500 or more that was purchased during the last five years. Show			

total value here.)

6.	Number of annualized FTSE	_____	_____	_____
7.	Direct Salaries per FTSE (#1h/#6)	_____	_____	_____
8.	Total Operating Costs per Program FTSE (#4/#6)	_____	_____	_____
9.	Equipment Value per Program FTSE (#5/#6)	_____	_____	_____

F. Unique characteristics of the program/prefix

- CDA Advisors often travel over unimproved roads and long distances to their students' site of employment or site where they volunteer with young children.

- ECD students must have current access to working with young children in order to enroll in CDA modules and to gain hands-on experience.

'Most ECD one and two credit courses (modules) are open-entry, based on a semester schedule.

- Each student must complete an Implementation Plan for each one/ two credit module or management course completed stating what they have learned, give examples of how they will use what they have learned and how they plan to keep current in that area.

- ECD modules / management courses are competency based requiring demonstration of competency with young children.

'Student progress is self-paced and individualized.

- NPC ECD students are intensely diverse from mainstream American society in language/culture. Enrollees include individuals representative from the Hispanic, Navajo, Hopi and White Mountain Apache cultural groups.

'Qualified instructors with practical experiences as well as child development or formal educational background serve as associate faculty.

'Effective articulation between obtaining the CDA Credential, certificate and degree programs. Students may follow a step-to-step progression. Articulation now exists with Prescott College leading to a Bachelors Degree in Early Childhood.

'Workshops or special trainings are developed to meet needs and requests of the child care field.

- There are collaborative relationship between NPC and other community colleges, resulting in NPC students being able to participate in and receive additional training

and financial support.

G. Advisory Committee (if applicable)

a. Number of Members 15

b. Number of Meetings Held Last Annual Cycle 3

c. Attach copies of meeting minutes from last annual cycle to present.
(List dates of meetings.)

April 10, 1996 April 11, 1995 December 9, 1993
January 23, 1996 February 14, 1995 November 16, 1993
September 26, 1995 November 15, 1994 January 12, 1993
April 20, 1993

d. Extent of involvement in the program

The members of the ECD Advisory Council are selected to represent various programs, agencies and settings within the child care community. The council elects two members to serve as co-chairmen, with at least one of them conducting the meeting when scheduled. The council schedules the dates for the meetings and reviews college/program information and recommends changes, directions, and events that they feel will benefit their programs' staff as well as the child care community. The broad representation of the membership promotes networking among child care professionals who might not otherwise have the opportunity to meet and get to know each other and their respective programs.

(See Appendix F: ECD Advisory Council Member List and Minutes)

H Professional Development

What have full-time faculty done to keep themselves current? (Within the last three years)

The Program Chair has attended the National Association for the Education of Young Children Conferences sponsored by Tucson AEYC and Valley of the Sun AEYC. She has also attended board member meetings for the Arizona AEYC representing the Northland Association for the Education of Young Children (formerly known as the White Mountain Association for the Education of Young Children.) The Program Chair subscribes to the Young Children journal from NAEYC and the National Head Start Bulletin from Washington, D.C. in addition to other professional magazines, such as: Pre-K Today, Instructor, Child Care Information Exchange, The Mailbox and American Baby. The program specialist serves as a CDA National Representative for the Council for Early Childhood Professional Recognition and has been a validator for the National Academy of Early Childhood Programs. She feels that every

CDA assessment she completes provides her with information that may be helpful in advising NPC ECD students. She has served for five years as a member of the National Head Start Fellowship Commission, helping to select 10 - 12 individuals each year to live and work in Washington DC. Child Care Resource and Referral and the Family Services Agency sponsor free statewide workshops. The Program Chair tries to attend as many of these workshops as possible whenever they are nearby and do not conflict with schedule. In 1999, the Program Chair completed a one semester sabbatical, but was only actually out of the office 19 work days. During this period of time, she provided eight clustered two day workshops in 8 states on "Developing Policies and Procedures". Over 200 Native American Tribes sent representatives to these cluster trainings. After the completion of the Sabbatical, a two credit internet course "Developing Policies and Procedures for Early Childhood Programs" was developed by the Chair. Although the enrollment does not constitute a full class, the students enrolled have come from a variety of locations. This core course is a required for the management emphasis area. During the _____ school year, she and another NPC staff member/associate faculty were selected with a representative from Prescott College to participate in the first of five Early Childhood Higher Education Faculty Initiative based in Bolger, Maryland. This participation led to the development of the Bachelor's Degree with Prescott College. The Arizona Healthy Child Care group selected Ms. Endfield to represent the northern part of the State to attend the Healthy Child Care American training held during the Spring of 2002 at the University of North Carolina in Raleigh, North Carolina. As one of the three Arizona representatives she participated in an intense training in the use of Health Consultants to work with early childhood programs and staff in meeting health and safety standards. [State-wide training of health consultants is to be implemented during 2003.

(See **Appendix E: ECD Program Specialist**)

Program development or revisions in the last 3 years

Specific Program ECD 221 Year Revised: 1996

What was changed? ECD 221, Stress Management for Educators, 3 credits, deleted from course bank.

Rationale for change: The textbook for the course is no longer in print.

Specific Program ECD Year Revised: 1994

What was changed? ECD 270, CDA Assessment Prep, from 3 credit hours to 2 credit

hours.

ECD 225, Head Start: Looking at Life, from 3 credit hours to 2 credit hours.

ECD 144, Planning the Educational Program for Children with Special Needs

ECD 145, Working with Families of Children with Special Needs

ECD 146, Children with Special Needs and the Basics of Mainstreaming

Rationale for change: ECD 270: The national requirements for CDA Assessment were revised which required less advisor facilitation with the CDA intern.

ECD 225: Due to the tuition increase, Head Start programs were unable to pay tuition for as many parents to participate in this parenting course as before. The course was reduced to 12 sessions and lowered to 2 credit hours.

ECD 144, 145 and 146 were given permanent course numbers and added to the list of electives for ECD. The courses had been offered as ECD 199s, workshops, that met the needs of many head start staff who are expected to work with children with disabilities.

Specific Program ECDYear Revised: 1993

What was changed? Core requirement for Early Childhood Management. These courses were removed as a core requirement; ECD 212 Ensuring a Safe and Healthy Program, 1 unit and ECD 217 Early Literacy, 1 unit.

These courses were added as a core requirement; ECD 100 Providing a Healthy Environment, 1 unit and ECD 102 Ensuring a Safe Environment, 1 unit.

Rationale for change: The module for ECD 212 had not been fully developed and was deleted from our catalogue and course bank.

Both of the ECD modules 100 and 102 contain objectives that are administrative in nature and would prepare a student to meet health and safety standards in early childhood settings.

ECD 217 remains in the course bank and catalogue as an elective for the preschool emphasis area and as a core for the school age emphasis area. It was dropped from management to allow the same number of credits in the core.

J. Comments regarding services to this Program

• Administration

The former Vice President for Instructional Services and the two the Division Deans of the Arts/Humanities/Social Sciences have been very supportive in giving guidance and direction when sought to the Program Specialist. The Vice President met with agency officials to discuss memorandums of agreement that enabled the program to meet student as well as agency needs. Although there is quite a bit of autonomy within the ECD Program, support is there when sought and required. Due to the uniqueness of the program, the Program Chair is looked to for directing the program.

• Admissions and Records

The registrar's office has assisted the ECD Program Specialist by continuing to use a class slip that facilitates rather than hinders the enrollment process. Assistance is readily available when requested,

- **Counseling/Advising**

Assigning one NPC Advisor to the ECD Program to be available to primarily work with the ECD Program has been very beneficial. The advisor assigned has provided CAS and AAS degree contract training to the outlying CDA Advisors which has enabled those individuals to help students in the outlying areas not served by NPC campuses or satellite centers to fill out necessary forms without having to travel into a main campus. This individual has also gone out to the students and met with them to work out degree contracts and plans based on the students' work schedules.

- **Printing and Duplicating**

The staff at the printing and duplicating department are responsive to the needs of the ECD Program and it's staff. Very seldom have there been significant delays in receiving services requested.

- **Financial Aid**

Some of the glitches previously experienced by ECD students who enrolled later than regular students have been worked out due to a better understanding regarding the operations of the ECD program. More of the ECD students are applying for PELL Grants, primarily due to their agencies having limited funding .

- **Alternative Learning Labs (learning centers)**

During the 95-96 year, arrangements were made with the Academic Learning Lab program to take basic English and math courses out to those outlying ECD students working for Navajo Head Start. These classes were scheduled on Fridays to meet the students schedules.

- **Learning Resource Center**

For the traditional three unit ECD courses taught on the audio or video system, the LRC's have been of assistance by delivering course materials to the students, as well as monitoring quizzes/exams in the LRC, as instructed. Publications have been ordered primarily for the four campuses. A Library Resource information sheet has been prepared for early childhood. The LRC processes desk copy requests for associate faculty teaching the three hour courses.

- **Mailroom/Shuttle Services**

The change in the way the Interoffice mail from the Program Specialist to the CDA

Adv isors was shuttled, particularly to the Kayenta/Chinle area, has increased postage expense. Student mail is distributed to the campuses/centers or sent by US mail.

- **Media Center**

Copies of videos are made when they are purchased to allow the original videos to be kept in archival. Whenever a microphone, p.a. system, etc. have been requested, they have been very helpful in making sure the system works. This has been very important for the Early Childhood Fairs, as well as for other smaller workshops.

- **Public Relations**

The Public Relations staff have played an important role in getting the word out about the ECD Program and its activities. Posters and flyers for individual courses, workshops and other ECD activities have been professionally prepared. Media releases to newspapers as well as radio stations have helped. Every Early Childhood Fair participant has received NPC folders, pencils, and other such items as part of their "Conference Packet". Student success stories have been generated and distributed.

(See Appendix G: Marketing)

- **Human Resources**

Advertisements for recruitment for CDA Advisors or ECD Associate Faculty positions have been developed and distributed by this office. The applications are forwarded to the Program Specialist for her review/selection. As potential advisors or associate faculty are recruited they send out the certification packets. The new letter of intent process has resulted in most of the associate faculty members receiving their compensation earlier than waiting for 45th day rosters.

- **Bookstore**

A separate bookstore area houses the CDA modules and early childhood management texts. The ECD Program Chair handles filling all module orders received from the CDA Advisors. The campuses' bookstores handle the sale of books for traditional courses or workshops. Individual student billings for students on financial assistance or those requesting deferred payments are sent directly to the Business Office. The (1)1 modules are ordered by the Program Chair from the Central Arizona College Bookstore at the beginning of each semester. If modules run out, they are re-ordered as soon as possible to avoid a long waiting period for students to receive their back ordered texts.

K Projections

List for the next three years the *projected* number of faculty-staff, cost of equipment, cost of supplies, enrollment and student credit hours for the program. (*What do you think your program needs?*)

	Year 1 (1996 to 1997)	Year 2 (1997 to 1998)	Year 3 (1998 to 1999)
a) Faculty: (FTTE)			
full-time:	1.2	2.2	2.2
associate:	3.4	2.8	3.1
b) Staff: (FTTE)	.5	1.0	1.0
Administrative Support			
c) Equipment:			
d) Supplies:	\$500	\$750	\$1,000
e) Enrollment: (FTSE)	132.0	150.0	160.0
full-time:			
part-time:			

Are the human, financial, and physical resources organized to accomplish the program's objectives? State the reasons and/or evidence for your conclusions.

The program needs increased **human resources**. Due to the termination of the two full time CDA Advisor positions with Western Navajo Agency, Department of Head Start, in January 1996, there is a need for at least one full time CDA Advisor, in addition to part time associate faculty, to serve that area: Leupp to Navajo Mountain. The 1994 - 1995 FTSE generated for these two positions was 19.93. It is justifiable for a full time faculty position to be established in that area to provide CDA training as well as coordinate program efforts. In addition to the large Navajo Head Start program, there is also a Hopi Head Start Center, two high school child care centers, family child care providers and other early childhood settings in the area. Many of the individuals currently seeking training do not have access to a CDA Advisor.

Another full time faculty position is needed within the Chinle Agency Head Start area in case the Navajo Nation Head Start's proposed termination of their two full time CDA Advisors is also carried out. The 1994-1995 FTSE generated by these two positions totaled 36.47. A full time faculty would also coordinate services within that area, in addition to advising. There are also additional programs currently not being served.

Trying to recruit enough associate faculty to meet the training needs in Early Childhood Education/CDA within the Navajo Nation is very difficult. Most of the individuals who would meet the certification problems to become a CDA Advisor are already working in the field and are not available for day time work.

Can this program continue to accomplish its objectives? (Do you have a 3-5 year plan? What are your goals and objectives?) State the reasons and/or evidence for your conclusions. Attach a copy of your 3-5 year plan if one exists.

Given the current level of support, the program will continue to operate; however, to keep up with the training demand and needs in this growing field, additional full time faculty are needed as well as additional associate faculty. Increased support in the way of mileage reimbursement, clerical assistance and operating supplies are needed to facilitate the program. CDA Advisors traveling to their student's sites of employment use their own vehicles and with a projected increase in FTSE, that means additional miles traveled. In order to ensure continuity and quality in the delivery of services by the associate faculty/faculty, it will be necessary to schedule at least quarterly training sessions/meetings for the CDA Advisors. This will result in an increase in

transportation costs for CDA Advisors. Clerical assistance is needed at least one day a week in the Program Specialist's office to handle the work that must be processed as soon as it arrives. ie , registration, module requests, resource requests, filing, cataloguing.

Part II: ADDITIONAL INFORMATION

Name of Program Early Childhood Development

A. List requirements for admission to program if applicable.

There are no admission requirements to the program in general, except that individuals enrolling in the majority of the CDA modules need to be working with or have access to young children to carry out/meet their training objectives and competencies. Before an ECD student (intern) can apply for the national CDA Credential, they must have a GED or high school diploma. Few students enter the program without these requirements already met.

B. Mean score(s) achieved by graduates for the previous 3 annual cycles on tests required for professional certification, etc. List test(s) and score(s).

Individuals who have met the minimal training requirements of 120 clock hours or 12 CDA modules and other criteria, are eligible to apply for the nationally recognized Child Development Associate (CDA) Credential, awarded by the Council for Early Childhood Professional Recognition, Washington, D.C. During the direct assessment process, they take the Early Childhood Studies Review, which consists of 60 multiple choice questions. However, the candidate (CDA student), does not receive a notification of score results. After a three month waiting period, the candidate receives their CDA credential in the mail or a letter of denial.

C. Are there arrangements with business, industry and the community which enhance the program? Explain.

Since the CDA Credential is mandated for every Head Start classroom teacher, the Head Start agencies pay for the tuition, fees and modules (textbooks) for their staff and often, Head Start parents. These agencies include: White Mountain Apache Head Start, Chinle Agency Head Start, Ft. Defiance Agency Head Start, Western Navajo Agency Head Start, NACOG (Northern Arizona Council of Governments) Head Start and Hopi Head Start. Additionally, such programs as the Chaghache Day Care Center, Little Singer School, Holbrook Educational Day Care Center, White Mountain Apache Child Care Development Block Grant, Miss Dinah's, CAPP Program at Ganado High School, and Child's Haven will also pay for limited staff tuition, fees and modules. Three high schools in the area with child development classes are currently working on technical preparation and articulation agreements for their high school students. These should be in place by the Fall of 1996. NPC students have been included in scholarship opportunities available to early educators/child care providers through

collaborative efforts with Central Arizona College. Students have received scholarship monies to enroll in health and safety modules, nutrition modules, music modules, DES family child care training and Family to Family Project. These monies have been provided through both public and private sector and Central Arizona College has included our students in their efforts. Due to a shortage of associate faculty in two of the Navajo Nation agency areas, Western Navajo and Chinle, they have provided since

1988, two full time CDA Advisors, to ensure that their staff received CDA training. In January 1986, Western Navajo discontinued this effort due to funding reductions by Washington, D.C. It is anticipated Chinle Agency may also discontinue funding their two positions. The memorandum of agreement in place allowed their staff, who meet state community college certification requirements to serve as associate faculty/CDA Advisors. Each agency was reimbursed for their staff advising services based upon student completion of credits at the same rate other associate faculty are compensated. The agencies in turn, used the funds generated to pay for their staff enrollment: tuition, fees and modules. The business office maintains records of the accounts for the two agencies.

An understanding has been reached between the Holbrook Public School District and NPC for the operation of a "lab school". A local NPC CDA Advisor has been hired by the public school to be the teacher for a two afternoon per week preschool located at the Head Start building. The classroom is funded by parent tuition fees paid to the school district and by State of Arizona At Risk Preschool moneys. ECD students who are not employed, but wish to work in a preschool setting, volunteer at the classroom. This allows them to gain experience as they work on completing their module assignments. Other head start centers and day cares also have been willing to serve as training sites for their parents or other community individuals.

(See Appendix H: Agreements with Business, Industry, and the Community)

D. Department related survey results of previous 3 years to the present:

Current/Past ECD Instructor/CDA Advisor Survey
Confidential Student Survey
ECD Advisory Council Survey

(See Appendix I: ECD Surveys)

E. Level I data report: Attach for previous 3 years.

(See Appendix J: Level I Data)

PART III Student Success

(To be completed by the Vice President for Student Services or designee)

Program Early Childhood Development

Prepared by Chuck Kermes/Marva Fellows, NPC Counselor/Advisor

Date March 5, 1996

Please indicate:

1. How successful have students been in:
 - a. transferring program credits?
Program credits are articulated as electives.
 - b. finding employment upon completion?
Students are employed by pre-schools and head start programs prior to entry into program.
2. Are program/course prerequisites appropriate? Not applicable.
3. What remedial work have you found that students need for entry and success in the program?
The preponderance of entering students are at grade level for entry and success.
4. Are students able to complete program degrees and certificates in an orderly (sequential) and timely manner?
Yes, because of open entry/exit format and strong involvement by CDA Advisors.

PART IV: HISTORICAL QUANTITATIVE DATA (FROM LEVEL I DATA)

Program Early Childhood Development (ECD)

	3 Yrs Ago 1996 to 1997	2 Yrs Ago 1997 to 1998	1 Yr Ago 1998 to 1999	Fail of Current Year 1999 (FTSE Date)
Program Annualized Headcount Enrollment	376	295	301	160
Program Unduplicated Headcount (From State FTSE)	752	589	602	160
Program Annualized FTSE	113.53	102.37	108.91	37.2
Institutional Annualized FTSE	2128	2102	1997.67	1444.47
% Institutional FTSE from Program (Program Annualized FTSE/Institutional FTSE)	5.34%	4.87%	5.45%	2.58%
Number of Program Completers	22	9	9	N/A
Number of Special Program Certificates (SPC)	0	0	0	N/A
Number of Certificates of Applied Science (CAS)	13	3	2	N/A
Number of Degrees (AAS)	9	6*	7	N/A
Number of Program Completers/Program FTSE	0.19	0.09	0.08	N/A
Persistence to Completion Rate (Completers/Enrolled)	0.06	0.03	0.03	N/S
Average Class Size by Section	N/A	N/A	N/A	N/A
Smallest Class Size by Section	N/A	N/A	N/A	N/A
Largest Class size by Section	N/A	N/A	N/A	NA

*Of the 6 AAS degrees in Early Childhood Development during 1997-98, there were only 4 different (Unduplicated) students (i.e., some students were awarded more than one degree in the same program area, but with different emphasis areas).

NORTHLAND PIONEER COLLEGE INSTRUCTIONAL PROGRAM REVIEW

FISCAL CONTRIBUTION ANALYSIS

From Level I Data

(Prepared by the Instructional Support Services Office)

Program Title Early Childhood Development (ECD)

Expend. Description	3 Yrs Ago 1996 to 1997	2 Yrs Ago 1997 to 1998	1 Yr Ago 1998 to 1999
1. Salaries & Fringe Benefits			
a. Full-Time Faculty	\$ 37,240.00	\$ 40,380.00	\$ 50,059.00
b. Part-Time Faculty	\$102,069.40	\$ 79,640.00	\$ 87,973.00
c. Administration	\$ 25,316.30	\$ 22,881.00	\$ 9,315.07
2. Non-Student Hourly	\$ 875.50	\$ 3,588.00	\$ 9,020.60
3. Fringe Benefits	\$ 15,381.74	\$ 13,268.00	\$ 16,810.00
4. Advertising	\$ 0.00	\$ 0.00	\$ 0.00
5. Professional Service Fees	\$ 37,030.00	\$ 30,905.00	\$ 31,371.00
6. Instructional Supplies	\$ 2,744.82	\$ 3,351.00	\$ 4,607.75
7. Duplicating	0.00	0.00	0.00
8. Travel	\$ 13,644.71	\$ 13,675.00	\$ 17,995.00
9. Capital Equipment	0.00	0.00	0.00
9. Indirect Costs (prorated per ftse from: academic support, institutional support, student support, operations & maintenance of plant, scholarships & grants)	\$306,073.47	\$565,424.32	\$664,885.75
Total Expenses	\$540,375.94	\$773,112.32	\$925,548.16

Revenues Description	3 Yrs Ago 1986 to 1997	2 Yrs Ago 1997 to 1998	1 Yr Ago 1998 to 1999
1. Tuition, Govt. Appropriations, Other Institutional Revenues (prorated by FTSE)	\$656,828.95	\$816,340.35	\$ 932,468.91
2. Program Course Fees	\$ 3,143.00	\$ 600.00	0.00
3. Program Grant Revenues	\$ 3,469.00	\$ 7,496.00	\$ 47,677.00
Total Revenues	\$663,440.95	\$824,436.35	\$1,013,656.91

	3 Yrs Ago 1996 to 1997	2 Yrs Ago 1997 to 1998	1 Yr Ago 1998 to 1999
Total Program Fiscal Contribution (+ or -)	\$123,065.01	\$ 51,324.04	\$ 88,108.74

NORTHLAND PIONEER COLLEGE INSTRUCTIONAL PROGRAM REVIEW FISCAL CONTRIBUTION ANALYSIS

(Prepared by the Instructional Support Services Office from Level I Data)

Program Title Early Childhood Development (ECD)

COST ANALYSIS	3 Yrs Ago 1996 to 1997	2 Yrs Ago 1997 to 1998	1 Yr Ago 1998 to 1999
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TOTAL FTSE	113.53	102.37	108.91
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SALARY COST	\$180,882.94	\$159,757.00	\$173,177.67
SALARY COST/FTSE	\$1,593.26	\$1,560.58	\$1,590.10

OPERATIONAL COST (excludes salaries)	\$53,419.53	\$47,931.00	\$87,484.75
OPERATIONAL COST/FTSE	\$470.53	\$468.21	\$803.28

INDIRECT OPERATIONAL COSTS	\$306,073.47	\$565,424.32	\$664,885.75
INDIRECT OPERATIONAL COSTS/FTSE	\$2,695.97	\$5,523.34	\$6,104.91

CAPITAL COST	\$0.00	\$0.00	\$0.00
CAPITAL COST/FTSE	\$0.00	\$0.00	\$0.00

TOTAL PROGRAM COSTS	\$540,375.94	\$773,112.32	\$925,548.17
TOTAL PROGRAM COSTS/FTSE	\$4,759.76	\$7,552.14	\$8,498.28

TOTAL REVENUE	\$663,440.95	\$824,436.35	\$1,013,656.91
TOTAL REVENUE/FTSE	\$5,843.75	\$8,053.50	\$9,307.29

TOTAL PROGRAM CONTRIBUTION (Revenue Less Expenses)	\$123,065.01	\$51,324.03	\$88,108.74
TOTAL PROGRAM CONTRIBUTION/FTSE	\$1,083.99	\$501.36	\$809.01

SPECIAL NOTES:

PART V: NARRATIVE

QUALITATIVE FACTORS - STATUS AND ANALYSIS

Program Goals and Activities

The purpose of the Early Childhood Development Program is to develop skills and enhance the competencies of child care providers, early educators, parents, and others who work with or who are interested in young children.

Specific goals include:

- To provide ECD courses leading to the CDA Credential, certificates and associate degrees and transfer opportunities to other community colleges and universities.
- To provide ECD courses to enhance the occupational skills in early childhood and to meet training and employment needs in a variety of settings.
- To provide ECD courses, workshops and programs to broaden development for staff, providers, parents and the community at large.
- To promote economic development for early childhood providers and programs serving young children.
- To assist in the development of quality programs and services for young children.

Program goal is congruent to NPC's institutional purpose statements including:

- Provide courses and programs leading to associate degrees and transfer opportunities in university parallel areas.
- Provide courses and programs to enhance occupational skills and to meet training and employment needs.
- 'Provide courses and programs to broaden awareness and enrich personal development.
- 'Participate in community economic development and quality of life.

Program goals are congruent to the needs of NPC's student population.

The majority (95 %) of the ECD enrolled students are already employed in child care/early educational settings when they begin their course work at NPC. The ECD modules and courses provide for the development of competencies in their major emphasis area to continue their employment, upgrade their skills and meet certification requirements mandated by some of the early childhood programs and licensing requirements. The ECD/CDA modules are offered at the student's site of employment or volunteer location site , with an individualized, self paced approach. The registration is considered open-entry, open-exit, but students are encouraged to complete their work on a semester basis. CDA visits include observation of student's work with children, evaluation of work completed and discussion of student's progress. CDA advisors often model appropriate teaching techniques to their interns (students). CDA advisors also provide monthly workshops or cluster training based upon student location and needs as well as the early childhood setting's needs.

Instructional activities are related to program goals. Since the majority of the courses (modules) are delivered at the site of the intern's (students) place of employment or volunteering, the student is able to apply what he/she is learning on the job. This relates directly to the student's development of skills needed in an early childhood setting. They receive on the spot feedback and suggestions/recommendations to help them meet position responsibilities or to gain experience with children to secure future employment.

Courses and program content are reviewed annually. New courses are added, and ineffective, outdated courses are revised or deleted. For example, three modules focusing on the needs of special children were added first as workshops, then permanently added to the curriculum in 1994. More and more of the early childhood programs are enrolling children with special needs and these modules help students (employees) deal with the challenges of serving these children. In 1994, ECD 225 Head Start: Looking at Life, was changed from a three unit course to a two unit course to facilitate program needs of providing parenting education to parents, but at an affordable cost. ECD 270, was changed in 1994 to a two unit course, again to adjust to national trends. The certification requirements for individuals to obtain the nationally recognized CDA (Child Development Associate) Credential were changed. This course was changed to reflect the changes occurring in the field. Presently under review is the deletion of ECD 275, CDA Credential Renewal, based upon changes in the CDA Credential renewal process. CDA Advisors no longer need to provide as many hours in assisting CDA individuals to prepare for the renewal process. Course outlines are changed as texts are revised.

The Early Childhood Development Advisory Council was restructured in 1988 to include representation of different aspects of the early childhood field.

Its members have assisted in planning, recruiting and evaluating the ECD program. They have also offered assistance, when needed, in upgrading the Education program to better meet the needs of students.

(See **Appendix& Early Childhood Advisory Council**)

Articulation with State Universities has resulted in the ECD modules and courses transferring as electives. During the Fall of 1995 and the Winter of 1996 a state wide sub articulation committee met specifically to deal with the issues of early childhood programs at the community college level. These meetings have resulted in increased communication with the education departments of the universities as to the needs of the early childhood community in the State of Arizona. Although it is felt to be a legislative issue, there has been an increased awareness of the strengths and needs of early childhood students at the community colleges.

Course duplication does not exist with other NPC programs Due to the interrelatedness of the Education and Early Childhood programs, some of the ECD courses are included in the EDU core and in the list of electives. There is duplication of modules in the cores of the five degree areas in the early childhood program, as the courses cover areas common to each emphasis area. These do not hinder the student from completing their emphasis area. All ECD modules not listed in a specific core emphasis area can be used to meet the ECD electives for the AAS degree in these four emphasis areas:

- 1) Preschool
- 2) Family Child Care
- 3) Before and After School Care
- 4) Infant/Toddler

There has been an increased demand for Academic Learning Lab courses throughout the locations serving early childhood students as they are required to complete ENG 101 and MAT 105 in order to obtain their CAS (Certificates of Applied Science). Due to the remoteness of the locations of the early childhood students, Academic Learning Lab courses have been scheduled in these areas to assist them as they work towards their CAS and AAS degrees. More English and math classes, as well as other general education courses need to be scheduled in the remote areas to facilitate students completing their educational goals.

Regionalization of programs by campus. The program specialist's office has been at the Painted Desert Campus since the Fall of 1988. This is centrally located to facilitate coordination of services to all of the areas served within Navajo and Apache counties, including the Navajo, Hopi and White Mountain Apache Nations. The Program Specialist maintains contact with the CDA advisors through phone calls, memorandums and site visits to where they are

advising students. An annual CDA advisor meeting is held each Fall, before registration and at the All Faculty Convocation in the Spring.

Logistics and the size of the area served necessitate the addition of two full time CDA advisor positions to instruct courses, to advise modules, and to recruit and train associate faculty (CDA advisors) to meet the needs of the early childhood community.

Academic Integrity and Level of Instruction

Early Childhood associate faculty (CDA Advisors) use a variety of teaching strategies to meet student needs. The success of the program begins with the registration process. The CDA Advisor meets individually with the intern (student) at their site of employment and discuss the intern's goal. Together they select courses to meet the student's needs and interests. The program is open-entry, open exit, and the instruction is delivered at the student's site of employment or at their volunteer site. CDA modules completion is based on demonstration of competency as well as meeting specific objectives, with a choice of activities. ECD students must be in settings with young children in order to meet these objectives. Once a month, or more often, clustered training are provided by the CDA Advisor based upon the modules students are enrolled in or based on student needs/interests. Often small groups are another way to facilitate peer learning.

Teaching strategies used to cover major areas of knowledge and produce desired student competencies. CDA module advisement includes three components: individualized instruction, observation of student's work with children, and discussion of student's progress. Each CDA Advisor is allowed flexibility as to the scheduling of the site visits based upon student and program schedules and needs. Clustered, group workshops are usually provided monthly, based on modules students are enrolled in or based upon student or program needs or requests. According to responses to question #15 in the ECD Instructor/CDA Advisor survey, (**See Appendix I: ECD Surveys**), there are many strategies that the associate faculty use to facilitate their students success:

- 1) the use of participatory or "hands on instruction"
- 2) modeling of expected practices by the instructor
- 3) use of additional supplemental handouts, videos
- 4) verbally going over sections in the modules and explaining concepts through simple examples
- 5) cooperative learning
- 6) using student's native language

The advisors facilitate student learning through encouragement while addressing the student's self-esteem and self-concept.

There is no particular required **core course sequence** for students when they are registering for ECD courses or modules with the exception of the ECD 250 and 251, Child Development I and II courses and for ECD 218, An Introduction to Mainstreaming and Remediation in the Preschool and ECD 219, Early Childhood Remediation. It is also recommended to the students that the three child development modules (ECD 147, 148 and 149) be taken in sequence as they progress from pre-natal through preschool age. Usually during the first visitation/enrollment visit the CDA Advisor will recommend the initial modules for the student to enroll in. Such as:

ECD 100	Healthy Environment
ECD 102	Safe Environment
ECD 115	Nutrition
ECD 120	Enhancing a Positive Self Concept
ECD 136	Understanding How Young Children Learn

The five modules listed above are thought to be very basic for a beginning student, but student's do have the final choice, depending upon their work setting and immediate training needs. Subsequent enrollments are based upon student choice as they work towards the Child Development Associate Credential, the CAS or AAS Degree. Enrolling in ECD 114, Beginning Mathematical Concepts, and ECD 116, Science and Discovery, in the same semester is usually discouraged due to the complexity of the modules and activities.

With the exception of the ECD core requirements for the EDU program, there is not any program and/or course duplication with other divisions or departments. The EDU core includes 7 credit hours of required ECD courses. There are an additional 8 ECD courses that may be taken as electives for the EDU Program for an AAS Degree.

The Early Childhood Development program is not regionalized by campus. The Early Childhood Program Specialist's office is located at the Painted Desert Campus which is a centralized location when the service area for early childhood is considered. In addition to serving early childhood settings in Navajo and Apache counties, services are also provided to three Indian Nations, Hopi (Coconino and Navajo Counties), Western Navajo Agency (Coconino and Navajo Counties), Chinle Agency (Navajo and Apache Counties), Ft. Defiance Agency (Apache and Navajo Counties), and White Mountain Apache (Navajo, Apache and Gila Counties). Two of the Navajo Agencies extend into Utah and New Mexico.

The approach to the Early Childhood Development Program is meant to be consistent, district-wide. However, in the student surveys (**See Appendix I: ECD Surveys**) it has been noted that some students indicated there are concerns in this area. It is being recommended that the hiring of additional full time faculty would help in ensuring consistency as well as the scheduling of at least quarterly meetings for the CDA/ECD Associate Faculty. Some inconsistency may occur due to the scheduling of the delivery system to meet the unique needs of specific programs requiring the training or limitations due to distance, low number of enrolled students and CDA Advisor overload.

Syllabi have been developed for all traditional, ECD lecture courses. Each of the ECD modules has the objectives and activities listed in the front of each module (textbook). These serve as the syllabi. For the ECD 270, CDA Assessment Preparation course, the syllabi is taken from the specific endorsement booklet from the Council for Early Childhood Professional

Recognition, Washington, D.C. i.e., **Assessment System and Competency Standards for Preschool Caregivers**. These booklets are obtained by the student directly from Washington as part of the assessment process.

ECD students **impact on other program enrollments/offerings** when they are seeking the CAS or AAS degrees. Many of the students require additional remediation in English and math before they enroll in English 101 and Math 105. For the more remote students this has been problematic due to the unavailability of basic skills or general education courses in their vicinity.

Student Outcomes Assessment

Specific Student Program Outcomes have been identified for each of the five emphasis areas in the Early Childhood Program.

(See **Appendix E: Vocational Program Outcomes**)

In order to keep accurate records of the program completer success a tracking system needs to be developed and implemented for both the CDA Credential and ECD graduation rates. Currently, there is not an official system, other than through monthly CDA Advisor reports, for the Program Specialist to know which of the ECD students receive their CDA Credential. The CDA Advisors are no longer involved in the actual assessment meeting with the National CDA Representative and it is up to the student to inform the college if they are successfully credentialed. There have been isolated instances where a student did not inform the college of being awarded the credential. There is also time delay of up to at least three months from the assessment date until the CDA candidate (student) receives a response from Washington.

According to the Vocational Program Completers Reports and Follow Up Reports (See **Appendix E: Vocational Program Outcomes**), there is the perception or preparedness of graduates as well as a positive student perception of the program. Of the 106 surveys collected during Spring 2001, 101 students or 95% of them indicated their educational needs were being met. 101 students or 95% indicated that they were able to practice what they were learning while only one survey indicated they often or usually did not.

(See **Appendix J: ECD Surveys**)

Since approximately 95% of the students who enroll in the ECD courses are already employed there is high employment for the students regardless of completion. Nationally, the Head Start Bureau had required that every Head Start classroom have at least one CDA teacher by 9-30-96. This mandate was then raised to each Head Start classroom must have 50% of classroom teachers with an associates degree or higher in early childhood education or related field by Sept. 30, 2003. These mandates have impacted enrollment and the numbers seeking both the CDA Credential and AAS/AGS degrees. Depending upon their source of employment some of the students opt to pursue a degree rather than the CDA Credential, especially since the Assessment Fee for the CDA Credential is \$325.

Since 1999 there has been a 33% increase in the number of student completers for the CAS, AAS and AGS degrees. In the years previous to the requirement of Eng 101 and Math 105 for the certificate programs, the completer rate was significantly higher; with approximately 1/3 of the graduating class each year being ECD students. For some ECD students the lack of availability of the general education courses close to their work and home locations impact whether or not they can complete the ECD CAS, AAS and/or AGS degrees. Additional efforts need to be made to recruit associate faculty for teaching the basic skills, English, math and

other general education courses in the outlying areas. If the courses were more readily available, the student completion rate would be much higher.

The 2000-01 enrollment/retention analysis indicates successful course completion for ECD modules ranged from 75% to 100%. The average success rate for modules was 95%. The NP :2 mean rate for the same period is 80%. The rate for completion of ECD internships is 50% while the completion rates for two and three credit hour courses range from 43% in the ECD 233 Internet course to 100%. These courses are usually provided on a campus or through the Internet rather than at the student's place of employment which may impact their ability to successfully finish.

(See Appendix K: Level I Data)

Faculty and Staff Characteristics

The majority of the CDA Advisors, including the ECD Program Specialist hold the nationally recognized CDA Credential and have had many **years of actual experience** in the early childhood field. Many of the CDA Advisors are ECD Program completers through NPC. One of the CDA Advisors and three of the ECD Associate Faculty members are Native Americans and work with their respective tribal group which has allowed much of the CDA modules and/or parenting classes to be taught in their native languages.

The majority of the associate faculty **participate in professional development activities** such as the following:

Annual All Faculty Convocation, NPC

Annual CDA Advisors training/meeting held each Fall at NPC

Statewide CDA Advisor's Institutes, sponsored and funded through Central Arizona College

Annual Early Childhood Fair, co-sponsored by White Mountain, AEYC, NPC, and Holbrook School District

Other annual AEYC conferences located in Flagstaff, Tucson and Phoenix, Arizona

Pre-services and In-services trainings/workshops provided by several of the Head Start agencies the advisors work with

Early Childhood Management Emphasis courses, NPC

Family Service Agency free training workshops

Child Care Resource and Referral (CCR & R) free workshops

The Program Specialist seeks recommendations and advice from the ECD Associate Faculty when **curriculum** is being considered, **developed** or specific training requests are received from agencies. Workshops can be tailored to meet these training requests.

Many of the associate faculty members serve in **consulting and committee work** with the agencies they work with **which strengthens their professional knowledge and skills**. Many of them belong to **professional organizations** in early childhood, such as Navajo Nation AEYC, White Mountain, AEYC, National Association for the Education of Young Children, (NAEYC), the National Head Start Association, and AzAEYC. A new requirements for

individuals wishing to renew their CDA Credential is membership in a professional organization. This would also apply to those associate faculty having CDA credentials.

Faculty staffing has been deemed to be inadequate. Currently the ECD Program Specialist is the only full time faculty member. Up until Jan, 1996, four CDA Advisors carried full time loads, but were officially employed by two Head Start agencies. NPC reimbursed the agencies based upon modules completed. In one area the termination of these two positions has resulted in no CDA enrollment for Spring, 1996. a loss of approximately 20 FTSE. Usually, two associate faculty members (CDA Advisors) per semester have carried over the maximum number of modules allowed by signing waivers. Many early childhood programs and family providers have not served due to the limited number or no advisors available in their area. Additional full time faculty positions are being recommended. In addition to advising of students in the ECD modules, the two additional faculty would coordinate services within their areas.

Student advisement has improved over the last couple of years due to the appointment of a campus advisor to work specifically with the ECD Program. This individual is an ECD completer and therefore is very aware of the program's uniqueness. She and the ECD Program Specialist make visits to clusters of ECD students for advisement as requested. Other college advisors/counselors have been gaining more knowledge of the program and help ECD students in their respective campuses and/or centers. Many of these individuals will call the Program Specialist for clarifications as needed. The CDA Advisors in the outlying areas, not close to a NPC location, advise the ECD students themselves. All of the outlying CDA Advisors have received specific training in college advising. Two of the CDA Advisors receive compensation from the Vice President for Student Services when they submit completed CAS and AAS contracts. However, there still are concerns in this area with some students still not receiving adequate advisement.

Resources, Facilities and Support Services

Currently the majority of CDA advisement is provided on-site at **facilities** provided by early childhood programs. CDA advising for family providers takes place in the provider's homes. Most of the traditional ECD courses are taught in NPC facilities, unless an agency has requested a specific course be brought to their location. For individuals, unemployed and desiring to enroll, sites must be located for them to volunteer. This is often inadequate in that the students are "extra" and not truly involved in the same extent as if they were employed. Also, there is no control over the quality of the supervision that the volunteer is receiving. It is recommended that a training/lab school site be developed by NPC to address these issues. An NPC child care center/child development lab could provide child care for both college students and the community as well as a "model early childhood program" that could be visited by ECD students from throughout the service area. An investment by NPC in a quality early childhood center would require increased **budget support** in facilities, staff and operational expenses.

The Early Childhood Fair has had to be moved from college facilities to a local high school due to the number of participants which has totaled as many as 270 participants during 1994. In 1996, 237 individuals participated.

Adequate equipment is available for the students. Audio-visual equipment, such as portable Tv/VCRs are available to those advisors located close to the ECD Program Office. However, transportation is an issue that needs to be addressed.

CDA Advisors mostly use their privately owned vehicles to travel often long distances to meet with their interns (students). They are reimbursed only 23 cents per mile, while the Federal Government allows 30 cents per mile. Many advisors travel in excess of 500 to 600 miles per month to meet with their students. An increase in full time faculty and associate faculty will require **budget** increases.

Additional time and support is needed for the **counseling and advisement** of ECD students in all locations. Although the CDA Advisors in the outlying areas do provide advisement to their interns, often it is not the same as if it were provided on campus. There are several areas outside of their responsibilities that they are not aware of and this sometimes results in confusion or missed deadlines.

The registration process for the CDA students is not handled in the same manner as other registration. The CDA advisors usually register their students at the student's site of employment. This is then forwarded to the ECD Program Specialist where the registration is processed by hand and then submitted to the Registration and Business offices.

Increased numbers of ECD students are beginning to take advantage of **financial aid support** available to them. CDA Advisors are providing financial aid packets to the students in the remote areas and encouraging them to seek additional funding to allow them to enroll in more units. Financial aid has proved to be of significant assistance to those individuals employed in day care centers or those who provide family child care and do not have agencies providing funds to cover college credits.

QUANTITATIVE FACTORS - STATUS AND ANALYSIS

The Early Childhood Development (ECD) Program has continued to be one of the top annualized FTSE generating programs at NPC according to annualized FTSE reports from the Research and Enrollment Management Department:

<u>VeAr</u>	<u>ECU) FTSE</u>	<u>RANK</u>	<u>TOTAL NPC FTSE</u>	<i>(21)</i>
1988-89	111.85	5	1,982. 62	5.6
1989-90	148.39	1	2,076.02	7.1
1990-91	131.58	3	2,201. 00	6.0
1991-92	129.95	5	2,243.00	4.4
1992-93	94.30	6	2,042.60	4.6
1993-94	121.28	5	2,293.33	5.3
1994-95	134.11	4	2,161.00	6.2
1995-96	128.32			
1996-97	125.27			
1997-98	107.25	5	2,301.37	4.7
1998-99	108.91	5	1,997.41	5.5
1999 Fall	37.20	12	1,444.47	2.6
2000 Spring	81.93	9	1,838.57	4.5
2000 Fall	85.73	6	1,875. 10	4.6
2001 Spring	81.13	7	1,990.00	4.1
2001 Fall	84.13	7	2,094.67	3.2
2002 Spring	129.53	4	2,037.70	6.4
2002 Fall	118.60	5	2,119.43	5.6

The decreases in the FTSE can be attributed to tuition increases, which the early childhood programs had to absorb immediately without agencies being able to adjust their training budgets. A one-year advance notice of financial change is necessary for agencies to allow them time to plan for their budget increases. During the Fall of 1999 the Program Chair was on Sabbatical, but only actually out of the office 19 work days. There have been discrepancies in the figures reported for that semester.

(See Appendix L: Enrollments, Retention and Grade Trends Data)

In analyzing the fiscal contribution between the last ECD Program Review (1994-95) and the last year the data is available (1998-99) the following results are noted:

<u>Item</u>	1994-95	1998-99	Difference
		01 6.91	+ \$375.610.90
ECD Expenses	\$ 561.504.36	\$ 925.548.16	+ 364.044.15
Contribution per FTSE	\$ 76.541.65 or 570.74	\$ 88,108.74 or 809.01	+ 11.567.09 or 238.27
# FTSE	134.1	108.91	(25.20)

Although there was a lower FTSE reported in 1998.-99, the operational cost per FTSE was less resulting in higher revenues per each FTSE.

Although there has been fluctuation in the FTSE each year, discrepancies have been found in the way FTSE is collected and reported. For example, Fall 1998 FTSE has been reported as 54.80 or 89.60, Spring 1999 as 37.20 or 93.60. A variety of head count and FTSE figures exist for ECD due to the methods of reporting and whether or not, short term or special workshops, seminars are included. Data collection is complicated by the open-entry, open-exit procedures. Full enrollment is encouraged each semester by the 45th day, but there are many enrollments that take place and are reported after that date. These late registrations are reflected as short term FTSE which is not reflected in the semester reports and since there are no longer annualized FTSE reports being generated they no longer seem to be reflected anywhere. Therefore it is difficult to analyze just what is happening with enrollment variations.

PART VI - SUMMARY RECOMMENDATIONS

EVALUATION OF 1996 REVIEW SUMMARY RECOMMENDATIONS

HUMAN RESOURCES

<u>RECOMMENDATION</u>	<u>FINDING</u>
<ul style="list-style-type: none"> Expansion of program through hiring of full time faculty to serve the larger, more remote areas. 	Although there has been growth in the program, no additional full time faculty has been hired.
<ul style="list-style-type: none"> Expansion of program through the recruitment and hiring of more associate faculty to meet the training needs of all locations within the college's service area. 	Although the number of associate faculty have increased slightly, there is still an insufficient number of faculty to meet the needs of the early childhood community. Individuals who meet the educational requirements are working in the field and not available for providing daytime training.
<ul style="list-style-type: none"> Propose revisions for the method of CDA Advisor compensation and enrollment procedures, including travel. 	During the summer of 2002 a form was developed to clarify payment process for CDA advisors/Instructors which allows/encourages calculating payments more than at the beginning of the semester. CDA Advisors were put on the same pay levels as other associate faculty. CDA Advisors located near campus have begun to use NPC vehicles more personal vehicles.
<ul style="list-style-type: none"> Provide full-time clerical assistance and support staff to enable Program Specialist more time for delivery of on site services, recruitment of associate faculty, faculty and students, teaching and providing training and technical assistance 	For four semesters there has been a work-study for 11-15 hours per week during the fall and spring semesters. The ECD Lab Aide began working 8 hours per week during the Fall 2002 semester. This minimal additional assistance has enabled quicker processing of student module/text orders.

PROFESSIONAL DEVELOPMENT

<ul style="list-style-type: none">• Schedule quarterly professional development in-services for ECD Associate Faculty/Resident Faculty to ensure mutual understanding and equality in position expectations. i.e. monthly clustered workshops. number of required site visits, advising of students on <u>financial aid. degree planning.</u>• Develop a program of special seminars for professional development for early educators/child care providers using <u>professional consultants.</u>	<p>CDA Advisor meetings are now held at the beginning of each semester to clarify procedures and expectations. For three years. clustered workshops on modules with on-site follow-up were held for Ft. Defiance Agency staff and parents. CDA Advisors co planned and presented these sessions.</p> <p>Beginning in Spring 2000 four workshops per year have been provided by the Arizona Infant/Toddler Institute, two in Navajo and <u>two in Apache Counties.</u></p>
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STUDENT SUCCESS

<ul style="list-style-type: none">• Develop and implement a tracking system on students awarded the National CDA Credential, potential CAS and AAS Degree completers, and the general education courses needed in the remote areas not served by NPC Centers or campuses.	<p>Due to it being up to the student to disclose whether or not they are awarded the CDA Credential this has proven to still be a difficult task. A form was developed for reporting CDA Assessment Dates, which is completed by the CDA Advisor. The Registrar's Office submits lists of AAS, CAS and AGS completers. The new computerized degree audit has been helpful for students near campuses, and the Student Advisor assigned to the ECD Program still makes visits to outlying Head Start programs to review student status. The Program Chair continues to also provide this service as <u>necessary</u></p>
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FARIN CHILDHOOD CENTER

<ul style="list-style-type: none">• Develop and operate early childhood center to include:<ol style="list-style-type: none">1) Program Specialist's office complex2) A resource center3) Serve as a lab setting for ECD and EDU students. This would include financial support to maintain center.	<p>Financial support has not been provided to meet this recommendation</p>
--	--

COMMUNITY LINKAGES

<ul style="list-style-type: none">• Expand and continue to build existing partnerships with communities, tribes, early childhood and other related programs to strengthen services for staff, parents and young children.	<p>As new programs have been developed, efforts have been made to provide staff and parent training and/or other related services. For example: 5 Navajo Early Head Start centers; several new Tribal Child Care, FACE and BABY FACE programs (Leupp, Pinon, Greasewood, Saba Dalkai, Cottonwood, Hunter's Point, Karrigan Child Care Center), Public School Pre-schools/day care centers; (Holbrook, Blue Ridge High School); Hopi Child Care; White Mtn. Apache Division of Early Childhood. The ECD Program co-sponsors network meetings with CC R & R and SUCCESS, a new statewide credentialing/certification system. NPC and NACOG Head Start operated the Holbrook Head Start Extended Day Child Care Program from June 1998 to September 2002 to provide after school child care to <u>eligible head start families.</u></p>
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2002 RECOMMENDATIONS

The Early Childhood Program has still proven to be a strong program which has met the needs of students and programs/agencies involved in the care/education of young children.

The 2002 Review has also clarified the need for additional full time faculty positions as well as the need for more associate faculty to serve the larger, more remote areas where it has been difficult to recruit qualified individuals for such positions

It is strongly recommended that the Early Childhood Development Program be continued, enhanced and financially supported at Northland Pioneer College.

The Early Childhood Advisory Council has recommended the following actions, based upon information gathered from students, associate faculty, and program administration:

HUMAN RESOURCES

- Expansion of program through hiring of full time faculty to serve the larger, more remote areas.
- Expansion of program through the recruitment and hiring of more associate faculty to meet the training needs of all locations within the college's service area.
- Provide full-time clerical assistance and support staff to enable Program Specialist more time for delivery of on site services, recruitment of associate faculty, faculty and students, teaching and providing training and technical assistance.

PROFESSIONAL DEVELOPMENT

- Continue to schedule professional development in-services for ECD Associate Faculty/Resident Faculty to ensure mutual understanding and equality in position expectations, i.e. monthly clustered workshops, number of required site visits, advising of students on financial aid, degree planning.
- Continue to develop special seminars for professional development for early educators/child care providers using professional consultants focusing on current needs of field.

STUDENT SUCCESS

- Develop and implement a tracking system on students awarded the National CDA Credential, potential CAS and AAS Degree completers, and the general education courses needed in the remote areas not served by NPC Centers or campuses.

- Refine the registration process.
- Continue to implement the Marketing Plan to attract more students to attend on-campus courses. special trainings and/or institutes to assist in student's meeting their educational and professional goals and upgrading their skills.

EARLY CHILDHOOD CENTER

- Develop and operate early childhood center to include:
 - 1) Program Specialist's office complex
 - 2) A resource center
 - 3) Serve as a lab setting for ECD and other students in related areas of study.

This would include financial support to maintain center.

COMMUNITY LINKAGES

- Expand and continue to build existing partnerships with communities, tribes, early childhood and other related programs to strengthen services for staff, parents and young children.

APPENDIX G

Early Childhood Advisory Council Membership Listing

- By -Laws
- Work Plan
- Meeting Minutes

- C. Subcommittees may be of any size, but usually will number three (3) or four (4) members each.

BYLAWS
PAGE TWO

- D. Council's subcommittees will elect their own chairs.

III. *Officers*

- A. Officers will be elected by a simple majority. Officers will serve a two-year term and may be re-elected.
- B. Officers will include two co-chairpersons, serving alternating terms and a recording secretary.
- C. Officers will be elected at the last meeting of school year as terms expire.

IV. *Membership*

- A. The Advisory Council shall consist of 15 (fifteen) members. Members will be selected and appointed by the ECD Advisory Council.
- B. Council members will constitute a cross-section of the early childhood/care community, including representatives from White Mtn. Apache Head Start, Navajo Nation Head Start (Central, Chinle, Western Navajo, Ft. Defiance), NACOG Head Start, Hopi Head Start, licensing agencies, for profit and for non-profit child care providers, primary schools, high school child care programs, early intervention, support programs and tribal child care programs.

V. *Member Responsibilities*

- A. Each member is expected to attend ECD Advisory Council meetings and to participate in Council activities.
- B. Each member is expected to study the issues or problems which come before the Council in order to contribute to the resolution process.
- C. Each member is expected to notify ECD Program Chair of their intent to attend or delegation of proxy at least five (5) days prior to meeting.
- D. Members who are absent from three successive meetings will be considered to have resigned their seat. Written notices of extenuating

MEMBERSHIP
EARLY CHILDHOOD DEVELOPMENT (ECD)
ADVISORY COUNCIL
2002-2003

Jimmie Attakai
Head Start Director
Chinle Agency
P. O. Box 180
Chinle, AZ 86053

Francis Begay
Head Start Director
Western Navajo Agency Head Start
P. O. Box 157
Tuba City, AZ 86045

Sadie Burnette
Executive Director
Early Childhood Division
White Mountain Apache Tribe
P. O. Box 1299
Whiteriver, AZ 85941

Marla Cassidy (Co-Chair)
Preschool Special Needs Teacher
Holbrook Public School District
P. O. Box 640
Holbrook, AZ 86025

Margaret Celix
Child Care Resource & Referral Specialist
P. O. Box 1887
Claypool, AZ 85532

Gloria Chee
Parent Educator, Baby FACE Program
Leupp Schools, Inc.
HC 61, Box D
Leupp, AZ 86047

Velma Kaytoggie
Child Care Program
White Mountain Apache Tribe
P. O. Box 1299
Whiteriver, AZ 85941

Darrell King
Head Start Director
Ft. Defiance Agency
P. O. Drawer 260
Ft. Defiance, AZ 86054

Bernita Kuwanivaya
Child Care Coordinator
Hopi Tribe
P. O. Box 123
Kykotsmovi, AZ 86039

Leah Mack
FACS Teacher
Blue Ridge High School
P. O. Box 794
Taylor, AZ 85939

Catherine Mulligan
Education Specialist
NACOG Head Start
119 E. Aspen
Flagstaff, AZ 86001

Lorraine Noline
Support Services Coordinator
Leupp Schools, Inc.
HC 61, Box D
Leupp, AZ 86047

Marilyn Parra
Early Childhood Education Specialist
Hopi Head Start
P. O. Box 123
Kykotsmovi, AZ 86039

Torn Platero
Deputy Director
Navajo Head Start
P. O. Box 3479
Window Rock, AZ 86515

Robert Zaccaria
Home Living Specialist
Seba Kalkai School
601 W. Elm St.
Winslow, AZ 8604

APPENDIX)

ECD Surveys

- Student
- Associate Faculty
- Advisory Council

EARLY CHILDHOOD DEVELOPMENT PROGRAM A CONFIDENTIAL STUDENT SURVEY

Please circle or fill in the best answer for each item. Comments may be added to clarify any item.

INFORMATION ABOUT YOU:-

1. In what semester of your program are you currently enrolled? (choose one)

- | | |
|-------------------------|------------------------------------|
| A. First semester (24) | D. Fourth semester (6) |
| B. Second semester (52) | E. Beyond the fourth semester (13) |
| C. Third semester (4) | No answer (7) |

2. What statement best describes your reason for attending NPC? (choose one)

- A. Preparation for a job (15)
- B. Improve present job skills (53)
- C. Better my skills for college degree classes (10)
- D. Personal interest/improvement (7)
- E. Earn high school credits (0)
- F. Prepare for GED (3)
- G. Job requirement/mandated (16)
- H. Other (2) certification. AAS

3. What is the highest grade you completed in school? (please circle one number)

- | | | | | | | | | | |
|-----------------------|---------------|-------------|--|--|--|--|--|---------------|--------------------|
| | | | | | | | | (1) (10) (49) | (14) (17) (4) (11) |
| 2 3 4 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | | | | | | | |
| (elementary/Jr. high) | (high school) | (college) | | | | | | | |

4. Did you attend any school or vocational program after high school?

Yes (57) No (49)

If yes, what subject/field did you study?

- | | | |
|-----------------------------|------------------------------|--------------------------|
| -- Speech/Drama (1) | GED (1) | Associate Degree (1) |
| ECD (8) | Lib. Arts/Social Science (1) | Dietician (1) |
| Secretarial (10) | Electrical Engineer (1) | Nail Tech (1) |
| Medical Assistant (2) | Computer Science (3) | General Studies (2) |
| Nursing (5) | Business (3) | Veterinary Assistant (1) |
| Maricopy Skill Center (1) | Education (2) | Substitute Teacher (1) |
| Metalurgy (1) | Hotel/Tourism (1) | Massage Therapy (1) |
| Cosmotology (1) | Navajo (1) | Multi-cultural |
| education (1) | | |
| -- Elementary Education (7) | Commercial Art (1) | |

Which diplomas do you hold'? (circle all that apply)

- A. elementary school (21)
B. hiLth school (73)
C. GED (15)
D. Vocational training certificate (area)?
General (4)
Medical Assistant (2)
Nursing (2)
Clerical (6)
Computer Science (1)
Hotel/Tourism (I)

E. 2-year college diploma (degree?)
General (8)
AAS (7)
AA (7)

F. 4-year college diploma (degree')
General (4)
BA (3)
BS (2)

G. Other
MA (6)
PhD (1)
MS (1)
Certificate in Massage Therapy (1)
Substitute certification (1)
Veterinary Assistant (1)
Diabetes Assistant (1)
Dental Assistant (1)
CDA Certification (4)
Curriculum Instructor (1)
45 hr. entry level (1)
Vision/Hearing (1)
CDA (2)

Comments: -- Very happy to have Diane, she makes it all possible.
-- Great teacher
-- Received Heads Up Reading

6. Are your CDAJECD courses available and conveniently located? (circle one)

YES (93) NO (5) No answer (8)

Comments:

Love it!

CDA's done at home are so valuable to my future which extends to the children's future.

We spend more time with the children than in classrooms.

ECD Courses. not CDA.

CDA (not ECD)

In Shonto (2)

Working on CDA modules.

Located at my work.

Very happy to have Diane. she makes it all possible.

If Mary K. White didn't come out to the Extelded Day Care facility, I would not be able to do my required modules.

-- I appreciate the fact that I can study my courses at home.

-- **1** am more comfortable in a classroom setting with an instructor present (learned towards all modules). Prefer twice or three times a month.

Where do you receive CDA Module advisement? (Check one)

No answer (4)

at home 9 at preschool center 58

at day care center 11

at other location 24

Check location of CDA trainee/advisement:

Bird Springs _____

Black Mesa _____

Blue Gap _____

Cameron _____

Chilchinbeto 1

Chinle 1

Chinle Valley _____

Cibecue _____

Cornfields _____

Cottonwood _____

Cowsprings _____

Del Muerto _____

Dennehotso 1

Dilkon 1

Forest Lake _____

Ganado 3

Gap _____

Greasewood _____

Hard Rock _____

Heber _____

Holbrook 1 4

Hotevilla _____

Houck _____

Inscription House 1

Jeddito _____

Joseph City 1

Kabieto _____

Kaventa 1 1

Kearns Canyon _____

Klagetoh _____

Kykotsmovi 1

Lakeside _____

Le Chee _____

Leupp _____

Low Mountain 1 1

Lukachukai _____

Nlane Farms _____

N Icnary _____

Mexican Hat. UT _____

Mexican Springs, NM _____

Moenkopi 2

Montezuma Creek. UT _____

Monument Valley. UT _____

Navajo Mtn. _____

Navajo. NM _____

Nazlini _____

Pinetop 2

Pinon _____

Polacca 1

Red Lake _____

Rock Point 6

Rough Rock 4

Sanders _____

Sawmill _____

Second Mesa 2

Shonto 1

Snowflake _____

Springerville 1

St. Johns 5

St. Michaels 1

Steamboat 1

Tohatchi, NM _____

Tonalea _____

Tonali Lake _____

Tsaile 1

Tselani _____

Tuba City 6

Twin Lakes _____

Whipporwill _____

White Cone 1

Whiteriver _____

Wide Ruins _____

Window Rock _____

Winslow 2

Other Show Low 13

Red Mesa 7

Mail _____

Teesto _____

- | | | | | |
|------|------------------|----------------|-------------------|---------|
| [CC | 8Heber | _____St. Johns | 1None | 3_____ |
| PDC | 4Kayenta | 16Whiteriver | _____Not enrolled | 1_____ |
| SCC | 2Hopi | 13Shonto | 3No answer | 44_____ |
| WNIC | 11Sprinizerville | _____ | | |

- | Weekly <u>45</u> | Every 2 weeks <u>47</u> | Other: Just started (1)
3 times in 2 months (I)
Other (3)
No answer (2) |
|------------------|-------------------------|--|
|------------------|-------------------------|--|

- My advisor always has wonderful/helpful information.
- A question about things that I don't understand.
- Her biweekly visits are extremely valuable to me and my profession.
- Yes, with other classes I'm taking.
- Never have enough time.
- She is wonderful.

- | | | |
|----------------------|--------------|-------------------------|
| Where? Snowflake (1) | PDC (5) | Rock Point (1) |
| Ganado (3) | Red Mesa (2) | Rough Rock (2) |
| Flagstaff (4) | Show Low (3) | NPC (1) |
| WMC (1) | Kayenta (5) | Jeet'heez'a Academy (7) |
| No answer (16) | | |

Have my CDA, renewed in Dec., doesn't expire until Dec 06.

17. Do you feel that you received a good orientation about the course; module expectations and requirements?

YES (91) NO (5) No answer (7)

Comment:

-- Kathy explains what needs to be done and when it needs to be done.
Mary K. White is very thorough.

18. Did you receive a course syllabus/study guide for each 2- or 3-credit hour course you are studying?

YES (74) NO (20) No answer (12)

19. Is the ECD/CDA Program well organized?

55 always 38 usually 4 often not 1 usually not No answer (6)

-- Files are lost, my check getting lost

20. Does the Instructor/CDA Advisor facilitate your learning?

82 always 18 usually 2 often not _____ usually not _____ No answer (4)

-- She is super!

21. Is the ECD/CDA Advisor/Instructor knowledgeable in the early childhood field?

86 always 16 usually I often not _____ usually not No answer (3)

-- She is phenomenal!

22. Do you receive individualized attention when you need it?

80 always 18 usually 4 often not _____ usually not No answer (4)

-- She makes sure I have enough time with her.

23. Does the ECD/CDA Advisor/Instructor seem interested in your success?

83 always 18 usually 1 often not _____ usually not No answer (4)

-- She is a great instructor and knows how to give constructive criticism.

24. How would you rate ECD/CDA Modules?

72 excellent 29 good 2 fair 1 poor No answer (3)

25. Are modules (books) and course textbooks fair to both men and women. ethnic groups and social groups?

___ always 28 usually I often not ___ usually not No answer (5)

26. Are modules and textbooks current and meaningful to the early childhood field?

74 always 26 usually I often not usually not No answer (5)

27. As a result of completing your module, are you able to apply what you learned in your work setting?

69 always 32 usually I often not usually not No answer (4)

28. Are reference materials available and conveniently located as needed?

49 always 47 usually 4 often not usually not No answer (6)

29. What are the strengths of the ECD/CDA Program? No answer (17)

There's a wide variety of subject areas.

Excellent/Quality training that I would otherwise be unable to get — Teacher and material is excellent!

It gives me the knowledge to understand the children around me.

They help you to learn to help the children, and give you the time to do it at home so you can focus 100% on the learning of the child.

I learn how to use the information in the book. Asking questions when Kathy comes to grade books. Getting straight answers.

The strengths I have found belong to the advisors who are willing to help with answering, questions and giving freely with their time to educate students.

The cluster trainings give more insight about the Early Childhood modules.

It keeps me on the ball, I can't fall behind.

Lots of support from staff and advisor which has been tremendously helpful.

Working with children.

We learn a lot from these modules about working with Head Start centers.

I just started at NPC.

I don't have anything to compare it to. But I enjoy the fact that you can work at your own pace. This is great!

Having it nearby is a convenience and having somebody in town to grade us. Being able to learn about children is great.

Having courses close by (NPC).

They apply to the classroom.

Individualized, relevant, flexible.

Learning and doing homework at your own pace. The advisor explains things that you don't understand and makes it clear.

They have helped me understand and work at my own pace, and have the modules to refer back to.

I learned a lot in this book. It helps you when you working with young children. especially

these children. what to expect from them.

program is very good. especially when you are working with children. How to handle kids that are hyper and kids that don't get along with other kids.

on time with books.

The CDA instructor comes to your job site. which is so convenient. And, the instructor is excellent! Plus, the workbooks are easy to understand and it has a lot of valuable information.

Their books have lots of good information for the job I'm currently in now. The books and the instructor are real helpful.

Because of the one on one instruction with Mary K. White, the course is geared in such a way that I learn more, and the information is staying with me. I have been in lab and classroom settings and have not learned as much as I do with Mary K. White's instructional methods.

Learning all kinds of new stuff.

Teaching is hard to do.

Different modules are strengths of the ECD/CDA program. I learned a lot from it.

I have been satisfied with the way the program is set with my doing modules here at home.

I work at my own pace, although I need to better my study habits. I have learned a lot through this program and I value what was brought to my attention. I wish to better myself working with children.

We can do the CDA modules when we have time. If we need help we can call our advisor if there are any questions.

Having a good and informative instructor helps in learning and helps me to really understand what I am working on. The books—courses are very good.

The program early childhood is good to take and keep yourself going to get your CDA. Strengths are geared towards self skills in Early Childhood and implementing them in the work area.

To help me what I need to know in the classroom setting and how to help children. Also to help with my credit toward a AA degree in the future in early childhood.

Preparing and doing different activities.

Modules bought by high school, good advisor/FSC.

We use what we learned to get us ready for the monitors and to regulate the program.

Making materials for the children in the center and home. How we can implement this [with](#) our program.

We get help from our advisor and she sits down with us and we get a lot of encouragement from her.

Setting up the activity and making up my own activity and put it in my lesson plan.

I am working with the homebase program and my strengths are to make more learning materials.

The class is working together to meet one common goal.

CDA programs has given a lot of lesson and it has given a lot of ideas to work with a children. I have learned a lot from CDA and its fun being in here.

Objectives; Activities outline.

Centrally located in a school environment: large group/more discussion. active group enjoy each other company.

The program helps us to improve our job skills, so that we become better teachers as well as better parents.

Working with kids at the center.

CEDA has help me to become better teacher to my children in classroom.

Class is different and very informational and the activities that the Advisor has, the modules are very interesting.
advisement and the expenses.

- Proportion of hooks, expenses: meeting with advisor weekly; conveniently located.
- All classes, modules are at own pace, advisor present for assistance.
have instructors that come out to your sites.
- The program is excellent for educator and parents for better understanding of young children and infant.
- I have found that each module has valuable information and it is helping me a lot. It teaches the basic of teaching, children.
- It teaches you the basic learning of early childhood. It also helps me in my 13 functional areas. It helps me teach my own children better and make me a better observer.
- Provide a hands-on activities, integrated into your classroom, course is easy to read and understand.
- I have gained a lot of knowledge about working with students in an early childhood setting. The modules are very informative and examples given are very helpful.
- The class is at my work site. I learn about early childhood. The program is very educational.
- It made me a better person, as a teacher, and how to go about to keep my students and family healthy.
- We have learned a lot from this course. It's helping me to become a better teacher.
- Classes are convenient on our school campus. Books are very explanatory and educational.
- Improve job skills, personal interest and improvement.
- I have learned a lot through this program. The work is challenging. I like that.
- It's really great program to get us our education on an individual on their own pace.
- Very helpful for early childhood education program.
- Very helpful — my education is being met in the Early Childhood Development program.
- Diane Alice.
- Come to us and not required to leave family to attend classes. Work at own rate.
- They help refresh and inform you of new materials. They are very informative.
- Very informative, easy to understand.
- Students receive individual attention. Our CDA advisor is very attentive to each student's needs which helps every student to succeed.
- We have plenty of courses to follow and learn from.
- It is helping me get the ideas and experience I need for the job.
Flexibility, individualism, support, direction.
Allows me to learn at my own pace.
- Makes us better able to serve the children's needs in a professional manner.
- It works with many areas, and spends plenty of time on each module explaining everything.
The flexible hrs., the helpful instructors.
I feel that it is a wonderful program. It gives students hands-on experience in the early childhood setting.
It is very useful to me, and I'm sure to others too. I like the ECD's, it's very convenient for us, out in the field (workplace). Whereas, it's like being in class and work. Easy to follow through, work at your own pace. It's the matter of time you work on it. But, it's very good! Excellent program.
Improving my skills for my job. Upgrading toward maybe a certificate or degree.

It can be done at the students pace and the context used:tried immediately in the classroom. The student doesn't need to spend extra time in a college classroom. The advisors come to yair work site/center. and assist you throughout your assessments. Most of all. give you individual help.
 Making sure that we get our books done, encouraging staff to get CDA.
 It helps understand working with children/parents. communities and staff. Understand the child growth. health. goals. needs.
 One to one with advisor. trainings provided. Discussion among participants.
 I think they are helpful to me and I got new ideas from the program.

30. What could be improved about the ECD/CDA Program to meet your educational needs?
 No answer (28)

Be able to get full college degree with these credits transferable if not already.
 Not that I could think of.
 More moduals offered at home and on the Internet.
 Continue taking classes to finish my CDA and getting my AAS in preschool education.
 I haven't been in the program very long but I can't think of any improvement for the program. I haven't found anything that doesn't help me so far.
 None.
 Nothing I could think of.
 More time — not rushing through some of the activities because of a time limit.
 Have more workshops for the programs.
 Need more additional cluster training, to where we all share each other ideas and handouts.
 I just started at NPC.
 More time spent with students.
 Nothing.
 More classes to be offered.
 Follow-up program related to the first class offered.
 More advisors.
 I feel that the program is great and I don't think anything needs improvement.
 Nothing. These modules have a lot of information. Help you when you are handling kids.
 Really nothing this course was going its understanding. Really helps you.
 More information to help obtain GED.
 Maybe it would be helpful if we could have at least one or two class/session within a month period.
 Nothing.
 I do not think that anything needs to be improved.
 To have class and talk about our early childhood.
 None.
 I am certified with the program.
 A few workshops could help me have a better understanding of the concept of modules.
 Also someone to let us know where we stand with modules. Someone we could easily meet with.
 Maybe more CDA modules about math. English and all the basic classes needed to become a AA. I like to study in the books at home and having my instructor meet with me \ eekl■.
 I need to take more modules to get my CDA and push myself to complete it.
 Fairness *vice versa* from advisor to student and from student to advisor. Understanding among one another.

- Keep having these modules classes and it's easier for me to do it as a group.
- he in same topic - section - page.
- I fire at least 3 advisors.
- We could improve the program with more CDA advisor.
- Can't think of any thing. now.
- I like the program. No needs. Just keep it up.
- I think the improvement would be that we need more books available to other interns.
- I wish we had more time to work on module activities.
- To discuss my objective/activities with my advisor privately: and, for her to pay attention to my needs; and to provide assistance: without, the whole class listening.
- All of the needs are met. No comments.
- Individual help from advisor.
- I would have liked to have the class in a regular classroom and to make the class more productive. I would like to view more information on a VCR tape.
- Provide more classes in Chinle, sub office in Chinle.
- Doing advisement on one to one. not in a group session (on modules completed).
- Advertising for classes/courses: doing or showing examples, giving ideas.
- Provide more activities during instruction.
- The program could be improved for teachers that work with older students and program available for parents.
- All parents and anyone who works with child should take these classes to better understand them and become skillful.
- Complete all the CDA modules.
- Instructor could come out at least twice a week - 4 hrs. a week.
- It would be good to have more than two hours a week.
- More time with the advisor.
- Take more early childhood classes.
- Add more time than 2 hours a week.
- More one on one and group discussions, this is being done.
- Don't think that there is no improvement needed at this time.
- I feel they're fine. Its been great!
- Improve and update older modules.
- I think it's great.
- Proper printing of modules.
- I feel it is very adequate as it is now.
- None.
- I wish the program could expand to other areas of study.
- More time with advisor.
- Nothing. I believe everything is going good and it is very convenient.
- Nothing.
- More of it.
- For the advisor to tick to her schedule on a regular basis.
- I have no comments!
- Can't think of anything now.
- The ECD/CDA program is an excellent program. I really think there's no need for improvement.
- None. so far.
- Provide classes close by.
- To meet with advisor often.

.. \ditionai comments:

- [hank for this program!
CD.A. ECD home courses are so important to our future and childrens future. It really needs to be kept in place. It encouraues and not discourages.
- The advisor we have is very good and we need these classes to get information on certain subjects. I really enjoy taking classes in the CDA.
- I have tbund only good in this program, because I have learned so much from these courses. I thought I knew all about children but I have been taught so much I was not aware of. This I am thankful for.
- I have enjoyed this experience greatly and have come to realize this is what I really want and enjoy doing — working with children.
- Please keep us posted.
- Need someone to be more responsible for our lost files and money orders.
- These modules are great!
- Alice Knight — You're doing a great job. Keep it up.
- Just want to thank advisor for helping and answering any questions.
- I am so very thankful and greatful for the opportunity to have Mary K. White as my instructor. Her ability to convey an idea to me is wonderful. She doesn't provide the answers—but she sure does provide the right questions to me so that I may figure out my own answer.
- I like all the modules that I took so far. They are good modules.
- Thank you.
- Sometimes I find these course's a little difficult, but I always manage to get thru them.
I've really learned a lot of child development. I'm very grateful to be taking these courses.
- Thanks Julia and deep doing the module classes.
- Start/begin all at same time.
- We need a permanent building where we can meet for our classes.
- Everything is improving. I enjoy my CDA modules.
- The instructor is very exciting.
- I like taking the class and I enjoy learning more about working with children and little kids in a classroom setting.
- I enjoy reading the modules.
- I'm enjoying my class.
- I think that all parents and all people that work with children need to take these modules.
- We are fortunate to have Mrs. Hanley come out to teach CDA.
- Any person working with children should take this class to become a better teacher and build a good foundation for the children.
- All parents or anybody that's working with children should take this class (Early Childhood courses).
- Workshop to be closer to work sites.
- Program is well organized.
- Diane Alice is really helpful and great encouragement. She works well with me and a great advisor. Very caring and really wants you to get your education.
- Diane Allee is the greatest CDA advisor.
- Diane Alice is very kind and caring person. She is a great advisor. Also very helpful.
- Diane Allee is an excellent advisor! Has been a major support to our center!
- I have great experience and learned so much new information to apply to my job skills.
I am very grateful for this opportunity.

Diane Allee is a wonderful advisor with her caring and encouragement. I have been able to excel in all my classes. I have completed my CDA and 2 .AAS degrees. Thank you. The CDA program helps me as a teacher. as a resource for my parents. and myself as a parent.

I enjoy the samples in the back of the book that help explain the subject matter.

As tbr now \PC is doing great for me.

Nu comments at this time

CONFIDENTIAL CURRENT/PAST ECD INSTRUCTOR/CDA ADVISOR SURVEY

Please select the best answer for each item. Comments may be added to clarify any item.

Are you currently or were you employed by NPC as:

ECD Instructor 10

CDA Advisor 10

Other faculty. ECD Lab Aide (5 hr./wk), LAN. EDU

2. Please identify which subject area(s) you teach?

CDA modules 9

ECD courses 7

Other 4 Learninu Contracts: LAN 160.161.260. EDU: Heads Up Readimz

3. Please indicate with which other programs, organizations or project(s) you were or are currently employed:

Child Development I

Head Start program

NAEYC

Center Manager

Ehmkes Childhaven Preschool Asst. Director

Teach public school-special needs preschool

Child Care Director, PT Community College

Instructor. Juvenile Probation Officer

Holbrook Unified School District

Preschool teacher, Director of 2 preschools

ASCB, LAN for NPC

Blue Ridge High School, Fashion Apparel/

Clothing Construction Teacher

Currently retired

Coconino Community College (ECE).

Central AZ College (ECE), Private

Consultant (ECE)

4. Please indicate how many hours per week you teach/advise Early Childhood modules,' courses?

0 0

1-5 4

6-12 3

13-19 3

20-29 2

30-40

We all put in more time than we get paid for.

Varies each semester depending on # of students/interns, location of sites. of modules to be taught.

5. What is the primary reason that you have chosen to become an ECD Instructor/CDA Advisor?

-- I enjoy teachino. adults.

Wantini2 to impact quality of services for young children.

help children have the hest leaninz environment and trained teacher possible.

- StuJents in Whiteriver need an advisor.
help in:. staff.
- Too 'bus\ now.
- Share what I know with others, as well as learn more about Early Childhood myself. Help students feel good about themselves and the children they work with.
- Nly education, experience, personality and the job flexibility make it the career choice that suits me and I find the demands interesting and challenging.
- Enjoyed early childhood, child development issues.
- I enjoy teaching.
- _To make classes available to Head Start teachers and Holbrook High School students.
- I believe the delivery system of NPC's program best fits the needs of our students. As we are a rural area, students cannot get to a campus for "traditional" deliver\.. The [CD program is a sound. current and flexible program. EXACTLY what the community college role should be for all students.

6. What do you like best about teaching/advising in the ECD Program'?

- I like the interaction between adults.
- Working with the girls.
- Working with **students and Claude Endfield.**
- **Flexibility, seeing growth in ECD students.**
- **Its flexible and helps the student on their job. You are about to see and correct deficits at the time.**
- **I like working with the students.**
- **Allows staff to get ideas and experience while working.**
- **Watching the students become more knowledgeable, competent and confident. Observing changes in programs as they become more positive.**
- **The individuality of the program.**
- **The ability to affect how teachers work with children.**
- **The competent, talented, interesting people I meet and I have the privilege of working one-on-one with each semester.**
- **Working with teachers, young adults and children.**
- The diversity of **students. Ability to set my own schedule. The scenery!!** The validity of the curriculum and delivery system! **Outcomes are immediately** observable. Student feedback is immediate.
- **It's student motivating and gives flexibility to the student. They are able to use the information in a concrete manner right away.**

7. What do you like least about teaching/advising in the ECD Program'?

- Travel, not enough advisors, **non -support from early childhood** program (i.e., Head Start) administrators.
- All the paperwork.
- Chasing down students to try to meet with **them, poor quality** of work and incompleted modules. Verifying rosters.
- I teach over video system. I miss face to face contact with students. Technical problems sometimes frustrating.
- Waiting to begin the semester, i.e.. grades to be sent to **student so** they can receive fundinL: (N.A.C.O.G.) or authorization to send modules. Grades need to be recorded accurately and sent out quickly.

fill the modules at the end of the semester to grade.

students lack of responsibility to complete work.

The poor attendance of students. Have to repeatedly ask for assignments and work to be handed in. Having tapes not work like they should.

Have to travel.

What kind of staff development and/or training have you had to prepare you for a position as NPC Associate Faculty'?

Mostly experience teaching at all levels.

-- Community College lifetime certification.

-- Too numerous to list. 28 years experience in field.

-- BA with minor in Early Childhood Education and CDA certification.

-- 2 associates in ECD.

-- Training & twice yearly, with director.

-- I have a Masters and 56 credit hours in Education.

-- MA-Child Development. 20 years of experience working in the field of early childhood.

-- In the beginning (1979), I received training at workshops given by Central AZ College.

-- Too numerous to name.

9. Have you had previous teaching experience in adult education'?

-- Yes, with NPC and Dine College

-- No

-- TLC

-- No

-- No

-- Yes. NPC and Project Wild through the AZ Game & Fish

-- Taught 14 years with NPC

-- Not formal education. I have worked with adults throughout my career and in my church.

I have taught (presented) at many Early Childhood Fairs.

10. How would you rate the working conditions?

Poor

Adequate 1

Fair 2

Good 5

Excellent 3

Outstanding 1

Comments:

-- Need more vehicles. more advisors, on-campus child care as a lab setting. office supplies. offices in centers.

-- Claude Endfield has the personality, education and experience in Early Childhood Education to make the ECD/CDA program a very positive and rewarding work environment for the program participants.

-- Claude is great! The college has a lot of problems.

-- The chairs at the Head Start are short and hard! There is no TV at the Dilkon Head Start so I have to carry one with me.

flow could our working conditions be improved?

- EaSir says to get textbooks since I am not near one of the centers.
more assistance.
- Access to postage for mailing information to students, knowledgeable people running the front office at each site.
- I have no problem with working conditions.
- When we take classes to the communities we need to be appreciative of the facilities available.

12. Is NFL's Student Evaluation of Instruction applicable and useful to you?

Yes 7
No 4

Comments:

- I don't know exactly what this is talking about.
- Definitely an improvement over previous years.
- I really appreciated the new forms – it seemed that students seemed to understand and could respond to them.
- We have to hand deliver the evals to each student and then pick them up later because waiting for 25 students, all in different locations, to fill out their evals. Would take hours! Then, we only get a few returned.
- Re: S.E. Form #F15387-NPC. I believe the "newest" student evaluation better reflects CDA program.
- It is too much of—do you like the teacher.

13. What process is available to you to discuss concerns or issues about the ECD Program?

- Only by using the phone—and hard to get to phone and get through to anyone for answers.
- Personal contact through telephone or in person, two meetings each year.
- Call Claude Endfield.
- Call Claude.
- Easy access to Director in Holbrook.
- Claude is available and supportive as needed.
- I call and speak w/program coordinator. Claude Endfield. I know she also would be willing to meet with me person to person. anywhere or anytime.
- To call Claude – she takes care of her instructors and does whatever we need done to get our jobs done.
- However and whatever is needed.
- The Head of the ECD Program is readily available. She is a wonderful support system.

f r.lte rjlc2 pa`. cale

I',)or
)or

Fair
Good
FAL:client
(Outstanding I
No Response

What. in your opinion. would be fair?

- Paid by students enrolled not by student completers.
- Teachers need to be paid even for students who do not complete. The instructors plan and do activities for them. Some never drop so we go on planning for them.
- More pay for internships—same as modules.
- Getting an early raise.
 - I'm not sure what is comparable.
- Would be excellent if benefits were part of pay. I never have concerns for a raise. I am informed about a "raise" in pay at meeting with all advisors. Ms. Endfield looks out for our welfare as advisors/instructors.
- Not presently teaching CDA.
- An increase to ensure quality instructors—at least 10% increase.

15. What is your primary style of teaching/advising?

Direct Teaching – discussion – student reporting.
Hands on. modeling, one on one or clustered by topic.
One on one – providing additional information to back up book work. Observing and discussion things that are happening in the classroom and all of it done in the same way.
Lab setting twice a week works well. Observations on site as needed.
Students are adults. They come to me, use a lot of open discussion.
Individualized instruction and feedback on each module.
I listen, respond to the student/intern questions. Observation at work site. Check their written work, probe their minds to evaluate their competency in subjects.
One on one and seminar.
Lecture. discussion, relevant assignments.
Working with the students so they understand what they need to do.
Hands on and interactive. Students have a wealth of knowledge – we need to cultivate and nurture what wisdom they possess.
Fm flexible. I try to do what the situation calls for: Show videos, do discussion. I also do direct teaching, lectures, co-reading. answer questions, check work and record keeping.

16. What improvements to the program do you feel should be addressed by the program chair or division dean?

- \lore associate faculty. on-site campus child care center. higher travel reimbursement.
- I believe that organizational meetings need to be mandatory. All of ECD & CDA advisors need to know paperwork and all of it done in the same way.

-- Better pay.
 \ lore assistants to the department heads.
 -- An assistant for Claude!
 -- I feel the program is adequate. The program chair could use more office help or an assistant. She covers a vast area for one person.

excellent 7 good 1 fair poor

Some are dated; but the theory is still valid and sound. Very little materials on computers and children — maybe one module on Technology and the young child.

5 always 8 usually often not ____ usually not

-- A module is also available -sex equity" #138.

3 always 10 usually ____ often not ____ usually not

-- The students/interns always find suggestions, ideas, techniques and basic CDA philosophy to be extremely valuable and helpful in their daily jobs — tools of the trade! As an instructor I make note of any issues that need to be discussed/updated.

Thank you for your assistance.

APPENDIX K

Level I Data

1998-88 PROGRAM REVIEW DATA CYCLE

**PROGRAM CONTRIBUTION
(+ OR -)**

PROGRAM	1998-99 FTSE	1998-99 TOTAL COSTS (Includes Indirect costs)	TOTAL COSTS PER FTSE	1998-99 REVENUE	1998-99 REVENUE PER FTSE	PROGRAM CONTRIBUTION (+ OR -)	PROGRAM CONTRIBUTION PER FTSE
ACJ	46.13	\$389,716.04	\$8,448.21	\$399,312.22	\$8,656.24	\$9,596.18	\$208.02
AGR/TURF	3.44	\$31,198.34	\$9,069.28	\$34,345.70	\$9,984.22	\$3,147.36	\$914.93
AIS	89.05	\$831,367.50	\$9,335.96	\$769,255.93	\$8,638.47	462,111.57	-\$697.49
ANT	22.60	\$172,107.49	\$7,615.38	\$194,357.36	\$8,599.88	\$22,249.87	\$984.51
ART	60.22	\$481,117.18	\$7,989.33	\$518,918.40	\$8,617.04	\$37,801.22	\$627.72
AUT/SER	8.07	\$50,338.00	\$6,237.67	\$69,983.97	\$8,672.12	\$19,645.97	\$2,434.44
AVI	4.00	\$30,830.68	\$7,707.67	\$34,247.32	\$8,561.83	\$3,416.64	\$854.16
BIO	53.80	\$524,382.95	\$9,746.89	• \$467,221.45	\$8,684.41	457,161.50	-\$1,062.48
BOC	90.57	\$649,766.78	\$7,174.19	• \$779,554.94	\$8,607.21	\$129,788.16	\$1,433.01
BUS	93.58	\$816,347.86	\$8,723.53	\$804,774.05	\$8,599.85	-\$11,573.81	-\$123.68
CHM	12.53	\$131,139.13	\$10,466.01	\$108,284.73	\$8,642.04	-\$22,854.40	-\$1,823.97
CIS	132.42	\$1,083,519.06	\$8,182.44	\$1,147,927.53	\$8,668.84	\$64,408.47	\$486.40
COR	0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
COS	27.03	\$255,059.30	\$9,436.16	\$240,885.26	\$8,911.77	-\$14,174.04	-\$524.38
CTP	19.17	\$227,210.99	\$11,852.43	\$165,200.28	\$8,617.65	-\$62,010.71	-\$3,234.78
DRF	16.54	\$131,808.23	\$7,969.06	\$142,452.67	\$8,612.62	\$10,644.44	\$643.56
ECD	108.91	\$925,548.16	\$8,498.28	\$1,013,656.91	\$9,307.29	\$88,108.75	\$809.01
EDU	30.72	\$219,760.08	\$7,153.65	\$263,019.42	\$8,561.83	\$43,259.34	\$1,408.18
ELC	8.35	\$70,924.21	\$8,493.92	' \$72,071.28	\$8,631.29	\$1,147.07	\$137.37

(Total, Personnel, Operating, and Capital Costs)

DEPARTMENT	FTSE	1998-99 YIELD PER \$1000		1998-99 YIELD PER \$1000		1998-99 YIELD PER \$1000 INVESTED OPERATIONAL COSTS	1998 -99 CAPITAL COSTS	1998-99 YIELD PER \$1000 INVESTED CAPITAL COSTS
		1998-99 TOTAL COSTS INVEST ED	INVESTED TOTAL COSTS	1998-99 PERSONNEL COSTS	INVESTED PERSONNEL COSTS			
ACJ	46.13	\$389,716.04	0.12	\$60,270.45	0.77	\$43,134.09		\$4,692.00
AGFUTURF	3.44	\$31,198.34		\$7,628.03		\$517.42	6.65	\$2,052.00
AIS	89.05	\$831,367.51		\$266,548.90		\$21,176.37	4.21	50.00
ANT	22.60	\$172,107.50	0.13	\$33,077.74	0.68	\$1,058.79	21.35	\$0.00
ART	60.22	\$481,117.18	0.13	\$99,638.00	0.60	\$9,149.50	6.58	\$4,692.00
AUT/SER	8.07	\$50,337.99	0.16	\$1,041.43	7.75	\$29.94	269.54	\$0.00
AVI	4.00	\$30,830.68	0.13	\$5,058.20	0.79	51,352.84		\$0.00
BIO	53.80	\$524,382.95		\$184,583.78		\$11,355.02		\$0.00
BOC	90.57	\$649,766.78	0.14	\$91,161.07		\$5,684.01	15.93	\$0.00
BUS	93.58	\$816,347.87		\$240,968.21		\$4,082.18	22.92	\$0.00
CHM	12.53	\$131,139.13		\$50,270.65		\$4,373.96		\$0.00
CIS	132.42	\$1,083,519.06	0.12	\$259,462.60		\$15,644.28	8.46	\$0.00
COR	0.00	\$0.00	No Expenditures	\$0.00	No Expenditures	\$0.00	No Expenditures	\$0.00
COS	27.03	\$255,059.31		\$82,816.69		\$7,226.90		\$0.00
CTP	19.17	\$227,210.99		\$80,301.75		\$29,878.12		\$0.00
DRF	16.54	\$131,808.23	0.13	\$23,494.66	0.70	\$7,338.36		\$0.00
ECD	108.91	\$592,548.17	0.12	\$173,177.67	0.63	\$87,484.75		\$0.00
EDU	30.72	\$219,760.08	0.14	\$31,746.38	0.97	\$470.86	65.24	\$0.00
ELC	8.35	\$70,924.21	0.12	\$17,528.23		\$2,419.98		\$0.00
EMT	42.79	\$341,989.59	0.13	\$70,120.84	0.61	\$10,639.65	4.02	50.00
ENL	132.00	\$1,176,486.08		\$368,469.52		\$2,168.44	60.87	\$0.00
FRS	11.53	\$96,191.67	0.12	\$22,786.13	0.51	\$3,015.93	3.82	\$0.00

1998-88 PROGRAM REVIEW DATA CYCLE

**PROGRAM CONTRIBUTION
(+ OR -)**

PROGRAM	1998-99 FTSE	1998-99 TOTAL COSTS (Includes indirect coats)	TOTAL COSTS PER FTSE	1998-99 REVENUE	1998.99 REVENUE PER FTSE	PROGRAM CONTRIBUTION (+ OR -)	PROGRAM CONTRIBUTION PER FTSE
ACJ	46.13	\$389,716.04	\$8,448.21	\$399,312.22	\$8,656.24	\$9,596.18	\$208.02
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AIS	89.05	\$831,367.50	\$9,335.96	\$769,255.93	\$8,638.47	-\$62,111.57	-\$697.49
ANT	22.60	\$172,107.49	\$7,615.38	\$194,357.36	\$8,599.88	\$22,249.87	\$984.51
ART	60.22	\$481,117.18	\$7,989.33	\$518,918.40	\$8,617.04	\$37,801.22	\$627.72
AUT/SER	8.07	\$50,338.00	\$6,237.67	\$69,983.97	\$8,672.12	\$19,645.97	\$2,434.44
AVI	4.00	\$30,830.68	\$7,707.67	\$34,247.32	\$8,561.83	\$3,416.64	\$854.16
BIO	53.80	\$524,382.95	\$9,746.89	\$467,221.45	\$8,684.41	-\$57,161.50	-\$1,062.48
BOC	90.57	\$649,766.78	\$7,174.19	\$779,554.94	\$8,607.21	\$129,788.16	\$1,433.01
BUS	93.58	\$816,347.86	\$8,723.53	\$804,774.05	\$8,599.85	-\$11,573.81	-\$123.68
CHM	12.53	\$131,139.13	\$10,466.01	\$108,284.73	\$8,642.04	-\$22,854.40	-\$1,823.97
CIS	132.42	\$1,083,519.06	\$8,182.44	\$1,147,927.53	\$8,668.84	\$64,408.47	
COR	0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
COS	27.03	, ... \$255,059.30	\$9,436.16	\$240,885.26	\$8,911.77	-\$14,174.04	-\$524.38
CTP	19.17	\$227,210.99	\$11,852.43	\$165,200.28	\$8,617.65	-\$62,010.71	-\$3,234.78
DRF	16.54	\$131,808.23	\$7,969.06	\$142,452.67	\$8,612.62	\$10,644.44	\$643.56
ECD	108.91	\$925,548.16	\$8,498.28	\$1,013,656.91	\$9,307.29	\$88,108.75	\$809.01
EDU			\$7,153.65	\$263,019.42	\$8,561.83	\$43,259.34	\$1,408.18
ELC				2,071.28			

APPENDIX L

Enrollments, Retention and Grade Trends Data

ENROLLMENT, RETENTION, AND GRADE TRENDS DATA
EARLY CHILDHOOD DEVELOPMENT (ECD)
 Level I Data for 2000-2001

All data is given in production terms. Production Headcount and FTSE refer to the data for the period of enrollment Act the passing of time in which a student may typically drop their course without a IT being posted to their transcript. This typically is the end of the fourth week of a regular semester or its equivalent

Departmental courses which are shaded indicate departments as a whole not meeting one Assessment of Student Academic Achievement Goal for their past production FTSE dale enrollment. That NPC assessment goal is That over 75% of students enrolled will successfully complete (grades A-0 or P) the course they were enrolled in (see column 11).

Departmental GPA Key: A = 4.0; A- = 3.7; B+ = 3.4; B = 3.0; B- = 2.7; C+ = 2.4; C = 2.0; C- =1.7; D+ =1.4; 0 =1.0; D- = 0.7; F = 0

1	2	3	Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 — #9 = 100%)								(#4 - #6 - #9 - #10 / #4)	
			4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including Ps) % and #		W Rate (Ws, WF's and WP's) % and # (no credit earned)		Letter Grades (A - F) Assigned (S, I, GPA)			'131 Grades Assigned (% and #)		• r Grades Assigned (% and #)		7 Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Courses) In The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5518	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513	3%	118	85%	2986	B	15%	527	0%	0	1%	49	95%
ECD 100	HEALTHY ENVIRONMENT	1	199	95%	189	5%	10	100%	189	B	0%	0	0%	0	2%	4	93%
ECD 101	CHILDS TOTAL LEARN ENVIRN	1	132	98%	129	2%	3	100%	129	B	0%	0	0%	0	0%	0	98%

1	2	3	Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								1	#4 - #6 - #9 - #101 #4)	
			4	5		6		7			8		9		10		11	
Course #	Course Title	Credits	Pf x l u c t i o n H e a d c o u n t	Retention Rate (all non-W grades including Ps) % and #		W Rate (Ws, WPs and WPs) % and # (no credit earned)		Letter Grades (A - F) Assigned (% , #, GPA)			'P' Grades Assigned (% and it)		.F. Grades Assigned (% and #)		'F' Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)	
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%	
DEPARTMENT (from Level I Department Summary)			3631	97%	3513	3%	118	85%	2986	B	15%	527	0%	0	1%	49	95%	
ECD 102	SAFE ENVIRONMENT	1	132	98%	129	2%	3	100%	129	B	0%	0	0%	0	4%	5	94%	
ECD 103	PLANNED ARRNGMNTLSCHEDULE	1	116	96%	111	4%	5	100%	111	B	0%	0	0%	0	1%	1	95%	
ECD 104	COOPERATIVE PLANNING	1	10	100%	10	0%	0	100%	10	C+	0%	0	0%	0	20%	2	80%	
ECD 105	ENCOURAGE SELF- DISCIPLINE	1	108	98%	106	2%	2	100%	106	B	0%	0	0%	0	2%	2	96%	
ECD 106	LARGENSMALL GRP ACTIVITY	1	12	100%	12	0%	0	100%	12	6+	0%	0	0%	0	0%	0	100%	
ECD 107	TEACHING AIDS	1	101	98%	99	2%	2	100%	99	B	0%	0	0%	0	2%	2	96%	

1 Course #	2 Course Title	3 Credits	Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 - #9 = 100%)								(#4 - #6 - #9 - #10 1 #4)	
			4 Production Headcount	5 Retention Rate (all non-W grades including Ps % and #		6 W Rate (Ws, WF's and WP's) S and # (no credit earned)		7 Letter Grades (A - F) Assigned (% , 1, GPA)			8 • I' Grades Assigned (% and #)		9 'I' Grades Assigned (% and #)		10 'F' Grades Assigned (% and #)		11 % of Departmental Enrollments Successfully Completing Their Course(s) The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516				21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3831	97%	3513		118	85%	2988	B	15%	527	0%	0	1%	49	95%
ECD 108	TECH OBSERVING CHILDREN	1	111	98%	109		2	100%	109			0	0%	0	3%	3	95%
ECD 109	CHILD TRACKING SYSTEM	1	8	100%	8	0%	0	100%	8	C+	0%	0	0%	0	13%	1	88%
ECD 110	RELATNSHP W/PARENT-COMMUN	1	114	99%	113	1%	1	100%	113	B	0%	0	0%	0	0%	0	99%
ECD 111	SUPPORT GROWTH/EDU-PARENT	1	15	100%	15	0%	0	100%	15	B+	0%	0	0%	0	0%	0	100%
ECD 112	ENHANC FAMILY INVOLVEMENT	1	67	99%	66	1%	1	100%	68	B	0%	0	0%	0	3%	2	96%
ECD 113	COMMUNIC I LANGUAGE SKILLS	1	28	100%	28	0%	0	100%	28	B	0%	0	0%	0	4%	1	96%

			Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								(#4 - #6 - #9 - #10 / #4)	
1	2	3	4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including P's) % and #		W Rate (Ws, WF's and WP's) and # (no credit earned)		Letter Grades (A - F) Assigned (% , #, GPA)			*p* Grades Assigned (% and #)		*I' Grades Assigned (% and #)		*F* Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5518	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Depadment Summary)			3631	97%	3513	3%	118	85%	2988	B	15%	527	0%	0	1%	49	95%
ECD 114	BEG MATHEMATICAL CONCEPTS	1	66	100%	88	0%	0	100%	66	B	0%	0	0%	0	0%	0	100%
ECD 115	NUTRITION EARLY CHILDHOOD	1	87	98%	85	2%	2	100%	85	B	0%	0	0%	0	2%	2	95%
ECD 116	SCIENCING A. DISCOVERY	1	41	95%	39	5%	2	100%	39	B	0%	0	0%	0	0%	0	95%
ECD 117	QUESTIONS & PROB-SOLVING	1	24	100%	24	0%	0	100%	24	B+	0%	0	0%	0	0%	0	100%
ECD 118	BLOCKS EARLY CHILDDH PROG	1	41	95%	39	5%	2	100%	39	B+	0%	0	0%	0	0%	0	95%
ECD 119	FIELD TRIPS	1	17	100%	17	0%	0	100%	17	B	0%	0	0%	0	6%	1	94%

1	2	3	Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								(#4 - #6 - #9 - #10 / #4)	
			4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (at non-W grades inducing P's) % and #		W Rate (Ws, WFs and WP's) and # (no awl& earned)		Letter Grades (A - F) Assigned (% , 1, GPA)			'P' Grades Assigned (% and #)		'r' Grades Assigned (% and #)		'F' Grades Assigned (% and I)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28585	16%	5518	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3831	97%	3513	3%	118	85%	2998	B	15%	527	0%	0	1%	49	95%
ECD 120	POSITIVE SELF-CONCEPT	1	79	95%	75	5%	4	100%	75	B	0%	0	0%	0	0%	0	95%
ECD 121	INDIVIDUAL DIFFERENCES	1	20	95%	19	5%	1	100%	19	8-	0%	0	0%	0	5%	1	90%
ECD 122	ENCOURAGING EXPRESSION	1	12	100%	12	0%	0	100%	12	A	0%	0	0%	0	0%	0	100%
ECD 123	MUSIC 8. CREATIVE MOVEMENT	1	59	93%	55	7%	4	100%	55	B	0%	0	0%	0	0%	0	93%
ECD 124	DRAMATIC PLAY	1	56	95%	53	5%	3	100%	53	B+	0%	0	0%	0	0%	0	95%
ECD 125	CREATIVE MEDIA	1	69	97%	67	3%	2	100%	67	B+	0%	0	0%	0	0%	0	97%

1	2	3	Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained student Grade Analysis (#7 + #8 + #9 = 100%)								#4 - #6 - #9 - #101 #4)	
			4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including P's) % and #	W Rate (Ws, WF's and WP's) % and # (no aedit earned)		Letter Grades (A - F) Assigned (% , #, GPA)			'F' Grades Assigned (% and #)		T Grades Assigned (% and #)		"F" Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)	
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513	3%	118	85%	2986	B	15%	527		0	1%	49	95%
ECD 126	LARGE MUSCLE DEVELOPMENT		56	98%	55		1	100%	55	B	0%	0	0%	0	0%	0	98%
ECD 127	SMALL MUSCLE DEVELOPMENT	1	33	100%	33			100%	33	8	0%	0	0%	0	0%	0	100%
ECD 128	INCORPOR CHILDRN'S CULTURE	1	16	100%	16	0%	0	100%	16	B+	0%	0	' 0%	0	6%	1	94%
ECD 129	PLAMIMPLEMENT BILINGUAL	1	8	88%	7	13%	1	100%	7	A	0%	0	0%	0	0%	0	88%
ECD 130	WOODWORKING	1	8	• 100%	8	0%	0	100%	8	B+	0%	0	0%	0	0%	0	100%
ECD 131	SEWINGEARLY CHILDHD PROG	1	8	100%	8	0%	0	100%	8	A	0%	0	0%	0	0%	0	100%

1	2	3	Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								(#4 - #6 - #9 - #10 / #4)	
			4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including lys) % and #		W Rate (W's, WF's and WP's) % and # (no aecit earned)		Letter Grades (A - F) Assigned (% , #, GPA)			'P. Grades Assigned (% and #)		'I* Grades Assigned (% and 1)		"P Grades Assigned (% and #)		V. of Departmental Enrollments Successfully Completing Their Course(s) The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28585	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513	3%	118	85%	2988	B	15%	527	0%	0	1%	49	95%
ECD 132	CLAYIEARLY CHILDHD PROG	1	12	100%	12	0%	0	100%	12	A-	0%	0	0%	0	0%	0	100%
ECD 133	TACTILE ACTIVITIES	1	18	100%	18	0%	0	100%	18	B+	0%	0	0%	0	0%	0	100%
ECD 134	PARTICIPAT PROG EVALUAT	1	4	100%	4	0%	0	100%	4	A	0%	0	0%	0	0%	0	100%
ECD 135	MANAGE FUNC\CHILDHD TEACH	1	3	100%	3	0%	0	100%	3	A	0%	0	0%	0	0%	0	100%
ECD 136	UNDRSTAND HOW CHILD LEARN	1	120	96%	115	4%	5	100%	115	B-	0%	0	0%	0	2%	2	94%
ECU 137	LIT FOR PRESCHL CHILDREN	1	10	100%	10	0%	0	100%	10	A	0%	0	0%	0	0%	0	100%

1 Course #	2 Course Title	3 Credi	Enrollment Retention & Analysis (#5 + #6 =100%)					Retained Student Grade Analysis (#7 + #8 + #9 =100%)								(#4 - #6 - #9 - #101 #4)	
			4 Pr _O duction Headcount	5 Retention Rate (all non-W grades including Ps) % and #		6 W Rate (Ws, WF's and WPs) % and # (no credit earned)		7 Letter Grades (A - F) Assigned (% , <i>I.</i> GPA)			8 'P" Grades Assigned (% and #)		9 1* Grades Assigned (% and #)		10 'F' Grades Assigned (% and #)		11 % of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled C% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513	3%	118	85%	2988	B	15%	527	0%	0	1%	49	95%
ECD 138	SEX EQUITY PRESCHL CHILD	1	5	100%	5	0%	0	100%	5	B+	0%	0	0%	0	0%	0	100%
ECD 140	USING FOUND OBJECTS	1	11	100%	11	0%	0	100%	11	B+	0%	0	0%	0	9%	1	91%
ECD 143	INCLUSION OF CHLDRN W/SPEC NEED	2	35	91%	32	9%	3	100%	32	B+	0%	0	0%	0	0%	0	91%
ECD 144	SP NEED-PLAN EDUC PROGRAM	1	9	100%	9	0%	0	100%	9	B+	0%	0	0%	0	0%	0	100%
ECD 145	SP NEED-WRK WITH FAMILIES	1	6	100%	6	0%	0	100%	6	B.	0%	0	0%	0	0%	0	100%
ECD 146	SP NEED-BSC OF MAINSTREAM	1	7	100%	7	0%	0	100%	7	B	0%	0	0%	0	0%	0	100%

			Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								(#4 - #6 - #9 - #10 / #4)	
1	2	3	4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including Ps) % and I		W Rate (Ws, Wrs and WPs) % and \$\$ (no credit earned)		Letter Grades (A - F) Assigned (% , # , GPA)			.p.. Grades Assigned (% and #)		'I' Grades Assigned (% and #)		'F' Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Coursefs The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5518	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513	3%	118	85%	•2988	B	15%	527	0%	0	1%	49	95%
ECD 147	PRENATAL & INFANT DEVELOP		116	96%	111	4%	5	100%	111	B+	0%	0	0%	0	1%	1	95%
ECD 148	TODDLER DEVELOPMENT	1	119	93%	111	7%	8	100%	111		0%	0	0%	0	0%	0	93%
ECD 149	DEVEL OF PRESCHOOL CHILC	1	110	97%	107	3%	3	100%	107	B+	0%	0	0%	0	0%	0	97%
ECD 150	MIDDLE CHILDHOOD YEARS	1	70	97%	68	3%	2	100%	68	B+	0%	0	0%	0	1%	1	96%
ECD 151	MATH FOR SCHOOL AGERS	1	6	100%	6	0%	0	100%	6	B	0%	0	0%	0	17%	1	83%
ECD 152	N ENVIRONMENT FOR SCHL P	1	1	0%	0	100%	1	NA	0	NA	NA	0	NA	0	NA	0	0%

			Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								(#4 - #6 - #9 - #10 #4)	
1	2	3	4	5	6			7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including Ps) % and #	W Rate (Ws, WF's and WP's) % and # (no credit earned)			Letter Grades (A - F) Assigned (% , #, GPA)			*V Grades Assigned (% and #)		*I Grades Assigned (% and #)		*F Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513	3%	118	85%	2986	B	15%	527	0%	0	1%	49	95%
CD 154	ORGN SPACE/MATERIAUEQUIP	1	10	90%	9	10%	1	100%	9	A-	0%	0	0%	0	0%	0	90%
CD 159	RECORDKEEPG-INF/TODD CARE	1	10	100%	10	0%	0	100%	10	A-	0%	0	0%	0	0%	0	100%
CD 163	THEORIES OF LEARNING	1	12	100%	12	0%	0	100%	12	B	0%	0		0	0%	0	100%
CD 164	PRACT APPL COGNITIVE DEVL		19	100%	19	0%	0	21%	4	B-	79%	15	0%	0	0%	0	100%
CD 165	LANG DEVEL-INFANT/TODDLR	1	17	94%	16	6%	1	100%	16	B-	0%	0		0	0%	0	94%
CD 166	AUTONMY/POSTIV SELF-CONCP	1	11	100%	11	0%	0	100%	11	B+	0%	0	0%	0	0%	0	100%

1	2	3	Enrollment Retention & Analysis (#5 + #6 =100%)					Retained Student Grade Analysis (#7 + #8 + #9 =100%)								(#4 - #6 - #9 - #10 / #4)	
			4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including Ps) % and #		W Rate (Ws, WF's and WI's) % and # (no aedit earned)		Letter Grades (A - F) Assigned (% , #, GPA)			"P Grades Assigned (% and #)		T Grades Assigned (% and #)		'F' Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513	3%	118	85%	2986	B	15%	527	0%	0	1%	49	95%
ECD 167	GUID & DISCIP-INFANT/TODD	1	18	89%	16	11%	2	100%	16	B	0%	0	0%	0	0%	0	89%
EGO 168	SOC COMPETENCE - INF/TODDLR	1	76	95%	72	5%	4	15%	11	A-	85%	61	0%	0	0%	0	95%
ECD 169	SENSORIMOTOR LRN-INF/TODD	1	11	91%	10	9%	1	100%	10	B	0%	0	0%	0	0%	0	91%
ECD 170	PHYSICAL DEVELOP-INFANCY		16	81%				100%	13					0	8%	1	75%
ECD 171	PHYSICAL DEVEL-TODDLRHOOD	1	16	94%	15	6%	1	100%	15	B	0%	0	0%	0	0%	0	94%
ECD 175	PROFESSIONALISM	1	66	97%	64	3%	2	100%	64	B-	0%	0	0%	0	8%	5	89%

			Enrollment Retention & Analysis (#5 + #6 =100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								(#4 - #6 - #9 - #10 #4)	
1	2	3	4	5		6		7			8		9		10		11
Course /	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including Ps) % and #		W Rate (Ws, WF's and WP's) % and # (no credit earned)		Letter Grades (A - F) Assigned (% , #, GPA)			"P" Grades Assigned (% and I)		.I Grades Assigned (% and #)		'r Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513	3%	118	85%	2986	B	15%	527	0%	0	1%	49	95%
ECD 180	INTRO FAMILY DAY CARE PRO	1	14	100%	14	0%	0	100%	14	B+	0%	0	0%	0	0%	0	100%
ECD 181	RCORDKP-FAM DAY CARE PROV	1	15	100%	15	0%	0	100%	15	B	0%	0	0%	0	0%	0	100%
ECD 182	FAM DAY CARE AS SMALL BUS	1	19	100%	19	0%	0	100%	19	B-	0%	0	0%	0	0%	0	100%
ECD 183	WORK&FAM-FAM DAY CARE SET	1	14	100%	14	0%	0	100%	14	B	0%	0	0%	0	0%	0	100%
ECD 198	INTERNSHIP	4	2	50%				100%	1	D	0%	0	0%	0	0%	0	50%
ECD 199	EARLY CHILDHOOD FAIR WKSP	0.5	212	100%	211	0%	1	0%	0	NA	100%	211	0%	0	0%	0	100%

			Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								(#4 - #6 - #9 - #10 / #4)	
1	2	3	4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including Ps) % and #		W Rate (Ws, WFs and WI's) % and # (no aecid earned)		Letter Grades (A - F) Assigned (% , #, GPA)			'P' Grades Assigned (% and #)		T Grades Assigned (% and #)		'F' Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516		22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3831	97%	3513	3%	118	85%	2986	B	15%	527	0%	0	1%	49	95%
ECD 199	FAMILY VIOLENCE WSKP	0.5	23	100%	23	0%	0	4%	1	A	96%	22	0%	0	0%	0	100%
ECD 199	HDST EARLY CHD INSERVICE TRN SE		88	100%	68	0%	0	0%	0	NA	100%	68	0%	0	0%	0	100%
ECD 199	HEADS UPI READING PART A	1	1	100%	1	0%	0	0%	0	NA	0%	0	0%	0	0%	0	100%
ECD 199	HEADS UPI READING PART B	1	52	90%	47	10%	5	98%	46	B+	2%	1	0%	0	0%	0	90%
ECD 199	HEADS UPI READING PART C					100%			0	NA	NA	0	NA	0	NA	0	0%
ECD 199	LOVE & LOGIC PARENTING WKSP	1	16	100%	18	0%	0		0	NA	100%	16	0%	0	0%	0	100%

1 Course #	2 Course Title	3 Credits	Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								#4 - #6 - #9 - #10 / #4	
			4 Production Headcount	5 Retention Rate (all non-W grades including Ps) % and #		6 W Rate (W's, WF's and WP's) % and # (no credit earned)		7 Letter Grades (A - F) Assigned (% , #, GPA)			8 'P Grades Assigned (% and #)		9 T Grades Assigned (% and #)		10 "P Grades Assigned (% and #)		11 % of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513	3%	118	85%	2986	B	15%	527		0	1%	49	95%
ECD 199	MAY DAY INSTITUTE	0.5	43	100%	43	0%	0	0%	0	NA	100%	43	0%	0	0%	0	100%
ECD 199	ORIENTATION TO CHILD CARE	0.5	24	100%	24	0%	0	0%	0	NA	100%	24	0%	0	0%	0	100%
ECD 199	QUALITY SERVICE BY HEALTHY STAF	1	64	100%	64	0%	0	0%	0	NA	100%	64	0%	0	0%	0	100%
ECD 199	RESPONDING TO CHILDREN STRESS W	1	10	100%	10	0%	0	100%	10	A-	0%	0	0%	0	0%	0	100%
ECD 199	USING COMP W/YOUNG CHILDREN	0.5	22	- 100%	22	0%	0	91%	20	A	9%	2	0%	0	0%	0	100%
ECD 200	INTRO TO EARLY CHLDHD ED	3	13	100%	13	0%	0	0%	0	NA	0%	0	0%	0	8%	1	92%

			Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								(#4 - #6 - #9 - #10 / #4)	
1	2	3	4	5		6		7			8		9		10		11
Course I	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including Ps) % and I		W Rate (Ws, Wrs and WP's) % and ft (no aedit earned)		Letter Grades (A - F) Assigned (% , I, GPA)			7 Grades Assigned (% and fl)		'I' Grades Assigned (% and I)		•F• Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) I The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			- 34081	84%	28565	16%	5518	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513		118	85%	2986	B	15%	527	0%	0	1%	49	95%
ECD 201	EARLY CHLDHD PROG PHILOSP	1	10	90%	9	10%	1	100%	9	B+	0%	0	0%	0	0%	0	90%
ECD 202	PLAN AN EARLY CHLDHD PROG	1	8	100%	8	0%	0	100%	8	B+	0%	0	0%	0	0%	0	100%
ECD 203	DESGN INDOOR-OUTDOOR ENV _R	1	8	100%	8	0%	0	100%	8	B+	0%	0	0%	0	0%	0	100%
ECD 204	SELECT STAFF/E CHLDHD P _{RG}	1	3	100%	3	0%	0	100%	3	B+	0%	0	0%	0	0%	0	100%
ECD 205	STAFFING EA ^{RL} Y CHLDHD PRG	1	5	100%	5	0%	0	100%	5	B+	0%	0	0%	0	0%	0	100%
ECD 206	ON-GOING TRN STAFF MEMBER	1	5	100%	5	0%	0	100%	5	B	0%	0	0%	0	0%	0	100%

1	2	3	Enrollment Retention & Analysis (#5 + #6 =100%)					Retained Student Grade Analysis (#7 + #8 + #9 =100%)								#4 - #6 - #9 - #10 I #4)	
			4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including P's) % and #		W Rate (Ws, WF's and WI's) % and # (no credit earned)		Letter Grades (A - F) Assigned (% , #, GPA)			•p• Grades Assigned (% and #)		'1* Grades Assigned (% and #)		'F' Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
'ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Depatt►ent Summary)			3631	97%	3513	3%	118	85%	2986	B	15%	527	0%	0	1%	49	95%
ECD 207	EVAL STAFF/E CHILDHD PROG		8	100%	8	0%	0	100%	8	B-	0%	0	0%	0	0%		100%
ECD 208	SUPERVSNILDRSHIP-EC STAFF	1	4	100%	4	0%	0	100%	4	A	0%	0	0%	0	0%	0	100%
ECD 209	MANAGNG EARLY CHLDHD PROG	1	3	100%	3	0%	0	100%	3	B	0%	0	0%	0	0%	0	100%
ECD 210	BUDGET & FINANCE MANAGMNT	1	3	100%	3	0%	0	100%	3	B	0%	0	0%	0	0%	0	100%
ECD 2 11	PROVID FOOD&NUTRITN SERVC	1	5	100%	5	0%	0	100%	5	8+	0%	0	0%	0	0%	0	100%
EGO 213	REGULATNS & LEGAL ISSUES	1	4	100%	4	0%	0	100%	4	C	0%	0	0%	0	0%	0	100%

			Enrollment Retention & Analysis (15 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								(#4 - #6 - #9 - #10 / #4)	
1	2	3	4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (aN non-W grades including Ps) % and 8		W Rate (Ws, WF's and WP's) % and I (no MEM earned)		Letter Grades (A - F) Assigned (% , It, GPA)			'Fs' Grades Assigned (% and #)		.i. Grades Assigned (% and It)		'P Grades Assigned (% and 8)		% of Departmental Enrollments Successfully Completing Their Course(s) The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5518	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513		118.	85%	2986	B	15%	527		0	1%	49	95%
ECD 217	EARLY LITERACY	1	13	100%	13	0%	0	100%	13	B	0%	0	0%	0	0%	0	100%
ECD 220	PRESCHOOL BEHAVIOR PROBLM	3	1	100%	1	0%	0	100%	1	A	0%	0	0%	0	0%	0	100%
ECD 222	YOUNG CHILDRN W/SPEC NEED	3	56	86%	48	14%	8	100%	48	B	0%	0	0%	0	0%	0	86%
ECD 225	HEAD START:LOOM° AT LIFE	2	6	100%	6	0%	0	100%	6	B	0%	0	0%	0	17%	1	83%
ECD 231	PLAN/MANAGE AN EARLY CHLDHD PRO	2	2	100%	2	0%	0	100%	2	A	0%	0	0%	0	0%	0	100%
ECD 232	DESIGN INDOOR & OUTDOOR ENVRNMN	2	2	100%	2	0%	0	100%	2	A	0%	0	0%	0	0%	0	100%

			Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								(#4 - #6 - #9 - #10 / #4)	
1	2	3	4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including Ps) % and #		W Rate (Ws, WF's and WP's) % and # (no audit earned)		Letter Grades (A - F) Assigned (% , #, GPA)			"P Grades Assigned (% and #)		T Grades Assigned (% and #)		"E' Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			3631	97%	3513	3%	118	85%	2986	B	15%	527	0%	0	1%	49	95%
ECD 233	DEV POLICIES & PROC - ECD			100%	,7			100%							57%	4	43%
ECD 234	STAFFING AN EARLY CHLDHD PROGfTA	2	3	100%	3	0%	0	100%	3	A	0%	0	0%	0	0%	0	100%
ECD 250	CHILD DEVELOPMENT I		14	64%	9	36%		100%					10%	0	22%	2	50%
ECD 251	CHILD DEVELOPMENT II	2	7	86%	6	14%		100%	6	B,y	4%	0	0%	0	17%	1	71%
ECD 270	CDA ASSESSMENT PREP	2	15	- 93%	14	7%	1	100%	14	B	0%	0	0%	0	0%	0	93%

ECD GRADUATION RATES

	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002
AAS Preschool	5	4	8	1	8	2	7	5	15	7
CAS Preschool	13	3	2				2		2	1
AAS Infant/Toddler	1						2		1	1
CAS Infant/Toddler										
AAS Family Care	1									
CAS Family Care										
AAS School Age									1	
CAS School Age		2								
AAS Management	2				2	1		1	2	
CAS Management							1			
AAS Special Needs										
CAS Special Needs										
AGS					2		2	1	3	
Spring Totals	22		10		12		14		24	
Fall Totals		9		1		3		7		9
Totals by Year		31		11		15		21		33

APPENDIX M

Navajo County Community College District Guiding Principles

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT GUIDING PRINCIPLES

As a public, comprehensive community college, Northland Pioneer College is committed as follows:

OUR BELIEF:

We believe that people, without exception, are entitled to all opportunities to fully develop their potential, and to become active participants in the affairs of society; we further believe that they have the right to:

actively direct their own lives

learn about the laws and principles which explain physical and social worlds

experience diversity

openly communicate beliefs, values, and emotions

develop an understanding of humanity in the broadest sense

enjoy the benefits of lifelong learning

OUR VALUES:

We develop our belief from these values:

the achievement of full human potential

the equality of opportunity and fairness in treatment

the importance of family and community

the preservation of human dignity in all its forms

the freedom of open discourse

the need for creative and innovative change

the promotion of excellence in teaching, learning, and student success

the recognition of individual and collective responsibility

OUR PLEDGE:

We, the faculty, staff, administrators, and trustees of Northland Pioneer College hereby pledge to our students, to uphold these beliefs and values; we further affirm our commitment to the fulfillment of our college's mission.

OUR MISSION:

The mission of Northland Pioneer College is to provide quality educational programs, services and resources for the residents of Navajo County Community College District service area. The curriculum will include a wide variety of academic, technical and enrichment courses to promote personal growth, develop individual skills, and prepare students for continuing educational pursuits. The college also recognizes the importance of community involvement, environmental awareness, and open access for all who wish to learn.

OUR GOALS:

In order to fulfill its mission, the goals of Northland Pioneer College are to:

- A. provide courses and programs leading to associate degrees and transfer opportunities in university parallel areas,
- B. provide courses and programs to enhance occupational skills and to meet training and employment needs,
- C. provide courses and programs to broaden awareness and enrich personal development,
- D. provide basic skills and other developmental education,
- E. provide student and educational support services,
- F. be a resource center for social and cultural interaction,
- G. participate in community economic development and quality of life,
- H. attract and retain a highly qualified staff of educators dedicated to the community college educational philosophy and to continuing professional development, and
- I. plan and evaluate college functions to assure that the goals are effectively met.