
Program: *Early Care and Education*

Division: *BSSL*

Date: *October 27, 2021*

Writer(s): *Ana DelAguila, Lyndale Garner, Nadiyah Taylor*

SLO/SAO Point-Person: *Lyndale Garner, Nadiyah Taylor*

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

Uses: *This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.*

Please note: *Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.*

Time Frame: *This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.*

Sections: *There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.*

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: *The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>*

For Help: *Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.*

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fy7Ead>]

Instructions:

- 1) *Please respond to each question with enough detail to present your information, but it doesn't have to be very long.*
- 2) *If the requested information does not apply to your program, write “Not Applicable.”*
- 3) *Optional/suggested: Communicate with your dean while completing this document.*
- 4) *Send an electronic copy of this form to Nadiyah Taylor and your dean by when?*

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

<i>Description</i>	<i>Mission</i>	<i>Master Plan</i>	<i>Presidential Task Force</i>
1. We were in a two- year planning cycle to launch an Elementary Education ADT; development activities were funded by the BACCC/ regional collaborative. The program began Fall 2021.	X	X	X
2. PDC made presentations about the ECE program in the Tri-Valley ROP- Pleasanton and Livermore and in a Dublin High School class. Also presented on our program at CSU East Bay, in Spanish. PDC also attended a CTE Fair at Granada High School in Spring 2020.	X	X	X
3. PDC and ECE Faculty made a presentation to Middle College about our program Fall 2020.	X	X	
4. We collaborated with the BSSL Dean and others to offer tutoring to elementary students using Developmentally Appropriate practices starting Summer 2021.	X	X	X
5. Continued efforts to optimize student learning and experiences in the lab through advocacy where needed and partnership between the CDC Director, ECE specialists, lab instructors, utilizing CTE funding. We have made an endeavor to continue to meet before the beginning of each semester.	X	X	
6. We were able to offer practicum for Spring 2021 after not offering the course in Fall 2020. Fall 2020 was used to coordinate efforts to offer the best rendering of the course, even with the challenges of COVID limitations.	X	X	
7. The PDC held a “Sneak Preview” information session for the Spring/Fall 2021. This entailed sharing upcoming course offerings, meeting the faculty and also, sharing CCTC permit information with continuing and prospective students.	X	X	
8. Continued a multi-year project to ready the ECE program for a new competency-based program accreditation through the State of CA, Commission on Teacher Credentialing.	X	X	

9. Created an ECE program on Canvas for all ECE students	X	X	
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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

_____N/A

<i>Description</i>	<i>Mission</i>	<i>Master Plan</i>	<i>Presidential Task Force</i>
1. We continue to be in need of staffing in the Child Development Center that would mirror a more advantageous model. Currently in the event of a specialist's absence, there is scrambling for the equivalent staffing necessary for license and lab requirements. There have been times that the lab instructor had to remain in a classroom to ensure appropriate coverage because a Specialist had to leave their room. When this occurs the needs of ECE students are incumbered because the lab instructor "travels" from room to room to grade activities of students, often these are scheduled to complete all the grading. If there is no specialist in the room, students are not able to stay and thus must follow the instructor around to other classrooms (ECE students cannot be placed in a classroom because two teachers don't hold the higher-level qualifications required to supervise LPC students.) This is not ideal for consistency of care of the children or relationships with their families. Overall, it seems there is a devaluing of children and families at the College because the role to teach the ECE students to care for, and educate young children is thought of as less than other labs. Perhaps if we had male specialists, ECE Faculty and CDC Director, then maybe we would be provided the optimal staffing that is needed to provide a high-quality program for children, families, and lab students. This is something that has been mention since the opening of the center as well as in previous program reviews.	X	X	X
2. The front desk of the CDC is desperately in need of full day coverage. This is a major security issue considering the traffic that comes in and out of the center. When there is no coverage faculty and parents that happened to be in lobby area open the door to people that may potentially cause a threat to the well-being of children in the CDC. During the pandemic, Faculty have assisted in this endeavor thus causing interruptions of online Zoom classes and office hours.	X	X	X
3. In previous semesters, students that needed to complete assignments using observations of children, would observe children at the CDC. To reduce potential exposure to COVID, students were not allowed to complete observations in the CDC, and this may continue for some time.	X	X	X

4. A significantly decreased amount of students did not apply for certificates since the start of the pandemic. In previous years, our department has been a leader in issuing certificates.	X	X	
5. Students have reported to the PDC that they have experienced and A/R delay in handling paperwork.	X	X	
6. Certificates not process properly because students could not meet with PDC due to pandemic.	X	X	
7. We need a Spanish speaking ECE professor to teacher for our Workforce Pathway Grant. We are down to only one faculty member who cannot teach multiple classes due to their schedule.	X	X	

C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

<i>Plan</i>	<i>New</i>	<i>Continuing</i>	<i>Short term</i>	<i>Long term</i>
Promotion, Transfer, Certificate Celebration for ECE Students		X	X	
Elementary Teacher Education AA-T		X		X
TPE-Pilot- Course Alignment Cape	X			X
ECE Apprenticeship Research & Development	X			X
Preparing Course for OEI	X			X
Student Equity Tutoring Program	X			X
Offering a night and weekend lab via an MOU with a community Children's Center.	X		X	

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

_____N/A

<i>Campus system or Committee</i>	<i>How has it benefitted your students?</i>
LPC Foundations	Received money to support marketing and promoting student retention
LPC Foundations	Collaboration starting in Summer 2021 for ECE Department to be involved in providing tutoring services to local elementary students
Presidential Task Force- Connect up	One Connect up student enrolled in ECE courses

Tutoring Department	Math Tutor was provided for ECE students and Embedded Tutor was placed in ECE 56 Spring 2021
Adult Education Partnerships Project – Emerald Templeton	Provided ECE tutor for students
UnDocuAlly Task Force	ECE Staff Active involvement in Task Force thus promoted culture climate that supports undocumented students at LPC
DE Committee	Promoted Regular and Substantive interaction and Trainings for Faculty.
Office of VP of Academic Services	Offering of HyFlex Training
Technology	Student were able to borrow computers
Division Dean and Administration	COVID attestment paperwork -collaboration so that Lab students completing paperwork were allowed to continue enrollment status in lab
Dean and Administration	Using CARES money(covid-19) purchased Return Book box and we get full support for MOU's and any other paperwork from the Dean's office

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

<i>Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.</i>	Survey for time preference to offer Math 37/ ECE 10
<i>What did you learn?</i>	We gathered information on student preference of times to offer courses.
<i>How will you use the feedback?</i>	We plan to offer the courses as indicated by the students.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

1. Rebound in student head counts as well as in total course enrollments from previous spring semesters to Spring 2021. And rebound from Fall 2020 to Spring 2021
2. Students were increasingly older especially in the 30 to 39-year age range and then, and abrupt decrease from Fall 19 to Fall 20. This may coincide with this age group who are primarily women, attending to children at home during the pandemic.
3. The majority of our students are seeking either occupational certificate or job training or pursuing transfer options. The Elementary Education ADT will provide another option of transfer.
4. Highest percentage of students in our programs identify as Asian or Latinx, from ages 30 to 39 years and are female that have already obtain a BS/BA degree. A noticeable decrease of this group enrolling in the Fall 2020 and in Spring 2021.
5. Student Headcount and Total headcount down from Fall 2019 to Fall 2020 and a continued decrease from Fall 2019 to Spring 2020 as well as in terms in preceding academic years. Also, students are taking fewer courses; decreasing the department's percentage of full-time students and increasing the percentage of part time students in our department. This may be due to the ongoing, statewide teacher shortage and students having the opportunity for immediacy in obtainment of employment thus deterring students from enrolling in additional college courses, or at least, taking courses at a slower pace.
6. Some students' family members have obtained work locally area and entering students are here for job retraining, after leaving professional positions overseas. A large percentage of these same students are mothers of school age children and because they no longer have the community of help in which accustomed, they are now stay at home moms who initially wanted to take courses to learn more about child development and are now interested in teaching, perhaps due to a having a work schedule that will align with their children's school schedule. These students are especially focused on completing in a timely manner and the ECE-specific advisement is very important and seem to prefer daytime and/or online courses.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
*X*____yes ____no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs*
- C2: Instructional Programs without PSLOs or with Special Circumstances*
- C3: Non-Instructional Programs*

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

Upon completion of the AS-T in Early Childhood Education, the students will be able to assess children through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching. We continue to maintain that this is a foundational skill for all students, whether earning a certificate or degree, and we want to see if we are scaffolding this skill well.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____61_____%

- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. _____YES _____x_____No

1. We had a few technical challenges with elumen.

2. We have a number of courses that are not part of our PSLO project. This has presented a challenge as to which assessments “feed” into that PSLO, making it bit unclear as to what needs to be assessed and when. We will work on this as a team.

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

We would benefit from adding another year to our assessment cycle because the data is too minimal to draw conclusions. The program will likely add more CSLOs on observation.

(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

We will review disaggregated data upon gaining another year.

(6) List changes that you plan on making to improve student learning and address inequities.

We have learned during the pandemic, that we can increase access of part-time faculty to meetings, using zoom, recording, meetings and sharing. Therefore, we plan to meet more regularly with as many part time faculty as possible. This is currently difficult due to several program projects and varying schedules but we will be more intentional in scheduling these meetings. Increased communication among all faculty will benefit our students.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

1. Textbook costs are exponentially increasing so we are exploring using more OER in our courses.

2. One of the FT faculty is being trained to teach using HyFlex in order to accommodate the needs of students.

3. Despite meeting infrequently, all of our faculty intentionally identify with our responsibility to attend to the culture of our students. We are pro-active in creating inclusive learning environments by updating lectures and/or assignments in this endeavor.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

☒ X ☐ YES ☐ No

We will add another year to gather more data.

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

- (1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (1) List changes that you plan on making to improve student learning and address inequities.

- (2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

- (3) Are you planning on revising your 3-year planning template? If so, describe.

_____ *YES* _____ *No*

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

- (1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____ *YES* _____ *No*

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET***
- 2. Select "Course Outline Report" under "Reports/Interfaces"***
- 3. Select the report as an Excel file or as HTML***

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).**

<i>Course Name & Number</i>

_____ YES ____X____ No

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

_____ YES ____x____ No

<i>Certificate or Degree</i>

C. Are there any courses or programs for which a non-mandatory update is planned?

☒ X ☐ YES ☐ Not at this time

If yes, explain details, rationale, or any support that might be helpful

Over the next AY, we will be updating our course outlines to move into alignment with the new goals for the CA Commission on Teacher Credentialing accreditation mandates.

D. Does your program plan to create any new courses or programs this year?

☒ X ☐ YES ☐ No

If yes, please provide details and the rationale

We will develop a new course on Equity-Minded After School Tutoring. Depending on feedback from our Advisory Committee, we may also create a new certificate for after-school teachers in 22-23.

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

___X___ YES _____ No

2) Does this program represent a training need that is not duplicated in the college's service area?

___X___ YES _____ No

Please explain

Our District ECE program is the only community college district in Alameda County that meets the need of students pursuing transfer opportunities, AA degrees as well as those seeking certificates for immediate employment and career mobility.

B. Advisory Boards: Has your program complied with advisory board recommendations?

___X___ YES _____ No

If not, please explain.

Per request of our advisory committee, we are involved in a long term project to gather data on students that are eligible to receive certificate but have not applied for them. We have a scheduled meeting with the Dean of Enrollment Services and the office of Research planning and Institutional effectiveness.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

___YES___ No

If not, what program improvements may be made to increase this metric?

Since launch board data is incomplete (or, not available) this section cannot be addressed. The new launch board data now addresses the SCFF whereas this section was developed prior to SCFF metrics.

*C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**?*

_____ *YES* _____ *No*

If not, what program improvements may be made to increase this metric?

Since launch board data is incomplete (or, not available) this section cannot be addressed. The new launch board data now addresses the SCFF whereas this section was developed prior to SCFF metrics.

*C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**?*

_____ *YES* _____ *No*

If not, what program improvements may be made to increase this metric?

Since launch board data is incomplete (or, not available) this section cannot be addressed. The new launch board data now addresses the SCFF whereas this section was developed prior to SCFF metrics.

*C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**?*

_____ *X* _____ *YES* _____ *No*

If not, what program improvements may be made to increase this metric?

Since launch board data is incomplete (or, not available) this section cannot be addressed. The new launch board data now addresses the SCFF whereas this section was developed prior to SCFF metrics.