

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2017-2018

PROGRAM: EARLY CHILDHOOD EDUCATION

CLUSTER: WED

LAST YEAR CPPR COMPLETED: 2015-2016

NEXT SCHEDULED CPPR: 2018-2019

CURRENT DATE: 2/20/2018

This APPW encompasses the following degrees and/or certificates:

AA Early Childhood Education Teacher

A-ST Early Childhood Education

CA Early Childhood Education

GENERAL PROGRAM UPDATE

The department will be hiring a tenure track replacement this Spring 2018 semester to replace Tricia Bramsen, who retired two years ago.

The Early Childhood Education Department has just added a Child and Adolescent A-DT. The course work for completing this A-DT will be offered in North County starting Fall 2018.

ECE 209 Guidance: Curriculum and Environments and ECE 210 Practicum: Field Experience have been coalesced into a new course ECE 216 Practicum: Curriculum / Environments Supervised Field Experience. This change was made to maintain the integrity of the program and the needs of the A-ST degree.

HDHS 216 The Study of Parenting: Theory and Practice will be cross-listed as HDHS 217 and ECE 217.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

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General Enrollment

SLOCCCD Program Review Data - Enrollment

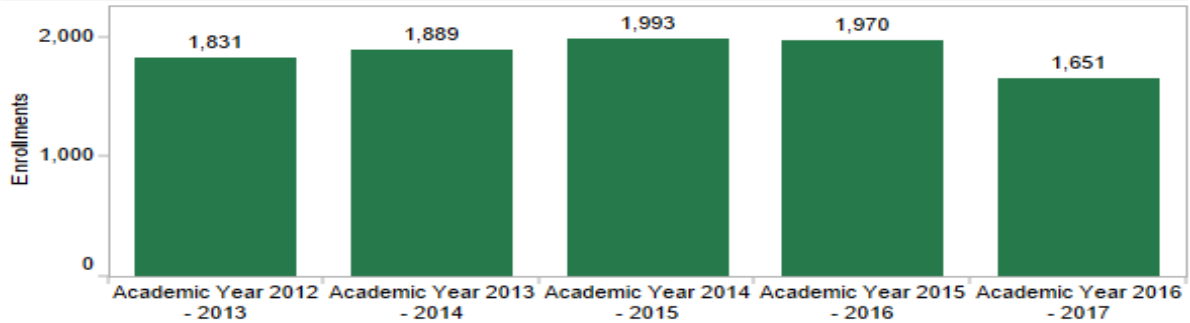
Department:
Early Childhood Education

Course:
All

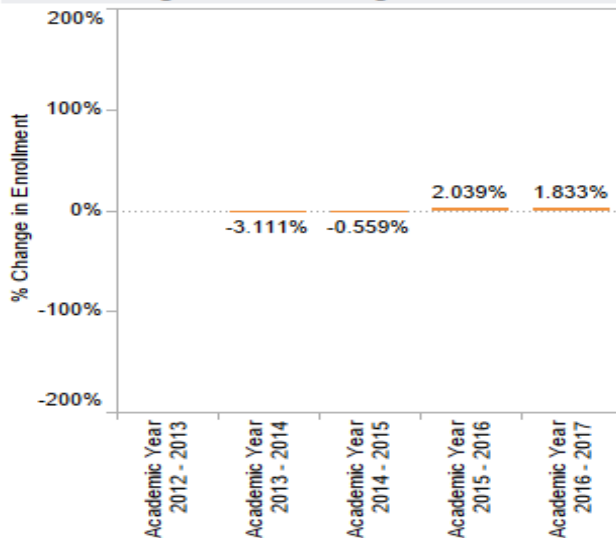
Dual Enrollment:
All

Prison:
All

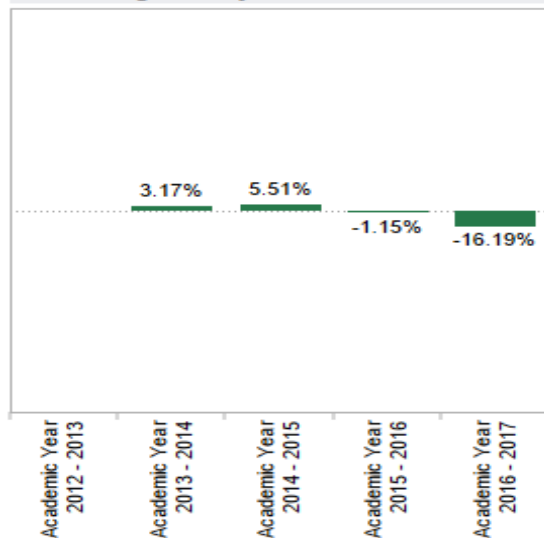
Early Childhood Education Enrollments



% Change - Overall College Enrollments



% Change - Early Childhood Education

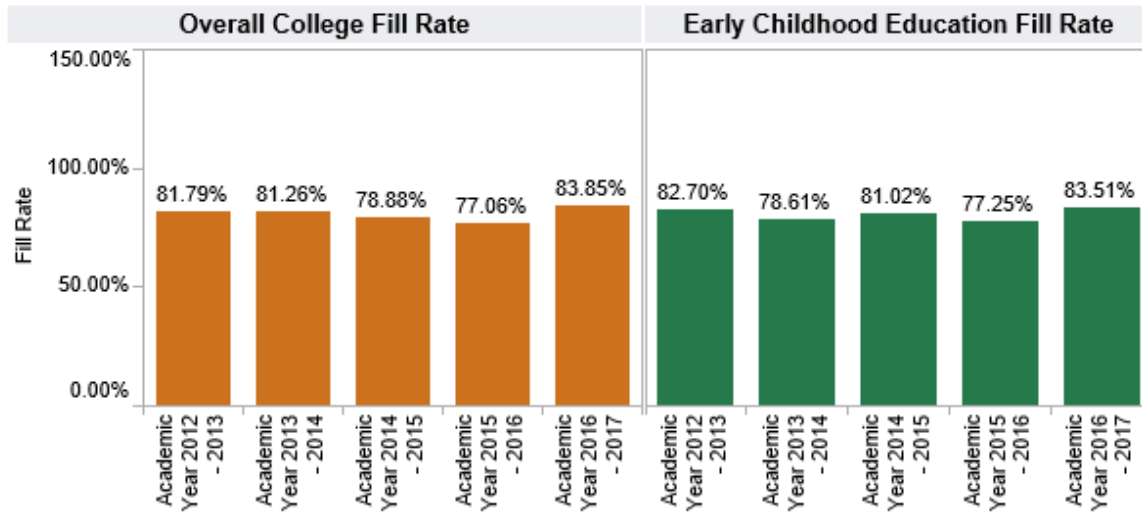


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

- The ECE program has seen a dip in enrollments for the last "3" academic years ending 2016-2017. Is this a reflection of the improved economy? I do know we have seen a jump in students declaring ECE A-ST their goal for 2017-2018.

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General Student Demand (Fill Rate)

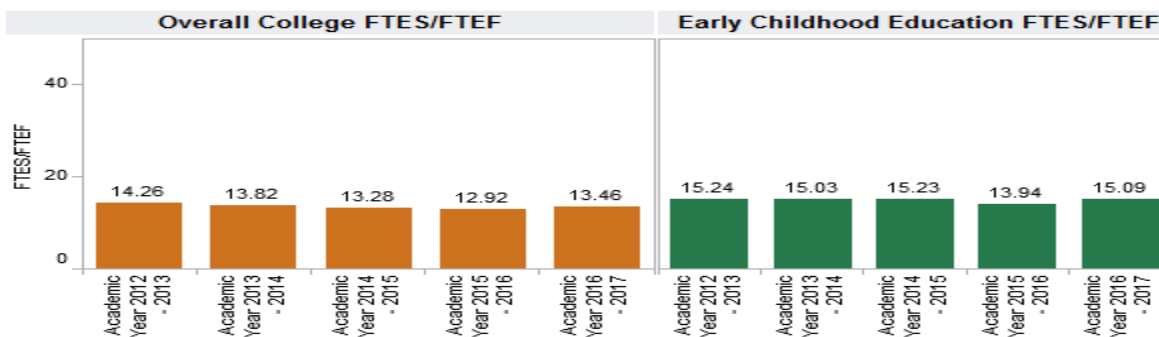


- The ECE Program Fill Rates match the college's student demand exactly.

General Efficiency (FTES/FTEF)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
 Course:
 Dual Enrollment:
 Prison:




- ECE has consistently outperformed the college in efficiency. It is important to note the constant swing between getting FTES and Efficiency are reflected in the 2015-2016 academic year.



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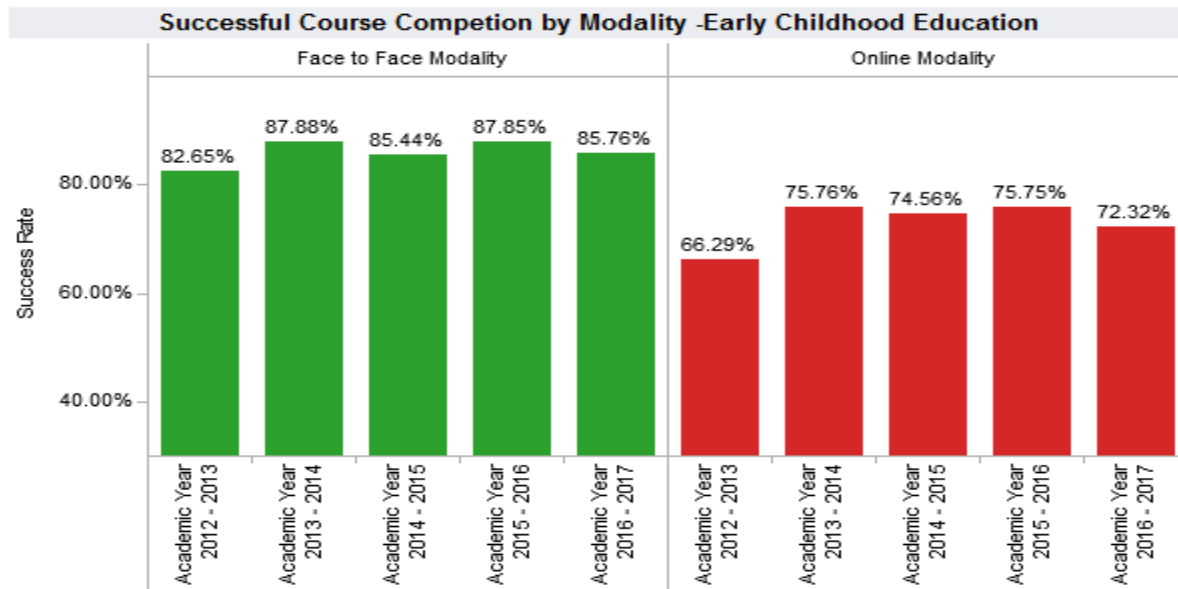
Student Success—Course Modality

SLOCCCD Program Review Data: Successful Course Completion

Select Department: 
Early Childhood Education

Course: 
(All)

Legend:
 Face to Face Modality
 Online Modality



Successful Course Completion by Modality Table - Early Childhood Education						
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	82.65%	87.88%	85.44%	87.85%	85.76%
	Total Department Enrollments	1,164	1,188	1,202	955	878
Online Modality	Department Success Rate	66.29%	75.76%	74.56%	75.75%	72.32%
	Total Department Enrollments	614	689	794	1,002	773

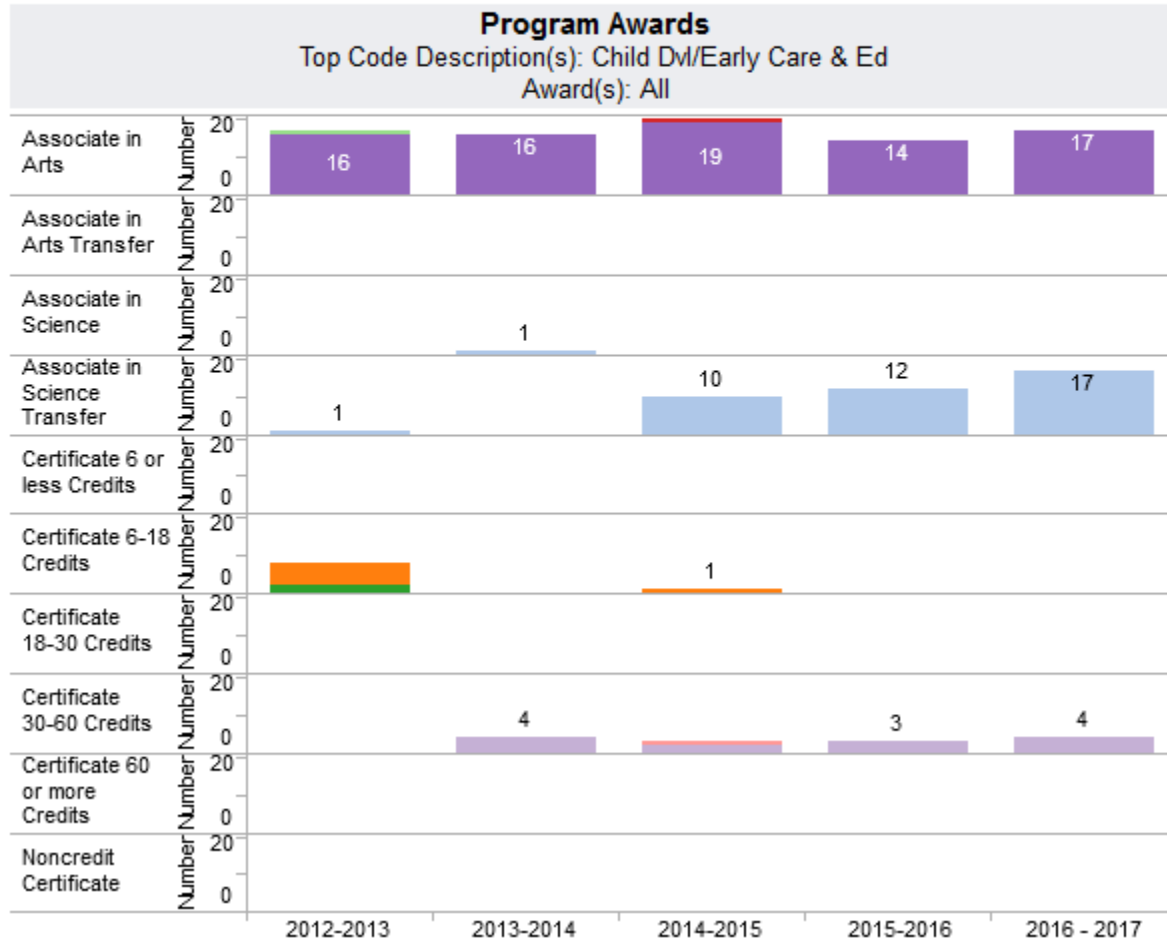
- Our Face to face completion rates for the 2016-2017 were 85.76% while the college was 75.86%
- Our DE completion rates for 2016-2017 were 72.32% while the college was 70.47%
- We hope to increase course modality completion by making students aware of support programs on campus: Health Center, tutoring, support labs, etc. Also by developing appropriate Student Learning Outcomes and tying them to assignments and activities. We have integrated more hybrid DE classes particularly when the class requires many written papers to improve feedback and student success.
- We will continue the strategies above as well as encourage DE faculty to attend DE instructional workshops.

Degrees and Certificates Awarded

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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Child Dvl/Early Care & Ed ▼
Award Type: (All) ▼



- Combining the AA and A-ST degrees, we see we are at 34 degrees awarded in the 2016-2017 academic year. Our highest rate before was 29 in the 2014-2015.

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Program Awards Table						
Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts	ECE Teach: Community Trk (..	1				
	ECE Teach: Laboratory Trk (A..			1		
	ECE Teacher (AA)	16	16	19	14	17
	Total	17	16	20	14	17
Associate in Science	Early Childhood Educ. (AST)		1			

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
	Total		1			
Associate in Science Transfer	Early Childhood Educ. (AST)	1		10	12	17
	Total	1		10	12	17
Certificate 6-18 Credits	ECE Associate Teacher (CS)	6		1		
	ECE Mast Tchr: Diversity (CS)	2				

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Certificate 6-18 Credits	ECE Associate Teacher (CS)	6		1		
	ECE Mast Tchr: Diversity (CS)	2				
	Total	8		1		
Certificate 30-60 Credits	ECE Teach: Laboratory Trk (C..			1		
	ECE Teacher (CA)		4	2	3	4

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
	Total	8		1		
Certificate 30-60 Credits	ECE Teach: Laboratory Trk (C..			1		
	ECE Teacher (CA)		4	2	3	4
	Total		4	3	3	4
Grand Total		26	21	34	29	38

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General Student Success – Course Completion

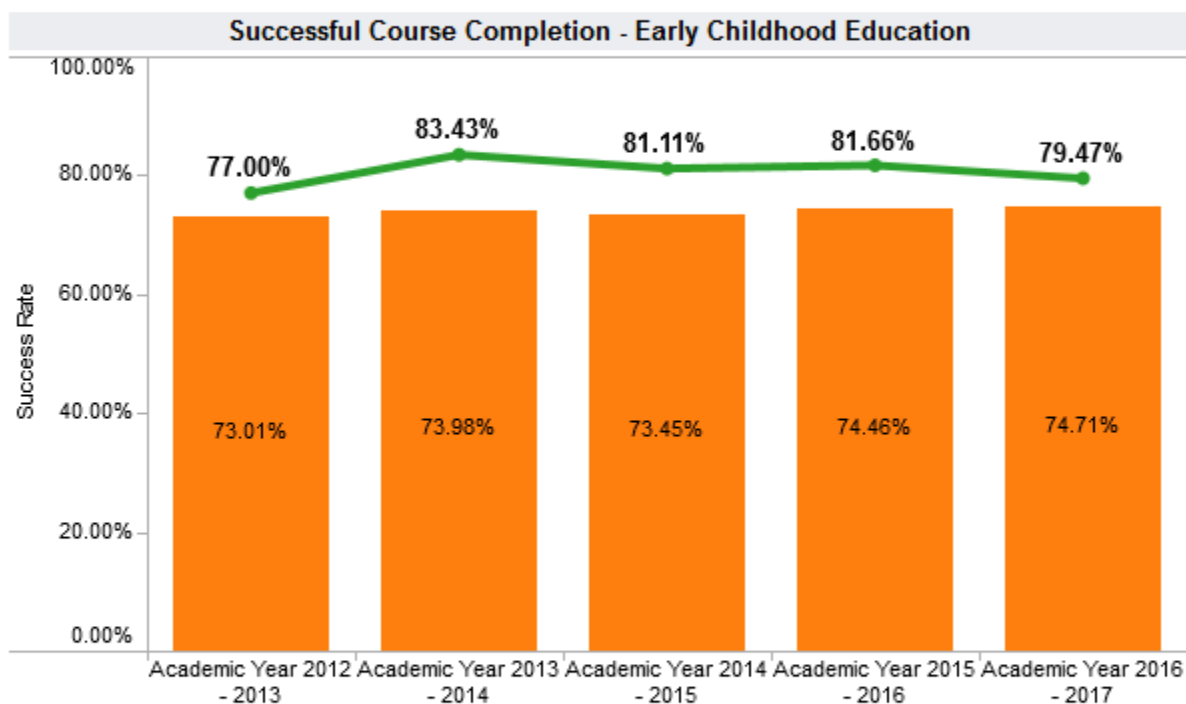
Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Early Childhood Education

COURSE
(All)

Legend:
■ Department Success Rate
■ Overall College Success Rate



Early Childhood Education Success Rate Table

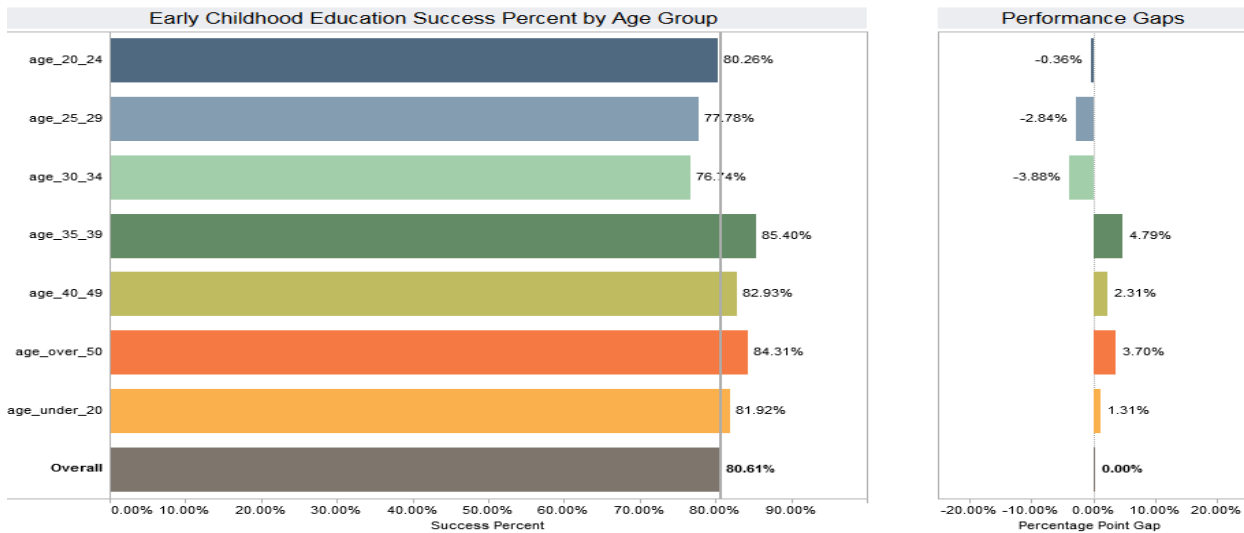
	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	77.00%	83.43%	81.11%	81.66%	79.47%
Total Enrollments	1,778	1,877	1,996	1,957	1,651

- ECE has consistently maintained a higher completion rate than the college in every year the data has been available.

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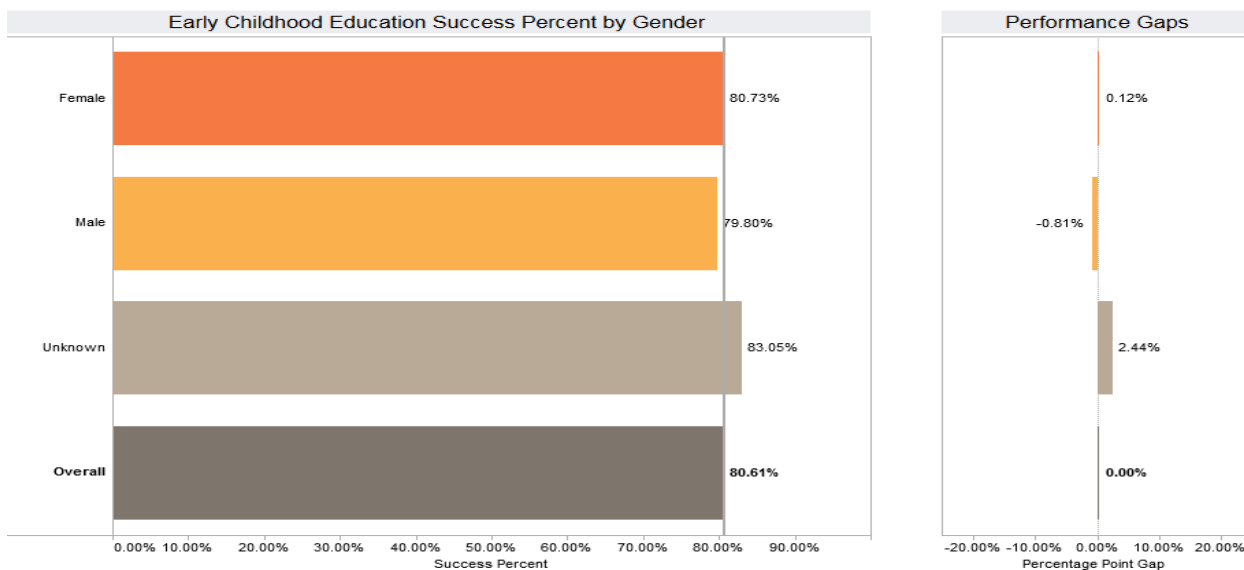
Successful Course Completion by Student Subpopulation



- ECE is clearly doing better with the 25-60+ than the rest of the college. This has less to do with efforts on our part but on the nature of the ECE field.



Successful Course Completion by Student Subpopulation



- Recruiting more male students has been a long-term goal for the ECE Program. We have been encouraging faculty to bring in male speakers that have ECE/CD backgrounds because of our low Core Indicators in our CTR that was a part of our 2015-2016 CPPR.

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OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Students completing the AA or A-ST degree are eligible for the California state issued Child Development Permit at the Teacher level. We are expecting changes to the permit matrix in fall of 2018. What changes this may require of our program will need to be addressed in the Fall. Currently, 24 Units known as the Core 8, are aligned with 90 other Community Colleges in the state. We have a Special Needs, Challenging Behaviors and three administration classes that need to be aligned.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

- **NONE**

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- New or modified plans for achieving program-learning outcomes.
- Anticipated changes in curriculum, scheduling or delivery modality – ECE 244 Supervision and Administration of Parent Programs, ECE 246 Administration of Early Childhood Schools, and ECE 235 Strategies for Challenging Behaviors in the ECE Classroom will move to DE instruction in Fall 2018.
- Levels, delivery or types of services
- Facilities changes
- Staffing projections – We need to replace Don Norton’s full-time faculty position (Retiring in May 2018).
- Other

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