PROGRAM REVIEW Fall 2017

Program: Early Childhood Development

Division: CATSS

Date: October 16, 2017

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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.*

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

Time Frame: *This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).*

Sections: *The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.*

Topics: *A list of topics of particular interest to Program Review readers can be found here:* https://goo.gl/23jrxt

Help: *Contact Karin Spirn: kspirn@lapositascollege.edu*

Instructions:

1) *Please respond to each question as completely as possible.*
2) *If the requested information does not apply to your program, write "Not Applicable."*
3) *Optional: Meet with your dean to review this document before October 13.*
4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 16*

Links:

Program Review Home Page: https://goo.gl/XATgjJ

Fall 2016 Program Review Updates : https://goo.gl/YV8QOt

Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

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 (**https://goo.gl/b59nCy**)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

We have some significant data trends that we want to identify. Much that we are identifying below are not changes from the 2016 PRU but since that report focused mostly on urgent staffing needs, some of these items were not identified there.

- Headcount went down in both Fall 16 and spring of 2017 as compared to the previous academic year. This is interesting because the ECE community has reported a teacher shortage in the county with many programs (including our own Child Development Center) urgently looking for teachers with at least 12 ECD units. This lowered enrollment may be partially due to the lack of incentive programs. Up until the last two years, many programs supported students through stipends, cohorts, tutorial programs, and paying for books. ECD continues to be an underpaid profession and the cost of education may be too high for students to consider without additional funding and incentives. We have also anecdotally heard that some students are delaying taking their ECD courses while they finish GE courses, so we may see a rebound in coming semesters.

- About 68% of ECD students are enrolled in 11.5 units or less, as compared with 65% of the college overall. 30% of these ECD students are taking less than 5.5 units, obviously increasing their time for completion. However, 68% is a drop from Fall 15/Spring 16 when between 71-72% of ECD students were enrolled PT. The role of the Professional Development Coordinator (PDC) in supporting students to take appropriate classes is especially important since students are not here full time and need to maximize their time when on campus. The PDC has evening hours to meet the needs of students who only come for evening classes as well as meeting many students during the day and some weekends.

- 22% of our students have a BA or higher degree, as compared to 9% for the college overall. Anecdotally the PDC and faculty have identified many of these students as either having foreign degrees or making a career change to ECD after becoming parents. These students are especially focused on completing in a timely manner and the ECD-specific advisement is very important.

- Both our productivity and fill rates are down over previous years. We did see a drop in our enrollments last fall when we introduced a lab component to ECD 63 (as we feared) and in that same semester we changed the start time of evening classes from 7pm to 6:30pm; this also resulted in a drop in our enrollments. The program is also offering more lab courses (ECD 63, 90, & 95), more frequently and these courses are set to have a smaller capacity. We need to determine other underlying causes for this loss of productivity.

- The number of students earning their ECD Associate Teacher Certificate (13 units) has steadily decreased since 2015, while there has been a slight but steady increase in students earning their

Basic Teacher Certificate (25-27 units). This is movement in a positive direction, as taking more ECD classes supports higher quality teaching.

- Success rates average 85% for all courses offered in 16-17. However, looking at individual courses we can see there is a downward trend for many courses over the last 4 years. We think this is due to two factors: higher expectations from the workforce for skills students need and offering more classes in DE format. We find that our faculty are being consistent with holding high expectations for students and as the requirements for the field have increased this has resulted in some lowering of success rates. Students who take DE courses tend to be very busy, with many specifically taking the course because they are pregnant or have very young babies. We have tried to advise that taking online classes with an extremely busy schedule may not be in the students' best interest yet we still see this as an obstacle to some students' success. In fall 17 some DE instructors have begun posting advice from former students to help new students see what is expected in terms of time management and output. Also, with Quest as an online module in Canvas that helps students understand the online experience and to identify places where they have strength and places for development, we hope to see success rates rise. DE faculty are, of course, continuing to find ways to make the online environment as dynamic and community oriented as our face to face courses.

- Some of the codes for our program (SAM codes. SOC codes) that are used in Launchboard and for other determinations of employment do not fully capture the possible work options for students. For example, the Bureau of Labor and Statistics separate child care workers and preschool teachers, when functionally they are the same. Our data from Launchboard focuses on Child Care Workers, which is the lower paid and less employable end of the scale for early childhood educators. This undercounts employability data. In Oct. 2017 our program updated these codes so next year's data may be more accurate.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

Significant changes include:
1 – The retirement of a 20-year faculty member and hiring of a new faculty. The retirement means a loss of institutional memory and experience. However, the addition of a new and experienced faculty member brings perspectives from other community college programs and a new viewpoint on our program. This does mean a transition and training period for our program.

2 – In May the Child Development Director who opened the center moved to a new job. An interim director was hired to replace her during the hiring process for a permanent person. The interim director is a teacher in the program and so this left a staffing hole. The timing of the previous director's resignation meant that some end of year tasks, such as hiring new student assistants for summer and fall were delayed. Additionally, the decision to open a second state preschool classroom was delayed during the transition. This resulted in some scrambling for staffing in that room, leading to two PT teachers covering the job. This is not ideal for consistency of care of the children or relationships with their families, and ECD students cannot be placed in that classroom because the two teachers don't

Mark an X next to each area that is addressed in your response.

Definitions of terms: https://goo.gl/23jrxt

	Community Partnerships/Outreach
	Curriculum*
	Enrollment Management
X	External Factors
	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
X	Human Resources
	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
X	Pedagogy
X	Professional Development
X	Services to Students

hold the higher-level qualifications required to supervise LPC students. The director, the Dean and the ECD specialists (classroom teachers) have been working diligently to ensure the CDC offers consistency and quality but staffing has been a huge challenge and is defeating some of their efforts. 3 – Adding an additional State Preschool Classroom. As mentioned above there are now two state preschool programs on campus. This is a highlight of our center because it allows for greater economic diversity and more LPC students qualify for funding to send their children here. However, in addition to the delayed decision to open the classroom, there was some apparent miscommunication and funding for this room from the state may not have actually been secured. This has placed a strain on the program. 4 – There is an overall staffing crisis at the center. We use the term crisis deliberately. There is not consistent access to substitute teachers who are qualified to sub for our ECD specialists if they are out. Therefore, they cannot take any vacation days (even though some are maxed out) and if they are out sick it creates chaos trying to find coverage for the room. Because of a shortage of teachers in the community with at least 12 units, we've hired student workers with less than 12 units. While this is legal, these workers cannot be left alone with children. This places a great strain on the ECD Specialists who have to wait for the Director or a person with more credentials to be able to leave the room for a bathroom break, lunch or other break. Additionally, there is no time for the teachers to have team meetings or professional development. Emergent curriculum, which is our program's philosophy requires prep time, which is currently at a minimum. Staffing has been an ongoing point of frustration since the opening of our center, but it has hit a crisis point. Teachers are frustrated; the Director is overworked and the quality of care/education for the children that our ECD students are observing is beginning to show cracks. The worst case scenario if this continues is the state licensing agency could decide to shut down our program or cite us for inappropriate staffing levels. 5 - Reduction in PDC's hours. The Professional Development Coordinator is a key position within our program and the last 3 program reviews have provided data on why this is such a crucial position. Through ongoing advocacy with the previous granting agency (First 5 Alameda County) and on campus (through the RAC process) we have been able to maintain the position and have it institutionalized. However, the decision to institutionalize it came at the cost of it being a full-time position. It was reduced to a 10-month position. The 16-17 grant covered the position full-time until June 30, 2017 so the full repercussions of moving to a 10-month position won't be realized until summer of 2018 when there is no one in the ECD program during summer to support students.	SLO/SAO Process Technology Use *Curriculum will also be addressed in Part 2 (Curriculum Review). **Facilities will also be addressed in Question H.

However, even with the PDC being gone just one month during July 2017 we saw the following marked reduction in services: • Over 150 emails and calls went unanswered • About 20 students had delays in registering for fall classes because there was no one to complete their prerequisite challenges/course substitution forms. Some students were unable to get into the classes because of the processing delay. This was especially true for those attempting to take online classes. • Students were unable to get information about job openings and professional development opportunities • Classroom presentations, book loans and information on learning supports offered by the department were all delayed by several weeks as the PDC worked longer hours than usual in August to meet the backlog. We anticipate this will only be worse when the PDC is off for 2 months 6 – There is a need to build a library of curriculum materials and children's books for use in ECD 63, ECD 90 and ECD 79. Faculty in their classes are working hard to create assignments where students apply their learning directly with children. Students are using their own money for class curriculum assignments, which is an obstacle for them. It also creates inequity between those students who have incomes that can absorb these costs and those who cannot. 7 – Cross-training between the ECD faculty and CDC teachers on emergent curriculum practices and anti-bias education will support greater cohesion between what students are learning and what they see/experience in our lab program.	

C. Reflection: What plans from the 2016 Program Review Update or any previous Program Reviews/Updates have been achieved and how?

We ether made progress on or successfully completed the following from our 2015/2016 PRUs: 1) Addressing the personnel changes in our program Hired a new FT faculty member and the PDC was institutionalized at 10-months; submitting RAC proposal for an additional month of PDC time. In process of hiring new CDC Director 2) Seek funding to continue the math and English contextualized courses and learning communities – Both of these achieved; need more FTEF to offset what was lost by taking on the bilingual classes 3) Continue work-based tutorial support services 2 days/week in Child Development Center both for reading/writing and content	Mark an X next to each area that is addressed in your response. Definitions of terms: https://goo.gl/23jrxt

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	Learning Support

specific tutoring; track student use of tutorial services – Yes, through CTE funding 4) Continue 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 - Yes, through CTE funding, although time to have these meetings has been a challenge to full success 5) Increase communication and networking between part and full-time faculty on SLOs as well as general department information and opportunities. In general, more tracking of discussions and actions. Partially fulfilled but this is an ongoing need 6) Moving to Canvas – moved about half of the courses already; completion in spring 18 7) Beginning the portfolio pilot in Spring 17 – all students informed and all courses have an identified assignment to add to students' portfolios 8) Refining the integration of the lab for ECD 63 – this has be done and overall is working well; an ongoing process	X	LPC Planning Priorities https://goo.gl/LU99m1
	X	Pedagogy
		Professional Development
	X	Services to Students
	X	SLO/SAO Process
	X	Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

In fall 16 there were 263 visits to the lab for assignments or lab classes, totaling to 579 hours. Students are having more opportunities to see and work with children, increasing their skills for when they move into the workforce. Our students have benefited from many community partnerships cultivated by the program, primarily through the work of the Professional Development Coordinator. Some collaborations include working with Child Care Links, Directors of the Valley, the Alameda Early Care and Education Council, First 5 Alameda County, Child Development Training Consortium, CA Early Childhood Mentor Program. The change to having a lab component for ECD 63 daytime has benefitted students' ability to apply principles learned in courses early in their careers. The CTE grant for technical tutoring supports students to learn the specific reading and writing skills needed in the classroom The CTE grant for collaboration between the ECD faculty and the CDC staff has benefited students through more consistency; the grant has also benefitted students through purchase of textbooks to loan and small budget to purchase curriculum supplies	Mark an X next to each area that is addressed in your response. Definitions of terms: https://goo.gl/23jrxt	
	X	Community Partnerships/Outreach
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	X	Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	

Almost 50% of courses have a DE option. These courses have full enrollments and provide flexibility for student completion. Institutionalizing both the ELL (bilingual) and the contextualized math courses have created avenues for student success. One faculty holds office hours in the tutorial center, introducing more students to the services there and she finds that more students come to see her while she is there.	**Facilities will also be addressed in Question H.

E. Obstacles: What obstacles has your program faced in achieving plans and goals?

1) Funding for the CDC – we cannot provide the model program without the required staffing. Like many programs in our county we are facing a staffing shortage. We are currently only allowed to post for a part-time teacher position with no benefits; people with the needed qualifications are not applying. Additionally, since the center has opened we have not been staffed at appropriate levels and this has severely impacted our quality of service to students and families and made for difficult working conditions for our teachers. When the planning for the center happened, we were supposed to have a Specialist and full-time assistant in each classroom, along with a permanent sub. This would provide enough staffing for consistency, to allow teachers to take vacation days or to be sick, to do proper planning and implementation of children's developmental profiles, documentation of learning and for professional development time for the teachers.

2) Inconsistent staffing at the front desk of the CDC creates a security hazard. The center is not accessible to the community as there is no consistent person to answer inquiries about the program or for students to sign up for assignments in the lab. Additionally, students and families sometimes have to wait a long time after ringing before someone can come to admit them. Faculty and staff are interrupted 5-15 times a day to open the door and sometimes teachers have to bring their whole class of children out to the lobby to answer the door if there are no faculty or staff in their offices. The director is often in the children's classrooms to provide coverage and supervision and so isn't available. There should be an assistant who works full time at the front desk.

3) Funding for the PDC position – the reduction of the position from 12-months to 10 months will impact services to students and the support provided to the program.

4) There is a need to Increase our department budget by $400 to have a fund for students and faculty to use for buying supplies necessary to complete class projects in the lab courses (63, 90

Mark an X next to each area that is addressed in your response.

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and 95). Currently both faculty and students are using their own money for these and this creates inequity because some students can afford to do this while others cannot. If we cannot have a small increase in our budget, we may explore charging a small materials fee for these courses. 5) We began a portfolio system in Spring 17 to document student learning and help them to prepare for job interviewing. The portfolio process is not cemented and we need to work on alignment with classes and information sharing to students. 6) Updating course outlines has been an obstacle because of time and a system for keeping track of which outlines are due. The curriculum chair has been great at answering questions in this last year, but as a new coordinator I did not always know what to ask and so now find our program in dire need of course updates with not enough time for completing them. 7) Updating SLOs has been frustrating. There is no consistent way to know when the SLO committee has made a request for editing. Also, the process has been slowed down by minor edits such as moving a comma, which is frustrating to slow down the implementation of an SLO for such things that have no impact on the content.	

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

1) Need to catch up on our course outlines! 2) Investigate the factors leading to our lowered productivity rates 3) Continue to communicate the opportunities for training and support for ELumen, Curricunet and Canvas for faculty. 4) OER: Begin with our ECD 50 course to find resources to meet the course outline and SLOs without textbooks. 5) Adjust to and advertise the new program name, Early Care and Education, starting fall 2017. 6) Collaborate with new Child Development Center Director, once hired in spring 2018, to improve hiring and budget to ensure sustainability and quality of the CDC and alliance with the ECD course Program Learning Outcomes 7) Begin using Zoom for our department meetings to increase the number of PT faculty to attend. Almost all PT faculty work at other jobs and so finding time for them to physically meet has	Mark an X next to each area that is addressed in your response. Definitions of terms: https://goo.gl/23jrxt	
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	X	Pedagogy
	X	Professional Development
		Services to Students

been a challenge. This impacts our ability for both planning and program implementation. 8) Transition rest of ECD courses from Blackboard to Canvas in spring 2018 9) Determine how we can offer important electives when our FTEF doesn't allow it and our productivity levels are falling. Often, when we first offer an elective it has lower enrollment, yet these courses are needed for students to have currency in their field and to update work permits or get work promotions 10) Continue to explore leveraging Equity and HSI funding to support the activities of the Professional Development Coordinator and to replace the student support aspects such as buying textbooks, learning community meetings, etc. that were lost when the grant stopped funding these activities. 11) Update SLOs to make sure each course has the recommended 3-5 12) Updating PLOs for clarity and to make sure that there is a clear difference in PLOs for certificates vs degrees		SLO/SAO Process
	X	Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Our program has identified the following long-term plans: 1) Determine the best way to offer more electives on a regular basis, rather than every 4-5 semesters. 2) Create a series of Parenting classes for the families at the Child Development Center (CDC) and the wider community. We may do this through non-credit and also need to collaborate with our Foster/Kinship Care coordinator Anne Loyola who also provides some parenting courses as part of her program. 3) If we receive approval from our Advisory Committee, move forward with creating specific courses for Transitional Kindergarten (TK) teachers and a possible TK certificate. There is now a state requirement that TK teachers must have 24 units of ECE in addition to their BA and teaching credential. 4) Develop the infrastructure to start an evening program at the CDC to serve night students and provide more opportunity for ECD 90 and 63 students to complete lab hours. (Very long term)	Mark an X next to each area that is addressed in your response. Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
	X	Curriculum*
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	X	Pedagogy
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5) Continue to explore collaboration possibilities between the CDC and the School of Imagination 6) Formalized professional development collaborations between the ECD faculty and CDC teachers; making sure these are calendared ahead of time to give full notice to families of closure dates for professional development 7) Continue to explore leveraging Equity and HSI funding to support the activities of the Professional Development Coordinator 8) Enroll enough families and hire appropriate levels of staffing to open all the CDC classrooms so can have more ECD students use the lab 9) Advertise the 2GenFund more effectively so more students will apply and be able to afford attending the CDC.		SLO/SAO Process
		Technology Use
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	**Facilities will also be addressed in Question H.	

H. Do you have any facilities needs that are currently unmet? If yes, please describe.

There are a number of security issues that need addressing in building 2300, inclusive of the Child Development Center, the adult classroom (2306), the faculty/staff office area and the lobby.

Most of these have been identified in the 2016 security report completed by Ryan Sanchez (LPC consultant) but they include:
1 - the ability for faculty/staff to lock their doors while in their office – currently only can lock from the outside

2- addressing the need for families and students to access the building when it is locked. The building is locked most of the day for safety but families, students and the community still need to be able to get in. The current doorbell system was a stop-gap that is not fully addressing either the security or access needs and also requires faculty/staff to leave their work several times a day to open the door.

3 – improve cell reception so security alerts can be received and people can use their phones to call out in case of emergency

4 - shades for 2306 to cover the glass door panels and side-panels in case of an emergency

5 – security cameras that the director can use in their office to monitor the grounds and grant access to visitors

6 – changing the locks on the CDC classroom doors so the director doesn't have to go room by room to lock the doors in cases of emergency

7 – putting shades in the observation rooms to block visual access during an emergency (children are often taken to these secure locations)

8- addressing the need for a fire exit from the lobby (currently this exit leads directly into the children's classroom area) while also providing more secure entry into the children's area of the building

9 – clearing shrubbery to prevent anyone from hiding on the grounds

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

The Early Childhood Program supports the mission of the college in the following ways: • Providing needed job skills (career-technical and retraining) • Offering courses needed for transfer • Offering AA degrees and certificates • Technical tutoring to support students at the basic skills level who may not access other offered Basic Skills activities on campus

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? __X__yes _____no

(This data can be found here: https://goo.gl/b59nCy)

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

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Child, Family and Community
Text of the **CSLO**, SAO, or PSLO: #2 By the end of ECD 62 students shall be able to apply understanding of the foundational role of primary relationships and cultural differences in childrearing practices to create a culturally and linguistically appropriate learning environment. #3 By the end of ECD 62 students shall be able to recognize the influence of cultural perspectives on human thought and behavior
Describe the quantitative or qualitative results: Due to the change in ELumen so far as I can tell we don't have date yet for CSLOs for Fall 16-Spring 17. We do have access to the PSLO data for 2015.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: Looking that language of the SLOs listed above, the faculty agreed that the assessment used in fall 16 and spring 17 was not capturing as well students' learning. For fall 17 we have modified an existing assignment to include elements that would give students a better chance to learn the information needed to fulfill these SLOs.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? N/A

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO **PSLO** SAO
Course, **Program Name,** or Student Service Area: all ECD degrees and certificates We will be looking at all of the PSLOs as indicated above in our short-term plans
Text of CSLO/PSLO/SAO: 1. Understanding Child Development Synthesize child development research and theories; apply principles with consideration for children's varying characteristics, needs and the multiple interacting influences on children's development 2. Using Content Knowledge and Developmentally Effective Approaches to Build Meaningful Curriculum Intentionally design inclusive, culturally and linguistically appropriate curriculum to promote positive development for all young children, based on child development, observation and reflection. 3. Building Family and Community Relationships Compare and contrast diverse cultural values, child rearing practices, attitudes towards play and education by developing respectful reciprocal relationships in order to work effectively with children, families, co-workers and community. 4. Observing, Documenting, and Assessing to Support Young Children and Families Assess children's development through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching. 5. Health, Nutrition and Safety Standards Demonstrate practices that maintain standards of health, nutrition, and safety in early childhood settings. 6. Becoming a Professional Apply ethical standards of behavior accepted by the profession of early childhood education using ongoing self-reflection to guide practices 7. Early Childhood Field Experiences Utilize observation and evaluation processes/tools to apply and implement developmentally appropriate practices in an early care and education setting using knowledge, skills and professional dispositions that promote the development and learning of all young children.

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

Since we are looking at all of them, it would be all of the CSLOs, too many to list here.

Section Two: Curriculum Review
(Programs with Courses Only)

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

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

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

We have a large number of courses that need updating:
ECD 40, 50, 54, 56, 60, 61, 62, 63, 63, 64, 65, 66, 67, 68, 69, 79, 90, 95, & 96

The priority courses are those with effective dates of Fall 13 or earlier need updating by Nov. 1 as well as any for the Social Science degree

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

We are updating the Basic Teacher certificate to fix errors in description language.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

As we update courses we will continue to assess if adding a DE option is best for student learning. We anticipate some new additions as we update our courses this year.

Section Three: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).

TOP Code: 1305.00 – Early Childhood Development

SOC Codes: 39.9011 – Childcare Workers

Summary Based on Demand and Supply: The following tables illustrate the total supply and demand for occupations within the Early Childhood Development discipline at Las Positas College. The Centers of Excellence Community College Consortia (COECCC) data projects 2320 annual Early Childhood Development based job openings between 2015-2018. The COECCC data reports a total of 1643 Early Childhood Development based completers per year from 2012 to 2016, yielding a demand of 677 openings per year of the combined occupations (SOC Codes). Geographic Coverage: SF Bay Area.

(Source: Data compiled by and used with the permission of the Centers of Excellence Community College Consortia. More information available at www.COECCC.net.)

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Our advisory board met in October 2016. The following recommendations were made:
1) To change the rubric (name) for our program from Early Childhood Development (ECD) to Early Care and Education (ECE), beginning fall 2018

2) Approved beginning a portfolio for all ECD classes to eventually have a "check" in ECD 63 and a community presentation in ECD 90

Our next advisory committee meeting will be 10/31/17. The board will look at the possibility of starting a set of courses aimed at Transitional Kindergarten teachers and creating a TK certificate. They will also look into non-credit ECD courses and give feedback on course needs.

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

(Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

Base Year: 2015-2016
Enrollments: LPC 1245; East Bay 1156; Entire Bay Area 1342; State 1657. LPC's enrollments exceed the East Bay however not the entire Bay Area nor the State. To increase enrollments, we are offering more DE courses, changing when we offer courses so students have a better chance of completing their first set of 13 units for a certificate within 2 semesters, offering Saturday classes and exploring offering courses aimed at transitional kindergarten teachers.

LPC Completions: LPC 109; East Bay 59; Entire Bay Area 37; State 41. LPC's completions meet or exceed the East Bay, Entire Bay Area and State by a landslide!

LPC Transfer: LPC 24; East Bay N/A; Entire Bay Area N/A; State N/A. There are insufficient data to calculate this metric.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

There are insufficient data to calculate this metric.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

Base Year: 2014-2015
Students employed in the Fourth fiscal quarter: LPC 68%; East Bay N/A; Entire Bay Area N/A; State N/A.
There are insufficient data to calculate this metric.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?

Base Year: 2014-2015
Increased Earnings: LPC $5919; East Bay N/A; Entire Bay Area N/A; State N/A. There are insufficient data to calculate this metric.

Median Change in Earnings: LPC 60%; East Bay N/A; Entire Bay Area N/A; State N/A. There are insufficient data to calculate this metric.