Program: Early Childhood Development

Division: CATSS

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 10, 2016.*

4) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (http://goo.gl/jU2ylZ)

Changes to the program:
  1) One significant change is that beginning this fall, ECD 63 (curriculum) has a lab component. This is the fulfillment of a long term plan to move from 72 units of lecture to one unit of lab

and 3 units of lecture. The Child Development Center's (CDC) expansion means we now have more classrooms where ECD students can be placed, without overwhelming children. Students in the daytime section of 63 will now have direct experience with children. Adding the lab supports the plan to provide work-based skills in a practical setting that had to be simulated prior to this year. Our program is now situated to better meet workforce needs and state competencies. Having faculty in the lab allows them to assess the course SLOs based on observable behaviors students demonstrate when interacting with children and implementing curriculum. The lab component has increased the oversight and scheduling duties of the CDC staff, the department Coordinator and the course instructor. The program is watching to see if there will be a negative impact on enrollment since the addition of the lab means that students have to commit to 6 hours for this class per week, rather than the previous 4 hours.

2) CA passed a new law, effective 9/1/16, for child development centers that requires employees and volunteers interacting with children to provide evidence of additional immunizations. This has impacted all of our courses that have students completing lab hours in the CDC since they must meet these new requirements. This may result in increased cost to students who don't have the immunizations or cannot find immunization records. There may be a correlated reduction in enrollment in lab courses.

3) We were impacted by the planned elimination of a 16-year grant that paid for the Professional Development Coordinator. The granting agency agreed to work with our college to create a pathway for sustaining this position through a partial grant for this 16-17 year. The department will continue to submit a Classified Position request to RAC and to advocate with the granting agency to fully fund this position.

4) In 15-16, through a CTE mini-grant, more time was allocated to efforts at departmental collaboration among faculty and between faculty and the CDC teaching staff & administration. The department hosted a program workshop as well as collaboration/planning meetings between instructors for lab classes and CDC staff. The mini-grant also provided funds to train students on methods to document the learning of children, a skill directly connected to one of the state's early childhood teacher competencies. It also purchased documentation supplies so this process can be better integrated into coursework.

5) We have submitted to change our program name from ECD to ECE (Early Care and Education) and are awaiting approval from the Curriculum Committee. If approved, this will be the beginning of about 2 years of work to update all of our courses, certificates and degrees, brochures, etc., as well as our alignments with state projects (C-ID, Curriculum Alignment Project, etc.).

There are two main rationales for the rubric change request. One reason for this change is that ECE is a more standard and recognized program rubric as well as being a more recognized acronym in the profession. When looking at the 103 CAP aligned colleges in the state (programs that have agreed on the content of 8 core courses for all early childhood students) ECE is the second most common program name behind Child Development. We think it embodies key program outcomes and encompasses the breadth of the material students receive during their tenure with our program.

The second rationale relates to efficiency and the approach to curriculum. Chabot and Las Positas' ECD programs have many shared courses. Over the years, especially since the implementation of C-NET, updating our course outlines has become more challenging for both of our campuses. The delays created by sharing a rubric have made it difficult for our program to move forward at the speed we sometimes require. Additionally, there is not

always agreement on the content of the shared courses. In Fall 15 our program had to implement a major change without as much time and discussion as was needed, because this was the only way to move forward with the Chabot's approval of the course outline. We feel that changing our name is the most effective choice at this time and a choice that allows for local determination of the best ways to meet our students' needs.

6) LPC will move to Canvas beginning Spring 17. Close to 50% of ECD classes have a DE component. We anticipate being an early participant in the transition. The department coordinator happens to be one of the instructors that teaches a large number of the online courses. Time as always is a big challenge for our Program Coordination. In this case, time for coordination of the overall program transition, as well as time to transition her own courses.

Changes to program needs:
Faculty Hiring
There are currently two full-time instructors in our program. The second full-time instructor has taught at the 50% level for the past two academic years; more students in our program are being taught by part-time instructors than is ideal. In 15-16 only between 34-35% of our courses (IR data, fall 16) were taught by FT instructors. As stated in our 15-16 Program Update "The trend in ECD is changing to an equal number of students desiring to take am and pm courses. This is especially important to address since ECD students taking their Curriculum (ECD 63), Work Experience (ECD 95) and Student Teaching (ECD 90) in our lab need supervision by a faculty member (ECD 90) and/or Master Teacher (ECD 95). Use of the lab for class coursework and for direct experience with children is increasing. According to data provided by the Technology Department, in 13-14 there were 312 visits to the lab for coursework and 1,379 student hours spent in the lab with children. In 14-15 there 1,909 student hours spent in the lab with children. Our part-time pool is comprised primarily of instructors who work full-time and teach in the evening. It is extremely difficult to find part-time morning faculty. Without addressing this gap, we may have to offer fewer daytime sections and also limit the use our lab as the site for student placements. This is clearly moving in the wrong direction since it would result in loss of student enrollment, decreased use of the lab and not address student needs."

More significantly, this instructor has announced their retirement at the end of this academic year. This will be a loss to our program as she takes with her over 12 years of institutional memory and program leadership. A faculty position request has been submitted to replace this position, which will hopefully be approved so we can maintain our current program levels. It will not address the concerns above about the percentage of courses being taught by part-time instructors.

Without being too dramatic, if the replacement position is not funded, the consequences to our students would be dire. Not filling this position will markedly decrease service to students and offerings of courses. Leaving one full time faculty to respond to the needs of over 440 students / 581 enrollments (headcount & enrollments, IR Data, fall 15) and all the tasks (managing 3 grants, coordination of student placements in the CDC, teaching all day time classes, etc.) is unrealistic. The last time the department had only one full-time faculty, in 2000, was before the Child Development Center was built, there were less state requirements and we were serving less students (315 headcount, 444 enrollments). Usage of the lab is expanding; less faculty coordination of these efforts means a reduction in quality to ECD students and poor workforce preparation. We need a consistent FT person for coordination of the lab experiences and maintenance of the pedagogical underpinnings of the program. Additionally, the increased workload for the one FT faculty will not allow our program to participate in the statewide alignment of content for new transitional kindergarten courses, equaling a loss of potential students. We would also not be able to continue the collaboration with Adult Ed that began this year. Part-time faculty would teach more students.

The CDC is only open during the day for students to complete their lab hours and it is incredibly challenging to find PT faculty who can teach during the day. Therefore, a big concern if Zina's position is not replaced is that the program may not be able to offer some or all of the lab classes, which are required for degree and certificate attainment. This would prevent or delay students' goal completion and impact enrollment. The program would be taking a huge step backwards as we would be limited in our potential to use the lab that was built for this purpose. It would be logistically challenging for the remaining faculty and the students.

Overall, ECD is seeing an increase in daytime students requiring available faculty during the day. Without a new person, we may lose enrollment due to limited daytime offerings. While this is an obvious negative impact to students, it would be destabilizing for the program and the college would be impacted by a possible decrease in the program's high level of certificates awarded. Having only one FT faculty member to teach, serve as coordinator and fulfill other duties is not sustainable.

Measure A:
Measure A funds are needed for security updates to the Child Development Center and Building 2300 to respond to recommendations from Crisis Management Solutions LLC in their 2015 report "Vulnerability and Physical Security School Site Assessment: Las Positas Child Development Center." There is a high need to address front desk coverage and the ability to remotely grant access to the building so staff don't have to stop teaching children or working at their desks to physically leave to open the doors, which is currently the protocol.

Summer school at the CDC:
We need District support to continue the 6-week summer program that has taken place the last two summers. Such summer programming is crucial to maintain family enrollment levels and for student access to the lab for assignments. Reluctance to stir possible union concerns have delayed the advertisement and staffing each summer, putting enrollment and program functioning in jeopardy.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: http://goo.gl/9iF3m9

We ether made progress on or successfully completed the following from our 2015 PRU:
1) Update course outlines (Yes, ECD 95)
2) Add new SLOs to some courses to have 3-5 for each of them (In progress)
3) Submit position requests (PDC and full time faculty) – (Did it, need to do it again)
4) Submit a new STEM course outline – (Completed, new course is ECD 42)
5) Seek funding to continue the math and English contextualized courses and learning communities – Math has taken the course into their offerings! The bilingual courses (the ELL learning community) are part of the ECD offerings as of Fall 16. Addressing the needs of bilingual students is important to us and we replaced one usual offering this fall and spring to make space for these courses. However, we need to ask CEMC for additional FTEF so don't have to decrease courses or make it take longer for student completion
6) Continue work-based tutorial support services 2 days/week in Child Development Center both for reading/writing and content specific tutoring; track student use of tutorial services – Yes, as described in Part A above and C below.
7) Continue to support efforts to optimize student learning and experiences in the lab through advocacy where needed and partnership between the Director, the ECD faculty and the PDC - Yes, as described in Part A above and C below.
8) Continue to increase communication and networking between part-time faculty and the department on SLOs as well as general department information and opportunities. In general

more tracking of discussions and actions. Yes, as described in Part A above and C below.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

Through the support from the CTE grant, our program was able to complete several projects to the benefit of our students.

1) Hosted ECD program workshop for faculty and CDC staff/administration. The discussion focused on one of the eight program learning outcomes – the skill of observation and its connection to reflective practice. We were able to document that related courses have relevant assessments for the PLO and that our courses scaffold students' ability in this essential skill for teachers.

2) Planning meetings between the CDC teachers and faculty teaching lab courses. Activities and assignments were modified to enhance student learning, and there was focus on smooth implementation of the lab component for classes. These meetings provided a foundation for ongoing communication between the lab instructors and the CDC teachers. Students benefit from clear connections between what is taught in class and being applied/modeled in the CDC classrooms.

3) Focused CTE funds on building the documentation skills of students and faculty through a workshop on documentation of both child and adult learning as well as the purchase of materials to create to such documentation.

4) Technical writing support for ECD students. Students benefit by improved skills and higher grades on related class assignments. Students benefit by improved skills and higher grades on related class assignments.

5) Additionally, the contextualized math classes have been very successful and recognized by the Chancellor's Office as an exemplary program. Finally, the Accreditation team gave a commendation for the increase in certificates awarded to students in ECD.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Unfortunately, the obstacles identified in the 15-16 PRU (need for more coordination time, District obstacles to fully staffing the CDC, and needing to educate the college and district about the ECD program & lab) are still in place.

Increasing the coordination reassign time by .5 FTEF would result in a full 3 CAH allocation. While more time would be great, even this small change would provide more time for coordination tasks that are underline ECD such as:

- Collaboration with the CDC teachers and Director for lab placements and modifications of course content based on feedback from lab instructors and CDC staff
- Overseeing of the CDTC, Mentor Program and First 5 grants, each requiring attendance at State meetings, faculty oversight of student stipends, student placements at programs within the community, reporting, and service on local steering and selection committees
- Responding to the requirements of state agencies such as Community Care Licensing and CA Commission on Teacher Credentialing, which can result in changes to course content, requirements for lab supervision or student-child ratios, how we help process required work

permit applications, etc.
- Coordination of twice-yearly advisory board meetings, related articulation meetings and collaboration with Adult Ed.
- Ensuring that the content of 14 of our 23 courses stays aligned with the requirements of the Curriculum Alignment Project
- Having a secured facility also requires participation on the center's security task force and being part of the center's security response team.

The Child Development Center is still not properly staffed for full utilization, based on the number of children enrolled, the number on the waiting list, potential 2GEN fund recipients and placing ECD students for lab classes. The ECD Program Specialist position went through RAC, was ranked at #3 and has been funded, but District HR has refused to move forward on hiring. This is a usurpation of the campus' shared governance process! In addition, if HR continues to stall we will miss the 12-month window to hire and will have to re-start the process, resulting in a hiring delay to fall 2019. This is unacceptable but we have found no leverage for moving forward.

E. What are your most important plans (either new or continuing) for next year?

1) Addressing the personnel changes in our program
2) Moving to Canvas
3) Beginning the portfolio pilot in Spring 17
4) Updating course outlines
5) Updating SLOs
6) Updating PLOs
7) Refining the integration of the lab for ECD 63
8) Beginning the work related to changing the program name
9) Investigating the creation of a certificate for Transitional Kindergarten teachers

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

The state project, the Curriculum Alignment Project (CAP) has created model courses that colleges can use to develop a 24-unit transitional kindergarten certificate. We will research to see what modifications would be needed to implement this idea here and a possible component would be to offer some of these courses online so they are more accessible for students. Also, as we update course outlines we will review each one to see if offering it online is pedagogically sound.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17
- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

ECD's plans in E connect as follows:
1) Increased documentation of departmental meetings and those items related to SLOs
2) Expanding and documenting the use of the ECD tutorial services
3) Continue coordination and support for the contextualized Math and ELL cohorts for ECD students, which include tutoring.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? X__yes _____no

(This data can be found here: http://goo.gl/Ssfik2**)**

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: http://goo.gl/jU2ylZ

SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results

(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: ECD 63
Course SLO: Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.
Describe the quantitative or qualitative results: The implementation of the planning will take place in fall 2016 and will be assessed after the semester
Discuss any actions taken so far (and results, if known): Our ECD lecture course of 4 units has changed to a 3-unit lecture and 1 unit lab course. My having more observational opportunities for students working within the lab, with a mentor teacher and the oversight of the faculty, they will receive more coaching, modeling and scaffolding of their skills and practical application in successfully achieving the SLO. The faculty discussed the implementation of the lab to fluidly provide a lab experience in ECD 63 that would enable the students to attain the course SLO in an setting with ongoing opportunities to hone the outcomes addressed in the course.
Discuss your action plan for the future: The faculty will review what methodology has been effective in the lab at supporting successful outcomes for students. The lecture and lab will also be looked at to see how they support and build on one another in the attainment of the SLO.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: All ECD certificates and degrees
Program SLO: Assess children's development through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching
Describe the quantitative or qualitative results: It is too early to assess the evidence of our discussions. We are implementing a portfolio as a part of to-be-developed capstone event. The student's portfolios and the assessments that encompasses the program SLO within coursework will be reviewed.
Discuss any actions taken so far (and results, if known): The department met in the fall and spring semester and looked at observation as an integral part of our coursework for certificate and degree completion. We discussed the various assignments and looked at how classes built on one another in the complexity of the observation assignment.
Discuss your action plan for the future: We are thinking of including assignments within a student portfolio that will reflect the scaffolding of the observational work leading to the higher competencies of the observational Program SLOs.

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;

2. be **limited** in number (3-6 outcomes);

3. be **clear** so that students and colleagues can understand them;

4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;

5. be **relevant** to meet the needs of students, employers, and transfer institutions;

6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate: Early Childhood Development AA degree

Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate										
	ECD 50	ECD 56	ECD 54	ECD 60	ECD 62	ECD 63	ECD 69	ECD 79	ECD 90	ECD 95	ECD 96
1. Synthesize child development research and theories; apply principles with consideration for children's varying characteristics, needs and the multiple interacting influences on children's development		X		X							
2. Intentionally design inclusive, culturally and linguistically appropriate curriculum to promote positive development for all young children, based on child development, observation and reflection.						X			X		
3. Compare and contrast diverse cultural values, child-rearing practices, attitudes towards play and education by developing respectful reciprocal relationships in order to work effectively with children, families, co-workers and community.	X			X	X			X			
4. Assess children's development through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching.						X	X				
5. Demonstrate practices that maintain standards of health, nutrition, and safety in early childhood settings.			X								
6. Apply ethical standards of behavior accepted by the profession of early childhood education using ongoing self-reflection to guide practices.									X	X	X
7. Utilize observation and evaluation processes/tools to apply and implement developmentally appropriate practices in an early care and education setting using knowledge, skills and professional									X		

dispositions that promote the development and learning of all young children.											

1. Did you make any changes to your existing mapping? (circle one)

     Yes   <mark>No</mark>   This degree/certificate did not have previous mapping

However, we are in discussion about making culture and response to children with special needs a separate PLO as well as updating/truncating some of the current PLO language.

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

    a.   How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
    b.   In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?