

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, ECE-HMSV-COOP

Response Types: All Responses Types

1	<b>Executive Summary</b>
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

## Response Detail

No Response Information to Display

## Narrative

The ECE/CD Department has undergone many significant changes over the past two years. Could Education and Public Service be Cañada College's first Meta Major? During a strategic planning retreat in January 2016, the faculty and staff discussed Strengths, Weaknesses, Opportunities and Threats. One of the opportunities that emerged was the potential of working with the Human Services Department to update and incorporate their certificates/degrees into a "meta-major: "Education and Public Service." While we have not completely developed the details of this merger, we believe that there are multiple avenues by which we can strengthen opportunities for Cañada students wishing to complete certificates and degrees that lead them to careers working with children, families, and the community.

Early Childhood Education is receiving a surge of attention from all levels of government, local and regional philanthropic organizations, and educational research organizations. With growing evidence that the experience of the importance of the first five years of life, it is now clear that early childhood teachers and staff are an important component in the network of hands that hold and guide children through these critical years. The Early Childhood Department consistently responds to the changing demands on the education workforce.

One such community demand stems from the fact that there is a shortage of teachers in the public Pre-K-12 system in San Mateo County. To address that shortage, the Department has strengthened ongoing collaborations with our Sequoia and San Mateo High School Districts as well as the Sequoia and La Costa Adult Schools. We have begun development of several university pathways in ECE and Education through AS-Ts and a cohort-based BS program with San Francisco State University. Our close relationship with the San Mateo County Office of Education has positioned us to respond to strategic initiatives such as The Big Lift. Finally, in order to strengthen the teacher preparation pipeline we have engaged in a number of curricular revisions including distance & hybrid classes, honors opportunities, AS-Ts in Elementary Education and Child & Adolescent Development, and a Transitional Kindergarten Certificate.

The Department is beginning to use data in curriculum and program development. In analyzing data developed through two ACES projects, we were able to see that while access and success within courses is higher than the college average, we have yet to see comparable results in degree and transfer. With that in mind we developed a series of "stakable" certificates to replace the previous single certificate. The new certificates are closely aligned with the Child Development Permits issued by the CA Commission on Teacher Credentialing, and required of all employees working in State funded and federal Head Start programs. In addition, they align with qualifications for teachers in the San Mateo County Quality Rating and Improvement System. To be implemented in fall 2017, the certificates will eliminate confusing differences in requirements between the College the Commission - and achieve our goal of higher levels of degree and transfer attainment.

The Department houses the Foster Care & Kinship Education (FKCE) categorical fund designed to provide pre-service and post-service training to families who are adopting and fostering children through the San Mateo County Human Services Agency. This year, in response to changes by CA State Legislature, the entire system for recruiting, training and retaining foster and adoptive families has changed. In collaboration with the SMC Human Services Agency, the FKCE Coordinator developed new curriculum, a webpage, and an updated schedule of training in response to the new system.

Finally, through a number of retirements, and the untimely loss of our esteemed colleague, Professor Valerie Goines, we have hired a new full time faculty member: Dr. Sarita Santos, and are in the process of hiring addition part time faculty. These new members of our team will bring expertise in Special Education, TK - 12 education and more. We anticipate that these folks, in collaboration with our existing, highly qualified faculty will be able to build our program into the future.

Through collaborations with the ECE Advisory Committee, Skyline College ECE Department, local partners and multiple college programs, the Department reflects on accomplishments and looks to the future, these will be shared in more detail throughout the Program Review and Planning document.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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Response Types: All Responses Types

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

## Response Detail

No Response Information to Display

## Narrative

The Early Childhood Education/Child Development Department supports the mission of the college by providing career technical and transfer pathways to students interested in careers in early childhood education, education and related fields.

### Vision

The Early Childhood Education/Child Development Department, is 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.

### Values

In 2011 the ECE/CD departments at both Cañada and Skyline Colleges developed the following cultural competence principles that guide our work with students and our relationships with each other.

- We are **RESPONSIVE** to the cultural and ethnic diversity of all students and our colleagues.
- We make **ADJUSTMENTS** in staff development and training needs if we see that students are not succeeding in their courses.
- We are **SENSITIVE** to our students' differences in culture, ethnicity and abilities.
- We **LISTEN** intently to how our students respond in our courses and adapt our teaching strategies and methodologies to better meet their needs.
- We support **CROSS CULTURAL COMMUNICATION** in order to best meet the needs of our students and colleagues.
- We **ACCEPT** the differences and diversity amongst our students and our colleagues.
- We believe that shared **SELF-REFLECTION** can open dialog for understanding the needs of our students and colleagues.
- We show **APPRECIATION** for the diversity that our students and colleagues bring to our departments and to our college.
- We **RESPECT** our own upbringings so that we can better understand and respect the upbringings of others.
- We strive to be **RESPONSIVE** to the intellectual curiosity of our students and our colleagues.
- We **REFLECT** upon our practices so that they are responsive to the development of our students.

(Reviewed 2014)

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Response Types: All Responses Types

## Suggested Follow Ups

Date	Suggested Follow Up
03/03/2017	Review Vision & Mission periodically.

2      Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

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## Response Detail

No Response Information to Display

## Narrative

### High School

The ECE/CD Department is working to support dual enrollment pathways and articulation agreements with local high schools. The Department has an existing CTE Transitions articulation agreement with San Mateo High School District in which students completing the required courses at the High School receive credit for ECE 210 & 211. Over the last several semesters, department faculty have met with representatives from Carlmont and other high schools in the Sequoia Union High School District for the purpose of creating similar articulation agreements. In addition, the Carlmont is interested in direct marketing of our courses for dual enrollment purposes and collaborating with us to develop a strong CTE pathway in both Early Childhood Education and Elementary Education. (see Teacher Education Pathway below).

### Adult School Collaboration

The ECE/CD Department is in conversations with Sequoia and La Costa Adult Schools; both systems are interested in offering ECE classes as part of CTE Pathways. With the implementation of the new, stackable Associate Teacher Certificate, it is likely that this will become the goal for both, with the classes offered in Spanish with the accompanying ESL Learning Community at the La Costa location on the San Mateo Coastside.

### CSU

The department has been working with San Francisco State's Child and Adolescent Development (CAD) Program to build a transfer pathway for Cañada students on Cañada's campus. Cañada College Department of Early Childhood Education/Child Development, San Francisco State University (SFSU) and its educational and community partners like the San Mateo County Office of Education, are working to build an expansion of the Promoting Achievement Through Higher Education (PATH) model for early educators to Cañada College. The project would be part of the BA degree program in the Department of Child and Adolescent Development (CAD), Early Childhood concentration. The program and PATH model is designed to support transfer students from the San Mateo Community College District as well as current working professionals in San Mateo County who are entering SF State for their junior and senior years to complete their bachelor's degree. As a cohort model, PATH addresses the specific needs of the early childhood workforce by providing a clear and accessible pathway to SF State. The PATH program provides students with services including academic advising; financial aid advising and incentives; in class and out-of-class tutoring; and workshops designed for working professionals who are new to a four-year institution of higher education. In addition, classes are offered evenings and weekends to accommodate full-time workers. The collaboration is in the fundraising phase of the project. The ECE/CD department is working with the Division of Business, Workforce and Design, along with the Office of the President and SFSU to explore funding opportunities to support the planning and creation of the program and offset the cost of student tuition.

### University of Washington

During the 2015-2016 academic year, San Mateo County Office of Education and San Mateo Community College District signed on to join the CA pilot in the U of W and National center for quality and teacher learning (NCQTL). The pilot offered two classes (one in fall and one in spring). The class was targeted to those in the ECE workforce who have an AA or are transfer ready and work in Title 5, Title 22 or Head Start programs. The first course offered in the pilot in Fall 2015 was ECE 244: Prekindergarten Learning and Development Guidelines. The course was an introduction course and got students familiar with the skills needed to be successful in an online course (videotaping yourself and online documentation) and practice based coaching through the University of Washington. The course offered in Spring 2016 was ECE 247: Foundations for School Success. This module is focused on instructional support domain of CLASS.

We are still working to develop an articulation agreement with the University of Washington's BA in Child Development Program. With no clear director of the University Center, working on the college's articulation has fallen on ECE/CD Department faculty. This is a partnership we'd like to see move forward, but need more support in working with UW on articulation.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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Response Types: All Responses Types

## 3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

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**Response Types: All Responses Types**

**Response Detail**

No Response Information to Display

**Narrative**

**Advisory Committee**

The ECE/CD Department Advisory Committee meets twice each year (November and May). These meetings are held jointly with the ECE Department at Skyline College. This year we have done extensive, targeted outreach with the intention of broadening representation on the Committee. Committee members represent a wide range of interests and include representation from the following groups: Current and former students, parents, faculty, early childhood education Program Directors, San Mateo County office of Education, Head Start, County Office of Special Education Program, and other community groups. A portion of each meeting is reserved for community input with regard to the needs of the early childhood education workforce.

**Teacher Education Pathway**

There is a shortage of qualified early educators and credentialed teachers in San Mateo County. The issues facing ECE and TK-12 teacher preparation is related but different ECE educators need discipline specific training to improve quality in the classroom (BA Degree Attainment). Students in community college struggle to transfer to and graduate from a 4-year institution in early childhood education. Furthermore, more TK-12 teachers need to be in the pipeline to be trained as a credential teacher (Post – BA Credential). 7000 more credentialed teachers are needed to address the shortage in K-12th grade alone (California Department of Education, 2016). The shortage is at all grade levels and in all subjects but Math and Science disciplines hit hardest. Not enough students are entering teacher credential programs.

The ECE/CD Department is participating in San Mateo County Office of Education Teacher Education Pathway. The goal of these conversations is to build a teacher education pathway that will increase the number of early childhood educators and K-12 credentialed teachers in San Mateo County. In our participation, the ECE/CD department has attended various community meetings, leading the way to support the development of future teachers. Meeting and activities include:

Discussion with the San Mateo County Office of Education and local high schools to explore the creation of a pilot project designed to attract high school students to teaching careers using Youth Teach To Learn (YT2L) and Educators Rising (formerly Future Teachers of America).

Conversations with Notre Dame de Namur on the possibility of offering a liberal studies BA degree and teacher credential coursework at Cañada

Conversations with SFSU Child and Adolescent Development Department to offer the PATH program cohort model at Cañada. This program would offer a BA degree in Child and Adolescent Development with a concentration in early childhood education. Inclusion of the Business, Workforce and Design division into the regional joint venture for the Teacher Pipeline project in the Strong Workforce Funding.

**The Big Lift**

The San Mateo County “Big Lift” is a countywide preschool-third grade achievement gap initiative. Started in 2012, it is co-led by the San Mateo County Office of Education, the County of San Mateo and the Silicon Valley Community Foundation. Currently, the Big Lift is working with seven funded school districts in the county to improve third grade reading proficiency through the strategies of high quality preschool, summer programming, attendance and family engagement. This year, 3,000 preschool-second grade children are being served. The San Mateo Community College District, including Cañada College ECE/CD Department is a partner in this work through meetings and community participation.

**Grants**

The grants and community partnerships within the ECE/CD Program have provided needed supports to students to expand their professional and career development in the form of a textbook loan/rental program, tuition reimbursements, and stipends through various community grants. The grants, EQ+IP, Child Development Training Consortium and Foster and Kinship Care Education, are essential parts of our mission and vision.

The EQ+IP grant is in collaboration with First 5 of San Mateo County and the San Mateo County Office of Education. The ECE/CD Department has had the grant since the fall of 2005. The grant provides textbook loan rental support and funding for conferences and educational opportunities for students. Additional scope of work includes support for program planning and supporting early childhood educators in San Mateo County with their bachelor degree attainment. This grant is shared with Skyline’s Early Childhood Education and Education Department. We have been funded through 2017/2018 academic year.

The ECE/CD program is a member of the Child Development Training Consortium. This group of ninety-six community colleges receives Federal Block Grant monies to provide tuition stipends to students working and teaching in the early childhood education field. Each year, Cañada’s ECE/CD Department receives approximately \$8,900 annually, which can be used for stipends to students, materials for faculty to use in classes, and professional development.

**Categorical Funding:**

The ECE/CD Department has managed the Foster and Kinship Care Education (FKCE) categorical fund for 20 years. This funding stream, from the State Chancellor’s Office, provides the mandatory, non-credit bearing courses for individuals interested in becoming a foster parent or individuals currently caring for any child in the foster care system. The department receives approximately \$90,000 to deliver these services annually.

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## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3	Looking Back
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4	Curricular Changes
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List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

## Response Detail

No Response Information to Display

### Narrative

Since our last comprehensive review, we updated our courses on the bi-annual CTE cycle, and redesigned our certificates and degrees based on data derived from an ACES Inquiry into persistence & success along with SLO analysis discussions. In order to support students who want to pursue a variety of degree paths/careers, the Department is pursuing expanded pathways. To do this we have written 3 Associate Degrees for Transfer including; AS-T Early Childhood Education, A-AT – Elementary Education, A-AT – Child Development.

Statewide ECE Curriculum Alignment Project – Core ECE 8 classes and CAP Expansion in Special Needs and Administration, with the Infant/Toddler specialization pending.

Two new, stackable certificates will replace the current 24-unit certificate that comprises the major courses for the AS ECE and AS – T ECE.

A new 24-unit Transitional Kindergarten Certificate, designed for certificated teachers who hold Multiple Subject Credentials, and who want to teach in Transitional Kindergarten classrooms.

Distance Education Planning – Spring 2017 3 faculty have formed an ECE/DE Learning Community as an ACES Inquiry. The first objective of the group is to develop a DE plan for the Department.

Honors Program Collaboration – faculty have revised the ECE Leadership class to be based on the PTK International Leadership Development course, with a humanities-based curriculum. This course will be cross listed with the Business & English Departments, and will be offered as an honors-level class along with other classes in the ECE/CD Department in which students can do Honors Contracts.

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Response Types: All Responses Types

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

## Response Detail

No Response Information to Display

## Narrative

Feedback from IPC in the 2014 - 2015 Program Plan was minimal. They included recommendations to request information from PRIE and CEITL when necessary. Professor Ramzel and Retention Specialist Hui completed an ACES project during Spring 2017, in which they worked closely with PRIE to learn how to access data and analyze student success across the program. Professor Hall completed an ACES project in Fall of 2017 in which she led the reorganization of the ECE/CD certificates. Faculty and staff also participated in CEITL activities and training when appropriate.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

## Response Detail

No Response Information to Display

## Narrative

### Action Responsible Party Results Comments

**Increased Outreach** Department faculty in collaboration with college outreach and marketing Brochures updated, webpage maintained. Retention specialist collaborates with Marketing to create brochures. Faculty maintain webpage. New collateral materials will need to be developed to reflect new department collaborations and stackable certificates.

**ECE/CD Student Center** Department Faculty, Retention Specialist Interior Dept, Facilities, College Administration 22-110 22-110 has been allocated as a joint part-time faculty hoteling space and Education & Public Service Student Room. Faculty/staff are working with facilities to furnish and equip it.

**Evaluate the whole course of study and make recommendations on course prerequisites and sequencing** Department faculty Incremental progress has been made on curricular revision. Stackable certificates in ECE/CD, new degrees, and recommended preps modified on many courses. Curricular revision will continue in 17-18 during the bi-annual curriculum review.

**Implement ePortfolios** Department faculty ePortfolios implemented in 1 section of 366 and 210. The model has been created and support is available in the Learning Center for students. This work is ongoing.

**Open the Child Study Center/ CDC** College Leadership & ECE/CD Department A Task Force was convened to investigate the creation of a Child Study Lab/CDC. The group is looking into funding strategies and inclusion of a CDC in the Cañada Facilities Master Plan and Education Master Plan. This work is ongoing. See narrative below for detail on need for the project.

### Child Development Center/Child Study Lab

The American Association of Colleges for Teacher Education (2004) stated that "high quality ECE teachers are essential for addressing pervasive and persistent educational problems such as low reading and math achievement, particularly of children from low socioeconomic environments." One challenge facing ECE teacher educators is that classroom-based college coursework alone does not provide the complex learning that is required to achieve the high level of performance required of ECE teachers (Burchinal, Cryer, & Howes, 2002). An example of the response from the field is to require supervised fieldwork in the core course requirements at the associate degree level (California Community Colleges Early Childhood Educators, 2007). This fieldwork course is designed to assist students in the process of applying theoretical knowledge to their work with young children. The practicum experience has been found (Hyson, 2003) to be of particular importance because it provides the student



with the opportunity to apply academic knowledge to actual teaching and caregiving in the classroom. Loris Malaguzzi, founder of the city-sponsored children’s schools in Reggio Emilia, Italy, challenged early childhood educators to conceptualize that the art of teaching depended on the ability of the individual to reflect, consider alternatives, and try out new hypotheses (as cited in Edwards, Gandini, & Forman, 1989). Snider and Fu (1990) found that “the factors having the most effects on early childhood teachers’ knowledge of developmentally appropriate practice were (1) education/academic degree, (2) the number of content areas covered in early childhood education courses taken, and (3) quality of supervised practical experiences” ( Hao, 2000).

As of this time, the ECE/CD Department relies upon community child care programs and individual employees at those institutions to supervise our Practicum students. These individuals are only required to have 32 units of ECE/CD and additional 16 units of general education – these are para-professionals at best. We wouldn’t send a doctor out to learn about medicine at a community clinic – they need to learn at teaching hospitals and then go into the community to practice. We wouldn’t send a radiation technology or cosmetology student out into the community before they had completed their on-campus lab hours and completed their education. Our Campus Lab Centers are teaching institutions; community child care centers are not. Not allowing Early Childhood Education students to complete their student teaching requirements in a teaching institution denies them a critical piece of their education – the chance to learn educational standards under the supervision of qualified educators. This denial of a required piece of their educational plan creates a disproportionate impact on the hundreds of students in the college’s largest degree program. This deficit in their education plan forces them to go into the field underprepared to do the work of educating the region’s youngest, most vulnerable children at a point when they are building the basic brain structures that will determine their life outcomes. (Perry Preschool Project, 2005)

According to SMCCCD Board Report (03-3-5C) Executive Director Nuñez “explained that, although the construction of Building 22 (Child Development Center) is 70% complete, Cañada College has temporarily deferred childcare services during the current severe budget crisis. He said that the District informed the State Chancellor’s Office of this deferment and requested authorization to use the facility as temporary instructional space during the District’s Capital Improvement Program in order to continue to deliver educational services while other facilities are unavailable during construction. He reported that the State Chancellor’s Office supported this request and gave authorization to use Building 22 as an instructional facility beginning in Fall 2003. ... He added that this facility would remain for instructional use until the State budget improves.” Now that the State and local funding situation has dramatically improved, it is time for the college to consider fulfilling their commitment to the ECE/CD students and providing them the learning environment that they need and deserve.

**Suggested Follow Ups**

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

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## Response Detail

No Response Information to Display

## Narrative

### Request

Child Study Lab – The Child Study Lab is, as of yet, unfunded.

### Request

ECE Student Center – 22-110 has been allocated as a combined Student Center/Part Time Faculty Office. The space has yet to be furnished and we will monitor the usage to assess the viability of a combined space for these uses.

### GoPro & Tablet

Professor Hall received the GoPro camera and Surface Pro Tablet PC last spring and has begun using them to document student learning in her section of ECE 366 Student Practicum. Students report that the use of video has enhanced their understanding of their work with children and supported reflection on their practice.

### Document Reader

A portable document reader was provided and is stored in 16- 216 for the use of ECE faculty who teach in that room. It is particularly useful for those teaching ECE 333 so that handwritten observation notes can be shared and reflected upon by the class as a means of understanding the process of objective observation and documentation of children's growth and development.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

### Full Time Retention Specialist

The ECE/CD Program had a Program Services Coordinator for almost 10 years funded by our First 5 Grants. In 2014 the college approved a new Fund 1 position that was not immediately filled. When it came time to fill the position, the college decided to downgrade the position to Retention Specialist. While the job duties of the position remain those of Program Services Coordination, Jamie Hui has filled the Retention Specialist position for 2.5 years. Ms. Hui, with the full support of the Department and the Division, applied for a reclassification of the position that was denied. We are requesting a re-classification at this time.

### Full time Replacement Position

In Fall 2016, senior faculty member and Program Coordinator Val Goines passed away. Consequent to this the Department requested a replacement effective January 2017. The replacement position was approved and Dr. Sarita Santos transferred into the position effective January 2017. In a spirit of collaboration, Dr. Santos taught 2 classes online at Skyline during the transition. We are excited to welcome her to the department, she brings expertise in serving children with special needs and teaching college online.

## Suggested Follow Ups

Date	Suggested Follow Up
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4	Current State of the Program
7	Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

## Response Detail

No Response Information to Display

## Narrative

Academic Year	ECE Fill Rates	ECE Load	Cañada College Fill Rates	Cañada College Load
2013/14	82.6%	534	75.5%	483
2014/15	77.9%	484	77.5%	488
2015/16	79.3%	467	81.9%	483

Semester	ECE Fill Rates	ECE Load	Cañada College Fill Rates	Cañada College Load
Fall 2014	79.8%	507	80.2%	583
Spring 2015	79%	465	76.6%	476
Summer 2015	72.1%	425	76.4%	510
Fall 2015	84.7%	503	82.4%	475
Spring 2016	76.1%	444	83.1%	484
Summer 2016	---	---	---	---
Fall 2016	---	---	---	---

The ECE/CD enrollment trends parallel those observed for Cañada College during the previous two years. Academic years 2014-15 (Fill Rate 77.9%, Load 484) and 2015-16 (Fill Rate 79.3%, Load 467) indicate generally stable enrollments with slight variations across semesters (including summer session). These data are consistent with those of the San Mateo Community College District as a whole.

The ECE/CD program is currently in transition as statewide initiatives compel the ECE/CD team to restructure existing certificates, develop new ones, and reorganize academic pathways to meet diverse needs of 21st century learners as well as those of related labor industries. Modifications include restructured guided pathways that incorporate GE courses to facilitate completion of AD-T degrees and transfer, involve community partners in the recruitment, training/support and job placement of students, and expanded DE options (see discussion about online courses in later section). Collaborative efforts with neighboring universities (i.e., San Francisco State University, University of Washington) to provide students with facilitated options to earn BA degrees also continue.

The pending merger of ECE/CD and Human Services programs into Education and Public Service will further streamline course and certificate offerings. Task forces consisting of faculty/staff from both departments are presently assessing certificates, scheduling, and promotion/outreach with the ultimate goal of creating a robust new program that prepares students for the teaching profession (preK-12 and Special Education), family support and advocacy, and other related human service occupations.

## Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

### 8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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## Response Detail

No Response Information to Display

## Narrative

### Program Access Equity Gap:

### Program Success

The Early Childhood profession has traditionally appealed to women so there continues to be a disproportionate amount of female students enrolled in the ECE/CD program. Data (in tables above) indicate that only 6.9% of the ECE/CD student population are male and that approximately 289 male students must be recruited into the program to close this gender equity gap.

There are likely several reasons why the ECE/CD profession is unpopular with males (e.g., low wage, cultural expectations). However, it is imperative that all students understand that ECE/CD provides a solid foundation and starting point for many related career options in teaching and administration, business, social work, psychology, sociology, child/family advocacy, etc. Additionally, the ECE/CD faculty is considering drafting a Coaching Certificate in order to outreach to male students in particular. The Coaching Certificate might appeal to males who work in after-school programs, sports-related programs, and those who might be interested in pursuing a Single-Subject credential and/or a degree in Kinesiology. The ECE/CD program would collaborate with both the Athletics and Kinesiology departments, and the new certificate will likely include the following courses:

- ECE 201 (Child Development)
- ECE 333 (Health, Safety, Nutrition)
- ECE 212 (Child, Family and Community)
- ECE 335 (Child Guidance)
- ECE 213 (School Age Child)
- HSCI 423 (CPR for Adults, Children and Infants)
- KINE 101 (Introduction to Kinesiology)
- SOC 100 (Introduction to Sociology)

Establishing stackable certificates and guided pathways that clearly outline for students how a foundation in ECE/CD can progress and lead to teaching and other public service oriented professions may improve student interest in ECE/CD.

Strengthening partnerships and articulation with secondary, post-secondary and community programs may also accomplish the same.

The ECE/CD program is presently restructuring certificates and guided pathways to reflect a broader set of career options with an emphasis on teaching and public service.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

### 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, ECE-HMSV-COOP

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

### Overall Success and Retention

Year	Success (70%)	Retention (84%)
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2014-2015	82.4%	88.5%
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2015-2016	78.9%	88.8%
-----------	-------	-------

2016-2017	84.0%	90.9%
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### Semester Success Retention

Fall 2014	81.8%	88.3%
-----------	-------	-------

Spring 2015	82.3%	89.2%
-------------	-------	-------

Summer 2015	75.1%	80.4%
-------------	-------	-------

Fall 2015	79.7%	90.3%
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Spring 2016	78.9%	89.4%
-------------	-------	-------

Summer 2016	82.8%	89.7%
-------------	-------	-------

Fall 2016	84.4%	91.3%
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ECE/CD Success and Retention rates have increased since the 2014/15 academic year with moderate fluctuations across semesters (including summer sessions). As of Fall 2016, both Success and Retention rates (84.4% and 91.3% respectively) are at the highest since Fall 2014. These rates are above the ECE/CD program's target goals for Success (70%) and Retention (84%).

Plans to modify and streamline course and certificate offerings as the ECE/CD and Human Services programs merge into the department of Education and Public Service are expected to maintain if not improve current Success and Retention rates.

### DE Success ONLINE

Year	Success (70%)	Retention (84%)
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2014-2015	56.8%	87.8%
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2015-2016	58.3%	80.8%
-----------	-------	-------

2016-2017	52.2%	73.1%
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A priority of the ECE/CD program in the upcoming academic year(s) is to expand and enhance Distance Education offerings to include fully online and hybrid courses such that students have the option to complete certificate requirements via flexible academic pathways that accommodate the diverse scheduling needs of the 21st century learner.

Current Success and Retention rates for DE courses have not met the program's target goals during the previous 2014/15, 2015/16 and 2016/17 academic years, but plans are in place to strategically improve DE student performance. Faculty have completed the Canvas/Online training with the University of Washington, while newly hired faculty have earned a Certificate in Online Teaching with Saddleback College as well as Canvas training with Skyline College's CCTL (Center for Transformative Teaching and Learning).

Additionally, a learning community comprised of both full and part-time ECE/CD faculty has convened to focus on issues pertaining to Best Practices in DE. The learning community will work in concurrence with Cañada College's ACES Inquiry project that aims to support faculty committed to addressing challenges currently facing students, to collaboration across disciplines, to exploring new pedagogical practices, and to improving student outcomes.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, ECE-HMSV-COOP

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

The ECE/CD program assesses every course (but not every section) offered each semester. Tracdat summary data indicate that during the 2013-14, 2014-15, and 2015-16 reporting cycle, approximately 60% of courses offered (21/35) were consistently assessed. Faculty who teach courses are responsible for assessing their own course level SLO's and full-time instructors submit their data into TracDat individually. The ECE/CD coordinator manages data collection process for both part and full time faculty, sends reminders as needed and upload data for part time faculty. Coordination of SLO assessment process will change (details to be determined) as ECE/CD and Human Services programs merge. The course-level SLOs have not yet been aligned with PLOs.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

## Response Detail

No Response Information to Display

## Narrative

Analysis of the 4-Column TracDat report suggests that most SLO's are being met while few outcomes are "inconclusive." These data are unreliable, however, since instructors have set different criteria for "success" (i.e., some use "75% and above" as the measure of success, others use "65% and above," or "85% and above). Criteria, along with assessment method, must be standardized across courses for data to yield meaningful results. Discussions have begun among ECE faculty at both Cañada and Skyline College to address the need for standardization, shared assignments, capstone projects, etc. The goal is to explore the benefits of requiring an electronic portfolio across required certificate courses

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, ECE-HMSV-COOP

Response Types: All Responses Types

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

## Response Detail

No Response Information to Display

## Narrative

The ECE/CD and Human Services programs will review existing PLO's as both merge into one department. Modifications to both certificate and course offerings are expected. To date, mapping of ECE/CD course level SLO's to PSLO's and ISLO's have not been accomplished.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display