

2018 Early Childhood Education/Elementary Education Annual Program Plan ECEX Early Childhood Education/Elementary Education

I.A. Program Profile: Purpose



Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The ECE/EDU program meets the education needs of individuals planning a career or currently working with children birth to 8 years of age, in early education, after school, elementary & special education settings. The goal is to assist students in planning their most effective role with children via career pathways that facilitate degree completion & transfer in a timely manner. Consistent with Skyline College's Strategic Plan, ECE/EDU also focuses on the following:

- **Transfer&Academic Preparation:** To prepare future teachers & provide in-service opportunities for current educators. ECE/EDU offers a comprehensive program in both Certificates [ECE, ECSE, School-Age, Fundamentals] and degrees [AST in Early childhood Education and in Elementary Education].
- **STUDENT SERVICES:** To provide support for career development and in service- opportunities for both pre-service and current educators. The Educator Preparation Institute Center (EPIcenter) offers a resource center for ECE/EDU students at which they have access to teacher resources, computers & color printer. The EPIcenter also serves as a general meeting place for students in which to study, work together, & plan ECE/EDU events.
- **COMPREHENSIVE COMMUNITY CONNECTION:**To address the needs of workforce/business industries. ECE/EDU maintains a robust Advisory Board & has strong connections with our Sister ECE program at Canada College the regional Mentor teacher/Director program, as well as neighboring/community and County-wide schools as well as working with our College Strong workforce program.
- **INSTRUCTION:** To build strong educational foundations & expand accessibility. ECE/EDU program continues to modify ECE/EDU courses & expand hybrid & online course offerings. The program is committed to creating a "Teacher Preparation culture" at Skyline College that highlights the integration of theory/research with effective pedagogy, cultural competence, & child/family centered practices. Current grant funding (i.e., Heising-Simons; PIF upcoming BACCC/SWF)supports collaboration between faculty across disciplines and with the campus Lab School.

Associated Objectives

-  [413-Development of Elementary Education ADT](#)
-  [438-Revise certificates and consolidate course assessments](#)

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

The planning team for the ECE/EDU Program consists of the Program Coordinator/ Instructor, Kate Browne, Full Time Faculty Nicole Porter, and Program Services Coordinator, Kristina Brower.

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

Our previous APP focused on 4 goals: developing the Educator Prep Institute [EPIcenter], piloting a student intake form, supporting faculty development, and reviewing curriculum. This year we revised those goals to:

1. Expand the use of the EPICenter;
2. Increase course offerings for distance education expansion;
3. Support new full-time and all adjunct Faculty development and program collaboration; and
4. Review courses and certificates for program modification toward alignment with the College priorities of Guided Pathways, Community of Practice targets, Strong Workforce initiatives, and Equity matters.
 - (1) Expand the EPICenter, which officially now serves as a resource library, computers, printer, and a student lounge/study area.
 1. A student assistant manages and supervises the EPICenter during open hours, is available to assist students as needed, and maintains the library, including the new additions of a complete set of course textbooks and 2 professional journals. It is a welcoming space, has many classes, is used for ECE/EDU events and institutes, and is a regular spot to convene both Advisory Committee and Division meetings.
 2. The objectives for this goal are to increase consistent use by students for study and group work that could include faculty office hours, trained tutors for specific hours, a dedicated counselor presence, and ongoing marketing materials.
 - (2) Increase course and faculty preparation for distance education expansion
 - a. A student intake form was piloted Fall 2015 that surveyed ECE/EDU student academic and professional goals, scheduling preferences, general demographics, life priorities and concerns. Data shows the majority of students intend to transfer to 4-year institutions, so ECE/EDU program must address requisite skills that will ensure success in upper-division courses and beyond. Goals of supplemental instruction, insistence of

placement testing; support workshops, & part-time dedicated counseling were considered untenable.




- b. The majority of students report a general comfort level with technology & request a greater number of hybrid & fully online [distance education/DE] course offerings. Goals were to encourage faculty to teach online and integrate e-portfolio as common assignment across all core courses. We now have both full-time and a majority of adjuncts who have completed the DE training; we will support an e-portfolio as part of the College Re-design process.
- c. The objectives for this goal are to achieve DE modification for all courses, to continue getting adjunct faculty Canvas & Distance Ed certification, and support faculty collaboration to creating/offering more courses as hybrid and fully online.

(3) Support new full-time faculty and program development.

- a. Faculty development objectives include targeted work with guided pathways/college redesign and continue to support our new full-time faculty member Nicole Porter, as well as new adjunct faculty Sujatha Krishna.
- b. Program development objectives include
 - renaming of the program to Education/Child Development,
 - course alignment & collaboration with several college departments in attracting more students and particularly more men into the field of Teaching,
 - creating an onboarding Application & Orientation with a concise Student Handbook, and
 - offering faculty retreats and trainings.

The program expanded to include a Learning Community [Teacher Track] in Fall 2017 with core courses matched to Teaching Internships at the Skyline CD Lab Center, funded by the Heising-Simons Foundation; we are now seeking President Innovation funding [PIF] for this effort. A 2-day Early Math Training was offered, also with Heising-Simons grant monies, and the Stanford DREME group will offer some faculty training workshops in 2018-19. A faculty/CDLC staff retreat is in the process of being planned for Summer 2018.

Associated Objectives

-  [413-Development of Elementary Education ADT](#)
-  [407-Hire of new full time faculty](#)
-  [438-Revise certificates and consolidate course assessments](#)




II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

3 changes have impacted the program and will influence program changes next year:

1. Nicole Porter has been a strong and able new full-time faculty member, and an asset to the team and to the college. Transition and support for her will be a primary focus of 2018-19
2. Grants
 - a. Heising-Simons [H-S] grant with emphasis on Early Math and Teacher Intern supports ends 6/2018.
 - b. PIF grant will be requested to revise and extend, supporting EPICenter student assistant, Teacher Internships for Teacher Track Learning Community [TTLC], Faculty-staff Community of Practice for both the TTLC and expansion of Elementary Education
3. Initiatives
 - a. The Center for Workforce Development is supporting course offerings at local high schools, and the upcoming MOU with Jefferson Union High School District calls for 4 ECE/EDU courses to be offered at Oceana High School for 2018-19. We have targeted courses and interested adjunct faculty to teach.
 - b. While we developed a Special Education Para-educator certificate for two local Elementary School Districts in 2017, these Districts shifted their focus in 2018 to self-trainings. We banked the certificate and are working with the County SELPA workgroup to ascertain what courses or pathways they want to develop going forward. Two adjunct faculty members work for the districts and can assist in this process.

Associated Objectives
 413-Development of Elementary Education ADT
 407-Hire of new full time faculty
 412-Sustain the Teacher Track Learning Community

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

The assessments done for SLO's have been driven by individual faculty teaching the courses. While this has allowed for academic freedom, it had made it very difficult to consolidate the data. Moving forward we would like support to consolidate this data.

Associated Objectives
 438-Revise certificates and consolidate course assessments

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

Enrollment from 2015/2016 to 2016/17 [most recent available data] has decreased slightly [from 963 to 892]. Enrollment for online courses tend to be more robust despite slightly higher attrition/drop-out rates. Typical of the ECE profession, female students (87.0 % continue to significantly outnumber male students (12.4%) this is more than the national average of 5% males.

Enrollment in online courses has grown with increased offerings and is attaining similar success and withdrawal rates as face to face courses.

By ethnicity ECE students LatinX, (22.8%) White (non-Hispanic) (21.9%), and multiracial (20.5%). Asian population has increased as well (16.5%). Decreases in the number of Black, Filipino students have been observed. Success rates by ethnicity require more analysis since some are lower than the overall success rate. we identified 3 groups that are performing lower than the average; black, (64%), LatinX (67%), Pacific Islander (60%).

Success rates have increased from 73.6%, 2015/16 to 75.4% in 2016/17 overall. The final success rates by ethnicity require more analysis

By goal most students (60.7%) are interested in degree and transfer, and certificate (21.9%).

Success rates for core courses are difficult to assess due to individualization of course assessments in the core courses. *Since SLO achievement is an important indicator of course and student success, we are asking for support (see 2C) to convene faculty to work towards course assessments for the SLO's.*

Education is a recent addition to the ECE program and curriculum. Only one course, EDUC 200, has been offered since 2012, and enrollment was steady but small. A greater number of males enroll in this course compared to our ECE courses Males (29.1%) Females (67.1%). Success rates have been high but class was cancelled this year due to low enrollment. *Enrollment will only improve with interdisciplinary and community outreach efforts concerning the ADT in Elementary Ed.*

CA predicts a teacher shortage in the coming decade and estimates that employment for preschool/child care programs and elementary educators will increase by 6% and 11.9% respectively between 2010 and 2020 for the San




Francisco-San Mateo-Redwood City Metropolitan Division (CA Labor Market Index / Occupation Employment Projections). LMI data also suggest that child care workers and elementary school teachers will be among the occupations with the most job openings between 2010 and 2020, with an estimated need of an additional 100,000 teachers over the next several years (CTA Report 2014). Analysis of labor market data also indicate that the CA school system will likely face a serious problem in meeting workforce demand in Education. A 10-year decline of nearly 25% in enrollment in teacher credentialing programs has been reported (CA Commission on Teacher Credentialing 2017). *The need to establish a more robust teacher preparation pipeline is greater than ever.*

The ECE/EDU program at Skyline College is in the position to address the projected needs of the labor market by preparing future teachers (pre-K to early elementary, and special education). To date, the ECE/EDU program offers certificates and degrees in Early Childhood Education, Early Intervention, Early Childhood Special Education, School-Age, and Elementary Education. Most of these are “stackable,” align with CA State Permit requirements, and include Associate Degrees of Transfer that facilitate and encourage student transfer to universities. *These certificates need evaluation, streamlining, and strong marketing, both to the high school and workforce communities as well as to the Skyline College students.*

Moreover, recent Skyline student data indicates that 63.7% want a degree and to transfer to a 4-year university; 60% of our students want to obtain a degree or transfer as well. Where we differ is 20% of our students are interested in a certificate in a CTE certificate/career development, twice the percentage as the college as whole. The vast majority of our students intend to advance in their academic and job careers, and our program should accommodate these aspirations. The Degree and Transfer parts of the ECE/EDU program need to be our priority and also continuing to support certificate and career development. *We will be applying for a PIF grant to support collaboration on General Education and promotion of the two ADT degrees. Including outreach and community of practice with community elementary schools.*

Advances in technology also impact the ECE/EDU program's course delivery and content. An increasing number of employers are requiring e-portfolios as part of the hiring process, while school district forms and assessment have become digital in format and process. ECE/EDU students will need to be technologically skilled to compete effectively in the job market. *Faculty need to be using Canvas learning management system, a supported in becoming DE-certified.*

Associated Objectives

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-  [438-Revise certificates and consolidate course assessments](#)
-  [412-Sustain the Teacher Track Learning Community](#)

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

Our program participated in assessment of the ISLO on Citizenship Spring 2017. Adjunct faculty Suji Venkataraman is used the ECE 225 course for this project. The findings were that 75% or more of the students self-reported, proficiency or high proficiency in all three areas. While the program sees this level as satisfactory, the faculty intend to go further by establishing major signature assignments for ECE 225, ECE 272, and ECE 331 courses. The intention is to enable students to acquire adequate opportunities to practice the relevant competencies and have global knowledge about themselves in relation to the courses.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

From the previous CPR, our Plan of Action is being continued in these ways:




1. Explore funding sources
 - a. PIF . We have received and are asking for an extension on a PIF grant to support the EPICenter, and develop collaboration between GE and ECE/EDU to support both Degree programs.
 - b. BACC. We will be engaged in a two-year collaboration with the CCCCO-funded Bay Area Community College Collaboration for Teacher Preparation Pipeline, a matched-fund program starting July 2018 that will bring us \$37,500 per year.
2. Faculty Certification for Online Teaching-
 - a. 6 faculty have completed the Skyline College DE training, and 5 more are currently enrolled.
3. Develop partnerships with 4-year universities, high schools, and community agencies.
 - a. With PIF support, we will build connections between our elementary education degree program and local elementary schools for course-required projects, participation, and collaboration with local initiatives such as Reading Partners.
 - b. We started the Strong Workforce-funded program for Oceana High school to offer courses at a local high school for Fall/Spring 2018/19
 - c. We continue to run the CA ECE Mentor Program [at San Mateo level], the CCCECE association [at the regional level] and the Child Development Training Consortium [at State level].
4. New faculty hire
 - a. We continue to need a new, third full-time faculty to appropriately build, teach, and promote the three aspects of our program: ECE, Special Ed, and Elementary Education.

We request modification of the Plan in these ways:

1. *Continue Teacher Internships and its Faculty-Staff Community of Practice.* Three other key components are

- A TI program will be more successful with stipend-paid internships for students taking core courses and working towards application of an Associate Teacher permit with the California State Teacher Credentialing Department.
 - Offer core courses that allow TIs to have consistent schedules.
 - Have faculty-staff Community of Practice meetings to enhance the practical experience of teaching with pedagogy.
 - Add a staff/faculty retreat to assess the skills needed for interns and practicum students.
2. *Develop the AS-T Community of Practice.* Getting faculty who are teaching ECE courses and those teaching GE courses to discuss both teacher-friendly pedagogy and informal case management will likely increase student success and degree attainment. Full-scale marketing and involvement with local elementary schools must occur as well.
 3. *Enhance the role of ECE 331 course.* Offer the course every semester, adjusting the start date allowing students looking for late registration to explore the role of teaching.
 4. *Convene ECE/EDU faculty to develop common assessments for the eight core courses.* Having common assessments will facilitate course success analysis and increase consistency across course sections.

Associated Objectives

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IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

Associated Objectives
 413-Development of Elementary Education ADT
 407-Hire of new full time faculty
 438-Revise certificates and consolidate course assessments
 420-Support and sustain EPICenter
 412-Sustain the Teacher Track Learning Community
 Budget and Objectives of Early Childhood Education/Elementary Education

Objectives of Early Childhood Education/Elementary Education

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2411ECEX00	Early Childhood Education/Elementary Education	Browne, Kathryn

Objective Status: New/In Progress

407	Hire of new full time faculty In order to promote Education in the new meta major, the program needs a third, new full time faculty hire.
412	Sustain the Teacher Track Learning Community Continue and expand The Teacher Track Learning Community which has been financially supported by the Presidents Innovation Fund for the past two years.
413	Development of Elementary Education ADT Work on creating a robust pathway for students interested in pursuing a degree in Elementary Education and market and promote.
420	Support and sustain EPICenter The EPICenter, has been established as a space for future educators to access resources, meet with professors or peers, and get assistants from a student assistant. The EPICenter serves as both an ECE classroom and resource area when class is not in session. Additionally, the EPICenter is used for meetings and events by both the program and BEPP department. The classroom is currently using furnishings that have been pulled from surplus and are not adequate for the space. in order to make this area an effective teaching environment and education student center, we will need new tables and chairs. All tables and chairs currently used will be taken to Building 14. Room 6 in building 14 is also used a classroom for ECE/EDU students and is poorly furnished with very old desks that make group work and high impact teaching difficult.
438	Revise certificates and consolidate course assessments Convene faculty meetings to discuss creating new certificates and to work on course meaningful shared course assessments.