Program Review\_Bachelor of Arts in Early Childhood Education

Program Review Year: 2017-2022

Degrees Covered by Review BA in Early Childhood Education

Name of Department Early Childhood Education Department

Mission of the University

Bethesda University is a Christ-centered community of higher education which aims to prepare students with the academic knowledge, professional skills and spiritual values to become servant leaders in global society.

Program Review Initiatives (From the Assessment Plan)

* The curriculum is adequately sequenced to enable students to move from basic to complex levels of learning.
* The content is appropriate to the degree level.
* The curriculum from professional programs designed to provide students the necessary tools for the profession.
* Resources are adequate to support the curriculum effectively.
* Any program objectives that are not targeted in our program.
* There are any changes to the list of courses in this program
* Other competitive schools have similar programs.

Program Objectives\_ Bachelor of Arts in Early Childhood Education

* Describe children’s cognitive, physical, affective, social, moral, and spiritual development.
* Develop an early childhood education curriculum.
* Articulate how to organize and manage childcare programs.
* Demonstrate staff management skills.
* Design the operating policies for an early childhood education program.
* Analyze a childcare program operation and modify it according to the appropriate needs.
* Create and conduct a parent educational program.

Program Objectives link to Institutional Purpose/General Objectives of the University

There is a strong relationship between the objectives of the Early Childhood Education program and the Institutional Objectives of Bethesda University, as this education program fosters the development of appropriate educational models and demonstrates principles and skills of education based upon Christian perspectives. The program is designed to prepare preservice educators by supporting them as they develop and manage preschools, or child care centers including but not limited to director, lead teacher, special education teacher, teacher or teacher’s assistant. This program is to foster the development of communication skills in effective reading, listening, speaking and writing through critical thinking and intellectual honesty.

Outcomes Assessment

Outcomes are the results of our curriculum, the value added to students, the way they change because of attending our school. Institution uses a variety of methods, ten instruments for assessing outcomes.

Program Objective Assessment

Bachelor of Arts in Early Childhood Education

Bethesda University is a Christ-centered community of higher education which aims to prepare students with the academic knowledge, professional skills and spiritual values to become servant leaders in global society.

| Mission Components | Institutional Goals | Program Learning Outcomes (PLOs) | Assessment Tools | Achievement Target | Logistics | Was Objective Met? |
| --- | --- | --- | --- | --- | --- | --- |
| Prepared with Academic Knowledge | 1. Able to demonstrate information literacy skills by being able to access, evaluate, synthesize, and present credible information from a variety of resources
 | Able to demonstrate information literacy skills by being able to access, evaluate, synthesize, and present credible information from a variety of resources | Information Literacy Rubric | As demonstrated by an average score of at least 2.75 | GC 110 Principles of Academic Writing | 2022: Information Literacy Rubric: Goal was met with an average rating of 3.02021 Information Literacy Rubric: Goal was exceeded with an average rating of 3.0 |
| Mission & Institutional Objectives Survey (Q8) | As demonstrated by an average score of at least 4.0 | Emailed or distributed in larger classes |  |
| Embrace an understanding of the importance of lifelong education and development. | Alumni Survey (Q3) | As demonstrated by 40% of 3–5-year alumni having enrolled in another higher education degree program or have attended at least one informal learning events [e.g., workshops, seminars, webinars] over the last year)  | Emailed or phoned |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Prepared with Professional Skills | 1. Develop the knowledge, professional skills and attitudes appropriate to volunteer or professional involvement in their field of study.
 | That 3–5-year alumni are working, volunteering, or interning in their field of study | Alumni Survey (Q7) | As demonstrated by That 60% of alumni surveyed are working, volunteering or interning in their field | Emailed or phoned |  |
| Performance Fact Sheet (Q2 + Q3) | As demonstrated by That 60% of alumni surveyed are working, volunteering or interning in their field | Prepared by Academic Dean | 2020 Performance Fact Sheet: 100% found employment in churches. This exceeds our objective. |
|  | Mission & Institutional Objectives Survey (Q5) | As demonstrated by an average score of at least 4.0 | Emailed or distributed in larger classes |  |
| Prepared with Spiritual Values | 1. Understand theology and society through a Pentecostal Evangelical perspective.
 | Demonstrate a general knowledge of the Bible and of the major books of the Bible as it relates to their lives and ministries | Wesleyan Wellness Survey (Q2) | As demonstrated by an average of at least 4.5 – Mostly true of me | Emailed or distributed in larger classes | 2020: Wesleyan Wellness Survey of 5.81 exceeds the goal2018: Objective Met (WWS)2017: WWS data is not conclusive because the data was not broken down by programs. However, the average for all students was 5.1 out of a possible 6.0. |
| ABHE Bible Knowledge Test | As demonstrated by meeting or exceeding national norms |  |  |
|  |  |  |  |  |
|  | Mission & Institutional Objectives Survey (Q4) | As demonstrated by an average score of at least 4.0 | Emailed or distributed in larger classes |  |
| 1. Develop an integrative spiritual life which encourages students in the development of spiritual disciplines and leads to a life based on biblical morals and ethics in every area of their life.
 | Show lives characterized by Biblical values | Wesleyan Wellness Survey (Q2-6) | As demonstrated by an average of at least 4.5 – Mostly true of me | Emailed or distributed in larger classes |  |
| Consistently engage in spiritual disciplines | Spiritual Disciplines Survey (Q1) | As demonstrated by 50% of students have personal devotions 4 or more days per week | Emailed or distributed in larger classes |  |
| Spiritual Disciplines Survey (Q2) | As demonstrated by 50% of students attending church once pr week or more  | Emailed or distributed in larger classes | 2020 Spiritual Disciplines Survey: Both goals were met w 51% and 100%2018: Objective Met (WWS)2017: WWS data is not conclusive because the data was not broken down by programs. However, the average for all students’ ratings for questions 2-6 was 4.8. |
|  | Mission & Institutional Objectives Survey (Q6) | As demonstrated by an average score of at least 4.0 | Emailed or distributed in larger classes |  |
| Prepared to become Servant Leaders in a Global Society | 1. Develop the ability and passion to engage in a lifetime of serving the Lord
 | That 3–5-year alumni are engaged in serving the church or other ministries | Alumni Survey | As demonstrated by 25% of alumni surveyed are serving in church or other ministries (e.g., Sunday school teachers, musicians, committee members, visitation participants) | Emailed or phoned |  |
|  | Mission & Institutional Objectives Survey (Q7) | As demonstrated by an average score of at least 4.0 | Emailed or distributed in larger classes |  |
|  |  |  |  |  |

Program Review: Comparison with Other Similar Programs

This section should compare our program with other similar programs. Attention should be given to total credit hours in a degree program, courses in a program, course content and objectives and outcomes. The program chair should review our programs and should note similarities and differences and provide some explanation (personnel, mission, or fiscal) to explain significant differences. The department may wish to make adjustments to the program based on such an analysis. Adjustments will usually be subject to faculty approval, Board approval, and approval by accrediting/state agencies before they can be implemented.

Program Review: Graduates have been employed and this exceeded our goal. However, our graduates, should they choose to or need to if employed by a state funded early childhood program, are not able to apply for their Child Development permit due to our institution currently not being regionally accredited. Our department will continuously contact the government agency and search for the eligibility for our graduates and if adjustments are needed, we may wish to make adjustments to the program based on our analysis. Adjustments will usually be subject to faculty review/approval, board approval, and approval by accrediting/state agencies before they can be implemented.