



Early Childhood Higher Education Programs

ANNUAL REPORT

**INSTITUTION NAME: IVY TECH COMMUNITY COLLEGE-
MUNCIE AND HENRY COUNTY CAMPUSES**

STATE: INDIANA

PLEASE INDICATE THE DATE FOR WHICH THE PROGRAM IS SUBMITTING THIS REPORT

SEPTEMBER 30, 2020

MARCH 31, 2021

PLEASE INDICATE WHICH ANNUAL REPORT THE PROGRAM IS SUBMITTING

YEAR 1 ANNUAL REPORT

YEAR 2 ANNUAL REPORT

YEAR 3 ANNUAL REPORT

YEAR 4 ANNUAL REPORT

WOULD YOU LIKE THE ASSESSMENT REVIEW COMMITTEE TO PROVIDE YOU WITH PEER FEEDBACK ON THE KEY ASSESSMENTS ASSOCIATED WITH THE STANDARD YOU SELECTED TO REPORT DATA ON IN THIS YEAR 4 ANNUAL REPORT? IF YOU CHECK "YES" SEE PAGE X FOR MORE INFORMATION.

YES NO

YEAR 5 ANNUAL REPORT

YEAR 6 ANNUAL REPORT (ON A 1 YEAR EXTENSION TO REALIGN WITH THE STATE)

[NOTE IN YEAR 6 THE PROGRAM WILL SUBMIT A RENEWAL SELF-STUDY REPORT]

NAME OF PERSON COMPLETING THIS REPORT: ERIN DONOVAN, ECED PROGRAM CHAIR

DATE: 9/23/2020

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A. UPDATES TO CONTACT INFORMATION

Institution Name	Ivy Tech Community College-Muncie and Henry County Campuses
Mailing Address	345 S. High St. Muncie, IN 47305 (same physical address as before, but we now also receive our mail here instead of at the other building)
Program Name(s)	Early Childhood Education-AAS Early Childhood Education-AS (transfer as a junior)
Program name(s) as listed in <u>college catalog</u>, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	Early Childhood Education-AAS Early Childhood Education-AS (transfer as a junior)
Program's website address (please list the website address for each program if including more than one program)	www.ivytech.edu
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?	X No <input type="checkbox"/> Yes Program Name (if the institution has more than one accredited program)_____
Primary contact (faculty member representing the program) (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):	Name: Erin Donovan Title: Associate Professor and ECED Program Chair Phone: 765-289-2291 x 1734 Email: edonovan2@ivytech.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	
Secondary contact (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):	Name: Emery Peck Title: Interim Vice Chancellor of Academic Affairs Phone: 765-289-2291 x 1213 Email: epeck7@ivytech.edu
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	Master of Arts in Education-Focus Early Childhood Education, plus additional Education post graduate work

B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS

In the chart below, please indicate compliance with the accreditation system’s eligibility requirements for all programs listed on p. 4.

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by an accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	X	
The program(s) is not designated as “low-performing” by the state as outlined by Title II of the Higher Education Act. ¹	X	
The program(s) is a specialized degree in early childhood or child development with at least 18 credit hours of early childhood coursework. This may include courses from other departments, such as Child Psychology, Sociology of the Family, or Children’s Literature if these courses are aligned with NAEYC accreditation standards and faculty are willing to participate in site visit interviews.	X	
The program requires field experiences.	X	
The program(s) has graduated at least one individual.	X	
Associate degree programs: The faculty for the associate degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs.	X	
Baccalaureate and master’s degree programs: The faculty for the baccalaureate and master’s degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal degree in early		

¹Teacher licensure programs are required by the U.S. Department of Education to define criteria and procedures for identifying low-performing programs within the state. This requirement does not apply to early childhood programs that do not lead to teacher licensure.

childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.		
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Please explain any “no” answer above:

C. UPDATES TO PROGRAM CONTEXT

<p>Have there been any substantive changes to the program, as defined in the Accreditation Handbook?</p>	<p>X No <input type="checkbox"/> Yes</p> <p>If the program answered “yes”, please complete the “Notice of Substantive Change Report” template found in the Online Accreditation Resource library and attach to your Annual Report.</p>
<p>Number of full-time candidates enrolled for the most recent semester² available (do not include certificate-only students in counts)</p>	<p>65 total 34 AAS/ 31 AS</p>
<p>Number of part-time candidates enrolled for the most recent semester³ available (do not include certificate-only students in counts)</p>	<p>113 total 75 AAS/38 AS</p>
<p>The number of required early childhood credit hours in the program.</p>	<p>44 AAS/ 29 AS</p>
<p>The number of required general education credit hours in the program.</p>	<p>16 AAS/ 31 AS</p>
<p>The number of required non-early childhood education methodology and other education courses in the program.</p>	<p>0</p>
<p>The number of required field experience hours in the program.</p>	<p>338 AAS (50 hours plus two 144 hour practicums)/ 194 AS (50 hours plus one 144 hour practicum)</p>
<p>Number of program graduates in past academic year i.e. the most recent one-year period for which institutional information is readily available (do not include certificate-only students in counts). The reporting period may be different for programs that submit Annual Reports to NAEYC on a spring vs. fall cycle but should be consistent for each year’s Annual Report.</p>	<p>25 total 12 AAS/13 AS</p>

² If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

³ If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

Number of full-time faculty who taught in the early childhood program(s) during the past academic year:	1
Number of part-time faculty who taught in the early childhood program(s) during the past academic year:	9
During the past year, has the program experienced unusual circumstances (e.g., natural disasters or health calamities) that are not reflected elsewhere in the report?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes If the program answered “yes”, please provide a short explanation. Yes, see Covid-19 addendum. We have had new leadership during the 2018-2019 and 2019-2020 academic years, (Dean and Vice Chancellor of Academic Affairs), though none of this has affected the delivery of our program.

D. REPORTING PROGRAM OUTCOME DATA

As part of the program’s achieving and maintaining NAEYC accreditation, it must report annually on at least three of the following measures and display these data via an easily located link on the program’s website.

The program is strongly encouraged to meet with its Institutional Research (IR) office to assist in gathering the data on the outcome measures. Below are suggested data reporting templates, but the program is encouraged to report the data in a format that best meets its program needs. For institutions with more than one accredited program, data must be disaggregated and reported for each program.

Outcome Measure #1: The Number of Program Completers

In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages across each row must add up to 100%.

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time ⁴ (at the time of completion)
2019-2020- AS	13	6 (46%)	7 (54%)
2019-2020- AAS	12	4 (33%)	8 (66%)
2018-2019- AS	15	6 (40%)	9 (60%)
2018-2019- AAS	13	6 (46%)	7 (54%)
2017-2018- AS	16	8 (50%)	8 (50%)
2017-2018 -AAS	15	5 (33%)	10 (66%)
2016-2017- AS	17	8 (47%)	9 (53%)
2016-2017 -AAS	10	1 (10%)	9 (90%)
2015-2016 -AS	13	5 (38%)	8 (62%)
2015-2016- AAS	19	8 (42%)	11 (58%)
2014-2015- AS	7	1 (14%)	6 (86%)
2014-2015- AAS	18	5 (28%)	13 (72%)

⁴ Part-time status is defined by the institution.

Outcome Measure #2: The Program Completion Rate

What is the published timeframe for full-time candidates to complete the early childhood program(s) included in this Self-Study Report? (Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.) _____

In the following chart, please indicate the percentage of full-time candidates completing the program within the program's published timeframe.⁵The program must complete the information for the 150% indicator and choose to report on either the 100%, 200% (or twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this report is submitted.

Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2011 cohort on which to report. The 150% indicator, indicates all members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. The 100% indicator only contains members of the Fall 2011 cohort who completed the program by Spring 2013. The 200% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2015, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2017, including those already counted in the 150% indicator.

Program Name: Early Childhood Education

Academic year in which a Fall cohort of full-time students enrolled at the institution (select three sequential years)	Number of Program Completers	On Time (100 %)	Percentage of those students who completed the program within 150% of the published timeframe	Percentage of those students who completed the program within 100%, <u>200%</u> (twice) or 300% (three times) of the published timeframe (Please circle or underline the indicator above on which the program will report.)
2019-2020- AS	13	4 (31%)	+6 (46%) = 10 (77%)	+3 (23%) = 100%
2019-2020- AAS	12	2 (17%)	+ 3 (25%) = 5 (42%)	+ 7 (58%) = 100%
2018-2019- AS	15	4 (27%)	+ 6 (40%) = 10 (67%)	+ 5 (33%) = 100%

⁵ “The Commission defines the published time frame as the number of terms an individual student was actually enrolled in the program. The terms do not have to be consecutive, but the total number of terms must meet the program’s expected time frame for completion. University-approved withdrawals (e.g., leaves of absence for reasons of health, maternity/paternity, mission work, military assignment) do not count toward the number of terms a student was enrolled in the program. Students taking longer due to reasons other than university-approved withdrawals (e.g., course repeats, remediation plans) cannot be considered as meeting completion expectations.” *Language adapted from the Council on Academic Accreditation for Audiology, Speech Language Pathology of the American Speech Language Hearing Association at <http://caa.asha.org/news/calculating-program-completion-rates/>.*

2018-2019- AAS	13	3 (23%)	+ 8 (62%) = 11 (85%)	+ 2 (15%) = 100 %
2017-2018- AS	16	10 (63%)	2 (15%) = 12 (78%)	1 (6%) = 81%
2017-2018 -AAS	15	9 (60%)	2 (13%) = 11 (73%)	4 (27%) =100%
2016-2017- AS	17	8 (47%)	3 (18%) = 11 (65%)	4 (24%) = 88%
2016-2017 -AAS	10	6 (60%)	0 (0%) = 6 (60%)	1 (10%) = 70%
2015-2016 -AS	13	11 (85%)	0 (0%) = 11 (85%)	0 (%) = 85%
2015-2016- AAS	19	6 (32%)	5 (26%) = 11 (58%)	1 (5%) = 63%
2014-2015- AS	7	4 (8%)	2 (29%) = 6 (86%)	0 (0%) = 86%
2014-2015- AAS	18	2 (11%)	6 (33%) = 8 (44%)	5 (28%) = 72%

A program may (but is not required to) provide a short narrative description (150 words) of the data reflected above to provide context.

The TEACH scholarship recipients are only permitted to take two courses per semester, so this does affect on-time graduation rates. However, students who are on TEACH are also able to use regular financial aid to pay for additional courses above the usual 6 credit hours. Typically, in the past, students have not felt confident they could work full time and complete school full time. With direct support from the Program Chair, these students are being individually supported in order to take the additional courses needed to be program completers within the 100-200% timeframe.

Many students will finish up the summer after their 100% mark by just taking the capstone course by itself, this alters their time to show as 150%.

Outcome Measure #3: Institutional Selected Data

All programs are required to select at least one of the following outcome measures on which to report. (Institutions submitting multiple programs in a single Annual Report may select the same or a different measure for each program; a separate chart must be submitted for each program.)

- (A) The fall-to-fall retention rate in the program for each of the three most recently completed academic years

Academic Year	Total Enrollment *unduplicated headcount*	Number of Part-Time Candidates Enrolled (% of	Retention Rate among Part- Time Candidates	Number of Full- Time Candidates Enrolled (% of	Retention Rate among Full- Time Candidates
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		Total Enrollment)		Total Enrollment)	
2019-2020- AS	69	38	51.2%	31	69.4%
2019-2020- AAS	109	75	63.4%	34	67.9%
2018-2019 AS	76	50	54%	26	43%
2018-2019 AAS	102	74	48%	28	57%
2017-2018- AS	58	40	45%	18	53%
2017-2018 -AAS	127	87	57%	40	42%
2016-2017- AS	93	62	58%	31	52%
2016-2017 -AAS	170	138	44%	32	36%
2015-2016 -AS	94	62	33%	32	40%
2015-2016- AAS	203	144	36%	59	23%
2014-2015- AS	118	71	48%	47	50%
2014-2015- AAS	213	155	16%	58	53%

Part-time students could still be on-time completers if they take summer courses.

The percentages for retention rate do not account for graduates who do not continue. Typically we run 65% - 72% retention with graduates removed.

OR

(B) The number and percentage of program graduates employed in the early childhood profession or pursuing further education in the profession within one year of graduation for each of the three most recent academic years for which information is available.

*The figures in these two columns do not need to add up to 100%

Academic Year	Number of Graduates	Number of Graduates (and % of total) who are employed in the early childhood profession within one year of graduation*	Number of Graduates (and % of total) who are pursuing further education in the early childhood profession within one year of graduation*
2019-2020- AS	13	13 (100 %)	13 (100%)
2019-2020- AAS	12	11 (92%)	3 (25%)
2018-2019 AS	15	14 (93%)	3 (6%) –more will transfer later but are taking a year off to work and raise a family
2018-2019 AAS	13	12 (92%)	1 (7%)
2017-2018- AS	16	12 (75%)	8 (50%)
2017-2018 -AAS	15	15 (100%)	3 (20%)
2016-2017- AS	17	15 (88%)	10 (59%)
2016-2017 -AAS	10	9 (90%)	2 (20%)
2015-2016 -AS	13	11 (85%)	8 (62%)
2015-2016- AAS	19	18 (95%)	3 (16%)

2014-2015- AS	7	7 (100%)	5 (71%)
2014-2015- AAS	18	17 (94%)	1 (6%)

Some of the students are both working in the field and have transferred to pursue a bachelor's degree.