The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assist strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each academic program reviews assessment data and uses the data to plan for improvement. The results of these annual cycles provide data for a periodic (every five years) comprehensive review that shows evidence of improvement and outlines long-range goals.

	by 3/31/14)*	**Date Submitted to Dean**
Early Childhood Education/ Family Consumer Studies		

*Please note that you should work with your colleagues and dean to ensure that this report is completed, revised as needed, in its **final form** and submitted no later than the end of March.

List of Contributors, including Title/Position

Jeanne Hori-Garcia ECE Instructor
Andrea Zarate, ECE instructor

This PPA report is organized in 3 sections and 11 subsections as follows:

I. **Comprehensive Review**

Please complete this section for programs/disciplines scheduled for comprehensive review in spring 2014. Go to Section II for programs/disciplines scheduled for annual review in spring 2014.

A. OVERALL PROGRAM EFFECTIVENESS

1. **Describe your program in terms of its overall effectiveness over the past several years**.

Please consider the questions below in describing your program/discipline/area.

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administration and supervision. These courses are opened to students who have completed the units for a teacher permit and are currently working as a supervisor in child care/early education settings.

1. **In the table below enter the number of sections offered and the number of full time and adjunct faculty in your program/discipline by term over the past several years.**

Term	No. of Active Sections	Full-time Faculty	Adjunct Faculty
Fall 10	14	2	0
Sp 11	22	2	2
Fall 11	15	2	1
Sp 12	16	2	1
Fall 12	11	2	1
Sp 13	13	2	1

2. **What staffing factors/challenges have influenced the effectiveness of the program?**

ECE discipline has been re-tooling the AS-T ECE degree and started to re-activate ECE coursework with the instruction in Spanish pending approval from the curriculum committee and college administrators. The academic rigor has increased to parallel the workforce competencies and educational requirements for preschool teachers and teacher assistants. Federally and state funded programs are now requiring teaching staff to possess a college degree at the time applying for teaching positions.

Staffing:

- Finding qualified ECE instructors for South County. Many who work full-time do not have the time and interest to drive 100 – 160 miles round trip to King City in the evenings or weekends.
- Finding qualified ECE instructors with the time and expertise to offer ECE coursework that require 5 – 6 papers, research, and reports. Part-time instructors usually have a full-time job. They do not have time to prep for rigorous courses and to grade written assignments.
- Finding qualified ECE instructors that have a clear idea about student learning outcomes and knowing how to assess students' acquisition of knowledge and skills.
- Finding qualified ECE instructors who use variety of teaching strategies and experiences for a diverse population of students.

B. CTE PROGRAMS – LABOR MARKET & ACHIEVEMENT (LABORMARKET.EDD.CA.GOV)

Please complete this section if the program is Career Technical Education (CTE). Go to subsection D if the program is not CTE.

1. Describe the demonstrated effectiveness on the program over the past several years with levels and trends of achievement data, including degree/certificate completions (awards) and employment statistics.

Per SLOs

Students earned passing grades in most of the ECE courses, but had difficulty in completing the SLO assessment. The SLOs focus more on critical thinking, application of principles in hypothetical situations, and analysis of child's speech and behaviors. Students who are used to memorizing concepts for the exams had difficulty in explaining the reasons for their conclusions and applying principles and concepts in dealing with children in a hypothetical classroom incident.

The recent high school graduates primarily practiced memorization of vocabulary, concepts, and facts prior to enrolling at Hartnell College. They have been challenged to deepen their understanding about the concepts and principles.

Change of academic rigor per CAP and AS-T:

The reduction of the ECE major/certificate from 36 – 39 units to 24 units has condensed the student learning outcomes and acquisition of skills/knowledge in 8 – 10 courses instead of 12 – 14 courses.

The students must demonstrate application of curriculum, principles and practices in teaching children, child development, observation and assessment, diversity, special needs, and family relations in one course, ECE 12A, Theory and Practicum or student teaching. Many students who had passed the lecture courses had difficulty applying these skills in a setting with children.

Students who had difficulty making connections with children could not conduct appropriate lessons, activities, and experiences for a diverse population of children.

Workforce Industry requiring college degree instead of completion of ECE units

Head Start had passed a federal mandate that all teaching staff must have a college degree by 2013. Hartnell College ECE had a grant to support ECE teachers, teacher assistants, and site supervisors to complete an AS degree and to transfer to a four-year university.

Even though state-funded programs are not required to hire people with college degrees, many state-funded preschool and child care programs are hiring staff with BA and AA degrees to serve as site supervisors, head teachers, and teacher assistants.

Employment trends:

ECE employees have been demoted and/or been laid off when they did not complete requirements for an

In the last recession in the 80s, unemployed ECE staff enrolled in ECE courses. This time, students have not enrolled in classes. Back in the 80s the tuition was $3.00 to $5.00 a unit. Now it is $46.00 a unit.

COMPLETION OF ECE CERTIFICATE AND ECE DEGREES

For years the ECE discipline has struggled with scheduling lecture/lab courses, ECE 10, Observation and Assessment and ECE 12A theory and Practicum in ECE or student teaching. Since most ECE students are also full-time working employees, they do not have time to enroll in these important courses during the day at the Hartnell CDC.

ECE 10 provides the principles and the "hands on" experiences in learning how to observe and evaluate objectively the children's growth and development and collect data in developing appropriate learning experiences for the children.

The capstone course is ECE 12A. Students will have the opportunity to apply all the principles, concepts, and strategies in a classroom setting with children under direct supervision of an ECE instructor. As a student teacher the students must develop and conduct experiences and lessons to children, collect data to complete an assessment, complete documentation boards for parents, and conduct an activity with parents. These are skills and knowledge that cannot be gained just be working at an ECE program.

Without completion of these two courses, most ECE majors will not complete the degree and/or certificate.

Even though the ECE discipline has been creative in scheduling these courses on the weekends, during intersessions, and in the summers, most low-income students are not able to enroll in the two last classes. There is still large population of students who still cannot complete the lecture/lab courses.

AS –ECE DEGREE Completion	2010-11	2011-12	2012-13
Child Development/Early Care and Education-1305	15	12	29

Certificate completion

Child Development/Early Care and Education-1305	12	11	18

ECE Students changing majors to complete just an AA/AS degree.
To complete an AA/AS degree, these low-income ECE students must work full-time at the same time. Those currently working full-time, switch their major to social sciences, basic skills, or other related major that does not require lecture/lab courses working directly or indirectly with children.

Some students who are not yet employed have changed majors so that they can quickly complete an alternative AA/AS degree for workforce job eligibility. Many agencies will accept students who qualify for a child development teacher permit along with an associate's degree in a related field.

ECE students' perceptions about teaching young children
Many students perceive a career in early childhood education as "playing" with children. Many believe that being a parent of 3 children or babysitting is enough field experience to work with children. Needless to say they are surprised at how much students are required to learn before working with children.

2. **Describe the number of, activities of, and recommendations resulting from advisory committee meetings that have occurred over the past two years. What information and/or data were presented that required or currently requires changes to be made to your program?**

In general the ECE advisory committee has been very supportive with the following activities:

a) Support with ECE program of ECE courses alignment to CAP (Curriculum Alignment Project) and AS-T in ECE with 8 ECE transferable courses.
b) Recommend ECE coursework with the instruction in Spanish for the ELL who work as family child care providers and teacher assistants. These students are working in programs that require a college degree for employment security.
c) Approve course activities and assignments that reflect current workforce industry skills and knowledge
d) Inform ECE discipline about new legislative changes, child care regulations, and impact of funding appropriations
e) Express needs in infant/toddler courses for caregivers and family child care providers

Before the ECE faculty finalizes the fall, spring, or summer schedules, the faculty reviews workforce needs and recommendations.

The ECE faculty has been working on the last two years in developing ECE coursework with the instruction in Spanish lin^ TulamMyys v

Advisory Committee Meeting

Date: Friday, October 25, 2013
Place: Hartnell College, CDC
Time: 11:45 a.m. - 1:00 p.m.

1. Networking and getting lunch.

2. Introductions

3. Update on ECE certificate for English language learners
   a) ESL course - 1 unit lab course completion of 54 hours
   b) List of ECE courses
      1) ECE 103 Child Growth and Development
      2) ECE 121 Principles and Practices in ECE
      3) ECE 122 Child, Family, Community
      4) ECE 123 Creativity and Cognitive Curriculum

Other recommendations:
Infant/Toddler Courses
Literacy and language
Music/ movement/art/math

4. Update on ECE AS degree
   a) higher reading and writing assignments to meet transfer level coursework
b) student success and retention in ECE 12 A (student teaching) ECE 10 Observation and Assessment FCS 14 Child Development (5 papers)

5. Workforce Industry readiness
   a) one semester of student teaching
   b) one semester of curriculum

6. Spring Courses 2014

6. Feedback on other types of specializations

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C. PROGRAM GOALS

1. List and describe program/disciplinary goals for the next comprehensive review cycle—Fall 2014 through Fall 2018. Be sure to highlight innovative, unique, or other especially noteworthy aspects.

A new mission and vision is currently before the board for approval in February. In considering your program's future goals, please review the proposed new mission and vision statements.

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6. Grant supported enrichment activities such as field trips to Reggio-inspired ECE programs in Monterey County, Monterey County /Hartnell Spring Conference, seminars, guest speakers on special education, brain development, documentation, and curriculum.

c) Innovative features
   1. "Hands on" activities to learn strategies and techniques in documentation and curricular activities
   2. Modified instruction for English Language Learners

This section must be completed for ALL academic programs, including those scheduled for a comprehensive review in spring 2014.

A. COURSE DATA & TRENDS

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D. OUTCOMES

Use your Program Outcome Map to assist you in this section. As you plan your course assessments, keep the higher level program outcome in mind. While course level assessment serves the purpose of examining the teaching and learning for that particular course, it also provides the data that will be viewed collectively for assessment of the associated program level outcomes

PROGRAM LEVEL OUTCOMES

1. Please complete the following tables.

List Program level outcome(s) scheduled for assessment as previously specified	What changes have occurred in the program/discipline as a result of dialogue?	Was the Program Outcome Assessment Summary completed?
Not sure where I retrieve this data		

List Program level outcome(s) scheduled for assessment in AY 14-15	Have your course level SLOs needed for this program level outcome been assessed or scheduled for assessment?
Not sure where I retrieve this	

2. Describe how program level outcomes were specifically addressed by the program/discipline during the past year.

For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline faculty engage in discussion? Were any interventions conducted? Are there any plans to make changes to certificate/degree programs or improvements in teaching and student learning?

During some of our meetings we spoke about program levels and the need for consistency in the way the course were taught and evaluated. We have just begun to talk about techniques to standardize the way this is to completed. For example, using a rubric guide to assist in grading.

Course level assessments have been average at 70% in some courses. Other courses have scored below expected level. This has been at the low rate of 46% range in one of the courses. Over a three year period range from 2009 -2012 level assessments ranged from 67%80% in a wide breadth of the curriculum offered. Moving forward will have the instructors look at methods, study habits of the students and the seriousness of the students in the class. Many students still think of this career as easy babysitting and are not serious in their outlook or study procedure. Many students are distracted with other high priority issues that interfere with their school work.

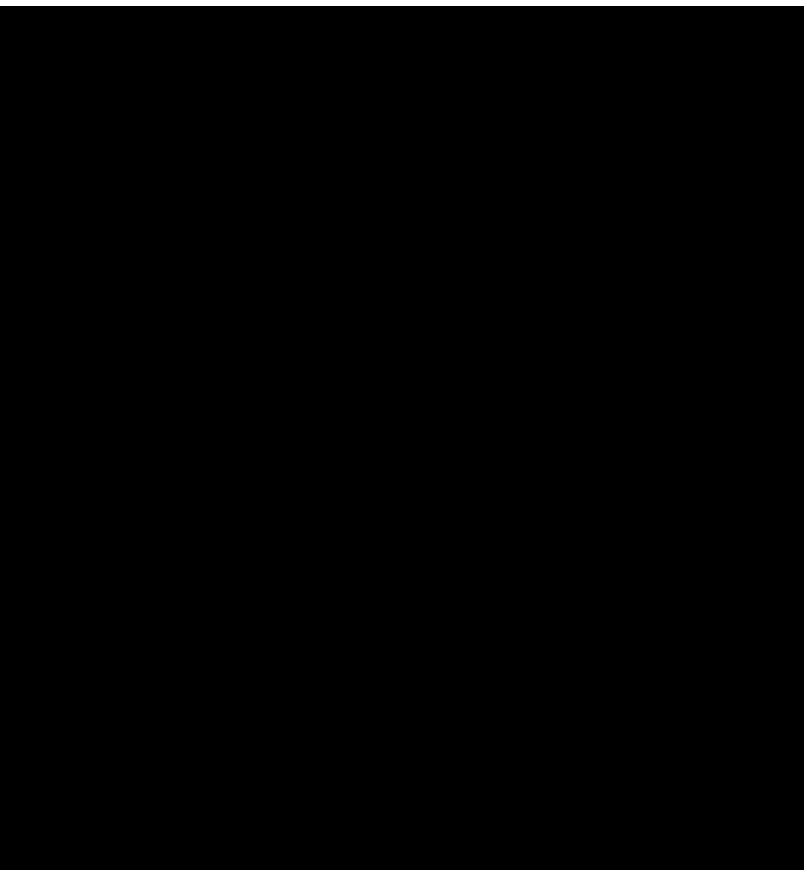
6. **Describe assessment activities that need to be strengthened or improved. What are the challenges to achieving these improvements?**

Assessment activities that need to be strengthened or improved are issues that are college wide in scope. Many students are ill prepared for the type of work or analytical skill needed for a particular activity. Many students are handicapped by lack of knowledge to carry out what we may think of as a simple task- ie typing on the computer. These simple requests are enough to create a :stumbling block". Offering workshops or seminars seem to help some of our students. Other students are clueless and insist on easy grades. Some of our students still have difficulty reading the college textbook.

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 14-15?	Will activity continue into AY 15-16?*
1. August 11,2013 Asilomar Retreat	Outline of where classes are and the trends represented in the cross cultural diversity of students LO2 0 'Tw s			



	attaining the higher standard and high quality that is now demanded in the industry.	support.		
3. June 2014				

* For each activity that will continue **into AY 2015-16** and that requires resources, submit a separate resource request in **Section III**.

We will continue with the meetings as a means to attain and assure standards for teaching and using methods that will allow the students access to consistency and continuity in the standard of teaching methods.

The meetings also serve as a way for the faculty to share the current information about trends and new trends in the ECE market.
Funds will be used as an incentive to allow all part time faculty to attend the meetings and also to pay for expense costs for the meetings.

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 success?**

This section must bœompletedfor ALL academic programs, whether scheduled for annual or comprehensive review in spring 2014.

A. NEW ACTIVITIES

		recognized standard of teaching excellence and training		documentation			

* See Appendix A for a list of the 11 goals in the college's Strategic Plan.

FACULTY AND STAFF TRAINING:

VTEA FUNDS cover stipends for part-time instructors, stipends for guest speakers, and travel/conference for part-time/full-time faculty.

Consider:

- x Faculty
- x Other staffing
- x Facilities
- x Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- x Software
- x Hardware
- x Outside services
- x Training
- x Travel
- x Library materials
- x Science laboratory materials

a) Describe the new activity or follow-on activity that this resource will support.

To standardize the course content, course objectives, and SLOs, the Faculty/Staff trainings will focus on data on the outcomes, information about student success, demographics of the ECE student population.

In addition the staff/faculty will discuss students' success in applying the skills and knowledge to hypothetical situations and assignments completed at the Hartnell CDC.

ECE discipline had applied for VTEA funds to pay for part-time instructor stipends to attend several meetings/ seminars to learn about student success, the academic rigor of the newly AS-T ECE degree, SLOs, and PLOs.

In August 2013, the group met at Asilomar to discuss ECE student profile, needs and challenges of the ECE students, and student learning outcome assessment results. At the end of the session, ECE instructors recommended to increase more "hands on" activities in the lecture courses.

In January 2014, the group met again to review more SLOs and to discuss the assessment scores. Instructors discussed how the students did in the assessment. Cheryl O'Donnell had explained more about the SLOs and how to fill out the forms.

Pending approval for funds in 2014-15, the ECE faculty/staff will work on comprehensive course outline to include suggested activities, resources, video clips from YouTube, and test/quiz samples.

According to research, students do not learn as much from part-time faculty as full-time faculty. Part-time faculty is only paid for time spent in the classroom. Prep time is not included for part-time salaries.

b) Describe how this activity supports any of the following:

1) **Core Competency**
2) **Program level Outcome**
3) **Course level Outcome**
4) **Program/Discipline Goal**
5) **Strategic Priority Goal**

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—with seamless pathways—to all of the college's present and prospective constituent individuals and groups

Priority 2: Student Success

Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

Goal 2B: Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

Goal 3B: To attract and retain highly qualified employees, Hartnell College is committed to providing and supporting relevant, substantial professional development opportunities.

With all the new changes at the college and the early education and child care industry, it was important to set up meetings to review the changes and student expectations affecting the ECE program.
Part-time instructors had a deeper appreciation about the program and had a sense of belonging to the ECE discipline.

By having these meetings we can;

a) Increase understanding of the course objectives and student learning outcomes
b) Work on identifying the assessment to evaluate the SLOs in multiple sections
c) Discuss common challenges and questions about teaching and college resources.

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

Since there will be changes in the faculty within the next 5 years, it is important to expand a pool of part-time instructors. We need to continue this dialogue to include the CDC staff so that preschool teachers will know what the academic side is doing and expecting from the ECE students.

The ECE faculty and CDC staff will discuss the possibility to pursuing accreditation of the ECE discipline. This collaborative effort would ensure that the CDC will be involved as a partner in supporting the ECE faculty in educating and training ECE students.

d) What measureable outcomes are expected from this activity? List indicators of success.

More standardized approach and assessment tool to evaluate the SLOs for multiple sections. Develop several tools to evaluate SLOs for each ECE course. Review, update, modify, or change SLOs if necessary. Better accuracy in determining SLOs of a very diverse student population in ECE.

e) What are the barriers to achieving success in this activity?

Time and commitment of part-time and full-time instructors to attend the meetings.

Helping newly hired part-time instructors to catch up with plans, vision, student learning outcomes, program learning outcomes that were previously discussed by the other teaching staff.

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

ECE COURSEWORK WITH THE INSTRUCTION IN SPANISH
ECE Certificate for the Bilingual Practitioner

Consider:

- x Faculty
- x Other staffing
- x Facilities
- x Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- x S

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—

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

ECE HYBRID COURSES

According to research, there is higher student retention when students are enrolled in a hybrid course rather than just on-line. Even though on-line courses are convenient, not all students will be able to complete courses without access to computers, Internet, and IT support.

Meets the following priorities:

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—with seamless pathways—to all of the college's present and prospective constituent individuals and groups.

Priority 2: Student Success

Goal 2A:

b) Describe how this activity supports any ((Df(t)- 1(t)-2(15)4(s)1f(t((D(((Dl)8Dl)-3)4(o)13(w)-3(i)-n(15)g(y):ge)]T

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

NAEYC Early Childhood Associate Degree Accreditation

Meets the following priorities:

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—with seamless pathways—to all of the college's present and prospective constituent individuals and groups.

Priority 2: Student Success

Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

Goal 2B: Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

Consider:

- Faculty
- Other staffing
- Facilities
- Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- Software
- Hardware
- Outside services
- Training
- Travel
- Library materials
- Science laboratory materials
- NAEYC application materials

a) Describe the new activity or follow-on activity that this resource will support.

ECE Discipline and CDC program will align student outcomes and student activities per a nationally recognized standard of teaching excellence and training

b) Describe how this activity supports any of the following:

21) Core Competency
22) Program level Outcome
23) Course level Outcome
24) Program/Discipline Goal
25) Strategic Priority Goal

Program/Discipline Goal: Students will achieve high level of knowledge and skills from a nationally accredited Associate Degree ECE Program.

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—with seamless pathways—to all of the college's present and prospective constituent individuals and groups.

Priority 2: Student Success

Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

Goal 2B: Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

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

If yes, describe the action plan for completion of this activity.

This is a process that takes more than two years to complete from application to decision.

e) What are the barriers to achieving success in this activity?

i. Funding and time commitment to complete the accreditation

ii. Scheduling time to work on the accreditation standards and reviewing data

iii. Accepting the positive and negative feedback about the program, curriculum, teaching methodology, and student learning outcomes

B. RESOURCE REQUESTS

If new/additional resources are needed for your program/discipline, it is important that you identify them and project their cost, and that these resources and costs be considered through the College's integrated planning (governance, budget development, funding decision making, and resource allocation) proces M h i Ц φ

* Personnel: Include a **C**, **F**, or **M** after the amount to indicate Classified Staff, Faculty, or Manager.

** **S** for Supplies, **E** for Equipment. If additional supplies, for example, are needed for ongoing activities, this should be requested through the budget rollover process.

***

APPENDIX A. Strategic Priorities & Goals
(from Hartnell College Strategic Plan 2013-2018)

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—with seamless pathways—to all of the college's present and prospective constituent individuals and groups.

Priority 2: Student Success

Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

Goal 2B: Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

Priority 3: Employee Diversity and Development

Goal 3A: Hartnell College is committed to 1) increasing diversity among its employees; 2) providing an environment that is safe for and inviting to diverse persons, groups, and communities; and 3) becoming a model institution of higher education whose respect for diversity is easily seen and is fully integrated throughout its policies, practices, facilities, signage, curricula, and other reflections of life at the college.

Goal 3B: To attract and retain highly qualified employees, Hartnell College is committed to providing and supporting relevant, substantial professional development opportunities.

Priority 4: Effective Utilization of Resources

Goal 4A: To support its mission, Hartnell College is committed to the effective utilization of its human resources.

Goal 4B: Hartnell College is committed to having its physical plant, furnishings, and grounds maintained and replaced in a planned and scheduled way to support learning, safety, security, and access.

Goal 4C: Hartnell College will maintain a current, user-friendly technological infrastructure that serves the needs of students and employees.

Goal 4D: Hartnell College is committed to maximizing the use and value of capital assets, managing financial resources, minimizing costs, and engaging in fiscally sound planning for future maintenance, space, and technology needs.

Priority 5: Innovation and Relevance for Programs and Services

Goal 5A: