



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

Department/Program Title: Early Childhood Education/Child Development

Date submitted: Monday, March 31st, 2014

0. Key Findings:

As anticipated, the numbers of AS degree and ECE/CD certificate candidates for 12/13 was down from the prior year. For 12/13 there were 36 AS degrees with a major in ECE/CD awarded and 48 ECE/CD certificates awarded. It is not unusual for a year with large numbers of degrees/certificates awarded to be followed by fewer numbers. The students in the ECE/CD department generally take up to 2 years to complete their certificates and for those who intend to complete their AS degrees, it can take several more years. 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 for 11/12 compared to this past year 12/13.

Last year a key finding was the almost doubling of the number of males enrolled in the ECE/CD department. I believe that this likely had something to do with the unemployment rate and the overall state of the economy. I personally am seeing an increase in males in my classes with at least 4-5 in each class, (especially the courses that can be used for the GE requirements. 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 transitional kindergarten and kindergarten, school 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. Increasing attention on this topic has reached the federal level with the attention of President Obama who has committed to expanding services to children ages 0-5. A senate bill at the State level if passes would provide early childhood services for all 4 year olds. At the local level this county is preparing for the roll out of this expansion of services. What does this mean for the ECE/CD Department? It means that the field of early childhood education is growing and professionalizing. It means that we must prepare an expanding workforce of early childhood educators for the demands of the increasingly sophisticated work of preparing San Mateo County's earliest learners



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for the academic, social, emotional and physical demands of kindergarten and elementary school. We must stay on top of current Preschool Learning Foundations and K-3 Common Core standards ... and provide coursework that enables our students to be proficient in hundreds of individual competencies in 12 competency areas. It means that we need to be ready to provide not only the academic foundation for these students to be successful, but the practical experience necessary to be able to implement curriculum, assess children, communicate with parents and related professionals and to run small businesses. As society increases their expectations for the field of early childhood education, so too must the ECE/CD Department grow to meet these needs. Because the expansion of early childhood education services will require a professional workforce we must facilitate the progression of the field. We must provide a strong career technical base in our certificate and AS degrees for those students who are working in the field while simultaneously preparing students for transfer and BS completion.

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

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

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

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



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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.

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 the implementation of an eportfolio assessment process that all students would complete for each of the 8 courses needed for the ECE/CD certificate and/or AS degree with a major in ECE/CD. Students would include information from each of the 8 courses demonstrating their accomplishment of specific competencies designed for each course.

4. Response to Previous Annual Program Plan & Review

Last year's plan reflected considerable focus on school readiness and success. The partnership with the Silicon Valley Community Foundation, through its Bridges to Success Initiative, provided funding for the



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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 was offered in the fall of 2013 and is now being offered in the spring of 2014). 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 (EQulP: Early Childhood Quality Improvement Project) the department was funded to host another conference (similar format from last year's "Finding the Leader in you"). The grant provided funding for the department to host a half day conference entitled, "The Future of ECE: Challenges, Opportunities and You". This conference was held on Saturday, February 8th and like last year, was a complete sell out. Over 120 participants attended. Our keynote speaker was Kitty Lopez, Executive Director of First 5 San Mateo County. She spoke about her own leadership journey and provided participants with ideas and strategies for developing their own leadership skills. 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. This course is currently being offered this spring 2014 and has 22 students enrolled.

The ECE/CD program annual program plan from last year was completed for the 2012/2013 academic year. In the year since the development of that plan, our department has remained stable. During the 2012/2013 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. The ECE 333 course was offered for the first time this past summer and was very successful with close to 40 students completing the course, 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 (2) 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



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decision to reduce the number of Learning Communities offered. Despite this, recently a decision was made to offer one learning community each semester rotating the 4 original core courses, (ECE 201, ECE 210, ECE 211 and ECE 212). The department has a fabulous faculty member, Professor Leslie Baxter who teaches these courses in partnership with an ESL faculty member. This semester there are 26 students enrolled in the ECE 211 course.

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

For the 2012/2013 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 249 Leadership in ECE/CD
*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



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ECE 252 Teaching Violence Intervention Strategies to Children and Their Families: 3 units

***Basic 8 course**

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

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

All of the thirty 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 thirty courses have SLO's and Assessment data on file and have been through the complete SLOAC process

Over the course of the fall 2013 and spring 2014 semesters, all of the ECE/CD courses have been reviewed and updated and submitted to the curriculum committee. All of the course approvals are effective for fall 2014.

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

All of the ECE/CD faculty have submitted their SLO data for the past semester (fall 2013) I have been working on entering this data and have not completed doing so by the time of writing this annual plan.

Documents List

SMCCCD

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



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[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

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.



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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

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



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B. Identify Patterns of Curriculum Offerings

In the ECE/CD department, courses are not sequenced. Ideally, when a “new” student entering the department meets with the Program Services Coordinator or the ECE/CD Program Coordinator 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 was offered for the first time in the summer of 2013. We anticipate that the demand for this course will increase and are now offering 2 sections of the course one in the day and one at night.

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 2013 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 2014, in addition to offering ECE 333, I will also have ECE 254, ECE 210, ECE 212 and ECE 313 in the schedule. 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. The new Leadership course (ECE 249) will only be offered once per year.

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 shows the following:

Student enrollment data: 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. Overall enrollments are down as well from 611 in 2011/2012 to 554 in 2012/2013. This can be attributed to the upturn in the economy.



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The department efficiency data has increased from 479 in 2011/2012 to 504 in 2012/2013. 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 91%. For the 2012/2013 academic year the retention rate was down slightly to 89%. The average GPA was 2.89 down from 2.91. 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 lifes. 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 second time this past spring 2013 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 for the 4th time 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.

With regard to student goal orientation, the number of students with the goal of transfer has increased again from a total of 204 in 2011/2012 to 222 for 2012/2013. I continue to believe that this is directly attributed to the Program Services Coordinator full-time position that we have in our department. During the 2012/2013 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 in 2012/2013 changed slightly with 47% of the population of Hispanic ethnicity (down from 48%) and the students identifying themselves as being mult-cultural has risen from 1% to 8% of the student population in 2012/2013. The percentage of students identifying themselves as Caucasian has risen from 24% to 30%. Nevertheless, the majority of our students are of Hispanic ethnicity which is consistent with the college population.

The ECE/CD department remains a female dominated department with the percentage ranging from a high of 91% last year to our current percentage of 90%. We saw a 50% increase in the last several years in



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the number of males in the department. This has held for the last two years at 8% of the total student population. I actually am 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 and/or a foreign secondary degree remains the same as it was in 2011/2012 (89%).

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 slowly improved with now 100% of faculty reporting their data at the end of each semester. This has been very challenging especially for the 14-15 adjunct faculty members. As with the majority of departments in the Business/Design/Workforce 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. With the assistance of Professor Hall, the department is developing an eprofile system that will be implemented in the department. Each of the 8 core courses will contribute to the eprofile and students completing the ECE/CD certificate and/or AS degree with a major in ECE/CD will need to complete the profile as part of their completion requirements. Every faculty meeting for the past couple of years has addressed the importance of the SLOAC process. Faculty know that the SLO's for their courses must be on their course syllabi and I am happy to report that this is the case for all of the 27-30 sections offered each semester. I have to say that it is getting better. Soon I will be communicating with the faculty regarding turning in their spring 2014 SLOAC data.

As for changing community needs, the increased focus on Transitional Kindergarten, 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. At the federal level, President Obama continues to demonstrate his commitment to this important topic giving speeches throughout the country especially since his second term. This 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



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at meetings and community forums at the local, county and statewide level. Our new "Ready for School" specialization is very timely as is our leadership in developing the new "Leadership in ECE/CD" course. 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 2015. Our discussions have turned to the creation of a Leadership Institute. Ideas for a "Leadership Lecture" series is something that the committee has been thinking about. Our spring 2014 conference on leadership title of "The Future of Early Childhood Education: Challenges, Opportunities and You" 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.

C. Other Considerations

Not at this time

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.



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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 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.

This semester I submitted a request for an additional Full-time tenure track faculty member and to my full appreciation, the Academic Senate put forward this position to now be reviewed by the President. This position would go out for publication for a hiring date for the fall 2014 semester.

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



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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 (2014/2015). Discussions will begin as early as next fall regarding the next 3 year cycle of funding (2015/2016, 2016/2017 & 2017/18). The Program Services Coordinator, Sue Eftekhari has notified me and the Dean of the Division that she plans to retire at the end of this academic school year (June 30, 2014). The process for replacing her has begun with the hiring justification which has recently been submitted. The hope is that we will have someone in place by July 1, 2014.

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 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 attends 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 and reviewing all of the textbooks used for the Basic 8 core courses. "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.

This year First 5/EQuIP has funded the department specifically for faculty professional development. Two workshops were planned to be held at both Canada and Skyline colleges. The first of two workshops was offered last fall of 2013 at Canada. The topic covered was "Strategies for Student Success". Nine faculty members attended this workshop led by Dr. Linda Platas from UC Berkeley and the Sobrato Foundation. A second workshop is being offered on Friday, April 25th, 2014 at Skyline College. The same topic will be covered.

As a result of revenue generated (above the amount received from our funders) over the past three years from the three conferences hosted by the ECE/CD Department, the department has been able to open a separate Child Development Fund. Approximately \$3000 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.



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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 received funds to attend the NAEYC Leadership Conference in San Francisco.

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 is going to be getting a new printer soon! 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. The Program Services Coordinator received a new desktop copier in her office which she uses just about every time she meets with a student.

I would also like to request a new desktop computer as my current one has become very slow and occasionally has glitches where it will not come on. I have had the same computer since I became full time in the district which was in January of 2002.

D. Office of Planning, Research & Student Success requests

As far as data, as mentioned in last year's plan 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 other four year institutions. This information would be very helpful to have with regard to reporting to our funders how many students go on to enroll in four 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



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extensive public and private preschool and child care facility operation experience will be the Child Study Center Coordinator.

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



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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.

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.