Transitional Kindergarten Certificate of Achievement

Labor Market Data

Trend data for child development certificates and awards increased overall, going from 246 in 2015-16 to 315 in 2017-18. The most significant changes in certificates included the CHDV Assistant teacher JSC increasing from 115 in 2015-16 to 152 in 2017-18 and CHDV Associate Teacher JSC increasing from 100 to 126. The AD-T awards also increased with Elementary Teacher Education going from one (1) in 2015-16 to twelve (12) in 2017-18, and the Early Childhood Education AS-T increasing from 11 in 2015-16 to 48 in 2017-18.

The Child Development Program continues to grow. Traditional sections increased from 78 in 2013-14 to 87 in 2015-16. Since then, active sections have continued to increase to 95 in 2017-18. Distance Ed courses have increased by 4 sections since 2015-16, going from 29 to 33 sections for 2017-18. Census day enrollment for Distance Ed courses have increased from 1,619 in 2015-16 to 1,970 in 2017-18. Traditional census day enrollment had a slight upward trend from 2,772 in 2014-16 to 2,967 in 2016-17, and then went down slightly in 2017-18 to 2,857. Overall FTES have steadily increased over the past five years increasing from 463.9 in 2015-16 to 4937 in 2017-18.

Success and Retention rates have slightly improved over the past three years for traditional students, increasing by no more than 2%; however, retention and success rates have improved significantly for Distance Ed students going from 74% retention and 59% success in 2015-16 to 85% retention and 69% success in 2017-18. Our overall combined retention and success rates are still in need of improvement, with a 16% discrepancy between retention and success (82% retention rate and 65% success rate). A higher number of females stay in the program and succeed than that of the male population, which aligns with collegewide gender retention and success. The lowest population for the child development program is within the African American ethnicity. This population shows a 65% retention and 40% success rate for our program; however, other ethnicities retain and succeed at higher rates. This population also comes in lower than the overall college wide African American population which shows a 79% retention rate and 55% success rate.

There has not been much change in student demographics over the past few years. Males (non-traditional) make up 13% of the child development population which has fluctuated back and forth since 2013-14 from 12% to 13% respectively. The most significant trend for our program in ethnicity has been the continual decrease in African American students. In 2011 this demographic made up 11% of our program and dropped down to 6% in 2015-16. Enrollment for the African American population has dropped another percent to 5% as reported for 2017-18.