

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

## INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program’s catalog rubric and this format when naming your document:

Rubric INS PPU 15\_16

e.g., ESL INS PPU 15\_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says “Click here to enter text” and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

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## I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

**SLO Assessment Review**

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

**Indicating Success in Learning:**

In ECD 50, on a 0-4 scale 62% of students received a "4" on the SLO "Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community." This is a key foundational understanding for ECD students to build upon in later courses.

Looking at the first certificate an ECD student can earn, the Associate Teacher Certificate, 58% of students are the mastery level for the defined SLOs and 86% are at "average" or above levels of achievement. This is positive evidence to see because the Associate Teacher certificate enables students to meet the qualifications to be hired as a teacher in the community.

When examining the performance levels for students earning their AA in Early Childhood Education, 88% are at "average" or above levels of achievement. 62% received scores for "Mastery" of the defined SLOs. This appears to be a continuation of the positive trend that began with the foundational certificate.

**Indicating need for improvement.**

In ECD 79, there is a trend that students either do well or do poorly; there are very few "average" scores of "2 or 3." Effectively and accurately measuring affective changes in areas such as personal bias is difficult. Due to the difficult nature of the course content there can be a tendency to either be lenient in grading or very strict – in either case student learning may negatively impacted.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

Overall, success rates are lower in DE courses. In the 5 courses we offer online some success rates were only slightly lower for the DE sections (2% in ECD 62) but this difference went as high as 21% in one course (ECD 65). The average difference was 11% less success in DE courses between 2009 and 2014. Clearly, this is something to be examined. Withdrawal rates are higher in the DE sections although this isn't true for all courses and even this trend needs examination.

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

For ECD 79, when completing the SLO assessment process the instructor reflected that that she had a tendency to be lenient in grading students reflection and critical analysis leading to somewhat inflated scores of “mastery.” When preparing to teach this semester the instructor plans to 1) share the dilemma with students about balancing safety to explore difficult topics with course expectations and 2) to bring in more awareness building activities that will ideally support student reflection and self-analysis. Initially this could lead to SLO scores going down but could also result in more skill building, thereby maintaining or increasing scores. Additionally, improving critical thinking by doing incrementally more complex assignments as the semester progresses and also doing some specific awareness and practice with the concept of critical thinking.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

N/A

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?      YES       NO

If yes, please explain.

[Click here to enter text.](#)

### SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Currently our program does not reach consensus on student learning outcomes. Generally, the full time instructor for the course writes the SLOs. If only part-time staff teaches the class, they write the SLO.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Currently, our program does not reach consensus on developing and evaluating assessment results. We often dialogue about results or assessments to get other's ideas, but we don't reach consensus.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

Click here to enter text.

## II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

### A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

**NOTE:** Only include changes that affect student learning, program planning or resource requests.

Our increasingly diverse student population requires the faculty to focus on our cultural competency as instructors. Part of this diversity is age related and we must continue to see how we can capitalize on cross-generational learning opportunities within our courses.

Spring 14 –the male population dropped 3%. We need to pay attention to this to see if it is a trend and what can be done to recruit and retain male ECD students.

Over the last 4 years the Latino population in our courses has increased by 12%. We have been able to offer specialized support services to some of our Latino students whose first language is Spanish through our First 5 grant. This grant will sunset in 15-16 and we need to make sure our services to this growing population of students don't drop as a result of this funding loss.

Anecdotally, the faculty is seeing an increase in students who identify as "Middle Eastern" and it would be good to have data that to determine if this is a true trend in our courses and how/if this may impact teaching.

### B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	<b>Program-Set Standard for successful course completion</b>	<b>Did you meet your program-set standard? (Yes or No)</b>
2012-13	<a href="http://tinyurl.com/mmfwgfe">http://tinyurl.com/mmfwgfe</a>	Yes
2013-14	<a href="http://tinyurl.com/q6dah55">http://tinyurl.com/q6dah55</a>	Yes

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

N/A

### C. Curriculum Review

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

CA has created statewide competencies for early childhood educators. As we map these competencies to our current courses, we may need to update course outlines to better address gaps. ECD 80 will need revision to allow us to pilot some courses to meet new workforce demands (for courses related to STEM, the state learning foundations, new quality assessment tools, etc.)

### D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

There was a reduction in staffing from a 30% position to 20%. Additionally, the classification for the position changed and therefore some duties had to be modified.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

This position primarily served English Language Learning students and those working on basic skills, who now have less access because of an irregular schedule and decrease in hours.

### E. Other information pertinent to the program

The person in the full-time professional development coordinator position is retiring at the end of Fall 2014. This position is key for outreach and support to our students. The position completes ECD learning plans, helps students understand and then apply for State teaching permits, does outreach and support for ECD learning communities and is a liaison to both local and state advisory boards. This position will need to be replaced for Spring. A gap in hiring this position will affect a great number of

students getting certificates and degrees who need clear ECD-specific guidance on requirements sequencing.

More students are attending day time classes each year. Additionally, our lab is being used by more students during the day. Most of our current part-time faculty work full time during the day. We will need to hire more part-time faculty to help teach day time classes. We would ultimately prefer to have a full-time faculty be the instructor for the practicum classes. To do this we also need more part-time faculty to take classes currently held by full-time faculty.

As a CTE program we are responsible to the local workforce and for preparing students academically to implement sound educational practices. Sometimes the workforce asks students to learn or do things that are pedagogically unsound or against best practices. Additionally, many of our students' own early educational experiences are not in line with identified best practices. As instructors we strive to overcome the challenge of this disconnect between our pedagogy and student experience.

### III. PLANNING

#### A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

Accomplishments include:

- High student success rates: On average our success rates are at 78% from 09-2014 and completion rates are at 89.7% for the same period.
- While the numbers are still relatively low, there has been a 71% increase since 2009 in the numbers of ECD students graduating with a degree. In the past students came primarily for individual courses needed for work and did not generally pursue degrees.
- According to the data provided by IR, ECD awarded 521 certificates from 2009-14, higher than any other program on campus.
- As of May, 2013 88% of contacted students who graduated with a certificate or degree in 2011-12 were using the skills learned here in their current employment
- Completed a demonstration classroom in the child development center used by the curriculum classes to support student application of course material
- Greater utilization of the lab classrooms for student observations, practicum, and work

experience

- Completed the alignment of additional courses through the statewide curriculum alignment project
- Created a “class” in Blackboard to begin documenting dialogue about student learning and to support part-time faculty information sharing and involvement
- Began a learning community to support ECD students to move through the English course requirements for transfer

## B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program’s plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
  1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
    - changing number of units/lab hours
    - changing pedagogy/curriculum
    - changing assessments

Looking through our SLOs it is time to go back and address some of the early SLOs created for our department as they are often measuring too many elements or the language is unclear or doesn’t match what is most relevant for the course. We may choose to retire some SLOs as students are consistently meeting them.

There are indications of a need for departmental consistency and/or dialogue regarding how a particular SLO is being measured. An example of this is that in ECD 56, in the 13-14 FY there was a large percentage increase in students who received a rating of “4” as compared to the scores in the 12-13 FY. The FT faculty who teaches this course was on sabbatical in AY 13-14.

We will also use assessment results to determine when changes in pedagogy are needed, to have more coordination between sections taught by different faculty members and to assess the program as a whole.

2. Have your assessment results shown a need for new SLOs? YES  NO   
 If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
25	.08% (2 courses)

3. What percentage of courses will your program assess in the next academic year (2015-16)?

At least one section of 100% of courses that are taught will be assessed.

4. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
10	80%

4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program’s reasons for the changes. Please provide any data which supports your program’s reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

CA has created statewide competencies for early childhood educators. As we map these competencies to our current courses, we may need to update course outlines to better address gaps. ECD 80 will need revision to allow us to pilot some courses to meet new workforce demands (for courses related to STEM, the state learning foundations, new quality assessment tools, etc.)

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

A new course on the Classroom Scoring and Assessment (CLASS) tool and a course on science, technology, engineering and math (STEM) will be submitted.

The CLASS tool is being used at the state and county level to evaluate program quality. Students need to learn about this assessment as part of workforce preparation.

STEM is an area that early childhood educators may not be as comfortable in teaching young children, yet it is required to teachers to support children's early math and science skills. Both of the courses will support students in learning important skills needed for teaching.

#### 5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

- Map our courses to the CA Early Childhood Educator Competencies
- Develop outlines for the proposed courses for CLASS and STEM
- Promote more communication and networking between part-time faculty and the department on SLOs as well as general department information and opportunities.
- Adjust to staffing changes and reductions to ensure student access and support is not lost
- Continue to support efforts to optimize student learning and experiences in the lab

### IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

#### A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

An additional .8 FTEF for 15-16

2. Rationale for request(s).

This additional FTEF will allow us to pilot courses to meet new workforce requirements, thereby better preparing students for work place success. Additionally, there are electives that we cannot offer very often because of FTEF constraints, yet students need and want these courses.

**B. Human Resources**

1. Request: New or replacement faculty position(s).

N/A

2. Rationale for faculty position request(s).

Click here to enter text.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

Retirement replacement position.

4. Rationale for classified staff position request(s).

This position has been grant funded for 13 years and the grant sunsets in June, 2016. This position provides vital support to students in Early Childhood Education. The Professional Development Coordinator does outreach and support for learning communities, helps early childhood students to understand and then apply for State permits and to meet state licensing requirements, completes ECD student education plans, helping students to meet one of the three requirements for the student success act. This position is in many ways the face of the Early Childhood Department for students.

**C. Financial**

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

Maintenance of the ECD budget of \$250.

2. Rationale for financial request(s).

We use this budget to purchase supplies for the department.

**D. Technology (software only – discuss hardware in section E)**

1. Request: Upgrade existing software or purchase new software.

N/A

2. Rationale for technology request(s).

Click here to enter text.

**E. Facilities, Equipment (include technology hardware), and Supplies**

1. Request: Renovation or upgrade of existing facilities or new facilities.

N/A

2. Rationale for facilities request(s).

Click here to enter text.

3. Request: Upgrading of existing equipment or purchase of new equipment.

N/A

4. Rationale for equipment request(s).

Click here to enter text.

5. Request: New supplies

Educational materials such as DVDs for classes, music CDs for curriculum courses, purchase of streaming videos if cost cannot be covered by the library, and any office supplies not covered by the department budget.

6. Rationale for supplies request(s).

Click here to enter text.