

***Louisiana State University at Eunice
Program Review***



Care & Development of Young Children

Angela Greaud

Associate Professor of Early Childhood Education

Date Submitted to the Office of Institutional Effectiveness: March 31, 2022

Revised June 16, 2022

This page intentionally left blank

Contents

Section I: Task Force Members	4
Section II: Purpose and Scope	4
Section III: Description of the Unit	4
Section IV: Strategic Planning Objectives of the Unit and Relationship to LSU Eunice's Strategic Goals	4
Section V: Strengths of the Unit	5
Section VI: Weaknesses of the Unit	6
Section VII: Recommendations for Improvement for the Unit	7
Appendix A: CDYC Graduates by Major	9
Appendix B: Shared Major Courses	10
Appendix C. Summary of Expenditures and Revenues	11
Appendix D: CDYC Enrollment Data	12

Section I: Task Force Members

Task Force Members for this program review were:

Ms. Angela Greaud (Chair), Associate Professor of Early Childhood Education
Dr. Douglas Narby, Associate Professor of Psychology
Ms. Cassie Jobe-Ganucheau, Director of Library
Ms. Sondra Cormier, Director of Dual Enrollment and Academy
Ms. Peggy Cormier, Site Supervisor of Ross Head Start
Dr. Paul Fowler (Ex-Officio), Director of Institutional Effectiveness & Accreditation

Section II: Purpose and Scope

The purpose of this review is to examine the programmatic strengths and weaknesses of the Care and Development of Young Children Associate of Science degree program as suggested by stakeholder satisfaction and empirically derived data.

The scope of the review included an examination of longitudinal data spanning academic years 2011-2020. Enrollment, completion statistics, graduates, and major courses offered were included in the data reviewed. The committee met a total of four times throughout the fall 2021 semester and identified the overall strengths and weaknesses of the program and made recommendations for programmatic improvement.

Section III: Description of the Unit

The Associate of Science in Care and Development of Young Children (CDYC) prepares students for employment in the early childhood education field. The degree includes core general education courses, a sequence of professional courses, and a supervised practicum.

The goal of the program is to prepare knowledgeable and competent professionals who possess and demonstrate an understanding of developmentally appropriate teaching and learning of childhood development including curriculum development, learning assessment, and the role of the family and community in children's development.

Section IV: Strategic Planning Objectives of the Unit and Relationship to LSU Eunice's Strategic Goals

The mission of the Associate of Applied Science (AS) in the Care and Development of Young Children program is to provide quality, research-based course work, specifically designed for roles in homes, residential, or institution-based childcare services and Head Start programs.



The program mission is supported by the program goal which is to maintain an effective CDYC Associate of Science (AS) program and is measured by the following objectives: professional competency (6.1), placement (6.2), and retention (6.3).

The departmental goal supports the institutional mission through the four strategic goals: In order to “serve the citizens of Louisiana and position the University strategically,” the CDYC degree program seeks to support the following strategic goals of the university: (1) ensure student access; (2) strengthen student success; (3) expand partnerships and (4) demonstrate a culture of continuous improvement.

Data suggests that the CDYC program consistently met the professional competency objective. Both the placement (employment) and retention objectives were largely met, with the placement (employment) objective inconclusive in AY 20-21 and the retention objective not met in AY 2020-2021.

Section V: Strengths of the Unit

The committee has identified various strengths of the CDYC program:

1. A history of exemplary relations between the community and the university, employer satisfaction with students completing the program, and practicum opportunities creating connections leading to employment with local agencies. Per the committee stakeholder, our most recent graduate was retained by her local Head Start after completing her practicum there. The benefit to both student and employer was that she was well versed in the program and job expectations and duties upon hire.

Student Learning Outcome (SLO) data from EDCI 2900 suggests that site-supervisors are also satisfied with the professional competencies of LSU Eunice students. Students are rated by site-supervisors on a Likert Scale in areas of knowledge of child development/early childhood practices, professionalism, relationships, guidance, and professional development. In AY 2018-2019, the overall mean score was 4.91, and in AY 2019-2020, the overall mean score was 4.73 out of 5 points. Due to CV-19, students were unable to conduct live contact hours in AY 2020-2021. Rather, students were assessed using a virtual learning program. Students were measured in Planning and Preparation, the Classroom Environment, and Instruction. A benchmark of 2.0 was established for this measure, and the overall mean score was 2.60.

2. In 2018, the CDYC program was designated as a TOPS TECH program. Additionally, the program offers flexibility in course scheduling, with online, hybrid, and late afternoon courses making it easier for students working in the field to attend classes.
3. Data shows that CDYC is a fallback degree for students not progressing in their declared major. Approximately half of graduates (28 out of 54 or 51.9%) from



2011-2020 were students who changed their major to CDYC and completed degree. Such majors include but are not limited to Elementary Education, Pre-Nursing/Nursing, and Allied Health disciplines ([See Appendix A](#)).

4. Several of the professional courses (EDCI & HPRE) utilized in the CDYC program were already established in the 2+2 Elementary Education articulation agreement, thus overlapping faculty teaching loads and reducing salary expenditures for the CDYC program. ([See Appendix B](#)).

* It should be noted that the expenditure/revenue table [in Appendix C](#) does not accurately reflect the expenditures/revenues of the CDYC program solely. Instead, it includes students enrolled in CDYC and Elementary Education/Early Childhood Education transfer degrees. For example, there were not 105 CDYC students in AY 2018-2019, 97 in AY 2019-2020, or 131 in AY 2020-2021. The correct number was closer to six CDYC students for AY 2018-2019, nine for AY 2020-2021, and 20 for AY 2020-2021 as can be seen in the column titled, "Number of Students Remaining in CDYC" in [Appendix D](#). The corrected revenue projections based on students enrolled in CDYC are detailed at the bottom of [Appendix B](#).

5. LSU Eunice remains the only regional community college continuing to provide the Care and Development of Young Children program. Elimination of this degree inarguably would force local students to attend online programs at a much higher cost, thus reducing access and financial feasibility to students wanting to complete the two-year degree. While the Ancillary Certificate would remain an option, teaching assistants/paraprofessionals in many local school systems often receive salary increases when the two-year degree has been earned.

Section VI: Weaknesses of the Unit

1. Child-care workers do not earn a sustainable living wage. Per our community stakeholder, current wages for Acadia Parish Head Start Teachers are \$15,249 for a 9-month teaching assistant. Per [Emsi](#)¹, a child-care worker in Louisiana can expect to earn an average annual salary of \$18,525. Additionally, it should be noted that most child-care workers are not provided with health care benefits. Finally, according to the Louisiana Work Force Commission, a Child-Care Worker has a one-star rating, and both "Preschool Teacher" and "Education Administrator, Preschool and Childcare Center/Program" earn a two-star rating.
2. The Louisiana Department of Education implemented the [Early Childhood Ancillary Certificate](#) as the minimum requirement for a Lead Teacher in a Type III child-care center. The Early Childhood Ancillary Certificate is obtained by taking

¹ Emsi provides labor market analytics and economic data to higher education leaders.

three courses in the care and development of young children and completing a national Child Development Associate credential. The Early Childhood Ancillary Certificate is an acceptable minimum requirement in some local Head Start programs for a teaching assistant. LSU Eunice's local community stakeholder did note that many of their employees opt for the Ancillary Certificate rather than the two-year associate degree.

* It should be noted that these first two weaknesses pose a critical negative impact on the program.

3. Recruitment and retention remain a barrier to program success. The number of first-time first-year students entering CDYC remains low ([see Appendix D](#)). Many students have been discouraged from entering the field due to the low wage expectations. Additionally, the median composite ACT score for CDYC graduates and currently enrolled advisees is 17. This may indicate that students with higher ACT scores who are interested in working with children are selecting majors other than CDYC (for example elementary or early education teacher certification programs), while students at greater risk of non-completion of degree are more likely to enter this program.
4. Finally, limited resources have been invested into the marketing of this program. The current program budget has historically remained miniscule and has been allocated to salary offset.

Section VII: Recommendations for Improvement for the Unit

The committee listed the following recommendations as suggestions for improvement of the CDYC program:

1. Consider converting the CDYC degree from an Associate of Science degree to an Associate of Applied Science degree. This would reduce the number of general education requirements necessary for degree completion and could benefit students struggling to complete coursework particularly in the math and sciences. Community/technical colleges reviewed (Delgado Community College, Louisiana Delta Community College, Baton Rouge Community College, Fletcher Technical Community College) currently offer the Associate of Applied Science degree or a technical diploma for this program. This recommendation supports Objective 6.3 (Retention) and Strategic Goals 2 (Strengthen student success) and 4 (Demonstrate a culture of continuous improvement).
2. Consider a prior learning assessments pathway for professionals who have earned the national CDA credential credit towards the AS degree. This recommendation supports Objective 6.2 (Placement) and Strategic Goals 2 (Strengthen student success) and 3 (Expand partnerships).
3. Correctly classify the CDYC majors as distinct from other various career paths

such as teacher certification, social work, etc. during the application process or first advising session. This recommendation supports Objective 6.3 (Retention) and Strategic Goal 4 (Demonstrate a culture of continuous improvement).

4. Continue to promote the degree as a TOPS TECH eligible program and promote the [Louisiana Pathways Tuition Scholarship](#) for childcare employees working toward an associate degree. This recommendation supports Objective 6.3 (Retention) and Strategic Goals 1 (Ensure student access) and 2 (Strengthen student success).
5. Reinstatement of an Advisory Board and conduct annual meetings to continue to emphasize program strengths and weaknesses. This recommendation supports all objectives: Objective 6.1 (Professional competency), 6.2 (Placement), and 6.3 (Retention) and all Strategic Goals 1 (Ensure student access), 2 (Strengthen student success), 3 (Expand partnerships), and 4 (Demonstrate a culture of continuous improvement).

Appendix A: CDYC Graduates by Major

Total Number of CDYC Graduates from Students Enrolled Fall 2011 - Fall 2020 (Fall Semesters Only)*

Major	First Time	Freshmen Returning	Preparatory	Sophomore	Unclassified	Total
Assoc of General Studies		1				1
Care/Develop Children-BC	2	2			1	5
Care/Develop Young Child	4	8		5	9	26
Early Care PreK-3rd grad				1		1
Elementary Education	1	2		6		9
High School Dual Enroll			1			1
Nursing - Bachelor's	2			2		4
Pre-Nursing (Associate)	2	1				3
Pre-Radiologic Tech	1					1
Pre-Respiratory Care					1	1
Psychology	1					1
Radiologic Tech-Bachelor	1					1
Grand Total	14	14	1	14	11	54

*NOTE: Graduating any semester within the Fall 2011 through Fall 2020-time span.

Assumptions:

Includes all students beginning each fall regardless of enrollment status of the first semester. Also, all students are included regardless of their initial major or if they transferred out. Data or text in blue represents that the cell was generated by formula.

Appendix B: Shared Major Courses

Academic Year & Course	Total Registered	CDYC	Percent CDYC	Total CDYC SCHs
18-19 EDCI1000	77	5	6.5	15
18-19 EDCI2020	0	0	0	0
18-19 EDCI2027	7	5	71.4	15
18-19 EDCI2028	4	3	75	9
18-19 EDCI2052	9	4	44.4	12
18-19 EDCI2700	71	4	5.6	12
18-19 EDCI2900	4	3	75	9
18-19 HPRE1600	101	6	5.9	18
18-19 HPRE2507	45	2	4.4	8
AY 2018-2019	318	32	10	98
19-20 EDCI1000	70	6	8.6	18
19-20 EDCI2020	9	6	66.7	18
19-20 EDCI2027	14	11	78.6	33
19-20 EDCI2028	11	9	81.8	27
19-20 EDCI2052	7	6	85.7	18
19-20 EDCI2700	65	13	20.0	39
19-20 EDCI2900	11	9	81.8	27
19-20 HPRE1600	49	7	14.3	21
19-20 HPRE2507	41	1	2.4	4
AY 2019-2020	277	68	24.5	205
20-21 EDCI1000	58	17	29.3	51
20-21 EDCI2020	5	4	80.0	12
20-21 EDCI2027	5	5	100	15
20-21 EDCI2028	4	4	100	12
20-21 EDCI2052	17	11	64.7	33
20-21 EDCI2700	55	15	27.3	45
20-21 EDCI2900	3	3	100	9
20-21 HPRE1600	56	5	8.9	15
20-21 HPRE2507	33	4	12.1	16
AY 2020-2021	236	68	28.8	208

Revenue for AY 2018-2019 = 98 x \$119.50 = \$11,711.00

Revenue for AY 2019-2020 = 205 x \$119.50 = \$24,497.50

Revenue for AY 2020-2021 = 208 x \$119.50 = \$24,856.00

Courses in blue represent shared courses with other education programs.

Appendix C. Summary of Expenditures and Revenues

Program: Care and Development of Young Children

Date: March 31, 2022

Expenditures								
Indicate Academic Year:	FY21		FY20		FY19			
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty ²	\$24,600	2.73	\$24,600	2.73	\$28,200	3.13	\$	
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$24,600	2.73	\$24,600	2.73	\$28,200	3.13	\$	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
Other (specify)								
SUB-TOTAL	\$		\$		\$		\$	
TOTAL EXPENSES	\$		\$		\$		\$	
Revenues								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Federal Grants/Contracts	\$		\$		\$		\$	
State Grants/Contracts								
Private Grants/Contracts								
Expected Enrollment	131students/2035sch h		97 students/1332sch		105 students/1579sch			
Tuition only ³	\$243,182.50		\$159,174.00		\$188,690.50			
Other (specify)								
TOTAL REVENUES	\$243,182.50		\$159,174.00		\$188,690.50		\$	

² FTE = Full Time Equivalent for faculty is 15 hours per semester

³ $\frac{\text{Total Credit Hour Production for all Students Enrolled in the Program}}{12} \times \text{FTE Cost (Supplied by the Business Office)}$

Appendix D: CDYC Enrollment Data

Enrollment Data for CDYC.						
Initially Enrolled Fall	New first-time students choosing CDYC as their major:	Number of students transferring out	Number of Students Changing Major	Number of Students Remaining in CDYC	Number of Students Retained to the following Fall	Percent Retained to following Fall
2011	9	7	0	2	0	--
2012	11	3	0	8	0	0.00
2013	8	0	1	7	2	28.57
2014	12	6	0	6	3	50.00
2015	9	5	0	4	2	50.00
2016	9	2	2	5	1	20.00
2017	5	2	0	3	1	33.33
2018	7	1	0	6	3	50.00
2019	11	1	1	9	3	33.33
2020	24	0	4	20	--	--
Total	105	27	8	70	15	21.43

Data or text in blue represents that the cell was generated by formula.

Note that the number of students changing their major is based on those that did not transfer out only.

Retention is FF in CDYC, not transferring out, and new major set to blank (i.e. did not change major).