

**Program:** Early Care and Education

**Division:** BSSL

**Date:** October 31, 2023

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**With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee,** we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.**

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**Please note:** Program Update is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Requests) or directed to your dean or supervisor.

**Time Frame:** This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

**Key Terms:** The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

#### HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2022 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

#### INSTRUCTIONS:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

## IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**
  1. To check on the status of courses and programs to see if any updates are required
    - a. Log in to CurricUNET
    - b. Select "Course Outline Report" under "Reports/Interfaces"
    - c. Select the report as an Excel file or as HTML)
  2. If updates are needed, submit these updates to the Curriculum Committee
  3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters.
    - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
    - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

## HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

## THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

## ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.
  1. One challenge was that students were not enrolling in on-campus lab classes. We ended up offering classes online that are traditionally and better served as face-to-face courses. There was an overall drop in enrollment in the spring semester. However, enrollment did not increase substantially
  2. An ongoing challenge is that significant numbers of students have not applied for their certificates since the start of the pandemic. In previous years, our department has been a leader in issuing certificates.
  3. A potential challenge is that the Hyflex courses being offered are not attracting ECE students to come to campus. Overwhelmingly, students are taking the synchronous or asynchronous options. We may reconsider having the courses on campus only without the Hyflex options.
  4. An accomplishment is through a partnership with a local preschool run by one of the part-time faculty, we offered a Saturday face-to-face lab with children in Spring 2023. This helped students that work full time during the week to complete classes in order to finish up requirements for transfer, degree or certificate. This was made possible with Room to Grow Preschool, who created a children's program on Saturdays for us.
  5. Participated in California Teacher Performance Assessment Project to measure students' observation skills, which also related to our PSLO focus.
  6. We offer the 4 core courses in Spanish with funding from Alameda County Office of Education
  7. Using Alameda County Office of Education funding, we continued the Inclusion Cohort to prepare to work in inclusive programs.
  8. A new Retired Mentors program began to aid students for whom leaving their own ECE program to complete the Practicum was a barrier. Mentoring was provided at students' work sites.
  9. Continuance of integration meetings with the CDC Director and staff.
  10. Continued collaboration with ROP programs at Livermore USD and Pleasanton USD for students to attend articulated classes.
  11. Guided pathways in effect to help students smooth transition to CSU East Bay in 2+2 program. Several CSEUB specific program maps were created.
  
2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.
  1. Less % of students decreasing in the Total Headcount column from Fall 21 to Fall 22. The decrease in total head count was 116, whereas from Spring 21 to 22, there was a 228

**LPC Equity Definition:** Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

decrease of students, while from Spring 22 to 2023 there was only a decrease of 23 students in the total head count. Hoping for an upswing in the numbers in this next academic year.

2. Decrease of male students from 27 count in Spring 21, 19 in Spring 22 and 10 in Spring 2023. The reason may be that during this post pandemic time the men who were home because of the shutdown decided to come back to school. Now with the return to work, male students may be returning to jobs. As a discipline, we typically have less male students than female students.
3. Students were increasingly older, especially in the 30 to 39-year age range and then there was an abrupt decrease from Fall 19 to Fall 20. This may coincide with this age group who are primarily women, attending to children at home during the pandemic. In Spring 2023, this group has rebound to the highest age group of females at 23%.
4. The majority of our students are seeking either occupational certification, job training or pursuing transfer options. The Elementary Education AAT provides another option of transfer.
5. Slight increase from 4% to 9% in Full Time Student with +15 units and a decrease in Part Time student (taking 6 to 11.5 units) from 45% to 35 % in Spring 2022 to Spring 2023.
6. Worth noting, the decrease in students who are only taking DE online classes coincides with an increase in offerings in our HyFlex, Synchronous, Hybrid, Combo, and F2F courses. Previous low enrollment in courses possibly indicated students' reluctance to come back to campus. However, with the Administrative "push" to "come back to campus" post pandemic and the COVID vaccination policies discontinued, this perhaps is directly related in favor of more students registering for F2F courses. |

Commented [GU1]: When offering HIGH flex, great majority do not join class in person.

### 3. Got anything new planned for 23-24?

1. New collaborative effort starting Fall 2023 with the purpose of increasing the number of Black Teachers, with the Black Children's Council of San Francisco. 39 students will complete courses to receive their Associate Teacher Certificate.
2. New collaborative effort starting Spring 2024 with Pleasanton USD for their employees to complete courses to receive their Associate Teacher Certificate.
3. Applying for Instructional Assistant and Lab Tech positions to support the ECE program overall, with a particular focus on the lab classes.
4. Approval was given to the CDC Director to hire 1 Specialist and 2 aides to support the CDC program, which will directly support our ECE students in lab classes.
5. Beginning Spring 23, our Associate Teacher certificate will be a fully ZTC (zero textbook cost) Pathway.

6. We are currently working with EdVance and St Mary's Colleges on articulating our AA-T Elementary Education Degree and AS-T in Early Childhood Development Degree to create 2+2 maps. Specifically, with EdVance College, we are working to ensure that our college receives the FTES for any LPC student who takes undergrad classes with them.
7. We have plans to have an ECE Celebration for current or recent program graduates, in January 2024.
8. We are exploring LAEP funds to support an intern/apprenticeship program utilizing CAPE (a local Head Start program) as the employer partner.
9. Continued efforts to optimize student learning and experiences in the lab through advocacy where needed and partnership between the CDC Director, ECE specialists, lab instructors, utilizing CTE funding. We have made an endeavor to continue to meet before the beginning of each semester as well as an additional one during the semester.
10. Working with the CA Early Childhood Mentor Program so that students can be mentored at their own work sites. This endeavor is to help address a long-standing major barrier for already working students to complete the ECE 90 - Practicum and ECE 91 Lab courses.

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## CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

*Vicki Shipman will provide you with or support any data needs*

### LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

" An average area of this size typically has 28,703\* jobs, while there are 37,352 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area. (Lightcast Q3 2023 Data Set)

2. What is the median income for occupations within your program?

According to Lightcast Q3 Data, "Earnings are high in your area. The national median salary for Childcare Workers is \$26,924, compared to \$37,075 here."

### ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
  - i.  YES  No
2. If not, please explain.

There have been some requests to create new certificates that we haven't had the bandwidth yet to implement but are planning to work on in the future.

### STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

#### Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

### ***C1. STRONG WORKFORCE PROGRAM STUDENTS***

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Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

545 students completed, which is down from 2021's 659 students. Enrollment. We saw lower enrolments, especially in on-campus courses.

#### **How may these metrics improve?**

We will continue to outreach and market to the community, including connecting with local ROP programs, on-campus outreach events.

### ***C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR***

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Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

109 students took more than 9 units in 21-2s AY

#### **How may these metrics improve?**

Student mentoring to support more units per semester; continuing to connect our students with financial aid opportunities/information, we are offering both online synchronous/asynchronous courses, as well as hyflex courses so students have more options of modalities.

### ***C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE***

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Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

#### **How may these metrics improve?**

There are insufficient data to calculate this metric.

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***C4. SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status***

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

44 students earned a degree or certificate in 21-22 AY

**How may these metrics improve?**

Implement DegreeWorks auto awarding of degrees/certificates

***C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION***

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Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

**How may these metrics improve?**

N/A - not available on Launchboard

***C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY***

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Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

From AY 19-20, 88% students were working at a job closely related to their field of study.  
Recruit more employers to hire students.

**How may these metrics improve?**

This is a high number of students in the workforce, but we will continue to partner with local schools and school districts.

***C7. Median Annual Earnings for SWP Exiting Students***

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit \$38,621/yr. (20-21 AY)



**How may these metrics improve?**

Network and recruit more employers that offer higher salaries. Pathways with CSUEB and EdVance so students can earn and BA + Teaching Certification for K-12, which has higher salaries.

***C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS***

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

20-21 AY – 34% of the students had a median change in earnings.

**How may these metrics improve?**

To improve these metrics, we can network and recruit more employers that offer higher salaries. Pathways with CSUEB and EdVance so students can earn and BA + Teaching Certification for K-12, which has higher salaries.

***C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE***

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

20-21 AY – 34% of the students had a median change in earnings.

**How may these metrics improve?**

To improve these metrics, we can network and recruit more employers that offer higher salaries. Pathways with CSUEB and EdVance so students can earn and BA + Teaching Certification for K-12, which has higher salaries.

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