**ECEFS Program**

**Program Review Jan 2019**

**For 17-18**

**IA. Program**

 Soc. Sci. ECE

**IB. Program Lead**

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**IC. Program Mission Statement**

 To prepare students to work with children and families. (taken from CTE Program Information – Mission Statement)

**ID. Program Summary**

Early Care, Education, and Family Studies Associate in Science Degree:

This program is designed to provide individuals with the foundation into understanding early care, education, and family relations. The program will prepare individuals to enter into a variety of disciplines and careers working with children, families, and communities. The Early Care, Education, and Family Studies program will be beneficial to anyone who has children in their lives: parents, teachers (elementary and early childhood education), school psychologists, social workers, counselors, law enforcement, special educators, foster parents, and grandparents.

The program currently has 3 full time faculty and 7 part-time faculty that cover approximately 4 loads/48-60 units each semester, with the exception of summer. During summer session, 18 units were offered.

Program faculty meet with part-time faculty during CTE Advisory Meetings held each semester, at scheduled ECEFS meetings, and as needed. Full time faculty meet throughout the semester with part-time faculty to support entering of SLO data and grades, developing online courses and for curriculum sharing and development.

Program Student Learning Outcomes:

 • Students will be able to apply effective guidance and interaction strategies that support all children’s social learning, identity, and self-confidence.

 • Students will be able to apply ethical standards and professional behaviors that demonstrate understanding and knowledge, deepening the commitment to early care and education profession.

 • Students will be able to design, implement, and evaluate environments and activities that support positive, development, play, and learning outcomes of all children.

 • Students will be able to develop strategies that promote partnerships between programs, teachers, families, and their communities.

 • Students will be able to integrate understanding of the needs, characteristics, and multiple influences on development of children birth to age eight as related to high quality care and education of young children.

**Section II – Looking Back**

**IIA. Present the Results**

Referred to SLO data for fall 17/spring 18

Course Enrollment, majors, and degrees awarded Data through 2017-18

Course Success Rates through 2017-18

Course enrollments seem to hold and are consistent each year. There are no obvious increases or decreases over the years; however, enrollment online is still much higher than on-campus courses. ECEFS 1531 has shown some decline in enrollment since Fall 16 but it may be due to the time of day that it is offered. Again, online seems to remain consistently high. ECEFS 1521 and 2051 are both required each semester per our contract with the Child Development Training Consortium.

Success rates vary. Overall, there is steady improvement in most ECEFS courses and the Psych 2003 courses. Some courses rates are 100% which need to be reviewed. On-campus courses continue to have higher success rates than online, while online enrollment is higher.

Major counts vary greatly:

 - Early Interventionist I and II Certificates and the Family Child Care Certificates are steadily declining. The Family Child Care Certificate has been removed but the Early Interventionist Certificates will need to be more widely advertised and shared at ECEFS orientations.

- The ECEFS Degree and the AST in ECE have increased.

- While the Assistant, Teacher, and Master Teacher Certificates fluctuate, the Associate Teacher Certificate has increased. The reason for this is probably what students qualify for due to lack of work experience required.

In looking at SLO data, it seems that writing and reading ability seems to be improving which we know through research, directly correlates with student success. It is of course, one of many factors. Understanding course materials and communicating understanding through written, oral and visual presentation is key.

**IIB. Probe the Results: I Wonder………**

Some goals were achieved, some are on-going and others were not met.

1. Develop a program orientation and cap stone course - implementing a portfolio used and required throughout the program A portfolio guide has been developed and reviewed by full and part time faculty.

The goal of developing a cap-stone course was not met but implementing a portfolio is still in-progress. The difficulty of including a required orientation and cap-stone course to a required set of courses has proven difficult.

The ECEFS and CTE faculty are working together to develop an orientation that will be available at the beginning of each semester for ECEFS students. The orientation will include information on obtaining teaching permits, course requirements for degrees and certificates, strategies and support for successful completion, employment opportunities and requirements and time for questions and answers.

2. Improve strategies to improve student's analysis of literature, synthesis of information and writing of academic papers.

While this is on-going, there has been improvement in analysis and synthesis of information as well as in academic writing. This is evident in the SLO data. Faculty are changing the way student writing assignments, specifically research papers are assessed. Students are required to complete rough drafts in order to break down the writing process and allow for more feedback. Finally, a Supplemental Instructional Assistant has been assigned to the Psych 2003 class and provides support and feedback for rough drafts along with instructors.

3. Improve lab center assignments for student via coordination with the Taft College Child Development Center

 - staff professional development opportunities aligning with faculty/course curriculum

 - joint staff/faculty training opportunities would be beneficial in aligning curriculum

There has been a lot of work to meet this goal but it is on-going. Students attend an orientation at the beginning of each semester with the instructor and there has been some alignment of curriculum. Staff are also invited to the classes to share strategies and provide students with information on observation and assessment tools.

Faculty and SI's are available at the Taft Child Development Center during observation and assessment assignment periods to support student's successful completion of observation assignments and understanding of what is observed. All faculty (full and part-time) are invited to attend the orientation at the Child Development Center at the beginning of the semester.

This has had some impact on observation and assessment completion but is on-going.

A consultant was hired but did not directly aide in the transition of faculty to the Child Development Center. The consultant made some suggestions for building an office building and ECEFS classrooms at the center, but nothing has been done on this front as of yet.

Instructors also work with Head Start staff and the West Kern Resource Center Preschool Staff (both directly across the street from the college) in order to provide consistency between what is taught in the classroom and seen in the lab environment.

4. Offer ECEFS Students, staff and faculty more opportunities for professional development, networking and quality site visits

Striving for quality professional development will always be a goal. There were two workshops provided through CPIN (Ca. Preschool Instructional Network) at Taft College for faculty, staff, students and providers in the area. This allowed for collaboration and networking as well as information on the Preschool Learning Foundations. Faculty also attended various professional development opportunities and staff and students attended the Kern County Child Development Conference. More opportunities will be provided this academic year, but much more is needed.

Field trips have been scheduled that are open to all ECEFS students and they are informed of numerous local workshops and professional development opportunities. Many took advantage of these opportunities. Professional development opportunities are also shared with the ECEFS Advisory Committee and the CTE department staff promote them as well. This has led to more students taking advantage of outside professional development opportunities.

Program faculty need to track PD attendance to get better data.

This goal is on-going

5. The goal of developing of a Social Science Department was not realized and no further discussion has taken place.

**IIC. Ideate Innovations: What If………**

**Section III. Looking Forward – 2018-2019**

The goals are in line with the Strategic Action Plan and Educational Master Plan.

 1. Increase professional development opportunities for full/part time faculty and children’s center staff. Joint PD opportunities would also allow faculty and center staff to streamline learning for students and develop a stronger partnership~~.~~ (SAP- Increase student/course success and persistence rates, job placement and Professional Development Plan/ Ed. Master Plan – collaborate with educational partners to align coursework)

2. Secure funding to pay part time instructors to meet monthly to enter CSLO, PSLO and ISLO data into Elumen, develop assessments and rubrics, and discuss strategies for improving course enrollment, retention and success rates. (SAP - Institutional student learning outcomes proficiency rates, and Accreditation/Professional Development Plan )

3. Establish MOU’s (Memos of Understanding) with agencies that serve families

and children with special needs in order to offer students diverse industry opportunities.(SAP – Increase in student success rates and job placement/Ed. Master Plan – more collaboration with K-12 system)

4. Hire and train Student Workers to be Teaching Assistants (TAs) for ECEFS online courses. (SAP - Increase in student/course success and persistence rates)

5. Order and install audio visual equipment in observation rooms at the Child Development

Center. (SAP – increase in job placement and student/course success, Guided Pathways)

6. Purchase audio/visual equipment for the Child Development Center conference room.

 (Facilities and Technology Master Plan and SAP – Professional Development Plan)

7. Purchase equipment and materials for the Child Development Center children’s library, open to families, staff and students for material use.

 (Ed. Master Plan - Expand outreach activities with West Kern Community/SAP – increase student success and persistence rates)

8. Set up a general support office at the Child Development Center. (SAP – increase in job

placement, persistence and student success rates/Guided Pathways)

**IVA. Evaluation of Program Review and Program Planning Process**

- The prompts (for example, “what if….?”)

They helped keep my thoughts on track and truly develop a plan.

Helped me to provide the information required for the review.

**IVB. Evaluation of Program Review and Program Planning Process**

* Make it easier to email☺