

# Assessment: Program Review Updates prior to Fall 2018



## Program (ECE) - Early Childhood Education AS-T.1002

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### Program Catalog Summary:

Associate in Science for Transfer:  
SC Program: AS-T.1002

**PROGRAM DESCRIPTION:** The Associate in Science in Early Childhood Education Transfer degree is designed to provide students with a common core of eight early childhood education courses (approved by the Curriculum Alignment Project) that permit students to transfer smoothly to participating CSU's to complete a Bachelor's degree in child development or early childhood education.

The degree is designed to facilitate students' successful transfer to certain California State University (CSU) campuses that prepare them for advanced study in a variety of graduate programs, as well as a variety of careers such as teaching, Child Development Specialist, Program Directors, and Child Life Specialists. With a BA in ECE/Child Development, students are eligible for the Master Teacher and Site Supervisor levels of the CA Child Development Permit, using the Alternative Qualifications category.

This degree is approved through the California Community College Chancellor's Office. Upon satisfactory completion of all degree requirements and filing an application for graduation with Admissions and Records, the student's transcript will reflect completion of this degree.

### PROGRAM LEARNING OUTCOMES:

Upon successful completion of this degree, the student should be able to:

1. Exhibit skill in identifying the needs, the characteristics and multiple influences on the development of children birth to age eight.
2. Design, execute and evaluate environments and activities that support positive developmental play and learning outcomes for young children.
3. Establish and maintain safe and healthy learning environments for young children.
4. Observe, document, and use authentic assessment tools as a vehicle for child and program assessment and curriculum design.
5. Utilize ethical standards and professional behaviors that deepen understanding, knowledge, and commitment regarding the ECE profession.
6. Build family and community relationships and understand and value the importance and complex characteristics of families and communities in young children's development.
7. Evaluate developmentally effective approaches to create positive relationships and supportive interactions as the foundation in working with children and families from diverse societies.
8. Upon completion of a program of study in Early Childhood Education students will, through planned and sequenced field experiences, develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood in multiple early childhood age groups and in the variety of settings that offer early care and education.

### REQUIREMENTS:

In addition to the 37-39 unit general education pattern for CSU or IGETC, students must complete the core courses listed below for the Associate in Science in Early Childhood Education for Transfer degree. Students must also obtain a minimum grade point average of 2.0 and a C or better in each major course, or a "P" if the course is taken on a Pass/No Pass basis.

### REQUIRED CORE:

ECE 2\* Child, Family, Community 3  
ECE 7 Early Childhood Observation and Assessment 3

ECE 8 Teaching Practicum for Young Children 5  
 ECE 9\*# Child, Growth and Development 3  
 ECE 15 Child, Health, Safety and Nutrition 3  
 ECE 17 Principles/Practices of Teaching Young Children 3  
 ECE 20 Introduction to Curriculum 3  
 ECE 28 Teaching in a Diverse Society 3

\*May be used to fulfill CSU General Education requirements. See a counselor.

#May be used to fulfill IGETC requirements. See a counselor.

ASSOCIATE IN SCIENCE IN EARLY CHILDHOOD EDUCATION FOR TRANSFER DEGREE REQUIREMENTS:

Major	26
General Education	37-39*
General Electives	0-1?
Degree Total Will Not Exceed	60 Units

?Number will vary depending on units that double count.

**Fall 2017**

**Prepared By:** Kate Ashbey, Lorraine Haas, Tami Winternitz, Debbie Whitmer

**What improvements are needed? Please reference items from any associated program reviews as needed.:** Per Title 22 Health and Safety requirements, the curriculum storage buildings must be renovated and maintained. Safety lighting and emergency call stations for students.

**Who completed this form?:** Kate Ashbey, Lorraine Haas, Tami Winternitz, Debbie Whitmer

**Participation in the report:** Area Faculty (list in the next box), Advisory Committee (if one exists)

**Summarize Participation comments:** Surveys were sent out to the 2017-18 Part Time Faculty and ECE Advisory Board. The lists of names and the results are in the document repository.

**Recommendation for Discontinuance?:** N/A

**Analyze Overall PLO achievement:** We have now aligned all PLOs with course SLOs and they are being tracked. Our PLOs are aligned with the ISLOs.

**What changes could be (or have been) made to improve the program?:** Improvements Completed:

- Hiring of third FT faculty member
- Development, fundraising and coordination of Advanced Summer Institute.
- Continuation of Teacher Treasure Box trainings.
- Certifications of current tools in the field: ERS; ECERs Anchor, CLASS Observer for Infant, Toddler, PreK and TOT for PreK,
- Certification of MMCI trainer and provided trainings to all Mentor Coaches and Mentor Teachers
- Hired Instructional Administrator: Director of ECE Lab School
- Observation lab provides opportunities for 500 students and over 3,000 observation hours per semester for Shasta College and other academic programs in the region to learn about child development.
- ECEN activities: grant writing, Men and Child Care Conference and community presentations, Overcoming Addiction: Hope for Families, CPIN workshops, Take Back the Night/ ACES booth, WOYC, state conferences, One Safe Place support, Diaper Drive, Labor Day Picnic, Graduation Reception, the Little Free Library.
- Reducing the cost of text books by using OER and creating custom texts.
- Expanded student staff and hiring of CALWORKS and Federal Work Study students.
- Created two ECE scholarships fully funded for ten years.
- Completed updating of the Outdoor Classroom in design and safety issues to meet state standards.
- Clean and organize outdoor curriculum storage areas.
- Active participation on various local and state boards (e.g. Chancellor's Office Advisory Board, Local Child Care Council, Reach Higher Shasta, QRIS, HUB, CCAEYC, ERS Trainer, CLASS Trainer, Help Me Grow. Director's Round Table, CCCECE Catalyst, Student Club, CPIN, ROP).
- Participation in community efforts to reduce Adverse Childhood Experiences (e.g. ACES Town Hall meeting, Implementation Science discussions, training with researchers).
- Attend PD Forum.
- Attend PLI.
- Attend NAEYC with staff and faculty.
- Developed, planned, and implemented Growing Teachers guided pathway through Innovation Grant in order to meet the needs of local employers in the community.
- Planned and implemented accelerated classes.
- Developed, wrote and implemented Strong Workforce Regional Partnership grant with two partner community colleges to

better prepare students through increased access and use of technology and digital tools.  
-Incorporate the use of current tools in the field (e.g. CLASS, MMCI, ERS, Learning Genie, DRDP)

To Do:

- Students to declare ECE as their major early on.
- Update technological tools to reflect current needs such as tablets, update audiovisual tools for the lab.
- Expand the preschool to include 8-10 more children which will require hiring of another teacher.
- Renovate curriculum storage areas.
- Improve lighting along ECE pathway to parking lots and at the back picnic table behind building.
- Improve emergency call stations and lock down blue buttons.
- Develop outreach for including more children with disabilities and special needs to mirror the inclusive practices in our college classes.
- Keep current on NAEYC Accreditation for the Lab School.
- Explore the possibility of an Infant/Toddler program.
- Outreach and recruitment of high school students.
- Incorporate a SMART classroom.
- It is critical to retain three full-time faculty in the event of any retirement or leave due to the many responsibilities to our program and community beyond teaching courses which include local and state advisory boards, Chancellor's Office Advisory Board, Local Child Care Council, Reach Higher Shasta, QRIS, HUB, CCAEYC, ERS Trainer, CLASS Trainer, Help Me Grow. Director's Round Table, CCCECE Catalyst, Student Club, CPIN, ROP, perinatal wellness committee.
- Add Advisory of basic reading and writing proficiency for GE/transfer courses.
- Keep current on CLASS and ERS certifications and resources for drifting and calibrations.
- Retain ECE dedicated counselor.
- Continued allocation through the Division for PD funds.
- Explore release time for FT faculty coordination of Mentor and CDTC programs.
- Explore the Self-Study for the Academic Accreditation through NAEYC.
- Provide funds for subscriptions to various professional development teaching resources.
- Integrate cultural responsive practices into all ECE classes.
- Strengthen department cohesiveness through biannual meeting with Part Time faculty.
- Continue Advisory Board responsibilities.
- Increase collaboration with GE teachers to support students in being successful in their GE classes.
- Investigate co-requisites for entry level courses: ECE 2, 9, and 20.
- Increase success and retention strategies in ECE 2, 9, and 20.
- Work more effectively with academic counselors.
- Assess effectiveness of accelerated and hybrid courses as well as the effectiveness of the Growing Teachers program and adjust planning for the future accordingly.
- Assess the sustainability of the long range implementation of Growing Teachers.

**Resources needed to implement the changes noted above:** - Per Title 22 Health and Safety requirements, the curriculum storage buildings must be renovated and maintained.

- Safety lighting and emergency call stations for students need to be installed.
- In order to achieve listed changes, we need to retain a third Full Time Faculty position.
- Retain a dedicated ECE Academic Counselor
- Ensure our students declare ECE as their major earlier.
- Obtain data on the number of degrees/pathways that require ECE courses.

**Labor Market Demand:** According to the Labor Market Analysis for the Centers for Excellence, the demand in the field of early childhood care and education in the Far North Region is at 6% growth for preschool teachers and 4% for teacher assistants.

According to California EDD Labor Market Index (LMI) data, there will be a 7.6% projected increase in demand for preschool teachers through 2024. This makes ECE a growth field.

Shasta College CTE Program Area Job Placement Rates report 100% employment for ECE graduates.

Transitional Kindergarten state requirements of 24 units of ECE have increased the number of elementary credentialed teachers

taking ECE courses.

Supporting documents for this data can be found in the Document Repository.

**Duplication of training:** While other colleges in the North State (e.g. Butte, Lassen, College of the Siskiyous and College of the Redwoods) offer ECE coursework, Shasta College offers accelerated classes, an academic lab program and technologically advanced practical educational experiences for students as well as articulated partnerships with online universities while accessing Shasta College resources if they so choose.

**Program effectiveness:** The overall data is misleading. Our graduates are employed at 100% within one year of graduating. To help with this, the ECE designated counselor will have students complete the degree request form specifying ECE as their major.

There are 10 degrees and 3 certificates that require ECE courses at Shasta College. Student enrollment in these courses for 2016-17 totaled 1,124 for ECE 1, 2 and 9. This means we serve far more students than those who declare as ECE majors. This highlights the importance of the need for three Full Time Faculty.

**Other data indications for program improvement:** --Due to repeated low numbers in ECE 60, we are investigating other ways to provide advanced curriculum training.

-We have consistently lower class sizes in ECE 8 since offering it each semester. The solution we have proposed is to now offer it only in the Spring semester.

-We have noticed lower success rates in some courses like ECE 20 and ECE 9. As a result, we have decided to include an advisory when students sign up for these courses. We will also be examining the way we offer these courses (e.g. face-to-face, online, hybrid and/or accelerated).

-While the data is strong for males in our ECE courses at 10.2%, further outreach to other groups will be considered to maintain and improve this underrepresented population.

-It is extremely important for students to declare ECE as their major early on. This will be achieved by strengthening communication with college counselors.

**Replicating community college programs north of Sacramento?:** While other colleges in the North State (e.g. Butte, Lassen, College of the Siskiyous and College of the Redwoods) offer ECE coursework, Shasta College offers accelerated classes, an academic lab program and technologically advanced practical educational experiences for students as well as articulated partnerships with online universities while accessing Shasta College resources if they so choose.

**CSU and UC Transfer impact analysis::** The AS-T degree aligns with the statewide articulated agreement with the CSU system. Our QRIS program is aligned with CSU East Bay.

This has facilitated a smooth transfer for students whose goal is to earn a B.A. in Child Development.

**Influence on related programs and services:** There is high demand and high growth in the field. High demand means many students are hired before they complete the program which extends their completion of a degree or certificate. We continue to struggle with students entering the field without basic skills. QRIS scholarships have provided financial support to our students for both tuition and books year round. BOLD pathways have reduced the need to leave the community to pursue higher education goals thus keeping the educated workforce.

-There are 10 degrees that require at least one of three ECE courses. Multiple sections are offered in a variety of formats every semester including summer.

-Three of our ECE courses are listed as options for the UC/CSU General Education Transfer requirements in categories D and E.

-Our AS-T is articulated with all CSU's through the Curriculum Alignment Project (CAP ).

-The lab school is an integral part of the academic program and provides opportunities for college students to observe and interact with children to enhance understanding of development in a wide variety of GE courses.

-The GE courses required for transfer are consistently offered in the ECE Department.

-Overall, our success and retention rates of ECE courses exceed the average for Shasta College.

-We support students access to technology in our courses with the availability of 4 classroom computers, laptops and free printing.

**Specific additional program reflections:** There is high demand and high growth in the field. High demand means many students are hired before they complete the program which extends their completion of a degree or certificate. We continue to struggle with students entering the field without basic skills. QRIS scholarships have provided support to our students for both tuition and books year round. BOLD pathways have reduced the need to leave the community to pursue higher education goals thus

keeping the educated workforce local.

**Other factors for consideration:** Our ECE online course are extremely popular and always fill. We are hesitant to offer this program completely online due to the lab requirements and the ethical nature of the work. We have found that ITV is not an effective format for most of our ECE classes. All ECE courses are web-enhanced. We have recently implemented accelerated hybrid classes and will be evaluating their effectiveness. We have changed scheduling patterns to support the Growing Teachers guided pathways and the urgent need in the field.

**\*\*TO BE COMPLETED BY THE PROGRAM REVIEW COMMITTEE\*\* PRC Action::** PRC recommends the program continue without qualification

**Summary Date:** 05/09/2018

**Summary of findings:** The PRC recommends this program continue without qualification. The program has averaged 3.4 completers per year since 2012/2013, with 6 completers in 2016/17. The 5-year average success rate is 70.83% which is just above the Institution-set Standard of 70%. Retention rates are strong with a five-year average of 85.51%. It should be noted that the retention rates have declined from a high of 90.15% in 2011/12 to a low in 2015/16 of 82.66%. The program faculty indicated that assessing effectiveness of varied instructional modalities and specific success and retention rates for ECE 2, 9 and 20 are on the "to do list." Overall enrollments have grown by 18.70% from 2011/12 (465 enrolled) to 2015/16 (552 enrolled) but the enrollments per section have decreased by -31.57% dropping from a high of 19 students per section with 25 sections offered in 2011/12 to 13 enrollments per section with 43 sections offered in 2015/16. The SLO's for all classes have been mapped to the PLO's and PLO's to ISLO's.

The ECE faculty are recognized for the detailed and comprehensive list of accomplishments and future opportunities they present in this program review. They are commended for inclusionary practices such as the 2017-18 Part Time Faculty and ECE Advisory Board survey findings. Also commendable are the incredible efforts these faculty must extend to keep their program viable and their students employable—so noted as 100% upon completion! There are few programs which require the faculty to juggle multiple and often competing priorities as the faculty in this program. The ECE faculty are specifically recognized for the work they do beyond the classroom which includes, but is not limited to, accountability to a variety of external accreditors, safety and health inspections, Title 5 and Title 22 standards, the necessity of immunizations for a host of medical conditions, and compliance for certifications and re-certifications. In addition, they are open to the public and present our campus and their competency for scrutiny on a daily basis. Last but not least, they are responsible and accountable for outcomes to local, statewide, and national stakeholders. They do the heavy lifting of preparing childcare providers, and early childhood educators so that our children are well attended.

The PRC recommends the following:

- 1) As this document is available to the public, we recommend ECE faculty reduce the redundancies, and explain in layperson's terms acronyms and jargon that might hide their most significant accomplishments and outcomes. Further, in addition to the long list of accomplishments and list of "to dos", we suggest ECE faculty highlight a "top 5" (10) list of what they believe is their program's most prized achievements and a "top 5" list of key priorities to be completed. The magnitude of their efforts is lost in the current format.
- 2) With the next program review include additional details about SLO's and PLO's outcomes vs. noting that they are mapped.
- 3) Continue to investigate equity issues and pursue changes and resources noted in the Program Review documentation—and basically, keep up the good work, and that might include creating sustainable workload management practices.
- 4) Faculty review the number of sections offered and enrollments.

**Summary review date:** 05/09/2018

**Date summary sent to program faculty and/or counselors:** 05/16/2018

**Program faculty response:** Counselor response: Sue Loring--I support the committee's recommendations for the ECE programs and don't have any additional feedback.

Faculty response: 8.13.18--Thank you for your feedback last spring semester on our ECE Program Review. Please see the following responses in blue to your recommendations. We appreciate your thoughtful comments and questions.

AS, AST and ECE Certificate

- 1) In order to help laypeople with the titles of the acronyms, we will create a reference sheet and will clearly share the titles the first time they are mentioned in the document. 1.5) We will condense and highlight the top five to ten areas of strength and create a top five list of the priorities to be completed.
- 2) We will provide additional information about SLO and PLO outcomes in future reports.
- 3) We will continue to investigate equity issues and pursue resources noted in the Program Review.
- 4) Faculty will continue to review the number of sections offered and enrollment numbers.

Thank you for acknowledging the amount of competing priorities we juggle in ECE. This is a unique challenge for our department as we have numerous state and local committees that we must be on to best serve the public and prepare our students. We have multiple obligations with community agencies, state regulations, advocacy and leadership and professional development in ECE. We have sustainable workload management practices. Unfortunately the load is what it is. If the committee has suggestions for how to better manage the workload, we would welcome suggestions.

**Date summary sent to College Council:** 09/13/2018

**Date reviewed by College Council:** 02/05/2019

**Related Documents:**

[Program review CA LMI data.docx](#)

[Program Review ECE Employment Rate.docx](#)

[in demand occupations far north region.pdf](#)

Fall 2017 Program Review  
Course Statistics

Course Name		Academic Year				
		2011-12	2012-13	2013-14	2014-15	2015-16
ECE-2	# of Sections	7	10	10	11	10
	Enrollment	244	254	221	257	216
	FTES	24.9	25.8	22.7	26.3	22.1
	FTEF	1.4	1.4	1.4	1.73	1.4
	WSCH	762	786	693	802	674
	Avg Enrl/Section	35	25	22	23	22
	Avg FTES FTEF	17.79	17.36	14.5	14.17	14.86
	Avg WSCH FTEF	544	529	444	432	454
	ECE-7	# of Sections	4	2	5	2
Enrollment		40	37	39	43	49
FTES		7.3	4.8	6.5	7.2	8.2
FTEF		0.57	0.57	0.57	0.57	0.57
WSCH		200	140	195	215	245
Avg Enrl/Section		10	19	8	22	10
Avg FTES FTEF		9.25	8.47	8.82	12.64	10.59
Avg WSCH FTEF		274	247	265	379	318
ECE-8		# of Sections	1	1	2	2
	Enrollment	19	16	19	20	18
	FTES	5.7	4.6	6	6	5.4
	FTEF	0.5	0.5	1	1	0.5
	WSCH	171	134	180	180	162
	Avg Enrl/Section	19	16	10	10	18
	Avg FTES FTEF	11.4	9.16	6	6	10.8
	Avg WSCH FTEF	342	268	180	180	324
	ECE-9	# of Sections	5	5	10	10
Enrollment		78	166	194	232	240
FTES		7.8	16.8	19.9	23.9	24.4
FTEF		0.4	1	1.4	1.56	1.56
WSCH		234	510	602	725	742
Avg Enrl/Section		16	33	19	23	24
Avg FTES FTEF		15.25	16.8	12	13.81	14.81
Avg WSCH FTEF		458	510	366	419	451
ECE-15		# of Sections	2	3	2	2
	Enrollment	69	91	60	53	106
	FTES	7	9.1	6	5.4	10.6
	FTEF	0.4	0.6	0.4	0.4	0.73
	WSCH	213	276	183	165	323
	Avg Enrl/Section	35	30	30	27	21
	Avg FTES FTEF	17.25	15.17	15	13.5	12.63
	Avg WSCH FTEF	533	460	458	413	385
	ECE-17	# of Sections	2	11	2	6
Enrollment		63	113	41	63	71
FTES		6.3	11.4	4.1	6.3	7.1
FTEF		0.4	0.8	0.4	0.4	0.4
WSCH		189	343	123	186	191

Fall 2017 Program Review

Course Statistics

	Avg Enrl/Section	32	10	21	11	24
	Avg FTES FTEF	15.75	9.5	10.25	9	14.25
	Avg WSCH FTEF	473	286	308	270	435
ECE-20	# of Sections	3	8	5	8	7
	Enrollment	99	139	140	133	131
	FTES	10	14.2	14.5	13.7	13.5
	FTEF	0.6	1	1	1	0.95
	WSCH	306	432	442	418	413
	Avg Enrl/Section	33	17	28	17	19
	Avg FTES FTEF	16.67	12.9	14.5	12.2	12.6
	Avg WSCH FTEF	510	393	442	373	386
ECE-28	# of Sections	1	1	3	5	2
	Enrollment	25	19	106	74	67
	FTES	2.5	1.9	10.7	7.5	6.7
	FTEF	0.2	0.2	0.6	0.37	0.4
	WSCH	75	57	330	228	207
	Avg Enrl/Section	25	19	35	15	34
	Avg FTES FTEF	12.5	9.5	17.83	14.5	16.75
	Avg WSCH FTEF	375	285	550	443	518
Grand Total	# of Sections	25	41	39	46	43
	Enrollment	465	560	527	569	552
	FTES	71.5	88.6	90.4	96.3	97.9
	FTEF	4.47	6.07	6.77	7.02	6.51
	WSCH	2,150	2,678	2,748	2,919	2,957
	Avg Enrl/Section	19	14	14	12	13
	Avg FTES FTEF	15.67	13.9	13.05	12.82	13.87
	Avg WSCH FTEF	476	421	398	390	423



Fall 2017 Program Review  
Success and Retention

Course Name	Title		Academic Year				
			2011-12	2012-13	2013-14	2014-15	2015-16
ECE-2	Child, Family, Community	Success	68.53%	73.54%	65.93%	66.54%	68.33%
	Child, Family, Community	Retention	90.09%	86.77%	84.51%	82.89%	80.09%
ECE-7	EC Observation/Assessment	Success	78.95%	81.08%	74.36%	88.37%	91.84%
	EC Observation/Assessment	Retention	86.84%	100.00%	87.18%	90.70%	91.84%
ECE-8	Teaching Pract for Yng Chldrn	Success	88.89%	93.75%	95.00%	95.00%	88.89%
	Teaching Pract for Yng Chldrn	Retention	94.44%	100.00%	100.00%	100.00%	94.44%
ECE-9	Child Growth and Devel.	Success	65.71%				
	Child Growth and Devel.	Retention	85.71%				
ECE-9	Child Growth and Development	Success	61.54%	60.48%	65.99%	64.85%	67.62%
	Child Growth and Development	Retention	89.74%	85.63%	84.26%	78.66%	79.92%
ECE-15	Child Health, Safety & Nutrit	Success	80.65%	74.44%	76.67%	85.19%	73.58%
	Child Health, Safety & Nutrit	Retention	93.55%	86.67%	90.00%	90.74%	84.91%
ECE-17	Prin & Prac of Teach Yng Chld	Success	72.73%				
	Prin & Prac of Teach Yng Chld	Retention	90.91%				
ECE-17	Prin/Prac-Teaching Young Chld	Success	81.48%	71.43%	68.29%	68.25%	81.69%
	Prin/Prac-Teaching Young Chld	Retention	92.59%	86.61%	80.49%	87.30%	90.14%
ECE-20	Intro to Curriculum	Success	71.11%	69.29%	70.83%	66.18%	65.19%
	Intro to Curriculum	Retention	87.78%	81.43%	85.42%	77.94%	80.00%
ECE-28	Teaching in a Diverse Society	Success	92.00%	89.47%	71.96%	73.33%	73.13%
	Teaching in a Diverse Society	Retention	96.00%	89.47%	84.11%	88.00%	85.07%
Grand Total	Total	Success	72.62%	71.12%	69.54%	69.54%	71.35%
	Total	Retention	90.15%	86.52%	85.25%	82.98%	82.66%

Fall 2017 Program Review  
Program Awards

Award Type	Program Type - TOP6	2012-13	2013-14	2014-15	2015-16
Associate in Science for Transfer (A.S.-T) Degree	Child Development/Early Care and Education-130500	1	4	2	4
Grand Total	Total	1	4	2	4