Academic Program Review



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| **ACADEMIC YEAR** | 2013-14 | Basic Skills  Transfer  Career Technical Education (CTE) |
| **PROGRAM** | Early Childhood Education | |
| **DEPARTMENT** | Child, Family, and Consumer Science | |
| **DIVISION** | Economic and Workforce Development | |
| **SUBMITTER** | Becky Green | |

**I. INSTITUTIONAL GOALS**

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| INSTITUTIONAL GOAL  **1** | **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success. |
| INSTITUTIONAL GOAL  **2** | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals. |
| INSTITUTIONAL GOAL  **3** | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment. |
| INSTITUTIONAL GOAL  **4** | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution. |

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **PAST PROGRAM GOALS**  **This program is a new AS-T program and has not been previously reviewed.** | | | | | **INSTITUTIONAL**  **GOAL(S)**  (Check all that apply.) |
|  | |  | | |  |
| **1** | **PAST PROGRAM GOAL #1** | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:** | | | | 1  2  3  4 |
| Met | | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** | | | |
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| **2** | **PAST PROGRAM GOAL #2** | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:** | | | 1  2  3  4 |
| Met | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** | | |
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| **3** | **PAST PROGRAM GOAL #3** | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:** | | | 1  2  3  4 |
| Met | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** | | |

Comments: **This program is a new AS-T program and has not been previously reviewed.**

**The data below is on the CDEV courses which fall under both the Child Development Degree and the Early Childhood**

**Education A-ST degree.**

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c).
3. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

Enrollment and fill rates show noteworthy patterns demonstrating a consistency in courses filling. The day and evening rates fluctuate depending on the courses offered in the day or evening. Courses rotate meeting the needs of both day and evening students.

1. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

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| **Fall** | **2010** | **2011** | **2012** | **Spring** | **2010** | **2011** | **2012** |
| **FTE** | 44.23 | 42.66 | 36.21 | **FTE** | 45.4 | 37.86 | 43.7 |
| **WSCH** | 522.98 | 517.27 | 523.78 | **WSCH** | 548.84 | 492.77 | 478.48 |

Department productivity has remained steady, dropping slightly in Spring 2011 & 2012. The Department load has remained above 500 for nearly every term.

1. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

Higher than the College average success and retention rates, the Child Development/Early Childhood department has been successful in meeting the needs of our students.

The department has only one online course and it was not offered either Fall 2012 or Spring 2013. The evening rates are slightly higher than the day. The evening courses are usually made up of students in the 40+ range and or students who are already working in the field. Increasing our online offerings and continuing to alternate our courses should meet the needs of the various age groups and those students who are employed or who need classes to be offered at a variety of times.

1. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

The success and retention rates by ethnicity demonstrate a pattern that needs addressing; both Hispanic and African American groups appear to be less successful than other groups. This also indicates we should continue our community connections and incentive programs and focus on the needs of the groups with less success.

1. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

**This is the first Program Review for the ECE Transfer Degree Program. The degree program is new and does not currently have any statistical data to review.**

1. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

**This is the first Program Review for the ECE Transfer Degree Program. The degree program is new and does not currently have any statistical data to review or base changes on.**

1. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

**This is the first Program Review for the ECE Transfer Degree Program.**

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

The Early Childhood education /Child Development Program provide student centered education leading to transfer and career advancement. The rates and projections demonstrate a stable program.

Aggregated data for all focus occupations:

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| 2010-2020 Projections | Median wages |

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| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | California |  |  | |  | |  |  | | **Estimated** | **Projected** | **Number** |  | | [Preschool Teachers, Except Special Education](http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?menuChoice=traProviders&socCode=252011&occByTraProg=true&location=0601000000) | 2010 -2020 | 54,600 | 60,900 | 6,300 |  |  |  | |  | |  |  |  |  | | --- | --- | --- | --- | | **Annual Wages for 2013** | **Low (25th percentile)** | **Median (50th percentile)** | **High (75th percentile)** | | California | $25,816 | $31,134 | $38,555 | |  |  |  |  |
|  |  |  |  |  |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Imperial County | 2010 - 2020 | 100 | 110 |  | |  |  |  |  |  |  |
| Preschool Teachers |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Imperial County 2010-2020 3600 4900  Social Assistance |  |  |  |  |  |  |
| Imperial County  Child care workers 2010-2020 1900 2440 |  |  |  |  |  |  |



USA

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| 2012 Median Pay | 27,130.00 year |
| Entry Level Education | Associates Degree |
| Number of jobs | 438200 |
| Job Outlook | 17% (growing faster than average) |
|  |  |

Imperial County is one of the highest areas of subsidized care. All subsidized programs require permits that must be obtained through education. There are 66 Title V Child Care centers that require permits for all teaching staff and staff working directly with children. Imperial County’s 2012 data shows 272 Family Child care facilities. Employment in the Early Childhood field in Imperial County is one of the few areas that is currently hiring.

Industry credentialing for Title V centers is the Child development Permit. The permit has various levels each requiring various amounts of education.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| **FUTURE PROGRAM GOALS** | | | | | **INSTITUTIONAL GOAL(S)**  (Check all that apply.) |
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| **1** | **FUTURE PROGRAM GOAL #1**  Budget Priority #1 | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:** Provide quality teaching and learning - provide comprehensive program which includes both theory and practice | | | | | 1  2  3  4 |
| **Objective:**  **1.1** Expand existing curricular offerings:  Improve quality of ECE Program by providing comprehensive program of instruction integrating both  practice and theory by expanding lab assignments and components to coursework  **1.2** Assure faculty stay current with information and changes to the field  **1.3** Make a paradigm shift that views the ECE centers as ECE Teacher Education  Labs rather than childcare | | | | |
| **Task(s):**   * 1. a. Director and faculty examine courses to add lab assignments to enhance course. (This need was based   on student responses to Program Final Performance Portfolio)  b. Director and faculty will examine the increased load on the lab school staff  c. Hire full time secretary to assist and track students using labs   * 1. Provide professional growth to faculty   **1.4** Continue to advocate to Imperial Community College District to view ECE centers as ECE Teacher  Education labs rather than child care and to financially support the mentoring provided by the teachers | | | | |
| **Timeline:**   * 1. Spring 2014 – on going   2. Fall of each year – on going   1.2b 2015-16   * 1. On going | | | | |
| **EXPENSE TYPE** | | **FUNDING TYPE** | | **RESOURCE PLAN**  (Check all that apply.) | **BUDGET REQUEST** |
| One-Time  Recurring | | Categorical  Specify: | General Fund | Facilities  Marketing  Technology  Professional Development  Staffing | $108536.00 |
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| **2** | **FUTURE PROGRAM GOAL #2**  Budget Priority #2 | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:** Educational Pathways: Increase connections to High School, Middle School, and BA/Transfer | | | | | 1  2  3  4 |
| **Objective:**  **2.1**  Increase connections with High Schools, Middle Schools, and Universities | | | | |
| **Task(s):**  **2.1**a. Meet with students from High Schools and Middle Schools  b. Meet with SDSU to provide a better pathway for Imperial Community College Students  c. Work with counseling department to assure a better understanding of our program and the needs  of the field  d. Create video(as marketing tool) showing male and female teachers from diverse groups working with  children | | | | |
| **Timeline:** 2014-ongoing | | | | |
| **EXPENSE TYPE** | | **FUNDING TYPE** | | **RESOURCE PLAN**  (Check all that apply.) | **BUDGET REQUEST** |
| One-Time  Recurring | | Categorical  Specify: | General Fund | Facilities  Marketing  Technology  Professional Development  Staffing | $4000.00 |

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| **3** | **FUTURE PROGRAM GOAL #3**  Budget Priority #3 | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:** Provide environments and delivery systems that attract and support students from a variety of diverse populations and needs. | | | | | 1  2  3  4 |
| **Objective:**  **3.1** Increase access to courses by increasing online offerings  **3.2** Create classroom environments that reflect quality early childhood development  **3.3** Add technology in labs to broaden instruction to students | | | | |
| **Task(s):**  3.1a Examine courses to determine which courses should have additional online delivery  b Develop online courses  3.2a Designate a classroom for ECE  b Purchase materials for room  c Purchase storage for room  d Set room up with photos and work that demonstrate diversity  3.3a Work with technology to provide cameras in the lab school to feed into the ECE adult classroom  b Purchase needed equipment  c Train instructors on use | | | | |
| **Timeline:**  3.1 Begin Spring 2014 – ongoing  3.2 Fall 2015 – ongoing  3.3 2015-2017 | | | | |
| **EXPENSE TYPE** | | **FUNDING TYPE** | | **RESOURCE PLAN**  (Check all that apply.) | **BUDGET REQUEST** |
| One-Time  Recurring | | Categorical  Specify: | General Fund | Facilities  Marketing  Technology  Professional Development  Staffing | $19700.00 |
|  | | | | |  |
| **TOTAL BUDGET REQUEST** | | | | | $132,236.00 |

1. How will your enhanced budget request improve student success?

Goal 1: Improve practical skills integrating both theory and practice.

Financial support for the ECE/CD labs and the hiring of a full time secretary (needed to handle the student traffic), is a

necessity for the program to reach academic learning outcomes, to maintain academic quality and student success

To support student learning and provide authentic experiential practice (faculty use labs daily)

Enhance student professional options (students can not apply for Associate Teacher level or above levels without experience

working with children)

Meet PLOs

Goal2: Increase student transfer

Increase male population interest in field

Increase number of students interested in program

Goal3: Increase number of students completing program

Enhance and support student understanding of course

Provide technology that supports student learning

Comments:

**III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)**

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| **ISLO 1** | COMMUNICATION SKILLS |
| **ISLO 2** | CRITICAL THINKING SKILLS |
| **ISLO 3** | PERSONAL RESPONSIBILITY |
| **ISLO 4** | INFORMATION LITERACY |
| **ISLO 5** | GLOBAL AWARENESS |

**IV. PROGRAM LEARNING OUTCOMES (PLOs)**

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| **PROGRAM LEARNING OUTCOMES**  (Describe learning outcomes.) | | | | **ISLO(S)**  [Link PLO to  appropriate ISLO(s).] |
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| **PLO**  **1** | **PROGRAM LEARNING OUTCOME #1** | | | **ISLO(S)** |
| **Identify Program Outcome:** Exhibit grounding in a child development knowledge base | | | ISLO 1  ISLO 2  ISLO 3  ISLO 4  ISLO 5 |
| **Measurable Outcome Summary:**  Students exhibit knowledge and understanding of young children’s characteristics and needs.  Students can express knowledge and understanding of the multiple influences on early development and learning.  Students can use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.  Students can demonstrate knowledge of various theoretical perspectives on development from conception through adolescence.  Student Final Performance Portfolio and Interview is used to assess PLO | | |
| Met | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** | | |
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| **PLO**  **2** | **PROGRAM LEARNING OUTCOME #2** | | | **ISLO(S)** |
| **Identify Program Outcome:** Understand that successful early education depends upon partnerships with families and community. | | | ISLO 1  ISLO 2  ISLO 3  ISLO 4  ISLO 5 |
| **Measurable Outcome Summary:**  Students demonstrate knowledge, understanding and respect for diverse family and community characteristics.  Students display knowledge and skills to support and engage families and communities through respectful, reciprocal relationships.  Develop strategies for family and community involvement  Student Final Performance Portfolio and Interview is used to assess PLO | | |
| Met | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** | | |
|  |  | | |  |
| **PLO**  **3** | **PROGRAM LEARNING OUTCOME #3** | | | **ISLO(S)** |
| **Identify Program Outcome:** Observe, document, and assess to support young children and families. | | | ISLO 1  ISLO 2  ISLO 3  ISLO 4  ISLO 5 |
| **Measurable Outcome Summary:**  Students know the goals, benefits and uses of assessment.  Use observation, documentation, and appropriate assessment tools, and approaches in development of appropriate goals, curriculum, and teaching strategies for young children.  Display knowledge of and be able to practice responsible assessment to promote positive outcomes for each child.  Explain the value of collaboration with families and professionals. | | |
| Met | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** | | |
|  |  | | |  |
| **\*\*\*\*\* ATTACH PLO/SLO GRID \*\*\*\*\*** | | | | |