

# Assessment: Program Review Updates prior to Fall 2018

## Program (ECE) - Early Childhood Education Cert CT.3451

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### Program Catalog Summary:

Certificate:

SC Program: CL.3451

**PROGRAM DESCRIPTION:** The Early Childhood Education Certificate will offer students initial training to work with young children. After completion of the 26-unit certificate requirements, the student will qualify for employment as an entry-level teacher in private child care settings licensed through the Department of Social Services. The Early Childhood Education Certificate course work also meets the training requirements for the Child Development Associate Teacher Permit issued by the California Commission on Teacher Credentialing. All certificate requirements must be completed with a "C" grade or better.

This 26 unit certificate is intended to fulfill the ECE requirement of a lower-division program of study that can transfer to the CSU system. With additional coursework, both at lower-division and upper-division levels, it prepares the student for in-depth coursework toward higher degree attainment. When the 26-unit certificate is combined with 16 General Education units, it qualifies the student for a Child Development Permit issued by the Office of Teacher Credentialing, at the Teacher level.

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

### PROGRAM LEARNING OUTCOMES:

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

1. Apply an understanding of principles of child development in planning exclusive and developmentally appropriate curriculum environments.
2. Exhibit skills in observation and documentation as a vehicle for child and program assessment curriculum design.
3. Create environments that are healthy, respectful, and supportive to children and their families.
4. Utilize positive guidance of young children based on an understanding of cognitive, physical, and social and emotional development of children.
5. Establish and maintain safe and healthy learning environments for young children.
6. Upon completion of the ECE Certificate, 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.

**GAINFUL EMPLOYMENT INFORMATION:** For information about our graduation rates, the median debt of students who completed this certificate, and other important information, please visit our website at [www.shastacollege.edu/specs\\_ece\\_ececert\\_gainfulemployment/](http://www.shastacollege.edu/specs_ece_ececert_gainfulemployment/).

### CERTIFICATE REQUIREMENTS:

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  
TOTAL UNITS FOR CERTIFICATE 26

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## *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 or replaced.

**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:

Hired 3rd faculty

Hosted 2 Advanced Summer Institutes

Hosted 3 Teacher Treasure Box workshops

Hosted 6 CPIN workshops

Faculty certified in several research-based evaluation tools: Environment Rating Scales; Classroom Observation and Assessment Scoring System (CLASS) for infant, toddler and pre-K; CLASS Train the Trainers; CLASS Making the Most of Childhood Interactions (MMCI) trainer.

Provided MMCI trainings to all Mentor Teachers and Mentor Coaches.

Hired Instructional Administrator for ECE Center.

Increased lab school visitors to 500 students and over 3,000 observation hours per semester.

Faculty co-advised student club ECEN, participating in several on and off campus events: Take Back the Night, ACEs booth, Week of the Young Child, Men and Child Care, Overcoming Addiction: Hope for Families with Young Children; Diaper Drive, Labor Day Picnic, Graduation Reception, Little Free Library.

Reduced textbook costs by converting to OER and creating custom texts.

Expanded student staff in ECE Center by hiring CalWORKS and Federal Work Study students.

Created two ECE Scholarships fully funded for 10 years.

Completed Outdoor Classroom updates and addressed safety issues.

Faculty participated in various local and state advisory boards: Chancellor's Office Advisory Board; Local Child Care Planning Council; Reach Higher Shasta; Quality Rating Improvement System HUB Consortium; California Cascade AEYC; Help Me Grow; Director's Round Table; CCCECE (Catalyst); ROP.

Participated in community efforts to address ACEs.

All 3 faculty attended CAEYC Professional Development Forum twice.

Faculty addressed needs of local employers by developing the Growing Teachers Guided Pathway with a Shasta College Innovation Grant.

Implemented accelerated classes.

Faculty participated in regional Strong Workforce partnership grant to improve student access to technology.

Faculty and staff worked together to incorporate the use of emerging technologies in the field.

Improvements to be completed:

Work with counselors to encourage students to declare ECE as their major.

Update the audiovisual and security surveillance technology in the lab school.

Expand the preschool to include 8-10 more children and hire another teacher.

Renovate curriculum storage buildings.

Improve lighting along pathway to 3200 building and behind the building for safety.

Improve emergency call stations and lock down blue buttons.

Conduct outreach to recruit more children with special needs to the lab school.

Maintain NAEYC accreditation.

Explore options for offering services to infants and toddlers.

Conduct outreach and recruitment of district high school students.

Add a SMART board to our college classroom.

Retain 3 full-time faculty in the event of retirement or leave.

Add basic reading and writing advisory to ECE GE courses.

Maintain certifications for ERS and CLASS.

Retain dedicated ECE counselor.

Maintain budget item for staff/faculty to attend annual professional development.

Explore release time for Faculty to coordinate Mentor Teacher and Child Development Training Consortium programs.  
Explore self-study for academic accreditation through NAEYC.  
Integrate culturally responsive practices into all ECE courses.  
Provide funds for subscriptions to various professional development teaching resources.  
Strengthen department cohesiveness by establishing a bi-annual meeting with part-time faculty.  
Increase success and retention strategies in ECE 2, 9 and 20.  
Work more effectively with academic counselors.  
Assess effectiveness of accelerated and hybrid courses and the Growing Teachers Guided Pathway.  
Assess the sustainability of Growing Teachers Guided Pathway.  
Assist with efforts to streamline the Teacher Preparation Pipeline through the Education Futures project, in collaboration with Butte CC and College of the Redwoods.

**Resources needed to implement the changes noted above:** Retain 3 full-time faculty.

Retain dedicated ECE counselor.

Raise funds to replace or renovate curriculum sheds.

Continue to fund Professional Development activities for faculty and staff.

Raise funds to increase student access to technology needed for success in ECE field.

Maintain funding for NAEYC accreditation of lab school.

**Labor Market Demand:** Demand for preschool teachers in the north state is expected to grow at 16.7% between 2014 and 2024.

State of CA LMI demand is 7.6% for the same period.

Shasta College CTE Job Placement Rate for ECE students is currently 100%.

Transitional Kindergarten requirements has created increased demand for ECE units.

Supporting documents for this data are included in the document repository.

**Duplication of training:** Shasta College is the only accredited institution offering certificates and degrees in the district.

**Program effectiveness:** x

**Other data indications for program improvement:** Our goal is to offer every course in the certificate every semester, however, our capstone course - ECE 8 - should be offered only in the spring, due to lower enrollment.

One improvement might be to work more closely with local employers to allow teachers to take this class, which requires 108 hours of lab time with a certified mentor teacher. Most of our students are employed within 1 year of ECE coursework, which makes adapting to the needs of this course difficult.

Low success rates in ECE 9 and 20 have necessitated a new advisory of ENGL 196.

**Replicating community college programs north of Sacramento?:** While other community colleges in the north state offer ECE degrees and certificates, Shasta College is the only one with a certificate that matches the AS-T ECE requirements. Students who earn the certificate have two pathways to pursue: 1) GE for transfer or 2) GE for the Child Development Permit.

**CSU and UC Transfer impact analysis::** This certificate is aligned with CSU transfer, but it is also a standalone set of courses, so there is no impact on transfer.

**Influence on related programs and services:** The ECE Certificate is a two year pathway to completing the ECE coursework for those wishing to teach preschool. Our students tend to get hired within the first year, which slows down their completion of the certificate.

**Specific additional program reflections:** This is a rigorous foundation for anyone wishing to work with young children. Advisory board members comment on this program's effectiveness, see above.

**Other factors for consideration:** It might be worth considering a way to combine this certificate with the 16 GE requirements for the Child Development permit, issued by the Commission on Teacher Credentialing.

**\*\*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 a 6-year average of 3 completers (2011/12-2016/17) but there were 0 completers the first 4 years and 9 each in 2015/16 and 2015/16. This certificate has a core of 26 units with a 5-year average (2011/12-2015/16) success rate 70.83% which is above the Institution-set Standard of 70%. Retention rates are strong with a five-year average (2011/12-2015/16) 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.
- 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:** 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 reviewed by College Council:** 02/05/2019

**Related Documents:**

[Program \(ECE\) - Early Childhood Education Cert CT.3451 - Prior to 2016.docx](#)

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	2011-12	2012-13	2013-14	2014-15
Certificate requiring 6 to < 18 semester units	Child Development/Early Care and Education-130500	15	4	20	8
Grand Total	Total	15	4	20	8