



## **Program Review - Instructional Program Plan**

Program Title Early Childhood Education/Child Development

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### **Executive Summary**

Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. (1000 word limit)

Early Childhood Education is receiving a surge of attention from all levels of government, local and regional philanthropic organizations and educational research organizations. With growing evidence that the experience of importance of the first five years of life, it is becoming eminently clear that early childhood teachers and staff are an important component in the network of hands that hold and guide children through these critical years. The Early Childhood Department consistently responds to the changing demands on the early childhood workforce. Since our last comprehensive program review much has changed. New AS-Ts in ECE/CD and Elementary Education along and a plan for a revised course of study are being implemented in direct response to a community demand for a higher level of preparation for early childhood educators. Through robust collaborations with local partners the Department reflects on accomplishments and looks to the future.

#### **Data:**

Enrollment statistics for fall of 2014 reflect the following ethnicity: Asian American/Pacific Islander - 12%; African American - 3%; Hispanic/Latino - 50%; Native American/Indigenous Persons - 0%; Caucasian/Non-Hispanic - 23%. The majority of students, (30%) are in the age range of 18-22 with 24% being between the ages of 23-28 and 23% between the ages of 29-39. This represents 77% of the student population. Gender distribution has remained steady over the past several years remaining at 8% male and 90% female. The retention rate has remained steady over the last 5 years at 89% above the college-wide average. 70% of the ECE/CD students are continuing students, 35% have the goal of completing an AS degree and then transfer and 15% of the ECE/CD students are taking classes to update their job skills.

#### **Goals:**

Given the rapid changes in the field of early care and education and the college's focus on student success, the Department has developed five goals for the next two years.

- Student Success: Undergo a comprehensive evaluation of the ECE/CD courses and program plan.
- PLOs: Implement ePortfolios with students in ECE 210 in order to assess PLOs.
- Curriculum: Update the business plan for the Child Study Center/CDC.
- Facilities: Plan for and open an ECE/CD Student Center.
- Enrollment Management: Increase marketing and outreach for the department.



## **Program Context**

1. Mission: Please identify how your program aligns with the college's mission by selecting the appropriate check box(es):

Career Technical    Basic Skills    Transfer    Lifelong Learning

If your program has a mission statement, include it here.

### Vision

The Early Childhood Education/Child Development Department, is united in focusing on individual student success. Students will choose the College's ECE/CD Department due to our supportive learning environment, rigorous academic standards, enthusiastic and respected faculty who are engaged with community partners, coursework based on research and professional teaching competencies, and our ability to meet the diverse community's varied educational needs.

### Mission

The mission of the Department is to provide students with accessible, relevant and engaging educational experiences related to the field of Early Childhood Education/Child Development. With an emphasis on the importance of nurturing the "whole child", students will develop the skills and teaching dispositions to prepare children for future school success. Students from diverse backgrounds are valued for their experiences and strengths and will receive assistance to empower them to achieve success in ECE/CD courses as well as facilitating their educational goals of transfer into Bachelor degree programs, personal achievement, and career advancement. The Department collaborates with other agencies and organizations to support the expansion and supply of qualified early childhood education professionals in San Mateo County by supporting educational opportunities that facilitate career entry and ongoing professional growth. Further, the ECE/CD Department supports the mission of Cañada College by providing the only public, career technical educational opportunity for early childhood education in south San Mateo County.

In 2011 the ECE/CD departments at both Cañada and Skyline Colleges developed the following cultural competence principles that guide our work with students and our relationships with each other.

- We are **RESPONSIVE** to the cultural and ethnic diversity of all students and our colleagues.
- We make **ADJUSTMENTS** in staff development and training needs if we see that students are not succeeding in their courses.
- We are **SENSITIVE** to our students' differences in culture, ethnicity and abilities.
- We **LISTEN** intently to how our students respond in our courses and adapt our teaching strategies and methodologies to better meet their needs.
- We support **CROSS CULTURAL COMMUNICATION** in order to best meet the needs of our students and colleagues.
- We **ACCEPT** the differences and diversity amongst our students and our colleagues.
- We believe that shared **SELF-REFLECTION** can open dialog for understanding the needs of our



students and colleagues.

- We show APPRECIATION for the diversity that our students and colleagues bring to our departments and to our college.
- We RESPECT our own upbringings so that we can better understand and respect the upbringings of others.
- We strive to be RESPONSIVE to the intellectual curiosity of our students and our colleagues.
- We REFLECT upon our practices so that they are responsive to the development of our students.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

High School:

The ECE/CD Department Coordinator met last year with representatives from the San Mateo Unified High School district for purposes of reviewing and updating its articulation agreement. After a review of the course curriculum for 2 of the required courses for the certificate and/or AS degree in ECE/CD and 2 of the courses offered at the High Schools, a new articulation agreement was agreed upon.

CSU:

The department maintains a relationship with San Francisco State's Child and Adolescent Development Program. After discussions about which courses the program would accept for transfer it was agreed that 15 of the units offered here could be transferred into the BA in Child and Adolescent Development program at SF State.

University of Washington:

Plans are currently underway to develop an articulation agreement with the University of Washington's BA in Child Development Program. Our University Center Director is working with the college's articulation officer in moving this agreement forward. This exciting partnership would provide the opportunity for 3-4 faculty in the district, (representing our college as well as Skyline College's ECE/CD programs), to participate in specific training offered by the University of Washington so that these faculty members can teach the courses offered to our students. There will be more to report regarding this new partnership in our next annual program plan.

3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs should identify the dates of their advisory group meetings.

Advisory Committee:

The ECE/CD department meets twice each year with its advisory committee, (May 8th and December 3rd, 2014). These meetings are held jointly with the ECE department at Skyline College. Committee members represent a wide range of interests and include the following representation: students, parents, and faculty, community representation from: First 5 Commission of San Mateo County, County Office of Education, City of Redwood City Child Care Coordinator, Head Start,



State-Funded Child Development Coordinators, Sobrato Foundation, County Office of Education Special Education Program, Proprietary Program Directors, and the Silicon Valley Community Foundation.

A portion of each meeting is reserved for community input with regard to the needs of the early childhood education workforces. One outcome from an advisory committee meeting last year is the development of the 2 new courses mentioned below. The request for these 2 courses came from the Program Manager of the State Funded State Preschool Programs in San Mateo County.

San Mateo County Office of Education:

Each year the grant coordinator for the EquIP grant and the two ECE/CD program coordinators meet with the EquIP director to discuss and plan for the Professional Learning Community funding provided by the grant for the department faculty. This past summer when this group met, there was discussion about how to include input and feedback that the County Office of Education staff who work directly with San Mateo County ECE/CD program practitioners had been receiving. There has emerged a need that has been identified by county program directors for the staff that they hire, (most of whom have come out of the community college ECE/CD programs), to be better prepared to be able to articulate what they have learned from the courses that they have taken and/or are taking at the colleges. Several discussions took place in order to best plan what the Professional Learning Communities should focus on for the 2014/2015. The first PLC is scheduled for Friday, February 27th, 2015 and the second is scheduled for Friday, April 9th, 2015. The PLC's for this year are a two part learning community. Faculty must commit to attending both sessions and will each receive a \$200 stipend for attending. The agenda for the two part PLC's will include opportunities to hear from four practitioners in the ECE/CD field who are all program directors who will facilitate dialogue among the ECE/CD faculty. The following are some of the questions and topic areas to be examined:

- \* An overview of the current ECE Landscape: issues and opportunities
- \* Connecting assignments to “what’s happening” in ECE settings
- \* Scaffolding strategies to create applied assignments
- \* Feedback from directors – What is missing? What would help? How to partner effectively?

Further discussions are expected to take place to include the state-wide teacher competencies integration project and the mapping tool that ECE/CD programs can use to determine whether each of their specific courses addresses the teacher competencies developed by the State Department of Education for the early childhood education workforce.

Another identified need that has come out of various community discussions as well as discussions with students and faculty is the need for an identified space for the ECE/CD students not unlike the STEM center.

Designated Space for ECE/CD Students: A designated space creates a sense of belonging for students. It serves a practical and functional purpose as outlined below. It can also create a psychological and motivational purpose as it “shows” new and ongoing students the great possibilities of completion and transfer.

- Computers for students to do homework and research
- General counseling hours to support registration, placement testing preparation and transfer
- Peer counseling to provide a hand up and an opportunity for students to develop leadership



skills

- Lounge space to crash in between work and school
- Kitchenette for social events and transition between work and school
- Faculty office hours to support persistence and success
- A part time office and meeting room to model the high level of professional expertise that our faculty bring to their work and to exemplify the scholarly environment professionalism that we expect from them
- Student preparation and project preparation space to support persistence and success because group work is often required in our field and in our courses and a preparation space is akin to a fashion sewing room, and interior design lab or a multi-media computer lab
- ECE/CD student group meeting space-such as ECE ECE/Teacher Preparation Club, Student affiliate of the NAEYC, employer meet and greets, or other teacher preparation professional association-to support the connection between professional associations and the emerging teacher
- Photo copier so that students could present their best work

In 2012 in San Mateo County the “Big Lift” was spearheaded by the Peninsula Partnership Leadership Council which is led by the Silicon Valley Community Foundation and the San Mateo County Office of Education, the San Mateo County Board of Supervisors and a network of funders and devoted to learning and social impact. This group of leaders, (and representatives from the district’s ECE/CD departments and Child Development Center Coordinators at CSM and Skyline) have been meeting regularly. The overall goal of this coordinated partnership is to “create a robust learning system that starts early, enhances school transitions, engages families, and ultimately boosts student literacy and achievement”. The Big Lift seeks to address the troubling reality that in San Mateo County, 42 percent of the third graders are not reading at grade level; the figures rises to 60 percent of Latino, African American and Pacific Islander third graders. Education experts agree that third grade reading proficiency is one of the best predictors of academic achievement in subsequent years. If a child is behind in reading by the end of the third grade, it is likely that he or she will never catch up.

San Mateo County’s Big Lift initiative integrates high-quality learning experiences from preschool to third grade, focuses on reducing chronic absence and summer learning loss, and engages parents and the broader community to support learning in school and at home. The San Mateo County Community College District has signed on as a partner in supporting this work.

Last fall, the Silicon Valley Community Foundation received a \$7.5 million Federal Investment to improve children’s literacy and will specifically fund the efforts of the Big Lift in San Mateo County. There is a community-wide meeting on Tuesday March 3rd, 2015 where specific announcements related to the Big Lift and the SVCF grant will be made. As the premier ECE/CD educational institutions in San Mateo County, The ECE/CD departments here at Cañada and at Skyline will be in the position to receive funding to potentially expand course offerings both on campus and in targeted community locations.

## **Looking Back**



4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Courses:

For the 2014/2015 academic year there are 25 three unit courses described in the 2014/2015 catalog. In addition, there are 2 two unit courses and an additional 4 one unit courses. All of the ECE courses were reviewed, revised and/or updated during the spring of 2014 with an official effective date of fall 2014. The following are the courses for the ECE/CD program with their designations:

- ECE 191 Children's Literature I: 3 units
- ECE 192 Children's Literature II: 3 units
- \*ECE 201 Child Development: 3 units
- \*ECE 210 Principles of ECE: 3 units
- \*ECE 211 Curriculum: 3 units
- \*ECE 212 Child, Family and Community: 3 units
- ECE 213 The School Age Child: 3 units
- ECE 223 Infant/Toddler Development: 3 units
- ECE 225 Infant/Toddler Environments: 3 units
- ECE 230 Creative Activities: 3 units
- ECE 240 Administration/Business Legal: 3 units
- ECE 241 Administration/Human Resources: 3 units
- ECE 242 Adult Supervision: 2 units
- ECE 244 PreK Learning/Development Guidelines: 3 units
- ECE 247 Foundations for School Success: 3 units
- ECE 249 Leadership in ECE/CD: 2 units
- \*ECE 254: Teaching in a Diverse Society: 3 units
- ECE 260 Children with Special Needs: 3 units
- ECE/HMSV 262 Introduction to Family Support: 3 units
- ECE/HMSV 264 Life Cycle of the Family: 3 units
- \*ECE 333 Observation and Assessment: 3 units
- \*ECE 313 Health, Safety and Nutrition: 3 units
- ECE 335 Child Guidance 3 units
- \*ECE 366 Practicum in ECE: 3 units
- ECE 331 The Role of the Teacher: 1 unit
- ECE 382 Male Involvement in ECE: 1 unit
- ECE 362 Communicating with Parents: 1 unit
- ECE 363 Mental Development/Problem Solving: 1 unit
- ECE 250 Violence and its Impact on Families: 3 units
- ECE 252 Teaching Violence Intervention Strategies to Children and Their Families: 3 units

\*Required course for the ECE/CD certificate and/or the AS degree with a major in ECE/CD.

All other courses are linked to a specialization for the child development permit which is required for staff who are working in state-funded ECE or child development programs.

This past year 3 additional courses have been developed and approved for the 15/16 catalog. The first



course is a 3 unit course entitled ECE 263 Curriculum and Strategies for Children with Special Needs. This course will be a companion course with the ECE 260 Children with Special Needs course and will be a new specialization for students seeking a Master Teacher Child Development Permit. This permit requires that students complete a 6 unit specialization in ECE/CD.

The 2nd and 3rd courses are courses developed in response to a community request from the San Mateo County Office of Education. The COE oversees all of the state funded preschools in San Mateo County. An identified need for staff who work in these programs is a better understanding of teaching early pre-mathematics skills to young children. In addition, in order to promote reading skills development, there is a need for staff who work in these programs to increase their awareness of phonological awareness. The two courses developed are 1 unit 680 courses, the first will be offered in the fall 2015 and is called Teaching Early Math Activities to Young Children. The second course will be offered in the spring 2016 and is called Teaching Phonological Awareness Skills to Young Children.

#### Program Planning:

After thoughtful consideration the faculty in the ECE/CD program determined that it was necessary to revise prerequisites and advisories on several courses. The ECE 201 Child Development course will become a prerequisite for several of the other required courses for the certificate and/or the AS degree with a major in ECE/CD. Eligibility for English 100 will be the new advisory for students for specific courses where an understanding of oral and written English are necessary for success in the courses. This process was done over the fall of 2014 and the effective date for the new prerequisites and advisories will be fall of 2015. In addition, Distance Education supplements and Honors addendums have been added to several of the course in the department.

5. Progress Report: Provide your responses to all recommendations received on your last program review and report on progress made on previous action plans and toward your strategic goals.

[Link: 2013-2014 Program Plan and Feedback forms](#)

Overall, the 13/14 annual program plan received the following comment: “Very complete report; gives a full picture of the ECE program”.

#### Leadership Conference:

One of the comments related to the annual leadership conference that the department sponsors. There was a question about whether given the success of the conference, will the department seek funds to sponsor another conference? The answer is yes, the department received funding through the EquIP grant to sponsor another conference which took place on Saturday, February 7th, 2015. The attendance at this conference was more than at any of the other conferences that have been sponsored up to this year. While the EquIP grant sunsets at the end of June, 2015, there will be a new cycle of funding which will begin July 1st, 2015. It is expected that this new grant will include funding for a leadership conference that will be sponsored in February of 2016.

#### Technology Request:

The technology requests that were in the annual program plan have been addressed. The ECE/CD Program Coordinator received a new desk top computer and printer!



#### Program Services Coordinator:

The feedback also addressed the need for a replacement for the retiring Program Services Coordinator and the comment was that the replacement for this position “seems justified” given the impact of this position.

#### ePortfolios:

The comments related to using eportfolios indicated that in order to put eportfolios into place in order to assess program learning outcomes, the coordinator and the faculty in the department need to reach out for assistance from either Jane Rice or Jonathan MacSwain. While the ePortfolio pilot semester was useful in gathering information, it is clear that the department will need additional planning and assistance to go to scale with more than 600 ECE /CD majors.

6. Impact of resource allocations: Describe the impact to-date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program and measures of student success.

#### Retention Specialist:

The ECE/CD program has had the good fortune of having a Program Services Coordinator (PSC) who has positively contributed to the overall support and services that are provided to ECE/CD students. This position has been funded since 2006 through a grant with the First 5 commission of San Mateo County and the Equip program. The funding for this position will end on June 30th, 2015. A request to have this position be a permanent full-time position is currently in process. The position title in the request has been changed from a PSC to a Retention Specialist (RS). A RS in the department/division will allow for a seamless continuation of the services that have been provided by the PSC. The RS will provide students with clear, consistent and informative information about the ECE/CD program and the college, including the requirements for the certificate, the AS degree, transfer opportunities as well as the child development permit process which is required for teachers working in state funded programs. Students will be provided with information about transferring to colleges that offer BA degrees in Child and Adolescent Development or Early Childhood Education/Child Development. The RS will assist students with the completion of an education plan identifying what is needed for whatever the specific educational goal is for the student. The goal for every ECE/CD student is to have the opportunity to meet with the RS at least once during their time in the ECE/CD department and at the college.

At the beginning of each semester and during the summer session, the RS will visit each ECE/CD class. In addition to putting a face to a name, the RS will let students know about appointment availability as well as answer any questions that students might have at that time. The RS will also visit the ECE/CD classes when there is important and timely dates that are pending, for example, the deadline for filing certificate and degree applications is an important date for students and the RS will come to classes to let students know about this deadline and will also let them know that help is available to fill out the applications. The RS will maintain an ECE/CD board with relevant and current information about the ECE/CD program and field and important college-wide events. Information such as employment opportunities, scholarship and financial information, conference and workshop information will also be posted.



The ECE/CD faculty in the department meet regularly at the beginning and the end of each semester. The faculty have noticed that their students have clearer direction about the coursework that they need to take and that students are talking about having educational and professional goals related to the field. The faculty have consistently attributed this to the efforts of the PSC and having a RS will ensure that this will continue. The RS will work closely with the counseling staff at Cañada to ensure that ECE/CD students see General Education counselors if their plans include receiving their AS degree and/or transfer.

To put the role of the RS in context here is some data related to the work of the existing PSC. The number of students seen and advised each year by the PSC is approximately 600, (some are duplicated). The ECE/CD department in the Business/Design/Workforce division is the largest and there are more ECE/CD certificates and AS degrees with a major in ECE/CD awarded each year in the entire college. Ultimately, having a RS will continue to strengthen the overall ECE/CD department by providing a stable, consistent and supportive focus on the needs of the ECE/CD students.

#### Full Time Faculty Position Request:

After several requests for an additional full-time faculty member for the department, the college-wide community agreed last year that there was a need and demand for this position beginning with the spring semester of 2015. The new faculty member, Professor Melinda Ramzel is now on board and is teaching a full load of ECE/CD courses all of which are required courses for the ECE/CD certificate and/or the AS degree with a major in ECE/CD. Melinda brings over 15 years of early education experience as a former preschool teacher, manager and professional development trainer in a variety of non-profit and for-profit organizations centered on working with children, families, and youth. She has a Bachelor's degree in child development from Tufts University and a Master's degree in Public Health with a concentration in maternal and child health from the University of Illinois-Chicago (UIC). Additionally, she is All But Dissertation (ABD) at Syracuse University, working toward a degree in Child and Family Studies.

Melinda has teaching experience at a variety of colleges and universities around the country. As faculty, she has taught courses in child development, public health and developmental psychology. Recently, she was program coordinator of the Promoting Achievement Through Higher Education (PATH) program at San Francisco State University. PATH is a program that provides classes in a cohort format, on nights and weekends for the early childhood education workforce to help them complete the last two years of their BA in Child and Adolescent Development. The goal of the program is to help raise the qualifications and degree attainment of early educators by removing some of the barriers facing the workforce. She also serves as a consultant trainer with Teaching Strategies, Inc. where she develops workshops, provides program evaluation, and coaching for early childhood programs implementing The Creative Curriculum for infants, toddlers and preschoolers. Already there have been ECE/CD students praising our new faculty member. This semester, Professor Ramzel is "settling in" and getting used to teaching 5 different ECE/CD courses. There is no doubt that she will be a positive addition to the faculty team in the ECE/CD department and to the overall college-wide community.

#### Full Time Faculty Assignment:



Beginning with the fall 2015 semester our other long standing full time faculty member, Patty Hall, will be returning to teach a full load of 5 courses. She has utilized professional development funding over the last year for two purposes; first, to study the myriad new curriculum and assessment systems required by the State Department of Education, Child Development Division. Second, to immerse herself in the Spanish language in a month-long language and cultural immersion experience in Aticama, Mexico. Patty has done this immersion program in order to better enhance her Spanish language skills and cultural sensitivity in order to communicate with the Spanish speaking and immigrant students. This semester she continuing her studies by doing field studies at the Mary Meta Lazarus Child Development Center at CSM. She is working directly with children ages 2-5 in a teaching capacity from 9-12 every day. Patty is subsidizing this internship on her own and by doing so, hopes to gain a new and increased understanding of how preschool teachers integrate the curriculum and assessment systems that she studied last semester, in their work on a day to day basis.

### **Current State of the Program**

Data packets link <http://www.canadacollege.edu/programreview/datapackets1314.php>

#### 7. Connection & Entry:

- A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.

Based on information compiled in the data packets, the fill rates for ECE/CD courses have been from 77.7% in the 11/12 academic year to 76.6% in the 12/13 academic year and finally at 74.5% in the 13/14 academic year. These fill rates remain above the college-wide average. The Department load for the 13/14 academic year was 533 which is above the college-wide average.

- B. Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends?

The department is looking forward to utilizing marketing resources that are available through the division. The ECE/CD program brochure will be revised to reflect the new courses as well as updating the content. As mentioned below, the department currently schedules courses at a variety of times and days each week. Efforts are also underway to provide additional courses at the Menlo Park Center during the day. Outreach efforts in that community will be increased. The department is currently offering one course at the East Palo Preparatory Academy in East Menlo Park. This 3 unit ECE 201 Child Development course is being offered to juniors and seniors at the Academy. The department has offered courses in the past at the Academy and is open to continuing this outreach to one of our local High Schools.



## 8. Progress & Completion:

- A. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, and day/evening. Cite quantitative data and specific tables from the data packets.

### Student Success:

The ECE/CD Program currently serves a very diverse student population and meets the training needs of the local early childhood education community. Enrollment statistics for fall of 2014 reflect the following ethnicity: Asian American/Pacific Islander - 12%; African American - 3%; Hispanic/Latino - 50%; Native American/Indigenous Persons - 0%; Caucasian/Non-Hispanic - 23%. The majority of students, (30%) are in the age range of 18-22 with 24% being between the ages of 23-28 and 23% between the ages of 29-39. This represents 77% of the student population. Gender distribution has remained steady over the past several years remaining at 8% male and 90% female. The retention rate has remained steady over the last 5 years at 89% which is also above the college-wide average. 70% of the ECE/CD students are continuing students, 35% have the goal of completing an AS degree and then transfer and 15% of the ECE/CD students are taking classes to update their job skills.

### Program Planning – Course Offerings:

The ECE/CD department currently offers courses during the day, (from 9:45-11 and 11:10-12:25 on M/W and T/Th, late afternoons from 4-7 on Monday through Thursday, evenings from 7-10 on Monday through Thursday and on Saturdays from 8-5). In order to provide additional flexibility with scheduling, the department will offer a Friday morning block from 9-12 and an 8:00-9:20 am M/W block and a 12:25 to 1:50 M/W block beginning with the fall 2015 semester. This flexibility is done in order to meet the various needs of the ECE/CD students. The majority of afternoon, evening and weekend students are working either in ECE/CD programs or in jobs outside of the field. The majority of day students are not working in ECE/CD students and many are full-time students. 69% of ECE/CD students are enrolled in evening, late afternoon or weekend courses. It is the expectation that there will continue to be flexibility when planning the course schedules each semester and during the summer. Each of the required courses is offered both during the day and evening and some of the courses are offered during the day, evening and on the weekend. The ECE 201 Child Development course is offered online. Plans are underway to also revise the ECE 244 Pre-Kindergarten Learning Foundations and the ECE 247 Foundations for School Success courses to include a Distance Education mode of delivery. These are 2 of the courses that are being worked on as part of the partnership that is being planned with the University of Washington. In addition, a Distance Education component and Honors addendum are being added to several of the courses in the department. ECE 201 Child Development is the only course currently offered online. This CSUGE/IGETC approved course typically includes about 50% non-ECE majors. The retention rate has hovered around 60%, significantly lower than the department average 89%. The success rate is 85%, slightly higher than department average of 82%. Faculty are working with the bookstore to streamline etext purchases so that students get a more solid start at the beginning of the semester. We hope to see retention rise as a result of this initiative.



A need for continued supports to the Spanish speaking population is evident. We have offered at least four ECE courses taught in Spanish offered in a “Learning Community” format. The students who enroll in the Spanish classes are required to be concurrently enrolled in a companion ESL course which covers the same course content. The Department/Division has committed to offering the 12 “core” courses required by licensing for a teacher in a non-state funded program. These 4 courses are offered once a semester and are rotated over 2 years. The faculty members teach content based material in both ECE & ESL. The overall goal is to enhance the literacy skills of our bilingual ECE students and to encourage the students who have completed the 4 Spanish courses to enroll in ECE/CD courses taught in English.

#### Community Collaborations:

The program has an active and professionally oriented team of faculty members and a program services coordinator representative with a wide-range of professional expertise. The ECE/CD Program Coordinator and our current Full-time faculty member and other adjunct faculty cultivate and maintain considerable community partnerships both locally and at the State level including:

- San Mateo County Office of Education (EQuIP)
- First 5 San Mateo County
- San Mateo County Child Care Partnership Council
- RWC elementary school district
- Peninsula Family Services
- San Mateo County Head Start
- CCCECE
- San Mateo County Leadership Committee
- San Mateo County Consortium of ECE/CD programs
- \* University of Washington, Bachelor Completion Pilot

- B. Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

ECE 201 Child Development is the only course currently offered online. This CSUGE/IGETC approved course typically includes about 50% non-ECE majors. The retention rate has hovered around 60%, significantly lower than the department average 89%. The success rate is 85%, slightly higher than department average of 82%. Faculty are working with the bookstore to streamline etext purchases so that students get a more solid start at the beginning of the semester. We hope to see retention rise as a result of this initiative.

- C. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?

This question was addressed in detail in question 8 A. In addition to the responses included in this



question, program faculty in the department feel strongly that having a designated space in building 22 for the sole purpose of ECE/CD students will go far in our effort to support students, provide advising to them, provide a space for them to congregate, study together, use provided technology, rest, have a snack and/or other generally supportive services that are a benefit to students.

9. SLO Assessment:

<https://smccd.sharepoint.com/sites/can/CANSLOAC/default.aspx>

- A. Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.

All of the ECE/CD courses have SLO's and faculty consistently include the SLO's on their syllabi. Over the past several years adjunct faculty have participated in discussions about determining appropriate assessments for each of the SLO's. A few of the adjunct faculty members have participated in flex day activities that are related to SLO's and Assessments. One of our adjunct faculty members received a stipend to provide a mini-workshop that was open to all faculty. Adjunct faculty members who participated received a stipend as well. With the assistance of Kathy Smith from the division, a form was created for reporting of SLO and Assessment data. Toward the end of each semester an email is sent out to all faculty reminding them to turn in their course SLO assessments for each semester. The majority of the adjunct faculty do turn in this data. At this time, I believe that a "reminder" about the importance of reporting SLO and Assessment data is appropriate and it is a goal that I have to complete before the end of the spring 2015 semester.

- B. Summarize the dialogue that has resulted from these assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples.

The SLOAC process has improved our understanding of the importance of formative assessments and documentation of those assessments throughout the semester. With continuous monitoring of how the BIG IDEAS in the course are introduced, reiterated, illustrated and practiced, when possible, student mastery has been improved. In some cases, the assessment process reveals the necessity to use both didactic and experiential methods. In addition, many students commented that the increased use of video clips were sticky reminders of concepts covered in class.

When SLO criteria are not met, professors are prompted to review current teaching practices in light of the desired outcomes for students. Student learning can be facilitated in multiple ways and by selecting a variety of instructional strategies, more students succeeded in demonstrating the outcomes. By using formative assessments along the way, individual student comprehension and class comprehension can be monitored. This ongoing process allows students to self-monitor their learning, as well as the obvious benefit of feedback to the professor. These changes to



teaching resulted in an ability to ask and assess SLO's using higher order questions, more complex writing assignments and the increased ability of students to demonstrate an understanding of the SLO expectations.

10. PLO Assessment:

PLO Assessment link [https://smccd.sharepoint.com/sites/can/prie/\\_layouts/15/start.aspx#/](https://smccd.sharepoint.com/sites/can/prie/_layouts/15/start.aspx#/)

- A. Describe your program's Program Learning Outcomes assessment plans and results of direct and indirect assessments.

During the Spring 2014 semester, one section of ECE 366 participated in the ePortfolio pilot program. While that section was not selected to be part of the data analysis, the process yielded some interesting results. 17 out of 19 students completed the class and submitted an ePortfolio. Each student uploaded the requisite materials required for the course, all 17 included reflection and evidence on PLO #2 Demonstrate an understanding of early childhood education theories and trends and of the needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments. However, while several of the students provided reflection on the other PLOs none were able to provide evidence due to the fact that the department has yet to develop signature assignments for numbers one and three.

As a result, the department will work on signature assignments for PLO one and three, and work toward implementing the ePortfolio as an assignment for all students in ECE 210.

- B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

As mentioned above this is an area that the ECE/CD program needs to spend time focusing on. Specific attention needs to be given to signature assignments for PLO one and three and the program plans to implement the use of eportfolios for the ECE 210 course which is the Principles of ECE. This is the course that is usually the first course taken by students in the ECE/CD program and it is a logical first place to start with students who are beginning to organize their professional development materials.

### **Looking Ahead**

11. Strategic goal & action plans:

How will you address the opportunities for improvement that you identified above in Articulation, Community & Labor Needs, Connection & Entry, Progress & Completion and PLO Assessment? Identify timelines for implementation, responsible party, and resource requirements.



Action Plan	Timeline	Responsible party	Resources required
Increased outreach	Ongoing	Department faculty in collaboration with college outreach and marketing	Updated brochures

Action Plan	Timeline	Responsible party	Resources required
ECE/CD Student Center	Planning spring 15 Construction summer 15 Opening Fall 15	Department Faculty, Retention Specialist Interior Dept, Facilities, College Administration	Construction & furnishings, technology

Action Plan	Timeline	Responsible party	Resources required
Evaluate the whole course of study and make recommendations on course prerequisites and sequencing.	Work began fall 14 to continue through 15/16	Department faculty	Time

Action Plan	Timeline	Responsible party	Resources required
Implement ePortfolios	Ongoing	Department faculty	Orientation for the faculty, an online tutorial for students,

Action Plan	Timeline	Responsible party	Resources required
Open the Child Study Center/ CDC	Investigate project and update Child Study Center business plan, collaborate with Cañada facilities master planning	College Leadership & ECE/CD Department	Building 22 conversion construction funds, start-up equipment & staffing.

The American Association of Colleges for Teacher Education (2004) stated that “high quality ECE teachers are essential for addressing pervasive and persistent educational problems such as low reading and math achievement, particularly of children from low socioeconomic environments.” One challenge facing ECE teacher educators is that classroom-based college coursework alone does not provide the complex learning that is required to achieve the high level of performance required of ECE teachers (Burchinal, Cryer, & Howes, 2002). An example of the response from the field is to require supervised fieldwork in the core course requirements at the associate degree level (California Community Colleges Early Childhood Educators, 2007). This fieldwork course is designed to assist students in the process of



applying theoretical knowledge to their work with young children. The practicum experience has been found (Hyson, 2003) to be of particular importance because it provides the student with the opportunity to apply academic knowledge to actual teaching and caregiving in the classroom. Loris Malaguzzi, founder of the city-sponsored children's schools in Reggio Emilia, Italy, challenged early childhood educators to conceptualize that the art of teaching depended on the ability of the individual to reflect, consider alternatives, and try out new hypotheses (as cited in Edwards, Gandini, & Forman, 1989). Snider and Fu (1990) found that "the factors having the most effects on early childhood teachers' knowledge of developmentally appropriate practice were (1) education/academic degree, (2) the number of content areas covered in early childhood education courses taken, and (3) quality of supervised practical experiences" (Hao, 2000).

As of this time, the ECE/CD Department relies upon community child care programs and individual employees at those institutions to supervise our Practicum students. These individuals are only required to have 32 units of ECE/CD and additional 16 units of general education – these are para-professionals at best. We wouldn't send a doctor out to learn about medicine at a community clinic – they need to learn at teaching hospitals and then go into the community to practice. We wouldn't send a radiation technology or cosmetology student out into the community before they had completed their on-campus lab hours and completed their education. Our Campus Lab Centers are teaching institutions; community child care centers are not. Not allowing Early Childhood Education students to complete their student teaching requirements in a teaching institution denies them a critical piece of their education – the chance to learn educational standards under the supervision of qualified educators. This denial of a required piece of their educational plan creates a disproportionate impact on the hundreds of students in the college's largest degree program. This deficit in their education plan forces them to go into the field underprepared to do the work of educating the region's youngest, most vulnerable children at a point when they are building the basic brain structures that will determine their life outcomes. (Perry Pre-school Project, 2005)

In order to address this deficit, the ECE/CD Department recommends that a Child Study/CDC be created in building #22. Historically, this building has been used as adult teaching and learning space. According to SMCCCD Board Report (03-3-5C) Executive Director Nuñez "explained that, although the construction of Building 22 (Child Development Center) is 70% complete, Cañada College has temporarily deferred childcare services during the current severe budget crisis. He said that the District informed the State Chancellor's Office of this deferment and requested authorization to use the facility as temporary instructional space during the District's Capital Improvement Program in order to continue to deliver educational services while other facilities are unavailable during construction. He reported that the State Chancellor's Office supported this request and gave authorization to use Building 22 as an instructional facility beginning in Fall 2003. ... He added that this facility would remain for instructional use until the State budget improves." Now that the State and local funding situation has dramatically improved, it is time for the college to consider fulfilling their commitment to the ECE/CD students and providing them the learning environment that they need and deserve.

Complete the Resource Request form to request instructional equipment, IT equipment, facilities, professional development, research, or funding (if needed) and submit with this form to your Division Dean.



Link to resource request form <http://www.canadacollege.edu/programreview/instruction-forms.php>

#### Professional Development:

The program has an active and professionally oriented team of faculty members and a program services coordinator representative with a wide-range of professional expertise. Faculty from both Skyline and Cañada Colleges jointly meet once each semester and are committed to providing comprehensive, current and rigorous course content in a supportive and professional manner. Faculty attend a wide range of professional development opportunities and are collaborative in sharing what is learned. Recent faculty meetings have been devoted to working collaboratively on developing SLO's and assessment for the entire core ECE/CD courses. Faculty have been brought up to speed regarding the changes in the program now that the Basic 8 core courses have been implemented at Cañada. "Job-alike" discussions have taken place at joint meetings for the past several years so that faculty teaching the same course can come together to talk with each other about course content, SLO's, assignments, teaching methodologies as well as to support each other and build relationships.

Faculty who teach our ECE/CD courses in Spanish have been participating in professional development opportunities that focus on "lessons learned" related to the development and implementation of learning communities. This is particularly important as the department works closer and in collaboration with the ESL department at the college.

As a result of revenue generated (above the amount received from our funders) over the past three years from the three conferences hosted by the ECE/CD Department, the department has been able to open a separate Child Development Fund. Approximately \$2800 has been deposited into this account which will be used to provide funds for special professional development opportunities not provided for in specific grants. Other uses of these funds will include the opportunity to pay honorariums to guest speakers who come into ECE/CD classes. This is something that the department has not had the funds to do. Having guest speakers in classrooms enriches the education that our students are getting and at the same time our faculty are potentially learning new ideas, concepts, etc. as well.

Each academic year, there are two conferences scheduled that the ECE Department Coordinator is required to attend. One is in the fall and one is in the spring. The anticipated cost for these conferences is \$800 for the year, (and is reimbursed through the grant that the college receives from the Child Development Training Consortium).

Through the college's professional development funding process faculty have taken advantage of this source to attend professional development opportunities including the CAEYC conference, CPIN workshops. This is the fund that Professor Hall utilized to support the funding needed for her to enter into a Spanish immersion program in Mexico.

#### Technology: (Form attached)

Two tablet pcs and GoPro cameras for the faculty members who teach the ECE 366 Practicum course. This is the course where students are placed in community child care programs to do their student teaching. The Professor's need the tablet pcs and GoPro cameras to take with them to the sites where the students are placed in order to record observations and give vivid, real-time feedback.



Two portable document readers for the faculty who teach ECE 333. There are multiple classes offered in building 13, room 216 in addition to building 22 room 114 and 116. It would serve the department well to have two documents readers available for the classrooms where the majority of the courses are taught each semester.