**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2015**

**Department:** 0720 – Child & Family Education, 0724 Manual Communications

Year of Last Program Review: FY 2013-2014

Year of Next Program Review: FY 2018-2019

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

As clarification the Child and Family Education department is comprised of two associate degree programs which are the Early Childhood Education program (ECE), budget number 0720 and the American Sign Language Interpreting for the Deaf program (ASL), budget number 0724.

Early Childhood Education program (ECE)

In the ECE program completion rates have remained fairly steady over the past several years. While there was a slight decline in completion rates noted in the diagram above but there is no indication of this being an ongoing trend. The ECE program discontinued the Early Childhood Studies certificate in fall of 2012 which could account for the slight decrease in completion rates. In the four years prior there were an average of 11 certificates earned per year. However, due to changing credential requirements in the field of Early Childhood Education, the ECE certificate is no longer a valid credential.

American Sign Language Interpreting for the Deaf (ASL)

The ASL program completion rates have remained steady. As it compares to last academic year and there has been a slight increase in degree completions. While there has been a moderate decrease from previous years this is likely attributed to the discontinuation of the ASL Deaf Studies Certificate. Over the four prior years approximately 24 certificates were awarded annually. In almost all cases those students who earned the certificate also went on to earn the full Associate degree as well. The certificate alone does not (or should not) lead necessarily to employment in the field of Deafness. In most cases students would have to pair the certificate with another degree for employment purposes.

One additional item of note is the drop in success rate of ASL 2207 during the FY 2013-2014 year. This course is taken just prior to ASL 2261 - Practicum I is the key indicator to students’ preparedness for practicum. Students taking ASL 2207 would have completed their advanced language courses (ASL 2231, 2232) and interpreting courses (ASL 2201, 2202, 2211, 2212) during Fall 2012 and Spring 2013, the first year of semester conversion. Due to semester conversion the advanced language courses were revised from 3, 4 credit hour courses (each meeting 1 hr. and 40 minutes per class) to 3, 3 credit hour courses (each meeting 1 hour and 15 minutes per class) and the 4 interpreting courses, each 4 credit hours (each meeting 1 hr. and 40 minutes per class) were converted to 2 interpreting courses each 3 credit hours (each meeting 1 hour and 15 minutes per class). As a result, students in their advanced year who were developing critical language skills as well as their interpreting skills, missed a very significant number of hours of classroom instruction time. For those aforementioned courses the number of hours is over 112. Faculty believe that semester conversion and the combining of too much course content into too few classes has had a significant impact on students’ preparedness. It is the opinion of faculty that this contributed to the 28% decline in passage of ASL 2207 which reduced the number of students taking practicum in the following year and graduation in FY 2014-2015. It is likely that this shift could continue to impact students in the future. A plan of action is discussed in the next section under course success rates. The chart below outlines the hours of instruction lost by language level.

Comparison of Classroom Hours of Instruction for Quarters VS Semesters

Sinclair Community College

American Sign Language Interpreting for the Deaf.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| COURSES UNDERQUARTERS | Quarters hoursof instruction | COURSES UNDERSEMESTERS | Semester hours of instruction | Hours +/- |
| Beginning level ASL- 3 cr. Ea.ASL 111, ASL 112, ASL 113 | 75 hours | Beg. level ASL - 3 cr. Ea.ASL 1111, ASL 1112 | 75 hours | 0 |
| Intermediate level ASL - 4 cr. Ea.ASL 228, ASL 229, ASL 230 | 100 hours | Intermed. level ASL- 3 cr. Ea.ASL 1228, ASL 1229 | 75 hours | **-25 hours** |
| Advance level ASL - 4 cr. Ea.ASL 231, ASL 232, ASL 233 | 100 hours | Adv. level ASL - 3 cr. Ea.ASL 2231, ASL 2232 | 75 hours | **-25 hours** |
| Interpreting courses - 4 cr. Ea.ASL 201, ASL 202, ASL 203, ASL 204, | 133 hr. 20 min. | Interpreting courses - 3 cr. Ea.ASL 2201, ASL 2202 | 75 hours | **-58 hr. 20 min.** |
| Specialized Interpreting - 4 cr. Ea.ASL 211, ASL 212 | 66 hr. 40 min.  | Specialized Interpreting- 3 cr. Ea.ASL 2212 | 37.5 hours | **-29hr. 10 min.** |
| Transliteration - 4 cr. Ea. | 33 hr. 20 mim. | Transliteration - 3 cr. Ea. | 37.5 hours | + 5hr. 10 min. |
|  |  |  |  | ***132 hr. 20 min. of lost classroom instructions*** |

**Course Success Trend Data – OVERALL SUMMARY**





*Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.*

Early Childhood Education program (ECE)

Students in the ECE program (0720) produced an approximate 82% overall program success rate. This rate is roughly 12% higher than the average rate for both the LCS division and collegewide.

When looking at current individual course success rates there has been a slightly lower success rate than prior years. One possible reason is due to inconsistency in course content delivery due to an increased number of adjunct faculty and the retirement of several seasoned experts in the field of Early Childhood Education. In 2013-2014 academic year ECE added for new adjunct instructors. Monitoring content taught by a number of adjuncts and at various locations has proved to be a challenge. The full-time faculty are completing the data collection of the ECE Program Outcome Assessment (POA) tool (which was part of last year’s dept. review) and will score the results during summer 2015. This tool will highlight gaps in content knowledge and will provide important information for faculty to address in August 2015 during the ECE adjunct training session.

Additionally, it is the belief (based on the experiences with students in practicum observations) that semester conversion has also played a role in slight dip in success rates (2013-14 – 82.78 % to 76.61 % in 2014-15). The result of semester conversion was too much critical content was converted to too few courses. Faculty will review the result of the POA tool and consider some course revisions based on the data. Making this even more challenging is the push to reduce all programs to 65 total credit hours.

American Sign Language Interpreting for the Deaf (ASL)

While success rates for the ASL program are higher than both the division and collegewide averages there has been a decline in the past two academic years. As mentioned in the previous section, as a result of semester conversion there has been a very significant loss of classroom hours of instruction across the curriculum (see chart on page 3). The faculty see evidence of how this has had a detrimental effect on students’ skills and discipline specific knowledge over the past two years. As a corrective plan of action, a lab component will be added to intermediate and advanced level courses which will increase classroom instruction time. Effective fall 2016 a lab component will be added to the following courses – ASL 1228, 1229, 2201, 2202, 2212, 2207. Effective fall 2015, additional projects will be added to the intermediate ASL courses (1228 & 1229) to be completed during required lab hours. And in fall 2017 faculty will review data to determine the effectiveness of these changes. Assessment tools will be development to measure improvement in students’ skills and content knowledge.

Additional factors for a lower success rate could also be attributed to additional assignments with increased rigor to target improvements in students’ breadth and depth of ASL vocabulary. This change was made as a result of feedback from stakeholders at practicum placements as well as feedback from all of our advisory board members. While the initial implementation was challenging, faculty have noted a significant improvement in students’ vocabulary.

One final factor impacting success rates is the conversation of ASL 1101, Orientation to Deafness to an online only offering. While the online version content is mirrors that of the prior face to face version, many students have struggled to keep up in the online course. Success rates for this course have dropped from 63 % in 2012-2013 to 41% in 2014-2015. Efforts are being made to help students be more successful in course. Faculty send out weekly reminders of assignment deadlines but students must also be engaged enough to read the reminders.

*Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)*

Both the ECE and the ASL programs are struggling to make curriculum changes that will help get both programs’ total credit hours to the targeted 65 hours. What we hear from our stakeholders is that they want graduates who are highly skilled and work-ready ready. Making reductions to these programs that have already undergone significant changes during the semester conversion process, is of great concern to the faculty in the CFE department. We continue to explore ways to more efficiently and effectively ensure our graduates meet the high demands of our stakeholders and that they are highly qualified and prepared for employment upon graduation.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Investigate optionsto convert ECE 1100 Introduction to Early Childhood Education to an online or hybrid format. | In progress XCompleted [ ] No longer applicable [ ]  | At this time this goal is still under consideration. We have not had the opportunity for any of our ECE faculty to participate in the online training.  |
| Track one complete “cohort” of students who have completed the entire semester program to assess effectiveness of the new semester program. | In progress Completed XNo longer applicable [ ]  | Tracking this first cohort of semester completers in **ECE** was done through the Program Outcome Assessment tool. Results of the assessment indicate that student performance in ECE 2202 and ECE 2301 show that essential early childhood content is not mastered by the students. Possible causes: -        Inconsistency of delivery of course content by adjunct faculty.-        Reduction of the number courses during the conversion from quarters to semesters resulted in essential content to be embedded into fewer courses.Plan of action: -        Review semester courses to investigate how essential early childhood content is adequately reinforced through course content and assignments.- ECE full-time faculty will hold a required training for all adjunct faculty in the first week of August 2015 to review program assessment results and reinforce all required early childhood content that is to be taught in each course. Tracking this first cohort of semester completers in ASL showed that since the conversion of semesters students have lost over 130 hours of face to face instructions. (See appendix A) This loss of time has resulted in fewer opportunities during class for students to demonstrate essential skills. Faculty have very limited time during class to assess students’ skills provide critical feedback. Plan of action:* Effective fall 2016, add a lab component to the following courses – ASL 1228, 1229, 2201, 2202, 2212, 2207.
* Effective fall 2015, add additional projects to the intermediate ASL courses (1228 & 1229) to be completed during required lab hours.
* In fall 2017 we will review the results of the additional hours to see the impact. An assessment tool will be development to measure improvement in students’ skills.
 |
| Improve and update materials in CFE Library. ODE licensure requires the program to maintain the CFE lending library. | In progress [ ] Completed XNo longer applicable [ ]  | Complete reorganization of the CFE Lending Library took place during summer 2014. Faculty continue to update the resources as new materials are available and as the CFE budget permits.  |
| The courses listed below have added a lab component in order to provide additional in-class time that will allow for additional opportunities for faculty to provide face-to-face feedback and assessment of students’ skills. The additional time added to each class will help students to achieve course and program outcomes.  | In progress XCompleted [ ] No longer applicable [ ]  | Faculty have met to determine which courses are best for the additional lab time. Faculty are in the process of making some minor curriculum changes and determining how to achieve the goal of 65 credit hours.  |
| Add an additional course (or at a minimum course content to existing course) addressing the needs of educational interpreters who serve children with Autism, Apraxia, Deaf-Blindness, and various other disabilities in addition to deafness.  | In progress XCompleted [ ] No longer applicable [ ]  | The course is under current review to see if there is any information that is less relevant that could be eliminated in order to have time to address new content. Unfortunately due to the requirement to reduce the total credit hours of the AAS program to 65, adding another course to meet this critical need is not possible. Some additional information was added to the current ASL 2300 during Fall 2014. Also during fall 2014, guest speakers with expertise in various disabilities were used to present students with some basic introductory information. One of the biggest challenges remains that interpreters working with children with disabilities often have to customize their interpreting methods and modes to meet the needs of each individual student. There are no patterns, templates, or “one size fits all” instructions that interpreters can implement to meet the needs of the various combination of disabilities and/or levels of severity. One other possible way to address this need is to offer ASL 2297 special topics courses that target various disabilities. The down side of this is that a 2297 course is only an elective and not all students would have exposure to the information.  |
| Investigate the possibility of converting ASL 1102 to an online course. | In progress XCompleted [ ] No longer applicable [ ]  | This is still a program goal, but the course has not been converted at this time. This course is unfortunately taught solely by adjunct instructors. In the past year there has been a lack of full-time faculty resources available to take on this project. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department is strongly encouraged to find a way to share the Student Professional Dispositions Assessment – there would likely be strong interest from some other departments. Other departments should be made aware of this process so that they have the opportunity to adapt it for their own use. Perhaps this “best practice” could be shared in a workshop for Faculty Learning Day – some means should be found for sharing this with others. | In progress XCompleted [ ] No longer applicable [ ]  | This is in process. Kim Pasene and Phyllis Adams are working on co-presenting a workshop. Currently they are in the process of benchmarking and investigating other professional dispositions to incorporate into their presentation. |
| The name of the department - “Child and Family Education Department” – is not inclusive of the American Sign Language component of the department, and may be confusing for students who don’t where ASL is housed at the institution. The Review Team strongly recommends that the department explore a name change that would incorporate the ASL component of the department and help inform students that ASL is part of the department. | In progress XCompleted [ ] No longer applicable [ ]  | In a department that houses two such diverse degree programs as ECE and ASL Interpreting, it is unlikely that we will find one department name that truly reflects both professions. While the department has certainly done an excellent job over the years of making this unique pairing work, there really is no logical reason for housing these two programs in the same department. Changing the program name of the ASL Interpreting program to Interpreter Education Program (IEP which does have potential to be a confusing acronym in the field of education) gives a common term of “Education”. As the department investigates the potential of adding an additional EDU degree program, there has been discussion of changing the name of the department to (EDU) ***Education*** which could include Early Childhood ***Education,*** Interpreter ***Education***, and the general ***Education*** degree.  |
| As was mentioned in the commendations, the department was very proactive in developing strategies to address what it believed would be weak points in the self-study. The department is strongly encouraged to continue these strategies and gather data that can be shared in the next Program Review self-study in five years, as well as in the Annual Update submissions in the time intervening. | In progress XCompleted [ ] No longer applicable [ ]  | Ongoing efforts are being made to collect both graduate data and stakeholder data. Stakeholder satisfaction surveys will be sent to employers during summer 2015 as will graduate surveys for both ECE and ASL programs. |
| The need for marketing materials was mentioned in the meeting with the Review Team. The Marketing Department has created some excellent promotional materials for other departments – the department should begin working with the Marketing Department to produce promotional materials that can be shared with the public. | In progress XCompleted [ ] No longer applicable [ ]  | Action on developing new materials is pending due to curriculum revisions in both ECE and ASL. Both programs are working toward the reduction of credit hours to meet the cap of 65 total hours. ECE is also making revisions to meet the requirements of OBR for additional TAG courses and ASL is deactivating course information that is no longer relevant. ASL has taken advantage of some very professional, grant-produced brochures that are available to us at no cost. These brochures highlight career opportunities and have been helpful with high school career fairs.  |
| Inconsistencies among sources on the website was mentioned as a concern during the meeting with the Review Team – the department is strongly encouraged to review the pages where it has edit access to ensure consistency in information that is shared there. Where the department finds inconsistencies on pages where it doesn’t have the access to make changes, these inconsistencies should be documented and forwarded to the owner of that part of the Sinclair website. | In progress XCompleted [ ] No longer applicable [ ]  | Much of the outdated information has been removed from multiple locations on the Sinclair websites. Faculty have outlined critical information to be included on each program site but unfortunately limited faculty resources have stalled the implementation. The goal of the department is to update information during summer 2015.  |
| The Review Team questioned why the department’s students aren’t used by Disability Services as sign language interpreters for hearing-disabled students. Apparently there are currently no collaborations between the department and Disability Services, although there has been some outreach in the past in attempt to establish collaborations. The department is encouraged to work with the Provost to make another attempt at offering its students as interpreters for Disability Services. There may be an opportunity to take advantage of some efficiencies in ways that would benefit both the department and Disability Services. | In progress XCompleted [ ] No longer applicable [ ]  | Significant action was taken to improve collaborations between the ASL program and Disability Services. Both departments, LCS dean, the Provost, and VP of Student Services met on Feb. 25, 2015. A number of ideas were discussed during the meeting. The meeting provided an opportunity for the ASL program to present strategies which we believe will improve the quality, reliability, costs for interpreting services campus-wide. Discussions are ongoing as both departments search for solutions to better service Deaf students, staff and faculty.  |
| The department is encouraged to explore using social media to market its programs. It may be that digital marketing expertise from faculty in the Business and Public Services division could be of assistance. | In progress XCompleted [ ] No longer applicable [ ]  | The use of social media continues to be an excellent resource for the ASL program. The CFE/ASL Lab and the ASL Club both have a very active Facebook page. This is a great resource for keeping students engaged in community events as well as educational opportunities in the CFE/ASL Lab. ASL faculty and staff actively monitor these pages and contribute to announcements. The ECE Program just set up a new page but it is not very widely used yet.  |
| The Review Team recommends that the department make a focused effort to cultivate future adjunct faculty from the pool of current students. Can students be made aware of that opportunity in the future and coached on what they would need to do to qualify? How can the department find ways to maintain contact with promising graduates who might one day teach for us?  | In progress XCompleted [ ] No longer applicable [ ]  | ASL - While the majority of the faculty are graduates of ASL Interpreting program this can be a somewhat lengthy process. Graduates would need considerable additional education, interpreting experience, and national certifications in order to qualify to teach in our program. The program prepares graduates to interpret and not necessarily to teach. Sometimes even the best practitioners do not make good instructors. We do maintain excellent contact with many of our graduates and we are often aware when they graduate with additional degree or complete national certifications. We frequently will recruit from the pool of graduates from Wright State’s interpreting program. Unfortunately many of them are able to command a much higher wage through interpreting than teaching. ECE – The same is true for graduates of the ECE program. They would need substantial additional education (minimum of a Master’s degree) to be eligible to teach.  |
| The department is encouraged to develop more articulation agreements with four-year institutions where appropriate. | In progress XCompleted [ ] No longer applicable [ ]  | ASL- We have one current agreement with WSU which is the only continuing program in the area. We tried for many years to complete an agreement with University of Cincinnati (UC) but they were unable to complete the process on their end. The UC program is currently no longer accepting any new students and they will close their program when the current students graduate.We have looked at a few of the online program but no decisions have been made. Kent State is in the process of revising their BA program and there may be a potential for an agreement.ECE still has a pending agreement with University of Dayton and we are just waiting for them to finalize on their end. We have made contact with Central State University but we are still in the very beginning stages.  |
| The issue of tracking graduates for transfer and employment was mentioned in the meeting with the Review Team. Research, Analytics, and Reporting (RAR) has resources that can help departments track their students. The department is encouraged to work with the Director and Assistant Director of RAR to develop a strategy for obtaining and maintaining employment and transfer data on the department’s graduates. This strategy should include an annual timeline for getting information from RAR so that the information need can be met in a way that allows RAR to accommodate the request in their workload. | In progress XCompleted [ ] No longer applicable [ ]  | Both ASL and ECE will send surveys to employers and graduates in May. The department review provided an opportunity for us to develop a new system for tracking our graduates and also ensuring satisfaction with employers. ASL also does an exit survey of all of the practicum students. This will be done during the last week of spring semester. We are currently in contact with RAR to help us do a more thorough job with tracking our graduates.  |
| During the meeting with the Review Team the department mentioned the possibility of extending the age range of children served by the Early Childhood Education Center (ECEC) to infants and toddlers. The department is encouraged to explore this possibility, with close attention to the costs in terms of additional staff and facilities that this would entail. Also, will there be a developing need for a similar center at the Courseview Campus as that location expands, and if the need arose what would the department need to do to develop and maintain a similar center at that location? | In progress XCompleted [ ] No longer applicable [ ]  | This is something that may be a consideration in the future but we currently have some other priorities in Center.We are working on a number of changes in the Center to help align the practices of the Center with the curriculum of the program. New teachers have been hired, and next year there will be a new format in place for the daily schedules. We have completed our first year with the new “Creative Curriculum”. Teachers and faculty are in the process of assessing the effectiveness of the curriculum and identifying areas where additional training may be needed for teachers. Another consideration may come when the new Health Sciences building is completed. As space in building 9 comes available this may allow for expansion of the Center. We do believe that a preschool center at Courseview could very likely be needed as this campus expands.  |

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| Please respond to the following items regarding external program accreditation. |
| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: ECE Program – April 2010 for approval of Ohio Department of Education Pre K Licensure ASL Interpreting Program – April 2010 for approval of Ohio Department of Education Pre K Licensure Interpreter for the Hearing Impaired (K -12) Educational Interpreter Licensure. ( Both ECE and ASL ODE next reaccreditation will be 2017)The Early Childhood Education Center received a 5 Star Step Up to Quality rating in April of 2015 from Ohio Department of Jobs and Family Services.The Early Childhood Education Center – Received accreditation through the National Association for the Education of Young Children (NAEYC) in November of 2012. [ ]  Programs in this department do not have external accreditation  |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** | From the ODE site visit and program approvals in April of 2010 there were no recommendations for changes. Both ASL and ECE received very high ratings and only commendations! ECEC – There were no recommendations from either Step Up to Quality or NAEYC. |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if applicable)** | N/A |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING –** ASL 2261 and ECE 2301
* **INFORMATION LITERACY –** ASL 1101 and ECE 1100
* **COMPUTER LITERACY –** ASL 1101 and ECE 1100

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency? (Please provide brief summary data)**NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2014-2015** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Values/Citizenship/Community | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | All programs | **N/A** | ENG 1101 |  |
| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | **OPTIONAL FOR FY 2014-15**None |
| How will you determine whether those changes had an impact?  | **OPTIONAL FOR FY 2014-15** |

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| --- | --- | --- | --- | --- |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| **Early Childhood Education** |  |  |  |  |
| Utilize critical thinking skills to promote child development and learning. | ECE 1201, 2202, 2301 | 2014 | Utilized the department’s program assessment tool  | % meeting standard in ECE 1201 = 70%% meeting standards in ECE 2202 = 76%% meeting standards in ECE 2301 = 72%  |
| Identify resources and apply techniques for building diverse family and community relationships. | ECE 1201, 2202, 2301 | 2014-2015 | Utilized the department’s program assessment tool | % meeting standard in ECE 1201 = 91%% meeting standards in ECE 2202 = 95%% meeting standards in ECE 2301 = 88% |
| Observe, document and assess to support young children and families. | ECE 1201, 2202, 2301 | 2013 | Utilized the department’s program assessment tool | % meeting standard in ECE 1201 = 39%% meeting standards in ECE 2202 = 63%% meeting standards in ECE 2301 = 57% |
| Utilize developmentally effective approaches to connect with children and families. | ECE 1201, 2202, 2301 | 2013-2014 | Utilized the department’s program assessment tool | % meeting standard in ECE 1201 = 22%% meeting standards in ECE 2202 = 53%% meeting standards in ECE 2301 = 56% |
| Use content knowledge to build meaningful curriculum. | ECE 1201, 2202, 2301 | 2013 | Utilized the department’s program assessment tool | % meeting standard in ECE 1201 = 66%% meeting standards in ECE 2202 = 91%% meeting standards in ECE 2301 = 88% |
| Demonstrate responsibility for professional behavior, professional growth and professional involvement. | ECE 1201, 2202, 2301 | 2013 | Utilized the department’s program assessment tool | % meeting standard in ECE 1201 = 32%% meeting standards in ECE 2202 = 75%% meeting standards in ECE 2301 = 60% |
| **American Sign Language** |  |       |       |       |
| Demonstrate competency in both American Sign Language and spoken and written English.  | ASL 2207, 2236, 2261, 2262 | 2014-2015 | Written exams | Success rates in 2207 increased by 30%. |
| Apply knowledge and skills to function as cross-cultural mediators in order to transmit and transfer culturally based linguistic and nonlinguistic information. | ASL 1101, 1102, 1116, 2201, 2202, 2207, 2300, 2261, 2262; SOC ???? | 2014-2015 | Observation assessments were conducted at the practicum level.  | ASL 2261 had 10% increase of success rate over the prior year. Results for ASL 2262 (spring 2015) are pending.  |
| **Demonstrate a minimum of entry-level competency in interpreting between ASL and English.** | ASL 2201, 2202, 2207, 2236, 2212, 2261, 2262 | 2014-2015 | Performance based assessments that are both formative and summative.  | Course success rates in 2201 – decreased by 10% and ASL 2202 are pending. 2207 Increase by 30%. And 2261 increase by 10%.  |
| Demonstrate knowledge of theoretical, ethical and practical foundations of the interpreting field necessary to pass the RID National Interpreter Certification (NIC) written exam. | ASL 2202, 2212, 2236, 2262, | 2014 | Written tests | Success rates remain at 100% in Final practicum course ASL 2262 where the highest rate if proficiency is measured.  |
| Develop skills in critical thinking, computer literacy, information literacy and values/citizenship/community.  | ASL 1102, 1116, 2231, 2261, 2262;ENG 1101, 1201; BIO 1101; PSY 1100; SOC ????; MAT 1440 or 1470; COM 2206 or 2211,  |  |  |  |
| **Elementary Education** |  | N/A | N/A | N/A -- We do not teach Elementary Education in our depatment. |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. | MAT 1190, MAT 1250 | N/A | N/A | N/A |
| Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences. | N/A | N/A | N/A | N/A |
| Demonstrate responsibility and accountability in accomplishing goals. | SCC 1101 | N/A | N/A | N/A |
| Communicate effectively in a variety of ways with varied audiences through writing skills, oral communication skills, listening skills, reading skills, computer literacy and information literacy. | ENG 1101, 1201, BIS 1120, COM 2206, COM 2111 | N/A | N/A | N/A |
| Apply education theory and practices, including curriculum theory and instructional methodologies; the influence of diversity; the multiple roles of teachers; intervention strategies and service delivery models for working with exceptional individuals; and effective learning experiences among learners of diverse learning styles and development. | EDU 1100EDU 1105PSY 1105 | 2011-2012 | 3 tests administered in EDU 100; 3 tests administered in EDU 105. | Students exceeded 70% standard on average on tests administered in EDU 100 and EDU 105. ( See Table 7) |
| Evaluate, prepare and use educational technology as instructional resources related to principles of learning and teaching, including legal and ethical use. | EDU 1103 | 2012-13 | \*\*\* | \*\*\*Will be assessed in the coming year. |

**ECE Program Outcomes**

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| --- | --- | --- | --- | --- | --- | --- |
| COURSE TITLES | PO #1Utilize critical thinking skills to apply knowledge of child development and learning. | PO #2Identify resources and apply techniques for building diverse family and community relationships. | PO #3Observe, document, and assess to support young children and families. | PO #4Utilize developmentally effective approaches to connect with children and families. | PO #5Demonstrate use of content knowledge to build meaningful curriculum. | PO #6Demonstrate professionalism. |
| **ECE 1100**Intro to Early Childhood Education | I | I |  |  | I | I |
| **ECE 1101**Introductory Child Development | I | I | I |  |  | I |
| **ECE 1200**Observation & Assessment | I | I | I | I |  | R |
| **ECE 1201**Curriculum & Planning | R |  | I | I | I |  |
| **ECE 2100**Lang., Literacy & Interaction w/ Young Children | R |  | I | I | R |  |
| **ECE 2101**Creative Experiences | R |  | I | I | R |  |
| **ECE 2102**Math & Science | R |  | I | I | R |  |
| COURSE TITLES | PO #1Utilize critical thinking skills to apply knowledge of child development and learning. | PO #2Identify resources and apply techniques for building diverse family and community relationships, | PO #3Observe, document, and assess to support young children and families | PO #4Utilize developmentally effective approaches to connect with children and families | PO #5Demonstrate use of content knowledge to build meaningful curriculum | PO #6Demonstrate professionalism |
| **ECE 2200**Families, Communities, & Schools | R | R | R | R |  |  |
| **ECE 2201**Guidance of Young Children | R | R | R | R | R | R |
| **ECE 2202**Teaching Techniques | R | R | R | R | R | R |
| **ECE 2300**Inclusion | R | R | R | R | R | R |
| **ECE 2301**ECE Practicum | P | R | P | R | P | P |
| I = Introduced  |  |  |  |  |  |  |
| R = Reinforced |  |  |  |  |  |  |
| P= Proficient  |  |  |  |  |  |  |

**ASL Program Outcomes**

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| ASLID | ASL 1101 | ASL 1102 | ASL 1116 | ASL 2300 | ASL 1111 | ASL 1112 | ASL 1228 | ASL 1229 | ASL 2231 | ASL 2232 | ASL 2261 | ASL 2262 | ASL 2201 | ASL 2202 | ASL 2212 | ASL 2236 | ASL 2207 |
| **Outcome #1** - **Language** Students will demonstrate competency in both American Sign Language and spoken and written English.  |   |   |   |   | I | I | I | I | R | R | P | P | R | R | R | P | P |
| **Outcome #2** - **Culture**  Students will demonstrate the knowledge and skills to function as cross-cultural mediators in order to transmit and transfer culturally-based linguistic and non-linguistic information. | I | R | I | R | I | I | R | R | R | P | P | P | R | P | P |   | P |
| **Outcome #3** - **Interpreting** Students will demonstrate a minimum of entry-level competency in interpreting between ASL and English. |   |   |   |   |   |   |   | I | R | R | P | P | I | R | P | R/P | P |
| **Outcome #4** - **Professionalism** Students will demonstrate knowledge of theoretical, ethical and practical foundations of the interpreting field necessary to pass the RID National Interpreter Certification (NIC) written exam. | I | R | I | R |   |   | I | I | R | R | R | P | R | P | P | R/P | P |
| **Outcome #5** - **General Education** Students will develop skills in critical thinking, computer literacy, information literacy, and values/citizenship/ community. | I | R | I | R/P | I | I | R | R | R | P | P | P | R | P | P | P | P |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?**  | ECE – Curriculum changes are under review to better ensure that critical content is being delivered across the curriculum. Faculty will meet during summer 2015 to make any curriculum changes.ASL – Additional vocabulary is being added to both the beginning and intermediate ASL courses to ensure that students are better prepared for interpreting I & II courses as well as ASL 2207, 2261, 2262.  |
| **How will you determine whether those changes had an impact?**  | Both programs will track and curriculum changes to determine effectiveness. Assessment tools to be developed after curriculum changes are made. ASL 2231 will add a pretest for vocabulary to determine students’ preparedness for ASL 2231 & ASL 2201.  |

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

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| Expand FY2012-13 | Drill Down on FY2012-13 | FY2012−13 |

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| Expand FY2013-14 | Drill Down on FY2013-14 | FY2013−14 |

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| Expand FY2014-15 | Drill Down on FY2014-15 | FY2014−15 |

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| Success Seat Count |

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| Success and Non Success Count |

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| Course |

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| Location |

 | 1 | 1 | 100.00% | 1 | . | . | . | . | . | . | . | . |
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| Expand ASL-101 | Drill Down on ASL-101 | ASL−101 |

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| Expand ASL-1101 | Drill Down on ASL-1101 | ASL−1101 |

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| CVCC |

 | 5 | 8 | 62.50% | 8 | . | . | . | . | . | . | . | . |
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| Dayton |

 | 55 | 88 | 62.50% | 88 | . | . | . | . | . | . | . | . |
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| WWW |

 | . | . | . | . | 72 | 136 | 52.94% | 136 | 32 | 79 | 40.51% | 123 |
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| Expand ASL-1102 | Drill Down on ASL-1102 | ASL−1102 |

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| Dayton |

 | 27 | 33 | 81.82% | 33 | 27 | 31 | 87.10% | 32 | . | 3 | . | 33 |
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| Expand ASL-111 | Drill Down on ASL-111 | ASL−111 |

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| Expand ASL-1111 | Drill Down on ASL-1111 | ASL−1111 |

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| CVCC |

 | 18 | 27 | 66.67% | 29 | 5 | 6 | 83.33% | 7 | 7 | 7 | 100.00% | 7 |
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| Dayton |

 | 109 | 179 | 60.89% | 185 | 106 | 175 | 60.57% | 184 | 83 | 135 | 61.48% | 170 |
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| ELC |

 | 25 | 38 | 65.79% | 40 | 24 | 35 | 68.57% | 37 | 6 | 9 | 66.67% | 22 |
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| HHLC |

 | 28 | 42 | 66.67% | 44 | 10 | 15 | 66.67% | 15 | 13 | 21 | 61.90% | 22 |
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| PCLC |

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| Expand ASL-1112 | Drill Down on ASL-1112 | ASL−1112 |

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| CVCC |

 | 7 | 10 | 70.00% | 10 | 3 | 3 | 100.00% | 4 | . | . | . | . |
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| Dayton |

 | 62 | 69 | 89.86% | 71 | 68 | 81 | 83.95% | 82 | 63 | 73 | 86.30% | 87 |
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| ELC |

 | . | . | . | 0 | . | . | . | 0 | . | . | . | 0 |
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| HHLC |

 | 12 | 14 | 85.71% | 15 | 9 | 10 | 90.00% | 10 | . | . | . | 5 |
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| Expand ASL-1116 | Drill Down on ASL-1116 | ASL−1116 |

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| Dayton |

 | 26 | 35 | 74.29% | 35 | 21 | 34 | 61.76% | 34 | 31 | 40 | 77.50% | 40 |
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| Expand ASL-113 | Drill Down on ASL-113 | ASL−113 |

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| CVCC |

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| Dayton |

 | 14 | 20 | 70.00% | 20 | . | . | . | . | . | . | . | . |
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| Expand ASL-116 | Drill Down on ASL-116 | ASL−116 |

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| Dayton |

 | 1 | 1 | 100.00% | 1 | . | . | . | . | . | . | . | . |
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| Expand ASL-1228 | Drill Down on ASL-1228 | ASL−1228 |

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| Dayton |

 | 42 | 52 | 80.77% | 54 | 43 | 57 | 75.44% | 57 | 39 | 43 | 90.70% | 58 |
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| Expand ASL-1229 | Drill Down on ASL-1229 | ASL−1229 |

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| Dayton |

 | 35 | 37 | 94.59% | 38 | 25 | 28 | 89.29% | 30 | 5 | 8 | 62.50% | 43 |
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| Expand ASL-190 | Drill Down on ASL-190 | ASL−190 |

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| Dayton |

 | 43 | 43 | 100.00% | 43 | . | . | . | . | . | . | . | . |
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| Expand ASL-207 | Drill Down on ASL-207 | ASL−207 |

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| Dayton |

 | 12 | 14 | 85.71% | 14 | . | . | . | . | . | . | . | . |
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| Expand ASL-2201 | Drill Down on ASL-2201 | ASL−2201 |

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| Dayton |

 | 27 | 35 | 77.14% | 35 | 21 | 27 | 77.78% | 27 | 12 | 19 | 63.16% | 20 |
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| Expand ASL-2202 | Drill Down on ASL-2202 | ASL−2202 |

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| Dayton |

 | 23 | 27 | 85.19% | 27 | 18 | 23 | 78.26% | 24 | . | . | . | 14 |
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| Expand ASL-2207 | Drill Down on ASL-2207 | ASL−2207 |

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| Dayton |

 | . | . | . | . | 15 | 26 | 57.69% | 26 | 15 | 20 | 75.00% | 20 |
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| Expand ASL-2212 | Drill Down on ASL-2212 | ASL−2212 |

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| Dayton |

 | 24 | 27 | 88.89% | 27 | 13 | 16 | 81.25% | 16 | . | 5 | . | 23 |
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| Expand ASL-2231 | Drill Down on ASL-2231 | ASL−2231 |

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| Dayton |

 | 27 | 44 | 61.36% | 44 | 16 | 28 | 57.14% | 28 | 17 | 25 | 68.00% | 27 |
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| Expand ASL-2232 | Drill Down on ASL-2232 | ASL−2232 |

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| Dayton |

 | 20 | 25 | 80.00% | 25 | 17 | 21 | 80.95% | 21 | . | 2 | . | 16 |
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| Expand ASL-2236 | Drill Down on ASL-2236 | ASL−2236 |

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| Dayton |

 | . | . | . | . | 17 | 22 | 77.27% | 22 | 14 | 18 | 77.78% | 18 |
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| Expand ASL-2261 | Drill Down on ASL-2261 | ASL−2261 |

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| Dayton |

 | 15 | 21 | 71.43% | 21 | 13 | 19 | 68.42% | 19 | 12 | 16 | 75.00% | 17 |
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| Expand ASL-2262 | Drill Down on ASL-2262 | ASL−2262 |

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| Dayton |

 | 15 | 15 | 100.00% | 15 | 11 | 11 | 100.00% | 11 | . | 3 | . | 14 |
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| Expand ASL-2297 | Drill Down on ASL-2297 | ASL−2297 |

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| Dayton |

 | . | . | . | 0 | 164 | 168 | 97.62% | 214 | 64 | 67 | 95.52% | 100 |
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| Expand ASL-230 | Drill Down on ASL-230 | ASL−230 |

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| Dayton |

 | 7 | 8 | 87.50% | 8 | . | . | . | . | . | . | . | . |
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| Expand ASL-2300 | Drill Down on ASL-2300 | ASL−2300 |

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| Dayton |

 | 17 | 17 | 100.00% | 17 | 21 | 27 | 77.78% | 27 | 16 | 22 | 72.73% | 22 |
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| Expand ASL-236 | Drill Down on ASL-236 | ASL−236 |

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| Dayton |

 | 8 | 10 | 80.00% | 10 | . | . | . | . | . | . | . | . |
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| Total |

 | 705 | 940 | 75.00% | 958 | 739 | 999 | 73.97% | 1,063 | 429 | 615 | 69.76% | 901 |

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| Expand FY2012-13 | Drill Down on FY2012-13 | FY2012−13 |

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| Expand FY2013-14 | Drill Down on FY2013-14 | FY2013−14 |

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| Expand FY2014-15 | Drill Down on FY2014-15 | FY2014−15 |

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| Success Seat Count |

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| Expand ECE-101 | Drill Down on ECE-101 | ECE−101 |

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| Dayton |

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| Expand ECE-1100 | Drill Down on ECE-1100 | ECE−1100 |

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| CVCC |

 | . | . | . | 0 | 7 | 8 | 87.50% | 8 | . | . | . | . |
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| Dayton |

 | 61 | 102 | 59.80% | 103 | 76 | 107 | 71.03% | 107 | 35 | 60 | 58.33% | 92 |
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| ELC |

 | 12 | 12 | 100.00% | 13 | 9 | 9 | 100.00% | 9 | 11 | 15 | 73.33% | 15 |
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| Expand ECE-1101 | Drill Down on ECE-1101 | ECE−1101 |

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| CVCC |

 | 5 | 9 | 55.56% | 9 | 8 | 8 | 100.00% | 8 | . | . | . | . |
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| Dayton |

 | 67 | 105 | 63.81% | 107 | 86 | 112 | 76.79% | 112 | 32 | 56 | 57.14% | 96 |
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| ELC |

 | 12 | 13 | 92.31% | 20 | 8 | 8 | 100.00% | 8 | 10 | 15 | 66.67% | 23 |
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| Expand ECE-118 | Drill Down on ECE-118 | ECE−118 |

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| Dayton |

 | 2 | 2 | 100.00% | 2 | . | . | . | . | . | . | . | . |
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| Expand ECE-119 | Drill Down on ECE-119 | ECE−119 |

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| Dayton |

 | 5 | 5 | 100.00% | 5 | . | . | . | . | . | . | . | . |
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| Expand ECE-120 | Drill Down on ECE-120 | ECE−120 |

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| Dayton |

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| Expand ECE-1200 | Drill Down on ECE-1200 | ECE−1200 |

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| CVCC |

 | . | . | . | 0 | 5 | 6 | 83.33% | 6 | . | . | . | . |
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| Dayton |

 | 52 | 62 | 83.87% | 62 | 46 | 58 | 79.31% | 58 | 24 | 30 | 80.00% | 53 |
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| ELC |

 | . | . | . | . | 9 | 9 | 100.00% | 9 | . | . | . | 0 |
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| Expand ECE-1201 | Drill Down on ECE-1201 | ECE−1201 |

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| CVCC |

 | . | . | . | 0 | 3 | 5 | 60.00% | 5 | . | . | . | . |
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| Dayton |

 | 87 | 101 | 86.14% | 101 | 53 | 70 | 75.71% | 70 | 22 | 32 | 68.75% | 53 |
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| ELC |

 | . | . | . | . | 9 | 9 | 100.00% | 10 | . | . | . | 5 |
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| Expand ECE-146 | Drill Down on ECE-146 | ECE−146 |

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| CVCC |

 | 11 | 11 | 100.00% | 11 | . | . | . | . | . | . | . | . |
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| Dayton |

 | 5 | 5 | 100.00% | 5 | . | . | . | . | . | . | . | . |
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| Expand ECE-160 | Drill Down on ECE-160 | ECE−160 |

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| CVCC |

 | 10 | 10 | 100.00% | 10 | . | . | . | . | . | . | . | . |
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| Dayton |

 | 13 | 13 | 100.00% | 14 | . | . | . | . | . | . | . | . |
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| Expand ECE-208 | Drill Down on ECE-208 | ECE−208 |

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| CVCC |

 | 13 | 13 | 100.00% | 13 | . | . | . | . | . | . | . | . |
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| Dayton |

 | 2 | 2 | 100.00% | 2 | . | . | . | . | . | . | . | . |
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| Expand ECE-2100 | Drill Down on ECE-2100 | ECE−2100 |

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| CVCC |

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| Dayton |

 | 18 | 18 | 100.00% | 18 | 33 | 36 | 91.67% | 36 | 19 | 21 | 90.48% | 47 |
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| ELC |

 | . | . | . | . | . | . | . | . | 10 | 10 | 100.00% | 10 |
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| Expand ECE-2101 | Drill Down on ECE-2101 | ECE−2101 |

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| CVCC |

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| Dayton |

 | 19 | 20 | 95.00% | 20 | 46 | 51 | 90.20% | 51 | 35 | 40 | 87.50% | 46 |
|

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| ELC |

 | . | . | . | . | . | . | . | . | 10 | 10 | 100.00% | 10 |
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| Expand ECE-2102 | Drill Down on ECE-2102 | ECE−2102 |

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| CVCC |

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| Dayton |

 | 12 | 14 | 85.71% | 14 | 39 | 44 | 88.64% | 44 | 25 | 26 | 96.15% | 42 |
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| ELC |

 | . | . | . | . | . | . | . | . | 9 | 9 | 100.00% | 9 |
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| Expand ECE-215 | Drill Down on ECE-215 | ECE−215 |

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| Dayton |

 | 11 | 12 | 91.67% | 12 | . | . | . | . | . | . | . | . |
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| Expand ECE-2200 | Drill Down on ECE-2200 | ECE−2200 |

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| CVCC |

 | 8 | 8 | 100.00% | 8 | . | . | . | . | . | . | . | . |
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| Dayton |

 | 23 | 25 | 92.00% | 25 | 30 | 31 | 96.77% | 31 | 19 | 23 | 82.61% | 41 |
|

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| Expand ECE-2201 | Drill Down on ECE-2201 | ECE−2201 |

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| Dayton |

 | 2 | 3 | 66.67% | 3 | 20 | 20 | 100.00% | 20 | 32 | 33 | 96.97% | 34 |
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| Expand ECE-2202 | Drill Down on ECE-2202 | ECE−2202 |

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| --- |
| Dayton |

 | 33 | 34 | 97.06% | 34 | 25 | 32 | 78.13% | 32 | 15 | 16 | 93.75% | 32 |
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| Expand ECE-2297 | Drill Down on ECE-2297 | ECE−2297 |

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| Dayton |

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| Expand ECE-2300 | Drill Down on ECE-2300 | ECE−2300 |

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| Dayton |

 | 7 | 8 | 87.50% | 8 | 22 | 23 | 95.65% | 23 | 9 | 11 | 81.82% | 23 |
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| Expand ECE-2301 | Drill Down on ECE-2301 | ECE−2301 |

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| Dayton |

 | 27 | 27 | 100.00% | 27 | 19 | 22 | 86.36% | 22 | 9 | 10 | 90.00% | 24 |
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| Expand ECE-281 | Drill Down on ECE-281 | ECE−281 |

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| Dayton |

 | 13 | 13 | 100.00% | 13 | . | . | . | . | . | . | . | . |
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| --- |
| Total |

 | 530 | 647 | 81.92% | 659 | 553 | 668 | 82.78% | 669 | 326 | 417 | 78.18% | 655 |

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| **Fiscal\_Yr** |

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| **Expand FY2012-13** | **Drill Down on FY2012-13** | **FY2012−13** |

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| **Expand FY2013-14** | **Drill Down on FY2013-14** | **FY2013−14** |

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| **Expand FY2014-15** | **Drill Down on FY2014-15** | **FY2014−15** |

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| **Success Seat Count** |

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| **Success and Non Success Count** |

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| **Success Rate** |

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| **Seatcount** |

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| **Success Seat Count** |

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| **Success and Non Success Count** |

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| **Success Rate** |

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| **Seatcount** |

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| **Success Seat Count** |

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| **Success and Non Success Count** |

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| **Success Rate** |

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| **Seatcount** |

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| **Course** |

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| **Location** |

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| **Expand EDU-100** | **Drill Down on EDU-100** | **EDU−100** |

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| **Dayton** |

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| **Expand EDU-103** | **Drill Down on EDU-103** | **EDU−103** |

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| **WWW** |

 | 17 | 22 | 77.27% | 22 | . | . | . | . | . | . | . | . |
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| **Expand EDU-1100** | **Drill Down on EDU-1100** | **EDU−1100** |

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| --- |
| **CVCC** |

 | 16 | 20 | 80.00% | 20 | 7 | 9 | 77.78% | 9 | 10 | 11 | 90.91% | 12 |
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| --- |
| **Dayton** |

 | 45 | 54 | 83.33% | 55 | 54 | 71 | 76.06% | 72 | 30 | 35 | 85.71% | 62 |
|

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| --- |
| **ELC** |

 | 17 | 20 | 85.00% | 21 | 11 | 13 | 84.62% | 13 | 17 | 21 | 80.95% | 21 |
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| **Expand EDU-1103** | **Drill Down on EDU-1103** | **EDU−1103** |

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| --- |
| **CVCC** |

 | . | . | . | . | 4 | 7 | 57.14% | 8 | . | . | . | . |
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| **Dayton** |

 | . | . | . | . | . | . | . | 0 | . | . | . | 0 |
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| **ELC** |

 | . | . | . | 0 | . | . | . | . | 11 | 11 | 100.00% | 15 |
|

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| --- |
| **WWW** |

 | 65 | 103 | 63.11% | 104 | 103 | 125 | 82.40% | 126 | 52 | 63 | 82.54% | 100 |
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| **Expand EDU-1105** | **Drill Down on EDU-1105** | **EDU−1105** |

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| **CVCC** |

 | 7 | 9 | 77.78% | 11 | . | . | . | . | 8 | 10 | 80.00% | 11 |
|

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| --- |
| **Dayton** |

 | 40 | 56 | 71.43% | 56 | 38 | 50 | 76.00% | 50 | 38 | 46 | 82.61% | 52 |
|

|  |
| --- |
| **ELC** |

 | 6 | 7 | 85.71% | 8 | 12 | 13 | 92.31% | 13 | 8 | 12 | 66.67% | 19 |
|

|  |
| --- |
| **Total** |

 | **213** | **291** | **73.20%** | **297** | **229** | **288** | **79.51%** | **291** | **174** | **209** | **83.25%** | **292** |

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Academic Year** |

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| **Expand AC2009-10** | **Drill Down on AC2009-10** | **AC2009−10** |

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| **Expand AC2010-11** | **Drill Down on AC2010-11** | **AC2010−11** |

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| **Expand AC2011-12** | **Drill Down on AC2011-12** | **AC2011−12** |

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| **Expand AC2012-13** | **Drill Down on AC2012-13** | **AC2012−13** |

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| **Expand AC2013-14** | **Drill Down on AC2013-14** | **AC2013−14** |

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| **Number Of Degrees Issued** |

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| **Number Of Degrees Issued** |

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| **Number Of Degrees Issued** |

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| **Number Of Degrees Issued** |

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| **Number Of Degrees Issued** |

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| **Program** |

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| **Degree Class** |

 | [30](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [34](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [40](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [24](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [3](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  |
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| **ECE.AAS−EARLY CHILDHOOD EDUCATION−ASSOCIATE OF APPLIED SCI** |

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| **Expand Degree** | **Drill Down on Degree** | **Degree** |

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| **Subtotal: ECE.AAS−EARLY CHILDHOOD EDUCATION−ASSOCIATE OF APPLIED SCI** |

 | **30** | **34** | **40** | **24** | **3** |
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| **ECE.CRT−EARLY CHILDHOOD STUDIES CERTIFICATE** |

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| **Expand Certificate** | **Drill Down on Certificate** | **Certificate** |

 | [17](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [8](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [12](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [5](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [3](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  |
|

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| **Subtotal: ECE.CRT−EARLY CHILDHOOD STUDIES CERTIFICATE** |

 | **17** | **8** | **12** | **5** | **3** |
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| **ECE.PRE−K.AAS−EARLY CHILDHOOD EDUCATION/PRE−K EMPHASIS − AAS** |

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| **Expand Degree** | **Drill Down on Degree** | **Degree** |

 | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [1](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  |
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| **Subtotal: ECE.PRE−K.AAS−EARLY CHILDHOOD EDUCATION/PRE−K EMPHASIS − AAS** |

 | **.** | **.** | **1** | **.** | **.** |
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| **ECE.S.AAS−EARLY CHILDHOOD EDUCATION−ASSOCIATE OF APPLIED SCI** |

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| **Expand Degree** | **Drill Down on Degree** | **Degree** |

 | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [10](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [12](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  |
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| **Subtotal: ECE.S.AAS−EARLY CHILDHOOD EDUCATION−ASSOCIATE OF APPLIED SCI** |

 | **.** | **.** | **.** | **10** | **12** |
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| **ITES.STC−INFANT/TODDLER EDUCATION − SHORT TERM CERTIFICATE** |

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| **Expand Certificate** | **Drill Down on Certificate** | **Certificate** |

 | [1](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [1](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [4](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  |
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| **Subtotal: ITES.STC−INFANT/TODDLER EDUCATION − SHORT TERM CERTIFICATE** |

 | **1** | **1** | **4** | **.** | **.** |
|

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| --- |
| **MAC.CRT−DEAF STUDIES CERTIFICATE** |

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| **Expand Certificate** | **Drill Down on Certificate** | **Certificate** |

 | [1](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  | [.](https://dawn.sinclair.edu:8443/SASWebReportStudio/)  |
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| **Subtotal: MAC.CRT−DEAF STUDIES CERTIFICATE** |

 | **1** | **.** | **.** | **.** | **.** |
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| **Total** |

 | **49** | **43** | **57** | **39** | **18** |

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