



Dean's Comments (required): The ECE PPA reflects extensive amounts of data and related action planning. The department is challenged in generating healthy enrollment and reflects on this in the PPA. In particular, I appreciate the work of the faculty on core competencies and student

I. COMPREHENSIVE REVIEW

Please complete this section for programs/ disciplines

- Our students have a choice to take a class in ECE in Spanish
- Additional classes in Spanish have not yet materialized. Perhaps they will materialize.
- We are trying to retain the current student body population in ECE.
- We are recruiting on Main and South County for students.

3. How does the program relate to the needs of the community?

- Advisors from the community come to Advisory Board Meetings and usually inform the ECE communities of their needs. Needs can include new employees from our pool of graduate students to volunteers in the ECE community.
- Needs:
 - Students' academic rigor must reflect the increased standards warranted by the state standards and the Department of Education; abilities to communicate in written language in an acceptable English standardized format.
 - Students must be confident and be aware of potential safety hazards
 - Students must be prepared to work in the school environment and be challenged by the members in the school community to improve.
- Partnerships:
 - Many school programs partner with us to allow us space for Student Teaching classrooms during the summer in a local neighborhood
 - Other programs volunteer with us to have students help with projects in their programs.

4. How does this program interface/collaborate with other programs on campus?

- Currently some of our ECE students volunteer or are involved in a work study program in the Hartnell Child Development Center on Campus.

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- Currently there is no standard for how consistency is maintained among the multiple sections of a single course.

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4. Compare student retention in the DE teaching environment with retention in the face-to-face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program?

This information is currently not available.

5. Describe the process to change and improve student retention in DE courses/sections in your program.

This information is currently not available.

6. Describe any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.

Relevant diverse teaching modalities would include the ability of the student to comprehend the details and activities in the DE coursework.

C. CURRICULUM

Complete the following tables pertaining to courses scheduled for review.

Courses scheduled for review during AY 2014-15 as previously specified	Faculty member(s) responsible for (a) Was the coordinating
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ECE21,Ece27,

Garcia

Yes, and yes for the proci

Ece 11,122,12B,18,19,26,4,45,54

Not scheduled at this mome

Interventions: Jeannie worked with Dean in South County, to assess reading levels of the students entering the courses.

Extensive work was done to try to have tutors for the students in additional time to complete assignments in both English and Spanish.

Current plans : this will include tutoring skills and use of the reading program on both campuses, Main and South County.

Enrollment is probably the main issue on both campuses. There is an urgency in trying to figure out how to increase enrollment.

Current changes this particular semester Jeannie is based in South County, trying to build the South County community. One course is offered in Spanish/bilingual mode. In addition, Jeannie is establishing a base for Spanish in South County. With the increased effort, there is still limited enrollment. Main campus initially had high student enrollment for classes. A few days after the start of the semester, there was a drop off, perhaps a realization of course workload.

COURSE LEVEL STUDENT LEARNING

6. Describe assessment activities that need to be strengthened or improved. What are the challenges to achieving these improvements?

This section

mindset of many today. Perceptions of what Early Childhood is or what it represents exists in minds of many. Even at the college. Students entering the field come with limited ideas about what and who we are. In order to market and outreach to our clientele, images must be changed.

f. **ENROLLMENT MANAGEMENT**

Enrollment has declined in the past few years. Students are leaving because of life - personal issues, conflicts in schedules and the inability to obtain all of their courses in a timely fashion. Students also have issues with job conflicts. Many of our students work during the day and take classes at night. Many students can only take one class during the semester. This prolongs their coursework. Many prefer online classes and are registering at other colleges or online universities or colleges to complete their work. Classes at Hartnell are often canceled at the last minute due to low enrollment. Efforts are underway to try to determine how to recha

of a child development center. Current use of the facility of the CDC would include courses like observation and assessment. Often, observation and assignments from other ECE classes may use the facility at the CDC. Actual teaching of our classes transpires in other classrooms on campus.

1. List information concerning new projects or activities planned. The first activity listed should be the most important; the second activity listed the second most important, etc. Please keep in mind that resources needed, if funded, would not be approved until spring 2016 and provided until FY 2016-17. Ongoing activities involving resources that will no longer be available from grant funds starting FY 2016-17 must be planned for appropriately.

Activity	Strategic Plan Goal(s) No. & Letter (e.g., 5A)*	Related Courses, SLOs, PLOs, or goals	Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion (can be more than one year in length) C	C
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*** Please complete this page for each new activity. ***

2. This item is used to describe how the new activity, or continuing new activity, will support the program/discipline.

ENROLLMENT

Consider:

- Faculty- Additional full time faculty members are needed. Two faculty members working full time have limited time to develop activities to forward our dreams.
- Other staffing - additional adjunct faculty members are needed. Adjunct faculty would add to the number of course offerings to possible.

Aesthetic Appreciation , Personal Growth and Responsibility)

- having guest speakers speak about basic skills in writing and communication will assist in getting students to a different skill level
- incorporating the use of teamwork and study work with consultants may help guide students in learning how to think critically and to problem solve
- working with community in our efforts and working with other early childhood resources will help in global awareness
- incorporating the beauty anesthetic awareness of early childhood is to be built into each of our classes. This may include incorporation of adding shelves to store our classwork materials for demonstration purposes
- encouraging faculty and students to always attend meetings to allow for personal growth and responsibility for new development is important. Keeping current with trends and evaluating the needs .

Student access

Student success

Diversity

Partnerships with community

c) Does this activity span

*** Please complete this page for each new activity. ***

2. This item is used to describe how the new activity, or continuing new activity, will support the program/discipline.

GRADUATION

Consider:

- F

- 3) Course level Outcome (list applicable course level outcome)
- 4) Program/ Discipline G

*** Please complete this page for each new activity. ***

2. This item is used to describe how the new activity, or continuing new activity, will support the program/discipline.

ECE CLUB

Consider:

- Facu

- 3) Core Competency (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility)
- having guest speakers speak about basic skills in writing and communication will assist in getting students to a different skill level
 - incorporating the use of teamwork and study work with consultants may help guide students in learning how to think critically and to problem solve
 - working with community in our efforts and working with other early childhood resources will help in global awareness
 - incorporating the beauty and aesthetic awareness of early childhood is to be built into each of our classes. This may include incorporation of adding shelves to store our classwork materials for demonstration purposes
 - encouraging faculty and students to always attend meetings to allow for personal growth and responsibility for new development is important. Keeping current with trends and evaluating the needs and assessments of students and our children is very important
- 2) Program level Outcome (list applicable program outcome) -
- 3) Course level Outcome (list applicable course level outcome) -
- 4) Program/ Discipline Goal (list applicable program/discipline goal) -
- 5) Strategic Plan Goal (list applicable strategic plan goal)
- priority one -student access
- priority two -student success
- priority four -goal 4C

c) Does this activity span multiple academic years? & YES & NO

If yes, describe the action plan for

B. RESOURCE REQUESTS

If new/ additional resources are needed for your pr

Program Planning and Assessment (PPA)
for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2015

This section m

Rationale:

This is a required course for liberal studies major as well as ECE. This also has been a popular general education course for students and for parents.

As the student body grows, another section of FCS 14 could be offered in the day sections. Other community colleges have noted an increase of day students. These fulltime students are enrolling at the community college rather than entering the CSU/UC as freshmen. In the meantime, the sections in the day and evening should still continue.

ECE to College Enrollment Ratio	1.94%	3.31%	2.04%	2.39%	2.33%	2.42%						
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FCS 14 has had low success rate of 49%, 36%, 45%, 50%, 52%, and 62% .

Even though FCS 14 lists an advisory of English 1A eligibility, most students ignore the note. In reviewing the writing samples, students are still working on reading comprehension and writing.

This is a rigorous course that required 5 papers based on empirical data on specific stages and ages of children as well as understanding of the concepts and principles in the book. FCS 14 may require a prereq 6.43170

2. With the increased academic rigor in the core courses, ECE faculty/staff discussed how to infuse more hands on activities and experiences to balance out the heavy load of reading and lectures. There are very few ECE courses that give students hands on activities to implement theories into action.
All ECE students have to complete more reading and writing assignments in transferable ECE courses.

This has been challenging for:

- a) English language learners who are acquiring second language proficiency at the same time understand basic concepts, principles, and skills unique to the early learning and care workforce industry.
- b) Under-prepared high school graduates who did not have the

B. TEACHI NG MODALI TY N/A

C. CURRICULUM

Com plete the fol lowin g tabl es pertainin

List Program level outcome(s) scheduled for assessment in AY 15-16

Have your course level SLOs needed for this program level outcome been assessed or scheduled for assessment?

1. Plan and organize activities in a safe and healthy learning environment for opti

ECE 12A is used to determine the student's acquisition of the program outcomes. ECE 12A is the student teaching course that requires the students to implement planning, organizing, assessing, forming relationships, and completing different reports and do documentation.

Students who do not pass the course with a C grade or better did not have a strong foundation of the principles,

below. The English language learners score as low as primary grades in reading c omprehension.

This Spring semester 2015, FCS 14 students on the main campus are given an extra assignment to complete the Reading

- c) Encourage students to use the tutorial center
- d) Apply for funds for special ECE tutors (S.I .s) to work with students after class or weekends

COURSE LEVEL STUDENT LEARNING OUTCOMES

4. Please complete the following tables.

List courses scheduled for SLO assessment as previously specified	In what term was the course assessed?	Was the Course Assessment Summary Report completed?
ECE	Fall 201	yes
FCS 1	Fall 201	yes
ECE 1	Fall 201	yes
ECE 12	Summer 201	yes
ECE	Fall 201	Yes
ECE	Fall 201	Yes
ECE 1	Spring 201	Yes

List courses scheduled for SLO assessment in AY 2015-16	Faculty member(s) responsible for coordinating	Target semester and year Fa 2015 or Sp 2016
ECE 5	Jeanne Ho-Garci	Spring 201
FCS 1	Jeanne Ho-Garci	Spring 201
ECE 1	Jeanne Ho-Garci	Spring 201

5. Describe course _____



have been offered. Based on Data, the following supplemental instruction approaches have been or will be implemented:

Since critical thinking skills are the weakest. The following approaches have been included

- a) More video clips to supplement the lectures and textbook assignments
- b) All writing assignments must include the connection of theories and principles
- c) flipped classroom approach students work in small groups with the assignments. Instructor goes around the room to observe and interact with students as they complete the assignments
- d) Explain the assignments with the connection with the theories, principles, and concepts.
- e) Work with the tutor who will work with FCS 14 students in KC in re-writing or writing reports.

6. Describe assessment activities that need to be strengthened or improved. What are the challenges to achieving these improvements?

Assessment activities require critical thinking and application of theories and principles in hypothetical situations. Students need more activities and assignments during the semester to practice critical thinking skills and feedback to show how theories and principles apply in real-life situations.

Students only memorized the theories, principles, and concepts. With just a superficial understanding the course content, students were not able to implement concepts in a classroom setting.

Students who are not college ready or underprepared for college struggle with the different assignments. Students lack the following skills

- a) reading for comprehension
- b) study skills
- c) notetaking
- d) research skills

- f) time management

The ECE students in South County have lower academic skills and preparation for college work than the ECE students living in Salinas area. Per the Reading Plus

- o 15% of the students read at 1st grade level. Interestingly First 5: Monterey County had studied the percentage of children who were school ready entering Kindergarten. Only 15 % were school ready. The others had no preschool experience prior to entering kindergarten.
- o 35% to 40% of the students are able to pass with a C grade or better. The students are reluctant to use the tutoring or research librarian services at the campus.
- o In Soledad, the Hartnell College counselor has only met with two students. Usually the counselor sits alone in the office and goes home.

E. PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focuses on activities that were previously scheduled. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve or enhance your program/discipline, and keep it current.

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 15-16?	Will activity continue into AY 16-17?*
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<p>2. ECE coursework in Spanish</p>	<p>ECE 103: Child growth and Development approved by curriculum committee. ESL Discipline reactivated non-credit ESL courses</p> <p>Met with full-time counselors to</p>	<p>Scheduling course in a more convenient location. ELL students in South County do not have papers to pay Ca. resident fees. Must pay \$250.00 a unit. Non-credit ESL course closed. Just opened another section.</p>	<p>Yes. Need to determine the best set of ECE</p>
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need for family child care providers to complete the 4 core courses with language accommodations to meet education requirements for Associate Teacher Permit issued by the Commission on Teacher Credentialing.

Recommendations:

- a) ESL and ECE coursework with the instruction in Spanish schedule courses for increased student access and retention.
- b) Offer the ECE coursework in East Salinas as well as South County to maximize student access.
- c) Review the ECE coursework with the instruction in Spanish
 - 1. How would these courses be integrated in the current AS degree ECE electives
 - 2. How would the ELL transition into an English format---- Spanish instruction and then English only
 - 3. What is pattern of ECE courses that an ELL student follow leading to English language proficiency.
- d) Once the ECE courses with the instruction in Spanish are approved, ECE discipline needs to develop brochures to describe the ECE courses leading to AS degree and transfer
- e) Develop a brochure identifying the coursework needed for the permits including the ECE work with the instruction in Spanish.

ECE COURSES IN SOUTH COUNTY Master Plan

A master draft plan has been developed. The ECE core courses or major courses include two lab/lecture courses. ECE 10 Observation and Assessment and ECE 12A Field Practicum can only be offered on main campus. These courses require a preschool classroom that will also provide space for adult students without violating licensing regulations that limit the number of adults and number of students based on square footage of the classroom.

There are no facilities in South County that have the space for 2015 adult students and instructor to observe or to conduct different activities.

Other considerations:

- a) ECE students must have constant supervision when they are with children (Title 22 licensing regulations if students are not supervised by ECE instructor, they must have fingerprint check)
- b) The interruption of a large class of adults interferes with children learning. The ECE program first priority is childrens learning and early care NOT TO SUPPORT ECE ADULT STUDENTS.
- c) Inherent conflicts with the classroom teacher staff with ECE students and instructor.
- d) Most ECE programs in South County do not implement the new state requirements or modern approaches in teaching children. The ECE staff reflect the teaching approaches popular in the 80s and 90s. ECE students will complain that what they are learning in class is not being practiced in the world.

- 1. Evaluate the success of each activity scheduled, including activities completed and those in progress. What measurable outcomes were achieved? Did the activities and subsequent dialogue lead to significant change in student learning or program

1. 3 ECE retreat/seminar meetings with ECE faculty and CDC staff.
 - a) Focus on understanding the students needs and students success in ECE courses
 1. Ethnicities
 2. English language learning
 - 3.

APPENDIX A.

