

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Early Childhood Development	BSBA	Nadiyah Taylor, Zina Rosen Simon & Jeanne Virgilio

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

"Simply put, California cannot have a great early childhood system without a great early childhood workforce—one that is well-educated, well-trained, reflective of the State's cultural and linguistic diversity,

and supported on an ongoing basis.”¹

The mission of the Early Childhood Development Program (ECD) is to provide students with a foundational understanding of the principles of child growth and development as well as experience in the application of these principles. The Child Development Center is integrated into the ECD program, providing the application lab experience for ECD students learning and honing their teaching skills. Additionally, varied course assignments are carried out in the center including observational opportunities for ECD students and students in other disciplines on campus.

The Early Childhood Development Program offers four certificates (Associate Teacher, Basic Teacher, Family Child Care and Early Intervention), an AS-T Degree, and two AA Degrees (ECD AA Degree and ECD Early Intervention AA Degree). The Interventionist Certificate and Degree equips students to work in an inclusive setting or special day classes for children with special needs.

The skills and knowledge acquired in the ECD courses provide a solid foundation for students transferring to a 4-year institution to continue their education for a career working with children. The majority of the coursework within the degrees and certificates are aligned with the California Child Development Permit Matrix. In addition to the ECD units, GE units are also required to attain specific levels of the CA State Child Development Permit.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The Early Childhood Development Program supports the college mission in several ways. The program is interdisciplinary in nature, a blending of both social science and career technical education, providing students with a well-rounded educational experience. Student learning is enhanced and supported through direct learning experiences with children in the child development lab.

“The Labor Market numbers for preschool teachers and child care workers are also encouraging, projecting growth of 19.9% for preschool teachers and 10.2% for childcare workers between 2004 and 2014. Kindergarten teachers and special education teachers are also projecting growth during this period of time — 18.3% and 15.3%, respectively. Thus, the lab students who complete a course of study at Las Positas College are likely to find work in their field in Alameda County with a total of approximately 400 annual job openings...”²

The program serves a diverse student population, coming from many backgrounds and speaking many languages; 55% of our students are students of color, slightly higher than overall rates in the college. Currently being able to offer some courses bilingually, with a fully bilingual faculty member, moves the college closer to its goal of being a Hispanic serving institution. 29% of our students are 30 years or older, higher than the 23% of the college as a whole; many are returning to pursue new educational goals after many years working in other careers. Finally, 14% of ECD students have a BA/BS degree or higher, again evidence of people seeking additional education and **job skills** or **changing to new careers**. Many ECD

¹ 2013. [California Comprehensive Learning Plan](#). Governor’s State Advisory Council on Early Learning and Care. Sacramento

² 2013-2016. [Las Positas Child Development Center Business Plan](#). June, 2013

students with BA/BS degrees (or higher) earned these in foreign countries, additional evidence of an ethnically diverse student population.

The program is set up to meet the varied educational and occupational needs of students:

- Translating theory into practice, students work on developing skills needed in real-world classroom settings in the Child Development lab
- Improving current careers with children or working toward attainment of various levels of the CA Child Development Permit, students may take individual classes
- Educating individuals who are seeking a new career in early care and education
- Preparing students for ultimate **transfer** to a four-year institution.

In the 11-12 academic year students were supported in **basic skills** development through the 1:1 Blackboard support pilot program and in Spring 12 ECD began offering, with the Math Department, a contextualized math series that culminated in the completion of the Intermediate Algebra (Math 55) course. This math series was established to **remove a long-time barrier** to ECD students' completion of their AA degrees; 21 students completed all 3 courses. ECD instructors are also committed to supporting students' needs through utilizing a variety of teaching methods and an investment in reciprocal relationships between teacher and student.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

* ECD shares a rubric with Chabot College so all changes have to be done in conjunction with them

Course(s)	Reason for Revision
Potentially all courses	The state of CA is working on competencies for the early care and education field, some of which will need to be incorporated into our existing classes over time. The details are being formulated at this time (AY 13-14)
ECD 60, 65, 68, 67, 83, 91	The Curriculum Alignment Project (CAP) statewide will be expanded to include 3 additional subject areas: Administration, Infant/Toddler, and Children with Exceptional Needs. This will entail updating the outlines for Administration (ECD 65), Program Supervision (ECD 68), Adult Supervision (ECD 83), Infant and Toddler Development and Caregiving (ECD 67), Introduction to Young Children with Exceptional Needs (ECD 60), and Adaptive Curriculum for Children with Exceptional Needs (ECD 91). During 2012-2013, faculty from CA Community Colleges are meeting to determine course content and to approve the draft outlines for each of these courses. Our course outlines will be modified to include appropriate recommended content.
ECD 56	The department plans to offer three of the core courses (ECD 50, 56, 62) online, and in both morning and evening for greatest accessibility for students. ECD 56 is in high demand, being a prerequisite for many other ECD courses and is the last of the three to be developed for online teaching.
ECD 78	This hasn't been updated since the 1990s and we would like to offer the course again in the

	future.
ECD 81 & 82	These outlines for our school-age courses need to be revised to meet the current workforce. They haven't been offered for some time.
ECD 95 & 96	Revised to meet updated workforce needs.

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

An internship program may be piloted; this may lead to course creation dependent on the ultimate model and viability of the program.

Chabot offers ECD 87 (Infant Toddler Environments); with CAP expansion, the department may use this as an opportunity to create a course to be in alignment with Chabot.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

The department will work on institutionalizing the currently grant funded English Language (ELL) cohort as well as the contextualized Math and English courses. The ELL cohort specifically addresses the need for a more ethnically and linguistically diverse teaching community and supports student completion of required ECD coursework. The contextualized courses support students in their attainment of GE requirements that have traditionally been barriers.

The program is developing an early childhood internship program for students who desire additional practical experience with children, beyond our existing classes, before being employed. An internship proposal has been created and is being discussed with administration. If approved it would be implemented in the fall of 2014

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
26 (5 courses have not been offered for over 3 years. We will offer them	21	13 (ECD 51) no longer offered but has been assessed in the past 2 years so it is included in our numbers

when funding is available)		
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2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

With the exception of ECD 51, which is no longer available, the full-time faculty assesses courses every time it is offered. In 11-12 all courses were assessed because of funding for part-time faculty training and for them to enter their assessments. In the future, if there is not additional funding to compensate part time faculty, then the full-time faculty will enter the assessments on their behalf.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
3 degrees 3 certificates	All have SLOs	8 - none have been assessed as they were just created

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program’s AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator’s records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

During the 11-12 year, the ECD department had continual discussions about the assessment of student learning outcomes and how, in general, ECD students were faring. Some of these discussions were captured in notes from department and advisory board meetings or through email exchanges related to documents such as the program level SLOs; however, many of the conversations happened on an ad hoc basis and were not formally captured. In the future, more documentation of our efforts will be recorded. The department will work with the Teaching and Learning Center to create a space in Blackboard to house these documents and discussions.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

We are continuing to refine our teaching and assessment practices as instructors. Based on our many discussions ECD part time and full time faculty took the following steps:

- 1) Reviewed and modified class SLOs that did not capture the prime outcome we wanted students to obtain. For example, SLO language was modified for ECD 62 and ECD 79 to more accurately reflect desired outcomes for students. More input from part time faculty is needed. In Fall 11 PT faculty taught 44% of the classes; in spring they taught 31%.

- 2) Reflected on coursework, activities and assignments to determine if they were an effective means for students to acquire the objectives and have made changes where appropriate.
- 3) Worked collaboratively on the process of developing degree and certificate SLOs.
- 4) Discussed that the difficulties with our use of SLOs lie in obtaining information that is relevant to our teaching and the goals we have for our students. Faculty has many ideas; more relevant data is needed to find the threads that will lead to the further development of focused goals for our students and direction for faculty in how to best obtain our teaching objectives. It has been easier to see where a particular activity or assignment needs to be changed; making the language of the SLOs reflective of our overall departmental goals has been a little more challenging.
- 5) Continued to stay abreast of changes at the local and state levels related to workforce development/needs and included new material when needed.

Although not directly related to a specific SLO, we applied for a Basic Skills grant to support ECD students with using Blackboard. Students in spring 2010 stated repeatedly that they were finding use of Blackboard to be a barrier to their studies. This was a clear need for ECD student success that was identified through our on-going collaboration and discussion as a department. Additionally, the program began offering the ECD contextual math class in spring 2012 to help remove a well-identified barrier to ECD students completing this GE requirement. Finally, many discussions led to the creation of the ECD AA transfer degree that has a smaller requirement for coursework, facilitating more students to move toward their transfer goals in a timelier manner.

In 2011-12 ECD offered three distance education courses (ECD 68, 54, 69); only ECD 68 had enough data for comparison of the face-to-face and online formats related to student success. Overall success rates for the course declined from 95% in 2007, to 85% in 2009 (both taught face-to-face). Success rates dropped rather sharply to 69% when taught in the online format in 2011. In 2011, 31% of the students withdrew from the online section, compared with 5% and 9% withdrawal rates respectively in '07 and '09 (face-to-face). While the course may have increased expectations for students overall, resulting in lower levels of success regardless of the format, it is clear that the online section impacted students differently. In the future, the faculty will look into offering more hybrid courses to see if this format enhances success rates. As more online courses are offered, more direct comparisons will also be possible.

Faculty discussion related to online learning has focused on creating high levels of student-to-student interaction and community building within the classes, similar to what occurs in face-to-face courses. As a department we have found that in an online environment, instructors may do slightly more in-depth projects and use visual media more than in the face-to-face sections of the courses. The complexity could be more difficult for some students. Positively, it could be that an online format takes more student initiative and therefore deeper projects are ideal to engage such students. In-depth projects are both cohesive and comprehensive, which enhances the continuity that is sometimes lost without the face-to-face contact.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Our assessments results indicate that we may need resources related to:

- 1) documentation of departmental dialogue (such as time for additional training or dialogue with other departments about ways to capture and store dialogue),

- 2) ongoing faculty support and professional development related to student learning outcomes and assessments and
 3) support for students' academic success.

We anticipate that departmental grant applications will be used to provide support that increases our student's success academically, and in the attainment of their work-based skills. Both of these areas are included within our student learning outcomes and department goals.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

The department plans to continue assessing courses each semester they are taught. Additionally, we will consider new assessments or additional SLOs as we continue to refine the process. Blackboard will begin to be used for documenting dialogue about SLOs and any actions taken. Finally, part-time instructors will be offered training in using eLumen on a systemic basis and inclusion in the creation and assessment of SLOs.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

- Conversations with the Institutional Researcher about elements of the data received. Additionally, the full and part time faculty in the department discussed the data again after the Town Hall meeting where IR data was presented.
- *There were numerous conversations about the ECD student population as part of the business plan created for the Child Development Center during meetings from January through May of 2013 (this last piece is included here because the IR data came out during the time the business plan was being written).*
- On July 16, 2013 the two full time faculty met to work on the Program Review and throughout fall 2013 the ECD faculty and staff has discussed students data for the program review; the results are documented herein and in emails.
- The majority of the department's conversations occurred informally and without any documentation. The goal going forward is to implement better documentation practices including using Blackboard.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

**Unless otherwise noted, all data cited here is from the IR package provided for Program Review*

Class size: The ECD department offered 10 classes (16 sections) in Fall 11 and 9 classes (16 sections) in Spring 12 and our fill rate was 102% in Fall 11. Even with a reduction in the number of classes offered, student headcount in ECD is on the rise the last three years, increasing from 317 individual students in fall 07 to 440 individual students in fall 11. Enrollment is also increasing, with a high of 581 in fall 11. *It is evident that offering more sections at a variety of times will be needed to ensure students can meet their educational or occupational goals in a timely manner.*

Productivity: Productivity has risen steadily from 406.6 in 2007 to a high of 688.6 in 2011; this is despite a drop in FTEF from 4.1 in 2010 to 3.1 in 2011. Overall, the college strives to have a productivity of 525. Data from IR shows that for the entire 11-12 year the average productivity in ECD was 589. The high productivity in ECD helps to support the college in being able to offer important but lower productivity courses; ECD actually supports other programs at the college.

Certificates and Transfer: *33% of the certificates awarded at the college in the last 5 years have been from ECD (545 of 1501);* this is a highly popular and successful program. There was a 35% drop in the number of certificates received from 10-11 to 11-12. Considering that there has not been a drop in enrollment or success, there are other factors at play. It may be due to students pursuing their AA degrees and not terminating with certificates. Additionally, more students are applying for the CA Child Development Permit that can be used throughout California. It may also be that after 2010 the department lost 2.25 classified staff positions and therefore only have one person currently to follow up directly with the many students who qualify for certificates and never apply for them. *There is already a plan in place for 2012 to outreach to qualified students to support them receiving their certificates.*

There has been an increase in the last 5 years of the number of students seeking transfer (from 33% in 2007 to 46% in 2011). It is indicative that students see the importance of continuing their education in the early childhood profession, and therefore many more are moving beyond certificates only. There is also increasing pressure from CA policies and from local employers to have more intensive education to work with children. *This means that as a program we will need to have enough course offerings throughout our discipline to ensure students can move through their coursework in a timely manner.*

Enrollment status: 13% of students in ECD in 2011 are returning, higher than the average at the college. *There is an opportunity to learn more about this population of students – how long have they been away from college? Do they have unique needs? In the future, more data on this population will be gathered.*

There was an 11% drop in full-time students from 2010-2011; there was a comparable increase in the number of part-time students. This may be due to more students working. 71% of ECD students are attending part time, with 30% of those at less than 6 units. Less units means that students will take longer to complete their goals. *It is important to therefore have realistic expectations of how quickly students can attain their educational goals and remove as many institutional barriers to completion as possible.*

Gender: ECD students are primarily female, which is also reflected in the larger early care and education profession. "According to the U.S. Bureau of Labor Statistics, just 2.3 percent of preschool and kindergarten teachers are men."³ There are between 5-8% male enrollments in ECD courses. According to success rate data by gender, the number of male students in ECD rose from 16 in 2007 to 35 in 2011, close to a 50% increase.⁴ The withdrawal rates among men is declining (25% in 2007 and 11% in 2011.)⁵ In order to best meet the needs of children, more men are needed in the profession. The program will need to continue to examine ways to make males feel more included and engaged in the coursework, such as including more topics related to men in early care and education. According to Young Children (2010) providing experiences for men to work with children immediately in their academic careers is vital. "Supporting early, non-graded interactions with young children can build male students' confidence in their ability to interact appropriately with young children..." (Nelson & Shikwamb, 2010)⁶ thereby increasing the likelihood they will stay in teacher education programs. *As the capacity of the child development center increases to support more students using the lab, the ECD faculty will be able to include more opportunities for direct contact with children into the classes that currently do not have this as part of the curriculum. This may help to retain more male students as well as strengthen the program overall.*

Success rates: 77% of students passed ECD courses with a C or better as compared to an 89% completion rate over the same time period (2008-2011). We want to look at the 12% who are completing but not passing. *How might we reach these students earlier to encourage their continued attendance and engagement in their courses? Could it be the addition of more online courses that has lowered the success rates? Could it be that the faculty has increased standards and requirements as California is requiring a better prepared workforce?* These are all questions to be pursued further.

As was mentioned earlier, ECD's student population is very diverse. We must continue to support this diversity to have a more diverse teaching profession. The program is currently able to offer the core foundational courses in a bilingual format through the grant received from First 5 Alameda County. These courses support the development of a linguistically diverse teaching workforce, English Language Learning students, and the college's goal of becoming a Hispanic serving institution. If the funding for these learning cohorts is lost, so will all of the aforementioned benefits. The department will continue to identify linguistic and cultural barriers here at the college in order promote educational success of all students. *A specific way to do this is to pursue institutionalizing our cohort programs and the professional development coordinator positions, both of which directly support these student populations.*

In the past, there was a high demand from students and from our grantors for the 4 core courses (ECD 50, 56, 62 and 63) to be taught in the evening as well as during the day. However, we are noticing a slight increase in daytime enrollments and a slight decrease in evening enrollments. With current economic conditions this trend may continue. *If so, the department may experiment with offering more courses during the day and some additional online sections. Part of this process would be to track data related to online learning success to see if this is a viable option.*

³ Palenski, T. "Accounting for Men in Early Childhood." Teaching Tolerance. www.tolerance.org/blog/accounting-missing-men-early-childhood. 6.7.12

⁴ Office of Institutional Research and Planning, ECD Success Rates by Gender, 2011

⁵ *ibid*

⁶ (2010). Nelson, B and Shikwamb, S-J. Men in Your Teacher Preparation Program: Five Strategies to Recruit and Retain Them. Young Children, May 2010.

c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

The data above indicate that student success may be improved through:

- 1) access to more films and streaming media that have been close captioned and/or translated in support of English language learning students and students with special needs
- 2) an increase in sections to accommodate increasing numbers of students
- 3) facilities to offer additional daytime classes for our students
- 4) prioritizing use of the ECD classroom for ECD courses to maximize when classes can be offered
- 4) providing opportunities early in their ECD coursework for students to interact with children in the child development lab.

This requires appropriate levels of staffing and space in the lab. Faculty need a chance to see students with children and to provide appropriate levels of coaching and career advising before a student spends years preparing for a profession for which they might not be suited

- 5) collecting data on online learning success rates and if needed, identifying methods to improve these success rates

2. Enrollment Management (**Instructional programs only**)

a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

Fall 2012 (3.01) and Spring 2013 (3.03) total (6.04)
 Additional Summer 2013 course added (.2)
 Total for 12-13 = (6.24)

b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

There was a slight increase in FTEF from 6.0 (11-12) to 6.24 (12-13). Additional FTEF were allocated to the Divisions in Spring 2013 allowing ECD to offer ECD 79 in the summer of 13. This was a boon as ECD had not offered summer courses at all for two years because of a drop in FTEF in previous years. Additional FTEF is still needed to meet the increasing numbers of ECD students.

Note: For clarification and accuracy the data provided for the 11-12 Program Review is not reflective of the true Enrollment Management Allocation to ECD. ECD had 3.01 for fall 2011 and 2.9 for spring 2012, equaling 6.0 FTEF. It is our belief that the 6.78 number is incorrect because it includes courses offered that were grant funded and of no faculty cost to the college/district. The two funded courses (1 section each of ECD 56 in fall and ECD 62 in spring) come to .4 FTEF for the year; it is uncertain where the other .38 was found.

c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

ECD anticipates two trends in changes to course offerings:

1) Offering our foundational courses more often and in both face-to-face and online formats. High numbers of students need to take these first courses and we want as many options as possible.

2) Responding to statewide mandates: The expansion of the curriculum alignment project and the integration of the CA early childhood educator competencies may necessitate more FTEF if we need to offer additional courses.

Additionally, ECD 91 required for the interventionist certificate and degree, will be offered in 14-15. We will continue the contextualized English learning communities through Spring 15.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
6.78/6.08 (* see #2b above regarding this number)	3.67	54% (according to the IR data provided) *61% (Based on actual FTEF received)

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	1	First 5 Grant funded Chabot College - 30%	12	12
	1	First 5 Grant funded staff located at LPC	40	12
regular hourly classified staff**	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Contracted staff	1	Legislated contract (Foster & Kinship Care) Located at LPC – 80%	36 hrs/week	12 months

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

There are a few staff development needs anticipated for 14-15:

- 1) Updating the Child Development Center business plan. This will likely happen in 14-15 and ECD faculty will apply for stipends for the time it takes to participate.
- 2) Student internship pilot: Implementation will require time for faculty to meet
- 3) Coordination with the child development lab. Time and funding for ongoing professional development to share resources between the faculty and the teachers.
- 4) Training for part time instructors to support increased use of Blackboard (a survey done in Sp, 12 showed that 38% of the PT faculty don't use Blackboard at all)
- 5) Funding to train PT instructors in eLumen;
- 6) Funding to train all faculty on the new courses resulting from the CAP expansion and ECE educator competencies that will be driving new course outlines.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

The program will continue to procure cameras for the observation room that were intended to be there when the center opened. These cameras serve an educational function for ECD coursework and were part of the original approved planning for the building. They were delayed for budget reasons and the program has had ongoing conversations with IT and administration to follow up on this. Currently the observation rooms in the child development center have the infrastructure (hardware, location, etc.) in place to have cameras. These specialized cameras will be able to oscillate and zoom and are needed to observe fine details of children's facial expressions and behavior that are currently being missed by students in the observation booth. The video cameras in the observation booths are essential to enable students to acquire the skills needed for the profession.

The rationale for these cameras includes the following:

- 1) In their document *Standards for Early Childhood Preparation Programs* (2009), the National Association for the Education of Young children has identified observing, documenting and

assessing young children as an integral element in supporting children and families. It states that it is imperative that “students prepared in early childhood degree programs understand child observation, documentation, and other forms of assessment that are central to the practice of all early childhood professionals.” (page 13)

2) Teachers working in programs receiving state and federal funding are required to conduct observations throughout the year.

G. Facilities, Equipment, and Supplies Resources

Are there any new facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program’s growth, change in curriculum, ADA regulations, etc.)

Equipment: Cameras for the observation rooms in the Child Development Center. This part of the project was costly and so was delayed, but is an integral part of how the observation rooms were meant operate. The project needs to be completed.

Supplies: ECD needs an updated multimedia library. The selection of current streaming videos for our course content is limited and some are a bit outdated and the department’s resources of other media are also quickly becoming outdated. Faculty will continue to work with Library faculty and staff to update the streaming video selection. There is a high need for DVDs that are content related and close captioned. Current and relevant multimedia support meeting a variety of learning styles and engage our students. The profession of early care and education changes rapidly and keeping up with both the content and technology is challenging but necessary.

H. Financial Resources

Data needs to be provided to support need. Also for each need requested can you please discuss how it will enhance the quality of the program or instruction.

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

Click here to enter text.

2. Are there any new financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

Reimbursement for part-time instructors to participate in course outline development and revision,

along with training in the use of Blackboard and eLumen. As noted in Section 1A, many courses may need revision and the faculty who teach them should have a role in this process. PT faculty are specialists in what they teach, their input in course development will make courses more relevant and applicable to students. Related to training in Blackboard, as many tools as possible, students are tech savvy so want to be up to date

An ECD internship program is being developed and is planned to be cost neutral. The funding for the interns will come from center operational funds and potential grants, and funding for initial publicity and training of students, may be sought from CTE funds. However, oversight of internship program may take 2 CAH a year to conduct seminars, provide faculty coordination, track academic outcomes and operationalize with the Center Director.

Additional release time is needed to compensate the dept. coordinator for the oversight of the many grants, and programs and in order for our lab to be successful the department chairperson must have release time to work with the center director in an ongoing formal manner. This will support student directly by making sure there it time for advising related to career paths, as well as making sure the lab component is directly reflecting what students are being taught in the classes

Funding for retreat/planning time to integrate and gain part-time faculty input for implementation of new requirements from the state of CA or other outside stakeholders.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

In 2004 the local community passed Measure B in support of having a high quality early childhood education center ***with a laboratory component for the Early Childhood Development Department.*** The Child Development Center serves as the application and practical work site for ECD students. The center is a lab comparable to labs in other disciplines, necessary to providing a comprehensive education to the program's students. Since the center opened in October 2011, it has been faced with many challenges, the least of which is an overall lack of understanding, and therefore support, for the educational value of the lab program. Focus on the Child Development Center being run and seen only as a business is inconsistent with how other labs on campus are perceived and supported. This inconsistency is impacting the educational opportunities being provided to ECD students and those from other related disciplines who might want to use the lab for their coursework. It is also inconsistent with the will of the Tri-Valley community who voted for the building of the facility.

The ECD program is in need of consistent support for the continual education of ECD students and the children and families of the center. It is also imperative that ECD faculty is part of the collaborative team and is included in discussions, and consulted when changes are made. Finally, it is essential that policies, procedures, and decisions related to the child development center lab are planned thoughtfully so that the impact of such decisions do not tarnish our college's relationship with families or ECD students, which will ultimately affect their trust with our services and the ECD program.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

- 1) Completed the AS-T Early Childhood Education Degree
- 2) Completed the Math Cohort
- 3) Students in the Second ELL learning community cohort obtained certificates and Associate Teacher Permits
- 4) Larger number of students utilizing the lab, including students from other disciplines
- 5) Offered practicum course in both spring and fall to move students more quickly through their requirements
- 6) Developed procedures for how students will sign into the lab and conduct assignments.
- 7) SLOS for certificates and degree were completed in June of 2012.
- 8) Classes are highly enrolled and students have a high success rate

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

From our 2012 update, the following objectives were not accomplished:

1) *Full utilization of the child development lab and hire staffing that meets "best practice" standards so that students can acquire the knowledge and competencies needed for their educational and employment objectives.* In 11-12 the lab was not adequately staffed for full utilization of the currently open toddler and preschool classrooms; there was an administrative cap put on enrollment. Without additional qualified staff to maintain ratios (required both for regulatory and best practices) the enrollment in each classroom cannot increase. This results in less students being able to use the center for their lab experience. Also, there is a need for a person at the front desk to support smooth entrance and exit of students from the lab and to accurately document student usage. This is also a safety issue. The facility was designed to have a person monitor everyone who enters the children's space.

2) *In our 2011 update we requested to "Increase Coordinator's Release time from 3 CAH a semester to 5 CAH a semester over a two-year period."* However, in 2012 the Coordinator release time was actually cut, not maintained or increased as requested. While the Center Director does operational oversight of the Center, the ECD coordinator does all the educational integration between the lab and the courses. This is addition to connecting with the ROP/ECD Advisory Board; managing the First 5 Alameda County, Foster & Kinship Care, Mentor Program, Child Development Training Consortium, and CTE grants; conducting part-time faculty hiring and evaluations, scheduling, communicating and coordinating with staff related to departmental goals, as well as the other coordinator duties.

3) *In 2012 there was a request to increase FTEF from approx. 3.0 to 4.0 over a three year period."* There has been a slight increase but the goal of 4.0 has not been achieved due to funding.

4) *There is declining First 5 Alameda County grant support for the Professional Development*

Coordinator positions. The lost positions in 2010 have not been regained and the positions haven't been institutionalized.

C. What are the objectives for the academic year 2014-15?

*(Summarize **briefly** the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)*

- 1) Pursue institutionalization of the Professional Coordinator position. These positions have been grant funded for the past 13 years and serve an important role to both ECD students and the ECD department. At this point, these positions should be permanent.
- 2) Begin the ECD student worker/internship program (in development during 13-14).
- 3) Pursue restoration of previously reduced coordinator release time.
- 4) Support community partnership efforts for the child development lab that have been in the planning stages for some time and may come to fruition in 14-15. These will allow more student utilization of lab classrooms for student coursework because more classrooms will be opened.
- 4) Pursue full utilization of the child development lab and hire child development specialists and assistants to meet "best practices" standards. Necessary so that students can acquire the knowledge and competencies needed for their educational and employment objectives.
- 5) Continue the English Language Learning cohorts that have graduated (from the cohort) 2 groups to date. Supports diversifying the early childhood workforce in the Tri-Valley community and the goal of removing barriers for students.
- 6) Continue the math and English cohorts begun in 11-12 and 13-14. Supports diversifying the early childhood workforce in the Tri-Valley community and the goal of removing barriers for students and facilitates students reaching the goal of an AA Degree in ECD.
- 7) Have a formal demonstration classroom in the Child Development Center for students taking curriculum and practicum classes. This would not be a space for observing children but for working on curriculum environments and hands on experiences with materials to foster curriculum development. This demonstration room would be listed as a secondary classroom for ECD 63 and for ECD 90, 67 and 91.
- 8) Research the educational advantages of adding a lab component to ECD 63 and how this change would impact students and the program.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

The ECD program analysis identifies it as a program with a continuous positive growth trajectory, which is highly productive, and has an increasingly diverse student population. Changes in policies and mandates at the local, state and federal levels will impact teacher preparation and standards, and in turn may entail more coursework requirements. Students are transferring at ever increasing rates, but many will take longer to complete their AA or certificates because of taking 6 units or less per semester. Long-standing grants (for 10 years+) will wane in the coming years. Some students are here for occupational education and do not take general education or basic skills courses. Student learning

outcomes exist for all classes, certificates and degrees, but more refining needs to take place and evidence of dialogue needs to be consistently captured.

Based on these factors the following have been identified:

- 1) Despite the high level of enrollment, head count, productivity, student success, certificates conferred, increasing numbers of AA degrees conferred and students choosing to transfer, and the program's completion of the AS-T degree, *the ECD program continues to lack support for the rigorousness of the coursework and the educational value provided to the students, the college and the Tri-Valley community.* If this does not change, FTEF for ECD will remain lower, less than an ideal number of sections will be available, coordinator release time will be inadequate for the required tasks, and the Professional Development Coordinator position will not become institutionalized. *Ultimately, ECD students are and will continue to be underserved because of these decisions.*
- 2) *The Child Development Center needs college and district support for continued growth.* There are institutional barriers in place that are preventing the growth of the center, *inhibiting students from fully utilizing the lab to learn and creating obstacles to completion of program requirements in a timely manner.* Several ECD classes require students to learn to apply their knowledge with children. The lack of Child Development Center staffing and open classrooms affects the ability for students to complete these classes onsite in a timely manner.
- 3) *Faculty will need to stay abreast of the many changes to state and federal policies, mandates and trends in order to adequately prepare students to enter the early childhood profession. Time and funding will be needed to support faculty in these endeavors and students will benefit directly.*
- 4) *Ending of long-standing grants that have paid for the crucial role of Professional Development Coordinator puts student support in jeopardy.* This staff position, formally held by 3 people and now down to 1.20, provides a conduit between the college and state/local policy boards and projects; provides pathways and support to students to qualify and apply for state permits; completes early childhood learning plans; creates and implements learning communities; and is a consistent presence in the lives of the ECD student from the time they enter Las Positas until they leave. *When this position loses grant funding and is not institutionalized in some form, the ECD students will lose a point of support, contact and will ultimately be incredibly underserved.*

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Early Childhood Development	BSBA	Nadiyah Taylor

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	<i>Pursue opportunities for institutionalization of grant-funded programs that will be terminated in AY 15-16</i>	Program SLOs - Becoming a Professional & Early Childhood Field Experiences		The Professional Development Coordinator position becomes permanent. The English Language Learning community is no longer grant funded & is part of the FTEF offering. ECD students have a clearer pathway and support for completion of degree, transfer or certificates	Financial	FTEF	CEMC Faculty Prioritization
2	1	<i>Restore coordinator release time to 3 CAH in Fall and 2 CAH in spring</i>	N/A		Release time is restored to 12-13 levels	Financial	FTEF	VP academic services

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3	1	<i>More fully utilize the child development center</i>	SLO #1 for ECD 63 related to application of information; also SLOs for ECD 64, 67, 81, 90, 91 & 95		Additional Child Development Center classrooms will be opened and their staffing levels reflect Title 5 standards. More students utilize the lab for their coursework.	Financial	Personnel	District HR
4	1	<i>Begin internship program</i>	SLO #1 for ECD 63 related to application of information; also SLOs for ECD 64, 67, 81, 90, 91 & 95 and all Program SLOs		Internship program begins	Financial	FTEF	CEMC
5	2	<i>Increase FTEF to allow for an additional class offering each semester</i>	N/A		One additional course is offered in Fall 14 and Spring 15	Financial	FTEF	CEMC

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.