

## PROGRAM REVIEW UPDATE 2015-2016

---

**Program:** Early Childhood Development (ECD)

**Division:** BSBA

**Date:** October 12, 2015

**Writer(s):** Nadiyah Taylor, Zina Rosen-Simon, Margaret Costello-Chevis, Ana DelAguila

**SLO/SAO Point-Person:** Nadiyah Taylor

---

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

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

**Time Frame:** This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

**Topics:** The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

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

**Instructions:**

- 1) Please fill in the following information as completely as possible.
  - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
  - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by \_\_\_\_\_.
- 

### Part One: Program Snapshot

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

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

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

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

There are three significant changes happening this year. The most significant is that a 14-year grant is ending June 2016; this grant funds the Professional Development Coordinator (PDC), two learning communities, an ECD contextualized math and English series and several other support services for students. The PDC position is especially important to supporting student access, success and the success of the ECD department. The PDC is really the face of the ECD department to students. This position meets in person with 80-100 students per month. The PDC has a flexible schedule to meet students during early morning, late evening and Saturday office hours, assisting them with a variety of needs such as:

- Coordination of two learning communities

- Assistance with the matriculation process, admission application, registration, counseling appointments, withdrawals, assessment, “Requests for pre-requisite challenges, waivers,” etc;
- Assistance with applying for certificates and degrees
- Developing ECD plans, referrals to academic counselors, Admissions & Records, Counseling, Financial Aid and other campus services
- Classroom presentations on work-based needs such as state licensure, required job permits, information on statewide trends;
- Providing information on coursework, facilitating workshops and trainings in the community to support continued Professional Growth requirements for those students currently in the workforce
- Referral to agencies that translate and evaluate foreign degrees

As an example of this position’s importance, we saw that when there was a reduction in staffing due to mid-year retirement (2013-14) the number of certificates granted in ECD dropped significantly, ultimately resulting in the college not meeting it’s 13-14 Institutional Set Standard for certificates awarded (*IR Town Hall Presentation, 3.4.15*). Through the strategies implemented and time allocated to this project by the new full-time PDC, our program outreached to the students who were eligible, but had not applied for their certificates. As a result, the college not only met but also exceeded its Institutional Set Standard for 14-15 (*IR Town Hall presentation, 10.7.15*).

We are seeking for the college to institutionalize this position that has been here for 14 years, providing key services to students. It represents a significant loss to ECD students if the position and services are not funded through alternative means. ECD was unsuccessful in Fall 14 getting the PDC position institutionalized and are submitting a new Non-Instructional Position Request this fall. To supplement the loss of the grant, we will go to CEMC to ask for an additional .5 FTEF so that we can continue to serve our Spanish-speaking students (currently served through the ECD/ELL learning community). We plan to do this by incorporating a Spanish section each semester of the four core classes (ECD 50, 56, 62 and 63). The additional FTEF will allow us to do this without having to cut other courses. This supports the college as a Hispanic serving institution and continues a very successful strategy that we’ve implemented the last 7 years.

The **second** significant change is that one of the two full-time faculty members is on a reduced teaching load in anticipation of future retirement. An example of the impact this will have to the department is that when this instructor was on sabbatical the % of FTEF from FT faculty was at 31% for Fall 13 and 24% for Spring 14; we expect to see similar numbers in our next Program Review data for 15-16 to reflect their reduced teaching load starting this fall.

There are over 400 students enrolled in ECD courses each semester. The department has completed a Faculty Position Request and is waiting for results. However, if that is not funded, there will be a need to hire more PT faculty to teach daytime classes that were previously taught by this instructor, as well as to address changing student demographics. The trend in ECD is changing to an equal number of students desiring to take am and pm courses. This is especially important to address since ECD students taking their Work Experience (ECD 95) and Student Teaching (ECD 90) in our lab need supervision by a faculty member (ECD 90) and/or Master Teacher (ECD 95). Use of the lab for class coursework and for direct experience with children is increasing. According to data provided by the Technology Department, in 13-14 there were 312 visits to the lab for coursework and 1,379 student hours spent in the lab with children. In 14-15 there 1,909 student hours spent in the lab with children. Our part-time pool is comprised primarily of instructors who work full-time and teach in the evening. It is extremely difficult to find part-time morning faculty. Without addressing this gap, we may have to offer fewer daytime sections and also limit the use our lab as the site for student placements. This is clearly moving in the wrong direction since it would result in loss of student enrollment, decreased use of the lab and not address student needs.

The **third** set of significant changes are due to changes at the state level or workforce needs.

- The first is that the statewide Career Technical Education plans no longer include ECD as a priority population. This in extremely limited funding options from VTEA for the foreseeable

future.

- The second is that we will be offering an Infant/Toddler Curriculum (ECD 87) course in Fall 16. This is in response to workforce demands for such a course to meet statewide requirements for state-funded child care programs.
- The state also now requires that new Transitional Kindergarten teachers take 24 units of ECD courses in addition to their teaching credential. At this time this legislation has a minimal impact on our local school districts, but in future this may change and we are speaking with the school districts in anticipation of this.

**In addition:**

Something we are watching is the reduction in enrollments between Fall 14 and Spring 15. They decreased by 31% and 18% respectively for fall and spring. While spring enrollments are often lower, we also offered 3 fewer sections in Spring 15 than we did in Spring 14. When trying to look into the reasons for this, we discovered there was some confusion in the FTEF allocation for this time period that we are working to address with the CEMC.

We are also aware that there will be a change in funding sources for the library. ECD instructors use streaming videos in several classes (Kanopy and Films on Demand) and also use DVDs from the library on a regular basis and the ECD program would be negatively impacted if these resources go away. The library resources support student success in ECD; a stable source of funding needs to be found for the library.

**B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?**

From our last PPU we have taken the following actions:

- We have drafted an outline for a proposed course in STEM, through collaboration between a PT instructor and the coordinator.
- More regular email updates helped us to achieve our goal to promote increased communication and networking between part-time faculty and the department on SLOs as well as general department information and opportunities.
- The loss from the retirement of the former Professional Development Coordinator was mitigated by the professional development coordinator (PDC) from Chabot working part-time here in the Spring and through the support of our instructional assistant (grant-funded).
- One of the PT instructors supported the program by mapping some of our courses to the CA Early Childhood Education Teacher Competencies.
- Through the outreach efforts of the PDC and faculty, the number of students who applied and received their certificates in the program increased.
- We finished the 2<sup>nd</sup> year of a CTE funded tutorial program for ECD students and saw an increase in students using the services once we began offering this support in the Child Development Center.

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

The biggest obstacles in our discipline's achievement of our plans have been not enough reassign time for the Coordinator for such tasks as completely mapping all of our courses to the competencies, creating a course around the CLASS assessment tool, and meeting regularly as a department for ongoing discussions of student learning and decreased staffing in the Child Development Center. In the past the coordinator was allocated a reduction of 1 class per semester. Due to budgetary constraints it was reduced to 2 CAH per semester. In that time the responsibilities of the Coordinator have increased including more coordination between the lab and the department, as well as oversight of 4 grants and connections with our advisory board. Reassign time would allow the department coordinator to better respond to the needs of the ECD students. We need adequate time to collaborate with the Director for the academic labs, prepare our students for today's workforce by creating new courses, consistently connecting to the local school districts regarding Transitional Kindergarten course requirements, attending statewide conferences, etc.

The second obstacle has to do with staffing in the Child Development Center (CDC). When the center opened there were three full-time ECD specialists (teachers) in the classrooms. When the budget was tight and the center temporarily closed over the summer the teachers were laid off until it was determined the center would re-open. When it did re-open only two teachers were rehired. Despite opening a 3<sup>rd</sup> classroom, increases in both child enrollment and usage of the lab by ECD students, the third position has never been refilled. The Director has been working for the past three years to get this rehired and was told originally by both the VP of Academics and HR that since it was a rehire she should work directly with HR on this. For a variety of reasons given by HR there has been no movement on hiring. When the ECD faculty recently advocated for the position with Administration we were then told that a request needs to go through RAC. It is profoundly frustrating to have been told to move in one direction for three years without anyone addressing this apparent mistake. It has been a costly delay for the both the Child Development Center and the ECD students. Child enrollment cannot be increased without appropriate staffing to maintain legal ratios, consistent adult connections with children and families and quality care for the children.

Not hiring an ECD specialist has prevented more classrooms being opened in the Child Development Center. This has limited the number of students that can use the program for their lab classes. When in the lab classes, adult ECD students must be overseen by someone at the Master Teacher permit level or beyond, so hiring this ECD specialist is crucial to full utilization of center for student labs. We have seen a decline in the number of students that can use our lab for ECD 90 (Student Teaching) because of this roadblock. When we had 3 full time ED Specialists in 2012-13, 13 students used the lab for ECD 90, in 2013-14 it dropped to only 9 students and in 2014-15 it has rebounded to 16 but is still not able to meet the total student need. Ideally most if not all of our students would complete their student teaching experience with us so faculty can assess their readiness to move into the workforce instead of having to place them in other locations in the community. Enrollment in ECD 90 was 38 students for 2013-14 and 32 students in 2014-15.

A final area of challenge is about institutional perceptions of the role of the Child Development Center as a lab experience for ECD students. Unlike other labs and programs on campus, the CDC program is the only one continually asked to account for its existence, having to address budgetary issues each semester to the Board of Trustees. There are many programs on campus that are not profitable and lose money. It is inequitable that the CDC is the only academic lab on campus asked to do this. The lack of clarity about the academic element of this program is also seen on campus with the administration. When it comes to programming in the CDC our administration tends to only speak with the Director of the CDC, even when it pertains to issues such as FTEF apportionment, use of the center for lab work, etc. In order for the CDC and ECD to have a successful partnership to provide an optimal lab experience for ECD students, the administration must include the ECD faculty, especially in areas clearly pertaining to academics.

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

We have several plans for this the 2015-16 academic year. Some are already completed at the time of this Update:

1. Update course outlines
2. Add new SLOs to some courses to have 3-5 for each of them
3. Submit position requests (PDC and full time faculty)
4. Submit a new STEM course outline
5. Seek funding to continue the math and English contextualized courses and learning communities
6. Continue tutorial support services 2 days/week in Child Development Center both for reading/writing and content specific tutoring; track student use of tutorial services
7. Continue to support efforts to optimize student learning and experiences in the lab through advocacy where needed and partnership between the Director, the ECD faculty and the PDC
8. Continue to increase communication and networking between part-time faculty and the department on SLOs as well as general department information and opportunities.
9. In general more tracking of discussions and actions.

**E. Do plans listed under question (D) connect to this year’s planning priorities (listed below)? If so, explain how they connect.**

***Planning Priorities for 2015-16***

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

Based on the explanation of the Planning Priorities ECD’s plans in D connect as follows:

- 1) Increased documentation of departmental meetings and those items related to SLOs; better utilization of the Blackboard site established for this purpose.
- 2) Expanding and documenting the use of the ECD tutorial services
- 3) Continuation of the book loan program within ECD and provide more ECD books to the ASLPC student book loan program
- 4) Continuation of having all ECD books on reserve in the library
- 5) Continue contextualized Math and English cohorts for ECD students, which include embedded tutoring.

**F. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no**

**(This data can be found here: <http://goo.gl/y9ZBmt>)**

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

**G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?**

During the last academic year students have been positively impacted in the following ways:

- 84% increase from 13-14 in ECD Associate teacher certificates awarded and a 300% increase in ECD Basic Teacher certificates awarded
- 64% increase from 13-14 in ECD AA degrees awarded in Early Childhood Development

LPC	Overall	ECD	% from ECD
AA	481	24	5%
AS-T	9	5	56%
Certificates	179	109	60%

- Processed over 60 permit applications to support work force requirements for hiring and ongoing professional development
- Approximately 75 ECD students served by out internal book loan program

- Began an ECD database to provide students with professional development and job placement
- Assessed SLOs for all classes taught last year; all instructors looked at ways to improve student success.
- The mentor program and PDC provided crucial support and professional development opportunities for students and as well as encouragement for student success
- Through our grant with Child Development Training Consortium, awarded over \$15,000 in stipends to ECD students working with children who are moving toward their State permits
- More cohesiveness between PT instructors and the department benefits students and the instructor's teaching
- Consistent values among the ECD faculty is clear in departmental discussions; clear respect for ourselves and our students
- Students are being consistently ask to be reflective and apply the material in their coursework, across courses in ECD – this supports college learning goals, SLOs and workforce needs

### Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

Looking at all of the courses offered in Fall 14/Spring 15, assessment results indicate the majority of students are either at the "above proficiency" or "mastery level.

- B. Discuss assessment results that indicate a need for improvement.**

The assessment results for one SLO for ECD 79, "*Identify the nature and process of systemic oppression, internalized oppression, and pre-prejudice and the relationship to human struggles, civil rights, immigration and the plight of families in America*" stands out. Students not only scored the lowest on this SLO in the course, but also among all courses taught in Fall and Spring. Specifically, the difficult concept is that of system oppression.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

**Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.**

To help students to better understand privilege and system oppression, the instructor plans to have students do research in the community that will help them to apply this concept and also connect it to how young children begin receiving messages about this topic. The instructor also plans to collaborate with the instructors who teach Multicultural Issues in America (PSCN 13) for successful strategies they may use to dissect the concept of systemic privilege.

**D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

**E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)**

**Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)**

Student Success data: In this period (2014-15) there were two courses to compare, ECD 50 and ECD 62. Success rates for ECD 50 DE show 62% of DE students were successful in comparison to 74% of non-DE students. For ECD 62, 66% of DE students were successful in comparison to 74% of non-DE students. *This gap is closing over 13-14 but still needs to be addressed through better explanations of assignments, more examples of work provided and ongoing student-student interactions..*

SLO assessment results:  
For ECD 50, overall SLO assessment results indicate similarity between the DE and face-to-face sections in terms of student learning outcomes. For example, for SLO #1 the DE section shows 80% of students are at “above proficient or mastery” levels and for the face-to-face class the result was 83.5%. The second SLO was lower for both sections, but there was a much bigger difference, 21 percentage points in favor of the face-to-face course. *This indicates that while the course is working well for both populations of students, there continues to be opportunities for improvement in the DE section.*

Interestingly for ECD 62 DE, SLO assessments results show a slightly higher level of student outcomes for two of the three SLOs over the face-to-face class. This is likely due to the fact that students in the DE course have more time to peruse and digest information that is sometimes covered more quickly in class. Overall, both sections have 50% or more of students at the “above proficient or mastery” levels for all three SLOs.

**F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES  NO**

**If yes, please explain.**

### **Part Three: SLO/SAO Continuous Improvement Process**

#### **A. SLO Planning through AY 2016-17**

As appropriate for your program, please address each of the following areas. For each area, describe your program’s plans starting now and continuing through the academic year 2016-17.

Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year.*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

As explained in 2C above, there will be pedagogy changes in ECD 79 based on assessment results. Additionally, instructors plan to use more applied activities such as case studies and group projects to support student learning. Additionally, during department meetings instructors are spending more time working in groups to discuss and plan for ways to increase student success (across all courses).

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES  NO

If yes, complete the table below:

<b>Estimated number of courses for which SLOs will be written or revised:</b>	9 courses this semester will need new SLOs in order to have 3-5 per course; we estimate 4 courses will have new SLOs written this year. In 16-17 we will look at courses taught that semester and address those with less than 3 SLOs.
<b>Estimated number of SAOs that will be written or revised:</b>	

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

All ECD courses and their respective SLOs will be assessed this year.

- b. Instructional programs only: 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 who are likely to participate in the SLO process in 2015-16.

<b>Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)</b>	
<b>Fall 2015</b>	I anticipate all 9 part-time faculty will assess in the fall
<b>Spring 2016</b>	The number of PT faculty for spring is not yet determined, but I anticipate all part-time faculty will assess in the spring.