2026-27 Comprehensive Program Review

Program: Early Care and Education

Division: BSSL

Writers: Lyndale Garner, Nadiyah Taylor

SLO/SAO Point-Person: Lyndale Garner

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- *Created a new certificate for Program Administration that will be approved for Fall 2027. This supports students continuing their education to move into leadership and bundles existing courses ECE 65, 68 and 83.*
- *Offering more classes in hybrid modalities and 8-week sessions to meet the needs of students.*
    - *Student enrollments increased in our Hybrid ECE 50 and ECE 56 daytime courses.*
- *Continued relationship with Children's Council of San Francisco to increase the number of brown and black teachers (and ECE teachers in general). There have been 3 successful cohorts to date who earned their Associate Teacher certificate.*
- *Continued relationship with the Alameda County Office of Education to fund courses in Spanish, and to support instructional assistants at Pleasanton Unified to complete their Associate Teacher certificates.*
- *Received continued support from the Retired Mentor program to our ECE 90 Practicum students to complete lab hours at their own work sites.*
- *Received Perkins funding for collaboration between ECE faculty and Child Development Center teachers toward a consistent model of teaching presented to our ECE lab students.*
    - *Continued integration meetings with the CDC Director and staff which includes new assistant specialists and supporting them in their transition to not only a head teacher position but also the skill set to demonstrate best practices in the field of ECE to Practicum and/or Lab students*

- *Supported our graduating and newly certificated ECE students with our second Successful ECE Achievement Celebration May 2025*
- *More than ½ of ECE courses are using zero or low-cost textbooks. A student can complete their Associate Teacher certificate without having to pay for any learning materials.*
- *Faculty Member and CDC Director Attended a Peru and South Africa Educational International Trip to explore internships for CDC staff and ECE Students*
- *PDC reached out to career college point person at Livermore, Pleasanton, Castro Valley, Tracy, and Mountain House High schools. Some have reached back. She plans on sending out literature to market our program*
- *PDC applied for the CARE grant which was funded in Spring 2026. Funding was used to purchase lanyards worn to identify lab students during their time spent in the CDC classrooms.*
- *More textbooks were purchased for three ECE courses. Books are housed in our lending library. Our lending library supports ZTC endeavors.*

2. Please describe your most important **challenges** in year 25-26

- *Like most other programs, confronting AI use in courses.*
- *Pathway work: We applied for a grant to plan for an apprenticeship program but did not receive it.*
- *The Professional Development Coordinator position: The previous PDC was in the position for about 10 years and retired at the end of the summer. Adjusting to the empty position was difficult for students and the program as a whole. It was filled in Feb. 2026.*
- *Enrollment: Continued challenges with enrollment in daytime courses that happen on campus.*
- *After years of canceled classes, now that our program is starting to rebound, or FTEF can't sustain growth.*
- *Safety in the 2300 building continues to be a concern and has been **since 2012!***
    - *There continues to be inconsistent staffing at the front desk of the CDC, and therefore faculty receives visitors in the building without full knowledge of if they should allow entry. While this is a safety concern, it is also disruptive to work because it requires people working in the staff area of the building to let people in when the bell rings, system for the front door and*
    - *For most of the academic year, the security pads to both the staff area and the side doors were broken. The security pad on the entry door from the hallway leading from the classroom to the lobby area of the CDC is still not operating.*
    - *The doors to the offices continue to be unable to be locked from the inside. Investigations to solve the problem have been made, but no work has happened.*
- *There is no budget for us to plan student open houses, student celebrations, or to buy graduation stoles.*
- *ECE Club was established in Spring 2026. The club was funded but active students graduated in June 2026.*

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

We plan to:

- *Create an Infant/Toddler Certificate to address workforce needs.*
- *Explore credit for prior learning starting with meeting with our ECD colleagues from Chabot*
- *Exploring apprenticeship programs will continue.*
- *Plan 3rd ECE Achievement Celebration for January 2027*
- *Prepare for major curriculum and pathway changes required by Common Course Numbering and state credentialing changes*
    - *Course sequencing will change to match the new sequential numbering system, the requirement for students to take seven classes before taking their Practicum Course (ECE 90) and removing prerequisites from all courses other than ECE 90.*
    - *Substantive changes in the CA Permit Matrix that will impact pathways for our students*
- *Continue to seek community collaborations for funding*
- *Explore collaborations between ECE and the Child Development Center to support student parents on campus, perhaps through short videos, or students identifying interesting books for children, etc.*
- *Work on a ZTC pathway for the Early Childhood Development certificate*
- *Continue to advocate for the Child Development Center and our program*
- Upon Board Approval, planning to travel to Peru to complete internships tour in Spring Break 2027
- PDC plans to complete more outreach to area High schools
- Increase marketing on social media, which includes highlighting our ECE students.
- Update the ECE website with information specific to Transitional Kindergarten preparation

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
    - ELumen (if saved--no longer available online)
    - CurrIQunet
    - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- *Upon completion of the AS-T in Early Childhood Education, the students will be able to assess children through observation, documentation, reflection, and interpretation to guide curriculum and intentional teaching. We continue to maintain that this is a foundational skill for all students, whether earning a certificate or degree, and we want to see if we are scaffolding this skill well.*

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- *Our sample size was small, and we prefer a more robust reporting and more enrolled students to fully capture any patterns.*

3. Explain potential plans to improve student outcomes and close equity gaps.

- *As indicated, our sample size was small. With this new 3-year assessment cycle, the SLO point person is determined to rally full reporting from all faculty in our department.*

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- *It seems that we will benefit from the building of community among us as we teach more face to face, see each other more on campus and establish department meetings, which we are working on. We will strive to encourage one another to attend to reporting thoroughly to get a wider sample.*

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)

- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

From the RPIE data packet:

- *Highest enrollment and student headcounts in 5 years in fall 2025*
- *While still too few, we had the highest enrollment of male and non-binary students in 5 years*
- *Spring numbers are lower in all categories*
- *53% of our students are 30+ years of age, much larger than the general LPC population. 58% are returning or continuing students. 72% are attending part time. These trends impact how we must offer courses, leading to more short-term, hybrid, and synchronous sections. 90% of courses are fully or partially online.*
    - *This is helpful for enrollment but is changing hands-on learning opportunities, which are crucial in teacher preparation.*
- *Mirroring the college, the number of White students is declining; most other populations have stayed steady over the last 5 years. African American student populations were increasing, but dropped from 14% - 12: % in 25-26*
- *African American success is 15% lower (60%) than ECE overall in 25-26 (78%), and below the goal of 68%*

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

Course Success Rates

- *African American success is 15% lower (60%) than ECE overall in 25-26 (78%), and below the goal of 68%. This is very disappointing to the program.*
    - *There are only 83 Black students and so we need to work on developing a community. The majority of our Black students are part of a cohort known for particularly high rates of toxic stress and violence in their lives, so faculty need to implement more trauma informed practices.*
- *All other ethnic/racial groups are meeting the success standard, with Asian students having the highest at 83% success. Anecdotally, many of our Indian Asian students have degrees in other fields, before joining ECE as their second career.*

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- *In Fall 2025, 69% of students who took DE courses were successful in courses. in Spring 2026, our total enrollment was 476 down from 509 Fall 2025. In Spring 2026, 80% of students were successful in DE courses. We have no classes that are fully F2F. In the past few years, when F2F courses have been offered, students do not enroll. Enrollment is now improving in Hybrid courses which require students to attend 50% of the class F2F and remainder of the course is offered online.*
- *Increase of success in asynchronous courses in our ECE 50 and ECE 56 courses. These two courses are prerequisites for our lab courses. This may be related to the increase in enrollment in our practicum course. If more students are successful in the prerequisite's courses, then they are readily available to enroll in the lab courses of ECE 63 and ECE 90.*

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes X No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Write responses here*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities). • Mission, Vision, and Values • Educational Master Plan

- *The ECE program supports LPC's mission, vision, and values, by offering courses for those changing careers, entering the ECE workforce, and lifelong learners. We are "Responding to the needs of the ever-changing workplace and society" through changes in course modality and updating curriculum and offering low-zero-cost textbooks. We collaborate with the Child Development Center, thereby supporting ECE students, and children and families from the community. Our classes provide opportunities for students to impact the education of children in the local community through placements at local school districts and CA Early Childhood Mentor sites.*
- *The ECE program strives to respond to the needs of the ever-changing workplace and society by offering Saturday morning lecture for our Practicum course and one section of our Child, Growth and Development course for students who are perhaps working during the day and have a "second shift" or dual burden at home in the evenings.*

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
X	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
X	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
X	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
X	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
X	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)

X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
X	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]: Reaching out to students who are "missing" (not logging in, attending class, or completing work)

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *Most of our PT faculty have full-time jobs, and their time is constrained as a result. Including brief videos on RSI and ideas for how to do it would be helpful.*
- *Retraining those who went through the online course development training only in preparation for the Covid lockdown.*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *This is a nice form, with no formatting issues!*
- *The process was clear, and we appreciate the sessions that you held for support.*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "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."

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

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu