

**Program: Early Care and Education**

**Division: BSSL**

**Date: October 29,2024**

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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.

**Uses:** This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

**Please note:** Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

**Helpful Links:**

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

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**Sections**

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

**Instructions**

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

***Equity is a guiding principle. Here is the LPC definition:***

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

## Section 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

### A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

1. Through our continued partnership with a local preschool run by one of the part-time faculty, we offered a Saturday face-to-face lab with children in Spring 2023. This helped students that work full time during the week to complete classes in order to finish up requirements for transfer, degree or certificate. This was made possible with Room to Grow Preschool, who created a children's program on Saturdays for us. (SCFF – support enrollment & completion)
2. Presented an Apprenticeship model to our advisory committee and received their support to move forward. Historically speaking, ECE entry teacher's earnings are not on par with other entry level CTE positions. So, apprenticeships will allow employers to benefit by securing teachers in this teacher deficit time and provide a "bump" in pay for entry teachers.
3. We had a 4-year grant from the Alameda County Office of Education and successfully concluded the Inclusion Cohort project that prepares professionals to work in inclusive programs. Also, we continued the grant with the same agency to offer the 4 core courses in Spanish. (Equity and completion)
4. We collaborated with the CA Early Childhood Mentor program to use retired mentors (traveling mentors) to mentor students for whom leaving their own ECE program to complete the Practicum was a barrier. Mentoring was provided at students' work sites. (SCFF – support enrollment & completion)
5. Continuance of integration meetings with the CDC Director and staff. We are extremely lucky to have such a strong partner in the Center Director and Staff, enabling us to all work together on the best lab experiences for our ECE students.
6. Continued collaboration with ROP programs at Livermore USD and Pleasanton USD for students to attend articulated classes. (SCFF – enrollment)
7. Continued the collaboration with Pleasant Unified School District to offer classes to help current aids in transitional kindergarten classrooms earn their ECE units to move into a higher classification in the district. (SCFF- enrollment)
8. The Professional Development Coordinator (PDC) continued community outreach efforts, including presentation to programs in Tri Valley area and in San Ramon. She also provided in-reach during campus events to highlight the program and services for potential students. (SCFF – enrollment)
9. The PDC and faculty of our lab courses continue to personally engage students so they will apply for certificates and degrees they have earned. (SCFF)
10. Guided pathways in effect to help students smooth transition to CSU East Bay in 2+2 program. Several CSEUB specific program maps were created. Collaborations with St. Mary's College and EdVance to provide additional BA program options for the ECE students. (SCFF/Equity for retention and completion, pathway development)
11. A collaborative effort with the Children's Council of San Francisco to prepare Black students to teach, continue their education, receive money for their established Family Child Care homes, and obtain certificates and hopefully future advance degrees in education. The agency recruits prospective candidates, and they take courses in our department to obtain their Associate Teacher certificate. The first cohort will complete Fall 2024. (Equity)
12. We have a complete ZTC pathway for our Associate Teacher Certificate in effect. (Equity & planning priorities)

13. Hosted an ECE celebration to honor our newly degreed and certificated ECE students conducted January 2024. (Completion)
14. In collaboration with Math and Geology programs, we continue to offer a math and science course for educators. (Completion)
15. We have Saturday and Late start courses to offer in order to accommodate student schedules and increase enrollment. (Completion, enrollment)
16. The CA Commission on Teacher Credentialing authorized a new teaching certification for Preschool – 3rd Grade. Faculty participated in statewide conversations during the development of this new certification, including advocacy for our practicum courses to be used for post-BA teacher programs.

N/A\_\_\_\_\_

### **B. Challenges, Pain Points, and Needs**

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

1. **Change to a 16-week calendar.** It was just announced that we will be moving to this calendar, ideally by fall 2025. This will have a large impact on the time needed to update courses and a possible impact on an already impacted curriculum committee.
2. **Future retirement of our Professional Development Coordinator.** Currently the job description hasn't been updated since 2001 and doesn't reflect the current work. Additionally, we are hoping to refill the position with a Spanish speaker. We have a high percentage of Latinx students that thrive with this support, as well as courses that are managed and taught in Spanish.

The PDC also manages our grants, helps students complete work permit applications, creates ECE-Specific education plans, does the majority of the outreach and in reach for the program, helps students apply for state grants, runs the programs to provide state-funded stipends, and helps students navigate the various systems at LPC, sometimes by accessing Banner. The already full workload for the two FT faculty will grow exponentially without this position.

3. One challenge was that **students were not enrolling in on-campus lab classes.** Usually offering two labs for ECE 63- our curriculum course, one lab was cancelled in Spring 2023, and again in Fall 2024.
4. **Canceling classes** and losing the resultant FTEF over the last few academic years has meant that our program is getting smaller. While logically it makes sense to cancel low enrolled classes, it also means that students seeking on-campus classes can't have them, and courses that students need to take can only be offered infrequently, leading to delays in graduation and deactivation of courses. Our program has brought in several grants that pay for the FTEF (the Alameda County Office of Education [2 grants], MOU with Pleasanton Unified School District, MOU with the SF Children's Council). Yet, this FTEF is not "refunded" to us when we complete discipline plans or when courses are cancelled
5. An *ongoing challenge* is that **significant numbers of students have not applied** for their certificates since the start of the pandemic. In previous years, our department has been a leader in issuing certificates. There is a slow climb of certificate application submissions due to the efforts mentioned above. Proactive

awarding of certificates and degrees would help to alleviate this challenge, allowing the college to earn more SCFF points.

6. **Low enrollment of male students** (ongoing). In the field of early education, consistently only 2% of the workforce is male identified. This continues to be reflected in the low enrollment numbers in our ECE classes. We have included a no-unit lab in one introductory course to provide earlier opportunities to have students be with children, as this has been shown to be an effective way to engage male students. We are also intentional in our marketing to include male identified students, and to look through our texts for such representation. In our CCSF Cohort we have two men and a small percentage in the classes outside of this cohort.
7. **Facility's** needs (ongoing). Currently our offices in 2301 are the only ones where you cannot lock the door from the inside. If there is a danger happening in our work area, we can only be locked in and not lock someone else out. This has been brought to the facility committee's attention several times and was noted in a security study on the 2300 building that was completed before 2020.
8. **Staffing capacity** in the dean's office has made starting the apprenticeship program difficult – work has not yet begun. Our advisory board is very interested in starting an apprenticeship program, but more bandwidth and support is needed.
9. Like many programs we are **impacted by outside mandates and forces**, all of which are stretching the bandwidth of the two FT faculty. Specifically:
  - ★ Common Course Numbering
  - ★ Updating the Preschool Learning Foundations courses to reflect the new state documents The Preschool/Transitional Kindergarten Foundations that must be used in state-funded programs and transitional kindergarten classrooms beginning in 2025. There is pressure from some state and employer communities to provide credit for prior learning for students who have earned a Child Development Associate certification. The CDA is not common in CA but is in many other states. However, students complete all of their courses in less than a year, and so the certificate doesn't match well to credit-bearing courses.
  - ★ Separately from that particular issue, both LPC and our Chabot counterparts are thinking through what credit for prior learning would look like for our programs and it seems that most of the work would be in reviewing student portfolios, rather than credit-by-examination. This is a huge amount of work, not only to create the rubrics to assess different types of portfolios, but also to review them.
  - ★ The new prek-3 credential is an exciting opportunity for students who would like to become credentialed teachers in CA, while maintaining a focus on the early childhood years. We are engaged in a year-long process with CSUEB to collaborate on the development of their certification program. At the state level there was approval for students who have completed supervised field experiences at the Community College level to be able to use those of up to 200 hours of the 600 clinical hours that are required in the new credential. CSUEB is pushing back on this, so we are in an advocacy role right now, along with creating documentation and possibly updating coursework to support a smooth transfer for our students.
10. (Ongoing) We are grateful that the CA Early Childhood Mentor program created the traveling mentors' program. However, there are currently less than 10 of these mentors for the county, and so **classes with supervised field experiences are still a barrier** to ECE students who are working.

11. (Ongoing) The partnership with Room to Grow Preschool to offer needed opportunities for working students to complete lab hours on Saturdays is **only happening** because of the director's generosity. LPC **is not paying her anything** to provide a lab site for our students. This is obviously an unsustainable model. Funding is needed to support this important pilot project.
12. (Ongoing) **Hyflex class offerings**. When hyflex offered all options to students, overwhelmingly students chose to take the class asynchronously. This did not support bringing our ECE students back to campus. Having attempted this for three semesters, we have decided to offer hybrid classes where students are on-campus once a week and asynchronous for the remainder. We have seen some drop in enrollment as a result (preliminary data from fall 2024)

N/A\_\_\_\_\_

**C. Planning: What are your program's most important plans, either new or continuing?**

1. Continue efforts to build enrollments in on-campus classes. There is a population of students who want them, but often not enough to keep these classes from being canceled.
2. We are planning to create new certificates and modify degrees to better reflect the current workforce needs. These include an Infant/Toddler certificate, updating the Associate Teacher certificate to be 16-units, in line with the certificate at Chabot and helping with the SCFF metrics, and changing the name of our Language Development course to be a Multilingual Language Learner course.
3. Hire a replacement Professional Development Coordinator.
4. Support the CDC Director in her endeavor to open an Infant classroom.
5. Portfolio Sharing for ECE 90. This has been a plan for a while for students to share their final portfolios with members of the workforce but hope to have student achieve this Spring 2025.
6. Planning on traveling with ECE students to Ireland as part of the Global Education endeavors at the college in Summer 2026.
7. Host a symposium for pre-service teachers throughout the campus in 2026.

N/A\_\_\_\_\_

**D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?**

Barriers:

- **Supervised field experiences:** Lack of infrastructure to support ECE students who need supervised field experience opportunities in the evening and on Saturdays. This is due to lack of state funding for on-campus lab schools, lack of staffing and bandwidth for the CDC to be open during these hours. This impacts many of our working students, especially those who have children and families to care for.
- **Creating coursework in Spanish:** We offer several classes in Spanish, and the faculty have to create the courses on their own in Spanish.

Suggestions:

- **Supervised field experiences:** Continue to seek funding for Room To Grow so they offer lab classes at their site to meet Saturday needs. Continue to seek funding to offer stipends to students' jobs so they can

have a substitute cover them while they complete their supervised field experiences. Work with a grant writer to seek CCAMPIS funding for the center and other funding options to support working students.

- **Creating coursework in Spanish:** Give F-hours for the development work of the faculty.

N/A\_\_\_\_\_

## E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?

Yes X No \_\_\_\_\_

2. Comments (Optional):

3. Please review your program [maps](#). Do you need to make any modifications?

Yes X No \_\_\_\_\_

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.

a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.

b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

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## Section 2: Data Analysis – Quantitative and Qualitative

**IR Data Review:** Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

1. We have been experiencing a decrease in students in our overall headcounts and we were hoping for an upswing in the numbers in this next academic year. Headcounts did increase from Fall 2023 at 287 to Fall 2024 at 340. Spring 2023 total course enrollments were 321. Spring 2024 total course enrollments were 505.
2. As discipline, we typically have fewer male students than female students. However, in Fall 2023, we had 19 male students. In Spring 2024 we had 36. One male student in CCSF Cohort is a credentialed teacher enrolled to complete 24 ECE units to help him in his new role as transitional kindergarten teacher and to receive TK credential.
3. There is an increase in our African American students from 3% in the Fall 19 to 11% in the Fall 23. In Spring 24 we had 8%. This is due to our CCSF Cohort, a collaboration to increase Black ECE teachers.
4. Students were increasingly older, especially in the 30 to 39-year age range and then there was an 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. In Spring 2023, this group has rebound to the highest age group of females at 23% and in Spring 2024, 27%.

5. The majority of our students are seeking either occupational certification, job training or pursuing transfer options. The Elementary Education AAT provides another option of transfer. 38%- 43% Spring 24 Transfer.
6. Slight increase from 4% to 9% in Full Time Student with +15 units and a decrease in Part Time student (taking 6 to 11.5 units) from 45% to 35 % in Spring 2022 to Spring 2023.
7. Worth noting, the decrease in students who are only taking DE online classes coincides with an increase in offerings in our HyFlex, Synchronous, Hybrid, Combo, and F2F courses. Previous low enrollment in courses possibly indicated students' reluctance to come back to campus. However, with the Administrative "push" to "come back to campus" post pandemic and the COVID vaccination policies discontinued, this perhaps is directly related in favor of more students registering for F2F courses.
8. In Fall 2019, 61% of students took F2F courses. There has been a dramatic decline over the last 4 years with only 5% of ECE students taking F2F courses in Spring 2024. When F2F courses are offered students do not enroll or withdraw once they are aware that there is a required on-campus component, so classes are canceled.
9. There were ECE associate teacher certificates completed in 22-23 and 23-24 but the data did not indicate this event. However, the PDC walked over the paperwork indicating an error in the data.

*(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 and reach out to [the IR team](#).)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

**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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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](#).

1. Did your program meet its program-set standard for successful course completion?

Yes\_\_\_      No\_\_x\_\_

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

It appears there are two contributing factors. First, our classes have a high withdrawal rate. The rate of students not passing courses is lower than the withdrawal rates. This is correlated with students taking asynchronous courses, and those enrolled in a hybrid course. Additionally, one course, ECE 79 had an exceptionally high rate of withdrawals due to fraudulent students being removed after census. The second



possibility is a cohort of high-need, high-touch students who are reentering college after many years and whose life circumstances interfered with their success rates in class.

We need to remind our team about the importance of persistence project activities, especially in asynchronous courses. The hybrid courses have a high withdrawal rate connected to students' resistance to coming to on-campus classes. This is reflected in the data section above.

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### Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here](#).

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- XC1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

#### **C1: Instructional Programs with PSLOs (disaggregated PSLOs)**

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes\_x\_\_\_ No\_\_\_

*If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#) and the [SLO Chair](#).*

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review 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.*

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
  - \_\_\_\_30\_\_\_\_%
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.

*Our sample size was small and we prefer a more robust reporting and more enrolled students to fully capture any patterns.*

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

*We need to rally full reporting from all faculty in our department. It seems that we will benefit from the building of community among us as we teach more face to face, see each other more on campus and establish department meetings, which we are working on. We will strive to encourage one another to attend to reporting thoroughly in elumen to get a wider sample. We need another year of data on our 3- year plan.*

6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

*We will continue to make a concerted effort to have meetings with Part-time professors. Sending reminders to the faculty at the start and end of each semester will also support them in completion of this task.*

**C2: Instructional Programs with only CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment**

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes\_x\_\_\_ No\_\_\_

*If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).*

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

We will review any courses taught in fall 24 and spring 25.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24). 31%
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

*We hope to increase the data and reflections by meeting to discuss an optimal way to complete the assessments in elumen, during Department meetings. We will have more data to draw from in future program reviews.*

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

*We need to rally full reporting from all faculty in our department. It seems that we will benefit from the building of community among us as we teach more face to face, see each other more on campus and establish department meetings, which we are working on. We will strive to encourage one another to attend to reporting thoroughly in elumen to get a wider sample. We need another year of data on our 3- year plan.*

6. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below, along with any items that would help you improve this process in the future.

### **C3: Non-Instructional Programs (SAOs)**

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes\_\_\_\_ No\_\_\_\_

*If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).*

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

#### **Section 4: Suggestions for the Program Review Committee (optional)**

What questions or suggestions about this year's Program Review forms or process do you have?