

2018-19 Early Childhood Education/Elementary Education Annual Program Plan

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, EDU/CD 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 EDU/CD 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 EDU/CD events.
- **COMPREHENSIVE COMMUNITY CONNECTION:**To address the needs of workforce/business industries. EDU/CD 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. EDU/CD program continues to modify EDU/CD 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., EQ+IP; PIF, upcoming BACCC/SWF)supports collaboration between faculty across disciplines and with the campus Lab School.

Associated Objectives

[896-Marketing and Promotion](#)

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 EDU/CD Program consists of the Program Coordinator/ Instructor, Kate Browne, Full Time Faculty Nicole Porter, and Program Services Coordinator, Kristina Brower.

Associated Objectives

[894-Faculty and staff convening time and compensation](#)

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: Expand the use of the EPICenter, Increase course offerings for distance education expansion, Support new full-time and all adjunct Faculty development and program collaboration, 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.

Achievement or progress on these goals:

- Expand the **EPICenter**: which officially now serves as a resource library, computers, printer, and a student lounge/study area. A student assistant was hired during the fall 2018 semester to manage and supervise the EPICenter during open hours. We were unable to fill this position during the spring 2019 semester, yet were able to offer more courses in this classroom including Math 150, Math for Elementary School Teachers and EDU 200, Introduction to Classroom Teaching. We were able to purchase more hands on activities in the EPICenter for both of these courses to use High Impact Teaching Practices with future Teachers.
- Increase course and faculty preparation for distance education expansion: We have now begun to offer evening and Saturday students the option of taking courses fully online or hybrid. We currently have 10 of our 13 current faculty trained on the use of CANVAS and effective pedagogy in order to teach DE courses.
- Support new full-time faculty and program development. We have made progress in this area, yet we have plans to continue to work on some of our original goals. We have successfully changed our department name from Early Childhood Education and Elementary Education to Education and Child Development in order to expand students understanding of education pathways. We have also been working closely with strong workforce around the Teacher Internship Program, dual enrollment courses at Oceana High School, and now looking into possible pathways in education with South san Francisco Adult Ed Program. We were able to fund a day retreat in which we created a strategic plan that will guide our planning for the 2019/20 years goals.
- 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. We are currently in the process of making course modifications to make the last

few courses in our program Distance Ed approved. We have also just completed aligning our non-degree and certificate courses of our program with the California Community College Alignment Project, and will be submitting those courses for Curriculum Committee review.

Based on our strategic planning meeting this current academic year our new goals and objectives include:

- Continue to work on program development by first crafting a mission/vision for our program along with clear and measurable objectives. As we approach Comprehensive Program Review this will be a critical part of our planning process. We will also work on developing certificates in alignment with industry standards.
- Marketing- As the teacher shortage is now at the forefront of many state and local initiatives, it is important that we market our program using both digital marketing campaigns and by redesigning our website.
- Internship- our internship has proven to be instrumental in assisting students in the EDU/CD program with attaining experience and course work necessary to fulfill their requirements to apply for state certification with the California Commission on Teacher Credentialing Department and then to continue this pathway to attain a Certificate and/or Degree from Skyline College in early childhood Education. We will be looking at expanding this program for an extra year, with students being hired on at the CDLC for a deeper level of knowledge and understanding of running a classroom. Once students complete this process, we will find job placements in community programs.
- Faculty/staff Involvement- faculty and staff need to be involved on all aspects of the planning process of our program development as well as college redesign and initiatives. This may be in the form of retreats and meetings or trainings, workshops, and conferences.

Associated Objectives

[894-Faculty and staff convening time and compensation](#)

[896-Marketing and Promotion](#)

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

Program Level:

Funding has been approved for a one way observation window, which will allow more opportunities for EDU/CD students to be connected to the lab component of our program and overall curriculum, and for faculty to create more hands on meaningful interactions in their courses.

There will be changes to both the EPICenter and Building 14 classroom environments due to the purchase of new furniture and materials that will provide the adequate space necessary to engage in group work.

We will be exploring ways to offer more dual enrollment courses at neighboring high schools, as well as partnerships and programs for South San Francisco Adult Ed.

College Level:

As our current College President and Dean will be retiring in the coming year, we expect changes both directly and indirectly.

State level:

It is expected that there will be many changes coming in the next year that should affect our program from the state level. These changes include dual enrollment becoming a priority, apprenticeship opportunities being funded at the state, statewide education and early learning initiatives focused on teacher education and recruitment and quality.

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

[894-Faculty and staff convening time and compensation](#)

[896-Marketing and Promotion](#)

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, and supported in becoming DE-certified.*

Associated Objectives

[894-Faculty and staff convening time and compensation](#)

[896-Marketing and Promotion](#)

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 did not participate in ISLO this year, because it did in the prior year, 2017 on Citizenship.

Associated Objectives

[894-Faculty and staff convening time and compensation](#)

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. We will continue to apply for the PIF as a means to expand the teacher intern program, the EPICenter as a student resource, and partnerships with GE courses and community programs to expand and promote the Elementary Education ADT.
 - b. We will work closely with strong workforce to develop dual enrollment programs, paid apprenticeships for students, and to help fund any professional development needed for faculty and staff.
2. Faculty certification for online teaching
 - a. All but 3 faculty are currently DE certified through the CTTL to teach hybrid and online courses. We will offer and encourage the training to these 3 faculty as well as to any new faculty.
3. Develop partnerships with regional education preparation programs, high schools, and community agencies
 - a. This will be ongoing. We have many partnerships that we are working with currently in terms of advertising open positions, placement of Practicum students, and participation at our job fair and advisory board.
 - b. Our faculty and staff regularly attend PEACH, BACCC. And CCPC meetings to connect with programs and develop partnerships.
 - c. We are partnered with OCEANA High School for dual enrollment courses and will be soon looking into providing dual enrollment courses for South San Francisco High School.
 - d. We have begun to work with South San Francisco Adult Education to provide a pathway for students to become para educators in the community.

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.* A TI program will be successful to the extent it can offer 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. *Convene ECE/EDU faculty to develop common assessments and major assignments for the eight core courses.* Having common assessments will facilitate course success analysis and increase consistency across course sections.
3. *Develop the AS-T Community of Practice.* Getting faculty who are teaching ECE & EDU courses and those teaching GE courses to discuss both teacher-friendly pedagogy and informal case management will likely increase student success and degree attainment.
4. *Create time and pay for participation in a EDU/CD retreat.* Using this opportunity to create a vision and mission and work on measurable objectives for the program.

Associated Objectives

[894-Faculty and staff convening time and compensation](#)

[887-Hire third Full Time Faculty Member](#)

[896-Marketing and Promotion](#)

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. Need help? Contact the PRIE Office for further instructions.

Narrative

1. Hire new faculty, for further program development of Elementary & Special Education. =\$75,000
2. Sustain and develop Teacher Track Learning Community (PIF) =\$26,000
 - A. Teacher Internships at CDLC and Elementary Schools
 - B. Faculty/Staff Communities of Practice (CDLC & Elementary)
 - C. Release time for coordinator
 - D. Marketing and promotion, connections with local schools
3. Develop the AS-T Community of Practice, Skyline ECE, GE Faculty and Elementary schools =\$6,000
4. Begin Skyline SWF dual enrollment at South San Francisco High schools
=none
5. Convene ECE/EDU faculty to develop common assessments for the eight core courses =\$2100
6. Retreat space and paid time for faculty and staff to work on program development = \$4000

Associated Objectives

[894-Faculty and staff convening time and compensation](#)

[887-Hire third Full Time Faculty Member](#)

[896-Marketing and Promotion](#)