

## PROGRAM REVIEW Fall 2018

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**Program:** Early Childhood Education

**Division:** Social Science, Library, Public Safety & Career Education (SLPC)

**Date:** October 15, 2018

**Writer(s):** Ana DelAguila, Lyndale Garner, Nadiyah Taylor

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

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

**Uses:** This Program Review will 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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

**Topics:** A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxT>

**Help:** Contact Karin Spirm: [kspirm@laspositascollege.edu](mailto:kspirm@laspositascollege.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 22.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 22.

### **Links:**

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

### No Significant Changes Option

Contact person: \_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20\_\_\_\_\_.

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## Section One: Program Snapshot

### A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

In the Early Care and Education Department (formerly called Early Childhood Development) the focus is to ready students to optimally teach and serve children ages 0-8 and their families. The LPC Child Development Center operates as a lab school as part of our mission to train students in emergent curriculum and in the daily tasks of a skilled teacher. We have three degrees to offer as well as three certificates and several of our courses specifically meet requirements for state work permits and state licensing.

Career opportunities include being a teacher in Early Care and Education settings, Program Directors, Child and Family Agencies. We also provide key foundation knowledge for TK – 8 teachers and Mental Health Professionals. We are creating an ADT in Child and Adolescent Development as well as an ADT in Elementary Education.

ECE has several programs/grant initiatives from State agencies such as the Child Development Training Consortium, the CA Early Childhood Mentor Program, and the program houses the Foster & Kinship Care Education Program.

We also have a Professional Development Coordinator who works collaboratively with ECE programs in the community such as Cape and KIDANGO, as well as private centers. She also attends Director of the Valley meetings, and conducts presentations about our ECE program to the Regional Occupational Programs, local high schools, Resource and Referral agencies and other private programs.

The ECE department collaborates with the Tutorial Center, Math and ESL departments and Adult Education.

**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 2017).**

**Significant changes include:**

1 – Although the training period is yet in process, our department is more settled in the faculty transition due to the retirement of a 20-year faculty member and hiring of a new faculty. One of our long time, part time professors is retiring at the end of Fall 2018 semester. This person was one of the few PT faculty members who could teach during the day, so this may impact future staffing and/or course offerings.

2 – In April 2018, a Child Development Center Director was hired and our interim Director returned to the CDC classroom, replacing a resigning toddler teacher. We are yet in need of staffing that would mirror a more advantageous model because currently in the event of a specialist's absence, there is scrambling for the equivalent staffing necessary for license and lab requirements. This is not ideal for consistency of care of the children or relationships with their families, and ECE students cannot be placed in a classroom because two teachers don't hold the higher-level qualifications required to supervise LPC students. There is still not consistent front desk coverage, creating potential security hazard. However, staff morale has improved since the fall 17 PRU because there has been consistency in the directing of the center.

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 –The state preschool problem identified in the 2017 PRU has mostly been resolved.

4- Reduction in PDC's hours. The Professional Development Coordinator is a key position within our program and several past program reviews have provided data on why this is such a crucial position. Through ongoing advocacy, we have been able to maintain the position and have it institutionalized as a 10-month position. For 18-19 we have additional funding to make this an 11-month position. A full-time position since 2001 the change in status has been impactful. During the summer of 2018 students complained about not having a point of contact, there was additional work put on the Dean's office and the faculty had to do unpaid summer work to help students when there was an emergency. Because there was limited capacity to complete prerequisite challenges/course substitution forms in a timely manner some students were unable to get into classes because of the processing delay. This was especially true for those attempting to take online classes.

5-ECE 54 became a General Ed course under Health requirements.

6-Cessation of CTE funding: The 3-year time clock on Perkins funding to continue work-based tutorial support services 2 days/week in the Child Development Center both for reading/writing and content specific tutoring has been reached and we are pursuing other funding sources.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>		
<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/> Services to Students
	Curriculum committee items		Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations	SLO/SAO Process
	Enrollment Management	<input checked="" type="checkbox"/>	Human Resources	<input checked="" type="checkbox"/>	Pedagogy	Technology Use
<input checked="" type="checkbox"/>	External Factors		Learning Support		Professional Development	

**C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.**

<p>We either made progress on or successfully completed the following from our 2016 &amp; 2017 PRUs:</p> <p>1- The PDC was institutionalized at 10-months; submitted a RAC proposal for an additional month of PDC time and received an additional month for summer 2019.</p> <p>2- A new CDC Director was hired in March 2018 and after Board approval, began in April 2018.</p> <p>3-Working with Adult Ed the bilingual ECE 56 is piloting an embedded ESL support in fall 18</p> <p>4-Continued efforts to optimize student learning and experiences in the lab through advocacy where needed and partnership between the Director, the ECE faculty and the PDC through CTE funding. Although time to have these meetings has been a challenge, we have had several informal meetings and one formal meeting in Fall 2018 and planning another formal meeting before the beginning of Spring 2019 semester.</p> <p>5-Increase communication and networking between part and full-time faculty on SLOs as well as general department/college information and opportunities. In general, more tracking of discussions and actions. Partially fulfilled but this is an ongoing need</p> <p>6-Began the portfolio pilot in Spring 17 – all students have been informed and all courses have an identified assignment to add to students’ portfolios. First student portfolio presentation to the public in Fall 2019.</p> <p>7-Refining the integration of the lab for ECE 63 – this has been done and overall is working well; an ongoing process</p> <p>8-Sought 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. Due to AB 705 Math and ECE will collaborate on the best model for continuing these contextualized courses.</p>				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/> Services to Students

	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources	X	Pedagogy		Technology Use
	External Factors	X	Learning Support		Professional Development		

**D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:  
<http://www.laspositascollege.edu/research/outcomes.php>

Following are the significant trends in our program’s data:

30 to 35 % increase from a quarter to a third of students going from high to lower level units from 2016-17. With the opportunity for teacher positions in the community, students seem to be taking the opportunity to work; they are securing preschool and before and after school age program positions. An observation to mention; approximately a 1/3 to ½ of students are parents of young children so part time schedule is conducive to the governing of life multi-roles.

16% to 22% increase of Asian students from Fall 2016 to Fall 2017. A 10% increase from Fall of 2013 to Fall of 2017. Anecdotally, ECE staff have been told that a large number of these families are moving from home of origin due to spouse obtainment of employment in the Bay Area.

69% to 113% increase of students entering our program with BA or higher from 2016-17. This is a 17-24 % increase. As stated, some students’ family members have obtained work locally area and entering students are here for job retraining, after leaving professional positions overseas. Also, a percentage of these same students are mothers of school age children and because they no longer have the community of help in which accustomed, they are now stay at home moms who initially wanted to take courses to learn more about child development and are now interested in teaching, perhaps due to a having a work schedule that will align with their children’s school schedule. These students are especially focused on completing in a timely manner and the ECD-specific advisement is very important.

Students taking only DE classes were 52 (13%) in Fall of 2016 and increased to 89 (19%) in the Fall of 2017. Students report that they are taking more courses on line due to busy work and home schedules or because taking evening classes is too difficult with other family obligations. We also have students who live outside of the Tri-Valley area who are taking courses online to avoid the commute. There was a large jump in the success rates of DE students from Fall 16 – Fall 17 from 58% to 71%. We believe this is due to faculty becoming more seasoned at online instruction, as well as faculty doing ongoing work to “humanize” the curriculum for students. In the fall 17 PRU we also highlighted some elements such as the new Quest self-assessment and advice from former students, hoping to see an impact for success.

These may also explain the jump in success rates. A note that Fall 16 had particularly low success rates at 58% for DE courses, but we are uncertain as to why.

Some trends from the 217 PRU that we continue to watch:

- 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.
- Both our productivity and fill rates are down over previous years. The program is 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.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process

	Enrollment Management		Human Resources	X	Pedagogy		Technology Use
X	External Factors		Learning Support		Professional Development		

**E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- Data generated by your program
- CEMC Data
- Labor Market Data

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	External Factors		Learning Support		Professional Development		

**F. 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 B-E).**

<p>The continued collaboration between ECE faculty, the classroom teachers (ECD specialists) and the Director of the CDC has improved the lab experience for students. There is more seamlessness between what students learn in class and can then apply in the lab setting. Grading rubrics have been created collaboratively to all involved are using a shared measurement.</p>							
Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process

	Enrollment Management		Human Resources	X	Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

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

As a department, we believe it to be important to offer electives such as ECE 61 Literature for the Young Child, ECE 42 Early Childhood Math and Science, ECE 74 Child Guidance and ECE 78 Language Development to truly enhance the practice of teachers and ready them for providing innovative, emergent curriculum for children. Unfortunately, we do not have the FTES, FTEF to offer these classes often. Understandably because of both State and local pressures, students are taking only courses that are part of the certificate or degree. We are looking into additional specialization certificates to support the goal of attainment as well as a well-rounded teacher education experience.

As mentioned, staffing at the CDC is not ideal, especially in the event of a specialist's absence. Due to stipulation that ECE lab students must be placed with those teachers who have the higher-level qualifications required to supervise LPC students, ECE specialists' absences create challenges for students completing required lab hours.

Our PDC is currently at 11 months. However, having this position at 12 months would aid students to have their request for pre-requisite waivers ready for Fall. Also, before the academic year starts in the Fall, summer should be used for recruiting and assisting students with matriculation. In the months of June and July 2018, 93 emails were sent to PDC and were not responded to until August 2018.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxr">https://goo.gl/23jrxr</a>			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources	X	Pedagogy		Technology Use
X	External Factors	X	Learning Support		Professional Development		

**H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.**

Although we have made significant strides in updating course outlines, we have a few to complete as well as completing course outlines for our new programs.

- 1) Investigate the factors leading to our lowered productivity and enrollment rates
- 2) Consider non-credit opportunities
- 3) Work with the CDC on a time study related to apportionment as a lab program
- 4) Continue to communicate the opportunities for training and support for ELumen, Curricunet and Canvas for faculty.
- 5) Hosting Region 3 meeting of the state organization CA Community College Early Childhood Educators (CCCECE) on campus in October 2018.
- 6) OER: FT faculty member is currently involved with a statewide effort among ECE professors to create OER materials for core classes in our statewide aligned courses. The faculty member is yet planning to complete the task of compiling OER resources to meet the course outline and SLOs for ECE 50.
- 7) Adjust to and advertise the new program name, Early Care and Education, starting fall 2018.
- 8) Continue to collaborate with new Child Development Center Director, to improve hiring and budget to ensure sustainability and quality of the CDC and alliance with the ECE course Program Learning Outcomes
- 9) Continue to use 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 been a challenge. This impacts our ability for both planning and program implementation.
- 10) Determine how we can offer important electives when our FTEF does not 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.
- 11) Collaborate with other disciplines to offer workshops on 21st century skills for the workplace.
- 12) 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.
- 13) Update SLOs to make sure each course has the recommended 3-5
- 14) Updating PLOs for clarity and to make sure that there is a clear difference in PLOs for certificates vs degrees
- 15) Create PSLOs for new degree programs

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

Definitions of terms: <https://goo.gl/23jrxr>

<b>X</b>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<b>X</b>	Services to Students
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<b>X</b>	Curriculum committee items		Financial/Budgetary		LPC Collaborations	<b>X</b>	SLO/SAO Process
	Enrollment Management		Human Resources	<b>X</b>	Pedagogy		Technology Use
	External Factors		Learning Support	<b>X</b>	Professional Development		

**I. 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).**

<p>Our program has identified the following long-term plans:</p> <ol style="list-style-type: none"> <li>1) Determine the best way to offer more electives on a regular basis, rather than every 4-5 semesters.</li> <li>2) Explore and create “stackable” certificates that will include important, but currently elective, courses.</li> <li>3) Create and advertise two new degrees in ECE; create plans for how to make our program a “teaching hub” on campus.</li> <li>4) 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.</li> <li>5) Develop the infrastructure to start an evening program at the CDC to serve night students and provide more opportunity for ECE 90 and 63 students to complete lab hours. (Very long term)</li> <li>6) Formalized professional development collaborations between the ECE faculty and CDC teachers; making sure these are calendared ahead of time to give full notice to families of closure dates for professional development.</li> <li>7) Continue to explore leveraging Equity and HSI funding to support the activities of the Professional Development Coordinator</li> <li>8) Enroll enough families and hire appropriate levels of staffing to open all the CDC classrooms to accommodate more ECE students use of the lab</li> <li>9) Advertise the 2GenFund more effectively so more students will apply and be able to afford attending the CDC.</li> </ol>	
<p>Mark an X before to each area that is addressed in your response.</p>	<p>Definitions of terms: <a href="https://goo.gl/23jrxr">https://goo.gl/23jrxr</a></p>

<b>X</b>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
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	Enrollment Management	<b>X</b>	Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

**Section Two: Current Topics (Required for All Programs)**

**A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:**

[http://www.laspositascollege.edu/about/assets/docs/LasPositas\\_Ed\\_Master\\_Plan.pdf](http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf)

**If applicable, describe how your program’s upcoming plans reflect the goals described in the college’s Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year’s Program Snapshot).**

With the exception of “expanding tutorial services” our program’s activities directly support Goal A. We are also supporting goals B1 and B2 through our ROP advisory board connections and through the work of PDC to keep up to date with current workforce needs. Our program is working on D5. Both of the FT faculty have done workshops for the teachers of the CDC, as well as attending PD together (such as the Online Teaching Conference) so we can help one another professionally. Our integration meetings with CDC staff, department meetings, use of Canvas to house department information and analyzing SLOS help us to work on goal D5.

**B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion?  yes  no**

**Program-set standard data can be found on this page:**  
<http://www.laspositascollege.edu/research/outcomes.php>

**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. Facilities: 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

**D. Professional Development**

**Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>**

**D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.**

With the help of CTE funds, two faculty members were able to attend the Online Education Conference this past summer. Also, four faculty attended a Faculty Initiative workshop focused on the mandate of the California Department of Education to increase cultural competence in early education classrooms.

**. D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.**

None at this time.

**E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?**

### Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

From 2017 PRU:

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.**

**B. Below, report on your program's progress on the plan described in Question (A) above.**

Text of CSLO/PSLO/SAO:

SLOs: Assessment data collected from \_\_\_\_\_ sections over \_\_\_\_\_ semesters.

SAOs: Assessment data collected from \_\_\_\_\_ students over \_\_\_\_\_ semesters.

Describe the quantitative or qualitative results:

**Our plan was to revise the PSLOs since they are very wordy. However, due to time constraints for the FT faculty and meeting with PT faculty, we are still working on this.**

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:

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?

DO you plan to continue tracking this SLO in the next year? Explain.

**C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)**

Circle One:

CSLO   **PSLO**   SAO

Course, Program Name, or Student Service Area:

Text of CSLO/PSLO/SAO:

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

**We will continue to work on the identified project from Fall 17**

**D. SLO/SAO Suggestions (optional):** What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Elumen is not as intuitive as it could be and makes it a challenge for PT faculty entering data. We have one FT faculty who is the SLO lead. However, because we offer many single courses, rather than multiple sections of the same course, some of the options for pushing out assessments to all the faculty are simply too time consuming to be helpful. Our faculty are committed to entering data and analyzing it, we are just a little slow because of time constraints.

**Section Four: 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.**

ECE 42	Early Childhood Math and Science	
ECE 65	Administration I: Programs in Early Childhood Education	1/21,
ECE 68	Administration II: Personnel and Leadership in Early Childhood Ed	1/21,
ECE 78	Language Development	1/21,
ECE 83	Adult Mentoring and Supervision	1/21,
ECE 87	Quality Environments for Infants/ Toddlers	Missing Ski
ECE 91	ADAPTIVE CURRICULUM FOR CHILDREN WITH EXCEPTIONAL NEEDS	

**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.**

No, but we are needing to update our program updates to comply with regulations. We also have a new degree program, Child & Adolescent Development that is being put through curriculum in Fall 18. Finally, we are planning a final new degree program in Elementary Education. This is a planning year, working in conjunction with our Regional Teacher Planning Project.

**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.**

We do not have plans to add new DE courses this year. We anticipate that when we begin the curriculum process for the new Elementary Education degree that we will revisit this.