

Early Childhood Education Full Time/Tenure Track Faculty Replacement Proposal 8-31-16

1. Does the loss of a faculty member bring that department to having no full-time faculty? No
2. Are there any special regulations such as law, Title 5, Education Code, Student Success Initiative, or accreditation standards, etc., that would require a minimum of one full-time faculty member? No
3. Does the request support the goals of the Educational Master Plan or other strategic plans? Yes

Using information from the 14/15 ECE Program Review and other institutional data, it is simple to state that the ECE/CD Department serves a large number of students who are pursuing certificates, degrees and transfer. These students reflect the general student body in every way; majority female, majority first generation college students, part-time students while working and raising families, and many for whom English is their second or third language.

<http://canadacollege.edu/programreview/1415/ECE-ProgramPlan%202015.pdf>

With this in mind, the ECE/CD Department supports 3 out of 4 of Canada College's Strategic Directions

#1. Teaching and Learning: As a transfer program with a strong CTE foundation, the department claims 666 majors and 924 students taking ECE courses. By providing the technical classes that support them in entry level early childhood jobs, it allows students to support themselves and their families as they work their way up the ECE career ladder. As they achieve successes, both academic and vocational, they are then ready to transfer and continue their climb. What we know to be true about our students is that they come to us from a wide variety of backgrounds and with a huge variation in abilities. The ECE/CD classes provide them with a structure within which to find themselves as students and a foundation on which to build their educational plan.

#2. Completion: ECE/CD students are not alone in their struggle with persistence and success. Through our ACES collaboration we have begun to understand the data and create systems and pathways that respond to the needs of our students. In the next years the department plans to overhaul the way that student progress through not only their major classes ... but perhaps their GE sequence as well. We are collaborating on the CTE Jams and have offered intensive programs to the East Menlo/East Palo Alto communities that we intend to improve upon and expand. While completion rates seem to have stayed steady for the past few years we expect that they will improve as we roll out these new programs.

#3. Community Connections: As a CTE program, we would be remiss if we neglected to emphasize the importance of our connections in the community. Each of our full time faculty are members of community boards where we participate in county-wide planning and consult on education and professional development for the entire ECE workforce. In addition, our part time faculty are professionals within the SM, SF and Contra Costa Counties. These professionals keep a pulse on the needs of the community and bring additional relevance to the courses that they teach. Finally, the ECE/CD Joint Advisory Committee (we hold our committee together with the Skyline ECE Program) is comprised of program administrators, preschool teachers/infant care providers, ECE Department graduates, SM County Office of Education staff and our own faculty and staff. This group meets each semester to consider programmatic improvements and make recommendations for new coursework and course content.

4. Do the data indicate a demonstrated program/service need? Yes

2015/2016 Data

Annual Unique Headcount – 924 in classes with 666 majors

Completion - Certificates # 53 Associate Degrees # 37 Transfer #

Productivity – FTEF 10.2 FTES 158.79 Sections 55 LOAD 467