



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Department/Program Title: Early Childhood Education/Child Development

Date submitted: Thursday, March 28, 2013

0. Key Findings:

The department has yet to receive data regarding the numbers of AS degree and ECE/CD certificate candidates that are expected for this year (12/13). Last year (11/12) the number of recipients receiving ECE/CD certificates had more than doubled from the previous year and the number of AS degree recipients increased by 25% compared to the 11/12 academic year. I do not anticipate the numbers will grow from last year. I believe that the numbers may possibly even be down. The trend in the department is to see students who are starting at the same time, taking their courses in a sequence (although there is not a sequence) and reach their goals of a certificate at close to the same time. This can to a great degree be attributed to the assistance that our students receive from our Program Services Coordinator who assists students with their educational goals and plans. This also means that we have waves of graduates. I believe also that we saw more students staying in school due to the economy which may also account for the larger number of certificates/AS degree awarded.

Last year a key finding was the almost doubling of the number of males enrolled in the ECE/CD department. While I believe that this likely had something to do with the unemployment rate and the overall state of the economy, the number continues to rise. The 11/12 data indicates an increase of 2% over last year. This continues to be an opportunity to encourage men to consider this field as a career option. The mostly young men that I have seen in my classes do speak of an affinity for working with young children. Letting them know that this is an honorable and critically important profession especially as it relates to the lives of young children, is something that I, as well as our faculty, consistently tell them. It will be interesting to see if this trend continues.

The third key finding and/or trend so to speak, is the increasing focus on kindergarten readiness and school success. The topic of closing the achievement gap between high and low performing students has now been directly related to the importance of early care and learning experiences for young children. The relationship between children who have the benefit of this experience and their later success in school has been clearly documented and substantiated. Our collaboration with the Silicon Valley Community Foundation through their Bridges to Success Initiative has been tremendously timely and has allowed our department to develop a fabulous new curriculum specialization called, "Ready for School". This new specialization includes two new three unit classes. One is titled: "Prek Learning and Development Guidelines" and the second is titled: "Foundations for Learning". Students who complete these courses will have completed a "Ready for School" specialization which can be used for the Master Teacher Permit issued by the Commission on Teacher Credentialing.



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1. Planning Group (include PT& FT faculty, staff, stakeholders)

Val Goines, ECE/CD Department Coordinator
Julia Mannheimer, Adjunct Faculty
Deborah Proett Lukas, Interim Program Services Coordinator

2. Writing Team and Contact Person:

Val Goines, 306-3148, goines@smccd.edu

3. Program Information

A. Program Personnel

FT Faculty:

Val Goines, ECE/CD Department Coordinator, Professor
Patty Dilko, Professor

PT Faculty Leslie Baxter, Penny Blair, Sharon Keplinger, Lisa Kiesselbach, Jan Lawrence, Julia Mannheimer, Mauricio Palma, Maryanne Patterson, Paul Proett, Debbie Lukas, Karen Wiggins-Dowler, Nirmala Dillman, Pauahi McGinn, Elisa Magidoff, Maureen Harrigan.

FTE FT Classified

Sue Eftekhari, ECE/CD Program Services Coordinator
FT Temp: Deborah Lukas, Interim Program Services Coordinator



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B. Program mission and vision

Vision

In the Early Childhood Education/Child Development Department, we are united in focusing on individual student success. Students will choose the College's ECE/CD Department due to our supportive learning environment, rigorous academic standards, enthusiastic and respected faculty who are engaged with community partners, coursework based on research and professional teaching competencies, and our ability to meet the diverse community's varied educational needs.

Mission

The mission of the Department is to provide students with accessible, relevant and engaging educational experiences related to the field of Early Childhood Education/Child Development. With an emphasis on the importance of nurturing the "whole child", students will develop the skills and teaching dispositions to prepare children for future school success. Students from diverse backgrounds are valued for their experiences and strengths and will receive assistance to empower them to achieve success in ECE/CD courses as well as facilitating their educational goals of transfer into Bachelor degree programs, personal achievement, and career advancement. The Department collaborates with other agencies and organizations to support the expansion and supply of qualified early childhood education professionals in San Mateo County by supporting educational opportunities that facilitate career entry and ongoing professional growth. Further, the ECE/CD Department supports the mission of Cañada College by providing the only public, career technical educational opportunity for early childhood education in south San Mateo County.



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C. Expected Program Student Learning Outcomes

Students completing this program will view themselves as an early childhood education professional and, through the practice of reflection, critically assess their own teaching experiences to continuously guide and inform their practice.

Students completing this program will demonstrate an understanding of theory and major trends in early childhood into an understanding of the needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.

Students completing this program will communicate their understanding of Early Childhood Education/Child Development concepts professionally through written, oral and visual presentations.

The Department is still working on developing assessments tools for the program learning outcomes. We have been discussing having the students complete an eportfolio that would have information from each of the 8 required courses demonstrating competence in each one.

4. Response to Previous Annual Program Plan & Review

Last year's plan reflected considerable work focusing on "school readiness". The partnership with the Silicon Valley Community Foundation, through its Bridges to Success Initiative, provided funding for the development of a new 6 unit "Ready for School" specialization and a brochure to use for marketing of the specialization. The two new courses have both been offered this past year, (fall 2011 and spring 2012 and again in the fall of 2012). While the enrollments have been low, there has been very positive feedback from the students who completed the courses and 5 students completed the 2 courses and will have the 6 unit specialization in school readiness reflected on their transcripts and will enable them to receive the state issued Child Development Master Teacher Permit.

Through our First 5 grant administered by the County Office of Education and in partnership with the County Office of Education (EQuIP: Early Childhood Quality Improvement Project) the department was funded to host another conference (similar format from last year's Playful Beginnings conference). The grant provided funding for the department to host a half day conference entitled, "Finding the Leader in You: a Conference for all levels of ECE Professionals". This conference was held on Saturday, February 9th and like last year, was a complete sell out. Over 120 participants attended. Our keynote speaker was SM County Office of Education Superintendent Anne Campbell who spoke about the importance of early learning experiences and its connection to future school success. Participants were then given the opportunity to attend 2 out of 4 break-outs that were repeated once. The breakout workshop included: Honoring the Expert Parent; Successful Change Through Leadership; Panel: Leadership and Professionalism and Teambuilding through Communication. Participants then convened as a large



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group and worked on an “action” activity while eating lunch. The goal was for every participant to write down on a postcard one thing that they will do for their own professional development. These postcards were collected, the information on them was transcribed and the postcards will be mailed back to the participants in 6 months to remind them of what they committed to. A SM County Leadership Committee has been working on the issue of leadership for several years. In addition to the conference, the grant also provided funding for curriculum development of a new ECE course in Leadership. This 2 unit course, ECE 249 Leadership in Early Childhood Education was submitted to the curriculum committee last fall and was approved to be offered for the first time in the fall 2013 schedule. We are very excited about this course and have great hopes that it will provide an impetus for younger ECE/CD students to see themselves as leaders in the ECE community and will learn about what it means to be a leader from the course.

The ECE/CD program annual program plan from last year was completed for the 2010/2011 academic year. In the year since the development of that plan, our department has remained stable. During the 2011/2012 academic year like the previous year we have continued to offer the same amount of courses and sections. We are working toward the goal of having at least three sections of each of the eight basic courses required for the ECE/CD certificate. We are planning to offer our ECE 333 Observation and Assessment courses for the first time this summer. So far, we have been able to increase the number of sections from 2-3 for the following eight basic courses: ECE 201 (4) ECE 210 (3) ECE 211 (3) ECE 212(3) ECE 313(2) ECE 254 (3) ECE 366 (2) and ECE 333 (2).

I am very proud that our department at Cañada is considered to be the key Professional Development institution in the county providing valuable educational opportunities to the early childhood education workforce. The early childhood education workforce has the primary responsibility for assisting Pre-K teachers as well as parents with the task of preparing their young children for Kindergarten.

Our work in collaboration with the ESL Department in developing and implementing linked ECE and ESL Learning Community courses has continued to be a challenge which has contributed to the decision to reduce the number of Learning Communities offered. Students continue to resist enrolling in the ESL courses (despite the fact that in order to take an ECE class in Spanish, students must be concurrently enrolled in an ESL course). In addition, many of the students are finding the ESL courses difficult and have expressed a preference for just taking the ECE course in Spanish. As a result, the decision was made for the 2011/2012 year, to only provide one Learning Community. This coincided with First 5’s budget cuts. And the Grove foundation who funded two of the Learning Communities for the past two years decided to not fund this work anymore. Only fund one learning community for next year. First 5 funded one learning community in the fall of 2011 and one in the spring of 2012. This year we offered one learning community in the fall of 2012 and are now offering one in spring 2013. First 5 will continue to provide funding for the department to hire tutors to work with our Spanish speaking students in the classrooms.

5. Curricular Offerings (*current state of curriculum and SLOAC*)



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For the 2011/2012 academic year there are 24 three unit courses described in the 2011/2012 catalog. In addition, there is one two unit course and an additional 4 one unit courses. The following are the courses for the ECE/CD program with their designations:

- ECE 191 Children's Literature I: 3 units
- ECE 192 Children's Literature II: 3 units
- *ECE 201 Child Development: 3 units
- *ECE 210 Principles of ECE: 3 units
- *ECE 211 Curriculum: 3 units
- *ECE 212 Child, Family and Community: 3 units
- ECE 213 The School Age Child: 3 units
- ECE 223 Infant Development: 3 units
- ECE 225 Infant Environments: 3 units
- ECE 230 Creative Activities: 3 units
- ECE 240 Administration/Business Legal: 3 units
- ECE 241 Administration/Human Resources: 3 units
- ECE 242 Adult Supervision: 2 units
- ECE 244 PreK Learning/Development Guidelines: 3 units
- **ECE 247 Foundations for School Success: 3 units
- *ECE 254: Teaching in a Diverse Society: 3 units
- ECE 260 Children with Special Needs: 3 units
- ECE/HMSV 262 Introduction to Family Support: 3 units
- ECE/HMSV 264 Life Cycle of the Family: 3 units
- *ECE 333 Observational Skills: 3 units
- *ECE 313 Health, Safety and Nutrition: 3 units
- ECE 335 Child Guidance 3 units
- *ECE 366 Practicum in ECE: 3 units
- ECE 331 The Role of the Teacher: 1 unit
- ECE 382 Male Involvement in ECE: 1 unit
- ECE 362 Communicating with Parents: 1 unit
- ECE 363 Mental Development/Problem Solving: 1 unit
- ECE 250 Violence and its Impact on Families: 3 units
- ECE 252 Teaching Violence Intervention Strategies to Children and Their Families: 3 units

***Basic 8 courses**

**** New course created for the Ready Schools specialization**

All other courses are linked to a specialization for the child development permit



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All of the twenty-nine courses listed, are either aligned with the Curriculum Alignment Project, (CAP), or are required courses for one of the Specializations for the Child Development Permit. All of the twenty-nine courses have SLO's and Assessment data on file and have been through the complete SLOAC process

Beginning with the fall 2013 semester and with the new catalog, the following course addition will be made. The new 2 unit ECE 249 Leadership in Early Childhood Education course will be listed in the catalog and is scheduled for the fall 2013 schedule. This course has SLO's and assessments and will undergo the SLOAC process after completion in the fall

A. Attach the following TracDat and Curriculum data in the appendix:

Documents List

San Mateo CCCD

CAN Dept - Early Childhood Education / Child Development

Document Name Description Last Modified

CAN ECE. 191

[ECE 191 assessment tool for SLO's.docx](#) 09/24/2012
[ECE 191 Sp12 results Wiggins-Dowler.doc](#) 09/17/2012
[Wiggins Dowler: SLO reporting form ECE 191 Spring 12.doc](#)
09/24/2012

CAN ECE. 192

[ECE 192 Children's Literature II SKILLS SURVEY FALL 2011.docx](#)
02/13/2012
[ECE 192 F11.doc](#) 02/13/2012

CAN ECE. 201

[ECE 201 Fall 2011.doc](#) 02/13/2012
[ECE 201 Fall 2011.doc](#) 02/13/2012
[ECE 201 Lukas SP12 results.doc](#) 09/14/2012
[ECE 201 SLO Assessments SLO Assessments.docx](#)
09/14/2012
[ECE 201 SLO1 results Fall 2012.doc](#) 12/19/2012
[ECE 201 SLO1 results Fall 2012.doc](#) 01/31/2013
[ECE 201 SP2009.pdf](#) 03/22/2011
[ECE 201 SPANISH Fall 2011.docx](#) 02/13/2012
[ECE 201 SPANISH Fall 2011.docx](#) 02/13/2012
[ECE 201_Fall 11 .SLOACdoc.doc](#) 09/14/2012
[ECE_201_Fall_10.doc](#) ECE 201 F10-B. Roberts 03/19/2011
[ECE_201_Fall_10.doc](#) 03/22/2011
[SLO2-ECE201 Fall 2011.docx](#) results 09/14/2012

CAN ECE. 210

[ECE 210 sp12 Magidoff.doc](#) SLO2 09/17/2012
[ECE 210 Assessment tool for SLO's.doc](#) 09/24/2012
[ECE 210 Fall 2011.doc](#) 02/13/2012
[ECE 210 SLO2-Magidoff SP12 results.doc](#) 09/17/2012



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CAN ECE. 211

[ECE 211 results F11.pdf](#) Keplinger 02/15/2012

[ECE 211-Keplinger Fall 2011 results.pdf](#) 09/24/2012

CAN ECE. 212

[ECE 212 Assessment tool for SLO's.doc](#) 09/24/2012

[SLO data ECE 212 spring 2012 P Proett.doc](#) 09/24/2012

CAN ECE. 213

No documents in this folder.

CAN ECE. 223

[ECE 223 Lukas SP12 results.doc](#) 09/17/2012

[ECE 223 Lukas SP12 results.doc](#) 09/14/2012

[ECE 223 SLO Assessment Documentation.docx](#) 09/14/2012

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Document Name Description Last Modified

[ECE 223 SLO Assessment Documentation.docx](#) 09/24/2012

CAN ECE. 225

[ECE 225 - Fall 2012 Results-Lukas.doc](#) 12/19/2012

[ECE 225 - Fall 2012 Results-Lukas.doc](#) 01/31/2013

CAN ECE. 230

No documents in this folder.

CAN ECE. 240

[ECE 240 Assessment Data Fall 2011.doc](#) SLO#4 02/13/2012

[ECE 240 assessment tool for SLO's.doc](#) 09/24/2012

[ECE 240 SLO4-Patterson Assessment Data Form Fall 2011.doc](#)

09/17/2012

[ECE_240_Class_SLO_Assessment\[1\].doc](#) ECERS-R Rubric 03/11/2011

CAN ECE. 241

[ECE 241 rubric for SLO assessment M Patterson.doc](#) 09/24/2012

[ECE 241 SLO data spring 2012 M Patterson.doc](#) 09/24/2012

CAN ECE. 242

[ECE 242 Assessment tool for SLO's.doc](#) 09/24/2012

[ECE 242 Fall 2011 results Proett.doc](#) 09/17/2012

[ECE 242 Fall 2011.doc](#) 02/13/2012

[SLO data ECE 242 spring 2012 P Proett.doc](#) 09/24/2012

CAN ECE. 244

[ECE244 2009 old form.doc](#) 09/17/2012

[SLOs ECE 244 spring 2012 J Mannheimer.doc](#) 09/24/2012

CAN ECE. 250

No documents in this folder.

CAN ECE. 252

No documents in this folder.

CAN ECE. 254

No documents in this folder.

CAN ECE. 260

[SLO data ECE 260 spring 2012 B Roberts.doc](#) 09/24/2012

CAN ECE. 262

No documents in this folder.

CAN ECE. 264



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No documents in this folder.

CAN ECE. 313

[ECE 313 Fall 2011.doc](#) 02/13/2012

[ECE 313 fall 2011 results-Proett.doc](#) 09/17/2012

[ECE 313 Rubric SLO3.doc](#) 03/11/2011

[SLO data ECE 313 spring 2012 P Proett.doc](#) 09/24/2012

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Document Name Description Last Modified

CAN ECE. 331

[ECE 331 -Mannheimer- Fall 2011.doc](#) 02/13/2012

[ECE 331 Fall 2011 final SLOAC final report.doc](#) 02/13/2012

CAN ECE. 333

No documents in this folder.

CAN ECE. 335

[ECE 335 -Dillman- Fall 2011.doc](#) 02/13/2012

[ECE 335 Baxter -F11.doc](#) 02/13/2012

[ECE 335 Baxter flyer 2.doc](#) 02/13/2012

[ECE 335 Case Study Presentation.doc](#) Case Studies 03/11/2011

[ECE 335 SLO1 Baxter fall 2011 results.doc](#) 09/17/2012

CAN ECE. 337

No documents in this folder.

CAN ECE. 362

No documents in this folder.

CAN ECE. 363

No documents in this folder.

CAN ECE. 366

[ECE 366 Fall 2008 Data.xlsx](#) Data 03/11/2011

[Rubric for Small Group Activity.docx](#) 03/10/2012

[SLOAC ECE 366_activities_rubric.docx](#) 12/13/2012

CAN ECE. 382

No documents in this folder.

ECE Reports

[ECE Course Assessment Report 02_12_2013](#) 02/12/2013

ECE Reports

[ECE Course Assessment Report 3_9_12](#) 03/09/2012

ECE Reports

[ECE Course Assessment Report 3_9_12port](#) 03/09/2012

General

No documents in this folder

B. Identify Patterns of Curriculum Offerings



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In the ECE/CD department, courses are not sequenced. Ideally, when a “new” student entering the department meets with the Program Services Coordinator or me, we are able to provide guidance with regard to which courses to take when, as there is a “natural” sequence. Of course, which courses students enroll in depends greatly on their scheduling needs. Each “Basic 8” course at this time, (with the exception of the ECE 333 Observation and Assessment course), has two sections offered each semester. With the implementation of the Basic 8 curriculum, the adding of sections has been a gradual process as more students needed the courses. When the transition to the Basic 8 was made in 2008, only the original core courses, (ECE 201, 210, 211 and 212), were offered with 2 sections each semester. Currently, as mentioned above, the only course not offered with two sections is the ECE 333 course. As mentioned above the ECE 333 course will be offered for the first time in the summer of 2013. We anticipate that the demand for this course will increase and expect to offer two sections of it in the spring of 2014

The summer course offerings have historically been limited to from four to five three unit courses and have traditionally been the original core courses. In the summer of 2012 we offered two of the newer basic eight courses, ECE 254 Teaching in a Diverse Society and ECE 313 Health, Safety and Nutrition. Both courses were filled to capacity. For the summer of 2013, in addition to offering ECE 333 for the first time, I will also have ECE 254 and ECE 313 in the schedule again. Each semester, I rotate specific specialization courses, for example, I will have the ECE 240 Administration/Business Legal course one semester and the next semester, I will offer the ECE 241 Administration/Human Resources course. The same applies to the ECE 223 Infant Toddler Development and the ECE 225 Infant Toddler Environment courses. The new Ready Schools specialization will also rotate with ECE 244 Pre-k Learning Guidelines and the ECE 247 Foundations for School Success courses.

All courses are rotated each semester so that we have day, evening and Saturday course offerings. When we are offering new courses or courses at special times, we always create an outreach flyer with the course highlights and all of the necessary information about the course which is distributed to all students currently enrolled in courses and distributed through GWA mail.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and Any other relevant data.

The Data Packet for the ECE/CD Department is attached, (hard copy). The student enrollment data has decreased slightly with the average number of enrollments per section at 29.5 down from 30.5 from fall 2010 to fall 2011. The number of course offerings has dropped from 44 in 2010/2011 to 37 in 2011/2012. This is due to the changes in the ECE/CD certificate requirements which since 2008, have required that all students take 8 specific courses rather than before 2008 when students were required to take 5 courses



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and could then choose 3 selective courses. More students need core courses and therefore I have reduced the number of selective courses offered each semester.

The department efficiency data has decreased from 563 in 2010/2011 to 520 in 2011-2012. The department had two courses last year that for the past three years have been funded by First 5 of San Mateo County. These two courses are learning communities where one ECE course is offered in Spanish and is linked to an ESL course. The enrollments in these two course have been lower than our other ECE courses, (sometimes under 20), which has impacted our overall load for the department.

Student performance, has remained stable over the past two academic years. For 2011/2012 the retention rate was at 89% and the average GPA was 2.93. Faculty members have for the past couple of years spoken to me about the performance of students that they are seeing in their classes. Many have talked about the number of students who have come to them with significant family and life issues that have added additional stress to already stressful lives. More students have family members who are unemployed or underemployed and in many cases, the students themselves are unemployed which can be a stressful distraction for students, (this is also reflected in the decrease in numbers of students who were eligible to receive tuition reimbursement from an outside grant that the department receives to reimburse tuition for students enrolled in ECE classes and working in ECE settings. For the first time in the twenty plus years that the college has received the grant, unutilized funds were returned to the funder due to it being unspent on tuition reimbursement). The department will be hosting an "Orientation to the ECE/CD Field" event in September where we are planning to have targeted support services available to students and an opportunity for students to hear from current Program Directors in community ECE programs. Despite these numbers, as mentioned before, our AS degree and ECE/CD certificate award numbers are were up over last year, (2011: 27 AS degrees awarded and 60 ECE/CD certificates awarded compared to 2012: 42 AS degrees to be awarded and 86 ECE/CD certificates to be awarded.) It will be very interesting to see what the 2012/2013 year brings with regard to certificate and degree numbers.

With regard to student goal orientation, the number of students with the goal of transfer has increased again from a total of 361 in 2010/2011 to 383 in 2011/2012. I believe that this is directly attributed to the Program Services Coordinator full-time position that we have in our department. During the 2011/2012 year Sue Eftekhari (Program Services Coordinator) again met with several hundred ECE/CD students (with the majority meeting with her multiple times). Her goal when she meets with each student is to help them decide on what their goal is and then she provides ongoing support to assist them with achieving their goals, (which was reflected last year in the increase in the number of certificate and AS degree awards granted).

Student ethnicity in the ECE/CD department increased to 52% of the student population in 2010/2011. It has dropped slightly in 2011/2012 to 48%. Nevertheless, the majority of our students are of Hispanic ethnicity which is consistent with the college population.



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The ECE/CD department remains a female dominated department with the percentage ranging from a high of 92% in 2007 to the current 89% in 2011/2012. We have seen an almost 50% increase in the number of males, (5% in 2007 and 9% in 2011). Our 2011/2012 data reflects another slight increase to 10% male students. I believe that this can be attributed to the economy and the unemployment rate. I am actually pleased to see more men in the field of ECE. We have a one unit class called, "Male Involvement in Early Childhood". The enrollments in the class have increased and I plan to continue offering this course every third semester.

Lastly, the number of students entering the ECE/CD program with a High School degree or the equivalent remains the same as it was in 2010/2011 (89%). The number of students with a post-secondary or a foreign secondary degree has dropped from 29% in 2010/2011 to 20% in 2011/2012.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

The process of defining SLO's and creating assessments for each course has been a very challenging and tedious process over the past several years. As with the majority of departments in the Business/Workforce Development/Athletics Division, there is usually one full-time faculty position and many adjunct faculty. The ECE/CD department is the biggest department in the division. I feel that completing the task of developing SLO's and assessments for all of the Basic 8 courses and the specialization courses has been a huge accomplishment. This past year all of the adjunct faculty have individually taken charge of the SLOAC process. With the help of a specific form that I created for this purpose, faculty have personally taken responsibility for assessing their SLO's and providing data with regard to changes that they have made or plan to make.

The department has program SLO's. However, we have not developed assessments for the program SLO's as mentioned above and I know that this is a task that needs to be done. Every faculty meeting for the past couple of years has addressed the importance of the SLOAC process. I have to say that it is getting better. At the beginning of the 2011/2012 school year, I sent out an email to the all of the adjunct faculty letting them know the specific SLO's that needed to be on their syllabi. In addition, I informed them that at the end of the semester, I would be sending them a form on which to report their assessment data as well as action plans. At the end of the fall 2011 semester all faculty had returned their forms. At the end of the spring 2012 semester all faculty returned their forms as well. All of the data that was provided on these forms was entered by Kathy Smith for the ECE/CD program. All faculty were notified at the beginning of the fall 2012 semester that they would be sent the same form at the end of the fall semester and all faculty members submitted their data in January. I am planning to send that form out very soon for the spring 2013 semester on which to report their spring 2013 SLOAC data. The work of bringing adjunct faculty into



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the process has been slow and steady and I believe that now faculty remember to plan this aspect of their teaching each semester.

As for changing community needs, the increased focus on Kindergarten readiness and overall school success for young children, has definitely shined the light on the importance of a quality early childhood experience and its relationship to closing the achievement gap between high and low performing students. The recent speech by President Obama in Decatur, Georgia in February of 2013, dramatically confirms how important this issue is. Our program has gained increasing attention and recognition around the county and is looked to often to represent the field of early care and education at meetings and community forums at the local, county and statewide level. Our new "Ready for School" specialization is very timely. In addition, as school districts begin to implement the transitional kindergarten classrooms mandated by the recent legislation changing the entry date for kindergarten aged children, our program has been at the table where discussions about transitional kindergarten curriculum should be designed. It is an exciting time to be in the field of early childhood education. The ECE/CD Leadership Committee that meets regularly is in the process of planning its next conference for next spring 2014. We have already determined the title for the conference to be "The Future of Early Childhood Education". This title was chosen partly due to President Obama's vision for the field and the known fact about the importance of ECE related to future school success and the closing of the achievement gap.

Plans have been in the works to create a partnership with National Hispanic University in San Jose. NHU has a fairly new BA degree in Child Development. All of our twenty four units required for our ECE/CD certificate and/or our AS degree with a major in ECE/CD are transferable into their BA degree program. After several years of negotiating, at least one new NHU Child Development course will be offered on the Cañada campus beginning with the fall 2013 semester. For almost twelve years Cañada College had a similar partnership with SF State's Child and Adolescent Development Program (CAD). At the end of the 2011/2012 academic school year, due to financial restraints, SF State had to eliminate the CAD program on our campus here. After twelve years this was quite a disappointment to our ECE/CD students who had really hoped to continue their BA educational plans at Cañada. Being able to stay at Cañada to continue their education was a huge advantage and we are hoping that this new relationship with NHU will further the opportunity for our ECE/CD students to continue their education right here.

C. Other Considerations

Not at this time



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7. Action Plan

Our department has made tremendous progress in the last year with regard to facilitating involvement of all adjunct faculty in the SLOAC process. As mentioned above the process has been slow and tedious and has taken personal involvement on my part with specific adjunct faculty to bring him or her along. The data entry support from Kathy Smith was extremely helpful and was so appreciated

At our March flex day in 2012, there was discussion among 4 of the ECE/CD faculty including myself and Patty Dilko about using the eportfolio process as a way of assessing program SLO's. To this end a "pilot" was tested at the end of the spring 2012 semester with a few selected students. The students who participated in the pilot were very excited about the eportfolio process. They really liked having a "place" to hold a lot of their professional information and documentation of their competence in each of the classes they included in the process. We did discover in the process that there are confidentiality and privacy issues. There were some students concerned that once their "information" was "out there" in the internet world, their privacy would be compromised. For this reason and since this time as a department we have put on hold the decision to implement electronic portfolios as part of the completion requirements for the ECE/CD certificate and /or the AS Degree with a major in ECE/CD although there is continued interest in using it as an assessment tool for the Program SLO's. Patty Dilko has continued to follow the latest issues related to electronic portfolios and has attended several trainings regarding how to implement them. We continue to be interested in using eportfolios and want to be sure to understand the overall goal of assessing the value of having this requirement, how accessible and manageable for the students to set up and access it is, how to bring other adjunct faculty on board with the concept, evaluating what type of information students would add to their portfolios and ultimately planning a process for implementation.

As the department coordinator, I am committed to the SLOAC process and its implications for student success. For myself, I believe that having SLO's that are regularly assessed and reviewed does impact my own teaching as well as student success. I am determined to have increased consistency in curriculum content especially now that we have multiple sections of more courses. I have made myself available and reached out to faculty who teach the same courses to encourage them to talk with each other. In addition, I have mentored newer faculty who have recently joined our adjunct faculty, especially those faculty who teach the same courses that I do. I appreciate the opportunity this has given me to reflect on "best practices" in the department as well as providing me with the opportunity to look at the "big picture".

8. Resource Identification

A. Faculty and Staff hiring requests

At the present time, there are two full-time faculty in the ECE/CD Department and 15 part-time adjunct faculty members. At this time, three units of release time is given to the coordinator to carry out the



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responsibilities associated with overall program coordination and to supervise and monitor the work of the Program Services Coordinator. It is recommended that this release time be maintained. The second full-time faculty member has had up to 9 units of release time each semester for the past several years, to carry out responsibilities related to her work as the Honors Transfer Program Coordinator. She has also used banked time to offset the number of courses she teaches each semester. For the 2013/2014 academic year, she has requested a partial sabbatical. She has requested to continue teaching the 3 unit online ECE 201 Child Development course and be released from teaching her other 12 units for the fall 2013 semester and to teach the ECE 201 Child Development course and one other 3 unit course for the spring 2014 semester. There has not been a decision made with regard to the approval or denial of her request.

Fully understanding the budget constraints faced by the college and the district, I am aware that requesting an additional full-time faculty member is unrealistic when we already have two full-time faculty. If the ECE/CD department continues to grow and/or remains steady in enrollment, I would recommend that the department consider hiring an additional full-time position within the next 2-3 years.

Currently, the Program Services Coordinator position has been funded by First 5. For this year, the position has been funded partially by First 5 and Cañada's general fund budget. This position was officially institutionalized at the end of the 2009/2010 school year. The college has committed to funding this position 100% when and if the funding from First 5 ends. The need for this position was identified in large part due to the need for more highly educated early childhood teachers to work in programs throughout the county of San Mateo. Around the state, ECE/CD Departments revised their curriculums to meet the Curriculum Alignment Project, (CAP) core program guidelines. Beginning with the fall 2008 semester, Cañada College aligned its curriculum to meet the guidelines set out by the Curriculum Alignment Project. The Program Services Coordinator has been instrumental in informing our ECE students of the changes in our program requirements. Prior to the funding of this position, the ECE Department at Cañada completed a Strategic Planning process that involved faculty, students and key community professionals and stakeholders. One of the five top priorities identified was: "Improve student and community understanding of the ECE/CD Department". Providing specific support and guidance to ECE students was identified as an objective related to this priority. The timing of the strategic plan coincided with new funding that became available through First 5. We were able to hire the ECE Program Services position and the results have been outstanding. We have seen a significant increase in the number of certificates and degrees issued by the College since the Program Services Coordinator began at Cañada College. Our funding from First 5 will be in its last year of funding after the end of the next academic year (2013/2014). Discussions will begin as early as next fall regarding the next 3 year cycle of funding (2014/2015, 2015/2016, 2016.2017). It is our belief that there is continued interest from First 5 to fund the work associated with the Program Services Coordinator.

B. Professional Development needs

The program has an active and professionally oriented team of faculty members and a program services coordinator representative with a wide-range of professional expertise. Faculty from both Skyline and



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Cañada Colleges jointly meet once each semester and are committed to providing comprehensive, current and rigorous course content in a supportive and professional manner. Faculty attend a wide range of professional development opportunities and are collaborative in sharing what is learned. Recent faculty meetings have been devoted to working collaboratively on developing SLO's and assessment for the entire core ECE/CD courses. Faculty have been brought up to speed regarding the changes in the program now that the Basic 8 core courses have been implemented at Cañada. "Job-alike" discussions have taken place at joint meetings for the past several years so that faculty teaching the same course can come together to talk with each other about course content, SLO's, assignments, teaching methodologies as well as to support each other and build relationships.

Faculty who teach our ECE/CD courses in Spanish have been participating in professional development opportunities that focus on "lessons learned" related to the development and implementation of learning communities. This is particularly important as the department works closer and in collaboration with the ESL department at the college. With funding from our First 5 grant which now funds one learning community each semester, faculty who have been teaching these courses have received a stipend for the coordination time involved in coordinating the learning communities.

As a result of revenue generated (above the amount received from our funders) over the past two years from the two conferences hosted by the ECE/CD Department, the department has been able to open a separate Child Development Fund. Approximately \$2300 has been deposited into this account which will be used to provide funds for special professional development opportunities not provided for in specific grants. Other uses of these funds will include the opportunity to pay guest speakers who come into ECE/CD classes honorariums. This is something that the department has not had the funds to do. Having guest speakers in classrooms enriches the education that our students are getting and at the same time our faculty are potentially learning new ideas, concepts, etc. as well.

Each academic year, there are two conferences scheduled that the ECE Department Coordinator is required to attend. One is in the fall and one is in the spring. The anticipated cost for these conferences is \$800 for the year, (and is reimbursed through the grant that the college receives from the Child Development Training Consortium).

Through the college's professional development funding process faculty have taken advantage of this source to attend professional development opportunities including the CAEYC conference, CPIN workshops and in June of 2013 one of our faculty members is hoping to receive funds to attend the NAEYC Leadership Conference in San Francisco.

During the spring 2013 semester, adjunct faculty member Julia Mannheimer has been funded through our EQulP grant to develop a "curriculum kit" related to school readiness and success. This kit will include materials and research based curriculum related to the eight courses required for the ECE/CD certificate and/or the AS degree with a major in ECE/CD. Upon completion of this curriculum kit, Julia will provide a



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“trainer of trainers” workshop for the entire ECE/CD faculty at both campuses (sometime in the fall of 2013). Faculty members will receive a stipend for attending. In addition, with our First 5 funding for next year, we will be planning two other professional development opportunities specifically for our faculty.

Faculty are always complimentary of professional development opportunities that they are able to participate in (especially if they are paid!). Faculty often reflect on how what they have learned will be of particular use to them in their teaching and ultimately everyone benefits especially our students.

C. Classroom & Instructional Equipment requests

The two full-time faculty members in the department each have desktop computers. The ECE Department Coordinator was without a printer for the last several semesters and recently received a refurbished printer for her office. This printer now no longer works (as of March 2013) it would be great for me to have a working printer. In addition, they have each been given a laptop computer to use off campus and for use in the classrooms. The ECE Program Services Coordinator has also received a laptop recently for her use exclusively. The adjunct faculty now have an office in building 22 that is shared among 6-10 ECE/CD adjunct faculty as well as Math adjunct faculty. Storage has been made available in the storage area in building 22 room 109. At one time the Program Services Coordinator had a small copier in her office which she used just about every time she met with a student. That copier has to date, not be replaced. This is the top priority with regard to any facilities and equipment requests. When Peter checked into the cost of a small desk top copier, the amount was under \$200. I believe that he is still pursuing this.

D. Office of Planning, Research & Student Success requests

In my annual plan last year I mentioned the ending of the collaborative relationship with San Francisco State that was in place for the past twelve years. Many students in the ECE/CD department graduated with their AS degrees and transferred to SF State into their Child and Adolescent Development BA degree program and were able to take their needed coursework here on the Cañada campus. With the closure of the CAD program on the Cañada campus we will, however, continue to encourage our students to transfer to SF State to complete their BA degrees in Child and Adolescent Development.

In addition, beginning with the fall 2013 semester our partnership with National Hispanic University has been solidified. Finally, NHU will begin offering courses on the Cañada campus in fall 2013.

As far as data, it would be fabulous if the Office of Planning, Research & Student Success would be able to track the number of ECE/CD students who have graduated with an AS degree with a major in ECE/CD and have transferred to either SF State or NHU. This information would be very helpful to have with regard to reporting to our funders how many students go on to enroll in 4 year institutions.



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E. Facilities requests

For the past several annual plan reports I have included this request for an Early Childhood Education Lab. I am repeating this request in this annual plan.

In October 2007, the college adopted a Strategic Plan. Several surveys were completed in the internal and external environmental scanning process. In a survey completed by faculty and staff, an Early Childhood Education Lab was identified as a weakness of the college's academic programs. And the Plan went on to state "the college does not have a child development facility on site which would serve as a laboratory for the program. Such laboratory experiences must be completed at area ECE/CD programs. Given this limitation and the competitive nature of the ECE programs at neighboring institutions, it is projected that the enrollment in the program will remain relatively stable during the next ten-year period."

The need for a properly educated and well prepared workforce in preschool and early care and education in San Mateo County is growing at an above average rate. This need is particularly crucial in north and south counties where the need for early care and education programs far exceeds the current capacity in licensed programs and family child care homes. The Early Childhood Education/Child Development (ECE/CD) Departments at Cañada College and Skyline College are preparing to meet this growing workforce challenge with a number of important projects. As identified in the Spring 2005 Child Study Center Business Plan, the need for a child study center on campus, where students can learn best practices in the field, has been identified in various strategic initiatives including the Cañada College Strategic Plan, the ECD/CD Strategic Plan, and the 2004 ECE/CD Community Advisory Committee Position Statement.

A Child Study Center would satisfy several needs at the College and in the surrounding communities. First, a Child Study Center is needed for pedagogical reasons. Students in the fields of early childhood education and elementary education need a learning laboratory. Currently there are over 600 students in ECE/CD classes each semester; in addition, for students in psychology, counseling, human services, sociology, fine arts and more, the Child Study Center would be able to gain academic experiences at the Child Study Center as soon as its doors were opened. In addition to these academic functions, the Child Study Center would provide support to all students in the form of subsidized child care which will help students persist and succeed in the completion of their educational plans. Ample data is available that shows that child care is among the top barriers that community college students face when they talk about the difficulties of staying in school. As an additional benefit, the Child Study Center would be available to staff and faculty. Given the high cost of living in San Mateo County, this important employment benefit is crucial as we attempt to recruit and retain qualified employees. The Child Study Center could be located in building #22 at Cañada College. Building #22 was specifically designed for use as a child development center and was later converted to adult classrooms. The management of the Child Study Center would fall under the current experienced Cañada College organization, with the Business, Workforce, & Athletics Division having direct responsibility for the day to day operation of the facility. This is the same model as when the child development center was operating between 1998 and 2002. A full-time, tenure track instructor with extensive public and private preschool and child care facility operation experience will be the Child Study Center Coordinator.



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The ECE/CD Department offers a comprehensive program that creates an educational pathway from certificate to degree and transfer. Through several innovative initiatives, including the Learning Communities offered in collaboration with the ESL department and multiple specializations, the Department has shown exemplary responsiveness to community workforce needs while maintaining a high academic standard. Toward this goal, in the fall of 2006, the Department increased its certificate and degree requirement to include one semester of ECE 366 Practicum. This is the course in which students do their "student teaching." The California Community College Comprehensive Guidelines for Child Development and Early childhood Instruction and Services (CCC Chancellor's Office, 2003) states that the Practicum experience in the Child Development core curriculum should take place in an on-campus child development center. Instructional faculty should provide supervision of practicum/student interns. In addition, the guidelines recommend that where practical, a second practicum in a community placement approved by the Child Development program is advised. It is strongly recommended that the combination instruction and service model for Child Development programs be developed by the college. The Cañada College Child Study Center would strive to create a community of learners where children and adults explore their world together. When participating in the Child Study Center, students would gain knowledge and develop skills while working under the direct supervision and guidance of Cañada College instructors and master teachers. Having completed their ECE 366 Practicum requirements at the Child Study Center, ECE/CD students would have the knowledge and experience necessary to take positions in early care and learning environments across the County. Incorporating current developmental and educational theories, students and instructional faculty co-create hands-on learning experiences in a variety of areas including: curriculum development, emergent literacy, kindergarten readiness, classroom management, parent communication, documentation, assessment, and professionalism. This model provides for the intensive reflection necessary for the students to move from unskilled paraprofessionals to skilled preschool teachers. Students could also participate in the program at the Child Study Center through a variety of experiences, including observation assignments, interviews, and a work-study option. The implementation of the Child Study Center is a next logical step in maintaining the highest level of education for Cañada's ECE/CD students.

While the goal of having building 22 reconfigured back to a Child Study Center may be unrealistic at this time, having the ECE/CD department and a Child Study Center housed in its own building along with other Workforce Development Programs may not be. At the very least, it would be ideal for the ECE/CD department to be housed in its own building so that all of the courses offered in the department would be together. In addition, it would be wonderful to have a space where ECE/CD students could congregate, network, study together and build relationships with each other and with other ECE/CD faculty. The ECE/CD department could also use storage space that is in one place where materials, books, magazines, study materials; materials for graduation celebrations and workshops could be stored. In addition, it would be fantastic if the adjunct faculty could have a designated space with desks, computers, printers, a copier and space for their own storage of course materials.



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It is also critical to have a Workforce building built to house all workforce programs in one location and to customize the classrooms for instruction.