

ADP/Program Review - Early Childhood Education

2020 - 2021

1. Department Goals - Current Progress: Goal #1: The ECE department with the support of the ECE Advisory Committee would like to see the Child Development Center (CDC)/Instructional Lab (IL) placed back into the Folsom Lake College Master Plan. A Child Development Center "Plan of Possibilities" was discussed at various ECE department meetings during the 2019-2020 academic year. The discussion involved brainstorming future plans for helping our students to meet the need for child care and carrying out ECE program requirements such as the ECE practicum placement, observations of children, and more. Some ideas brainstormed at the department meeting were creating community partnerships with local businesses and schools that may also have need of child care or perhaps using the ECE Demonstration Room for a half day preschool, or camps. In addition, procedural plans such as conducting a needs assessment, writing a business plan and consulting further with the ECE Advisory Committee were discussed. College buy-in and financial resources are required to meet this goal, which meets goals 1-5 of the Folsom Lake College Strategic Plan: 1. Increase Student Engagement, 2. Provide High Quality Education, 3. Support Community Engagement, 4. Incorporate Innovation and Technology, and 5. Foster an Outstanding Working and Learning Environment.

Goal #2: Two-year program plans and career mapping/pathways options: The ECE department participated in updating our two-year program and career mapping/pathway options.

One of the courses has been deleted, see below:

- NUTRI 320: Children's Health, Safety and Nutrition (Cross-listed with ECE 415)

One of the specializations in the Master Teacher Program was deleted, see below:

- The Children's Health, Safety and Nutrition Specialization

Two of the certificates have been deleted, see below:

- Early Childhood Education: Site Supervisor Certificate
- Early Childhood Education: School-Age Certificate

We now have 5 certificates and 3 degrees, see below:

- Early Childhood Education: Teacher Assistant Certificate
- Early Childhood Education: Associate Teacher Certificate
- Early Childhood Education: Teacher Certificate
- Early Childhood Education: Master Teacher Certificate
- Early Childhood Education: Infant Specialist Certificate
- Early Childhood Education: Site Supervisor A.A.
- Early Childhood Education: AST Degree
- Early Childhood Education: A.A. Degree

Some of the college conversations around prerequisites prompted the department to look at pre-requisites and other strategies such as (revising our courses and programs, as described above) to eliminate barriers our students have encountered in their certificate and degree programs. It's hoped that this helped us to increase our earned certificates and degrees and to strengthen pathways for our ECE students. This goal meets goals 1, 2, and 5 of the Folsom Lake College Strategic Plan: 1. Increase Student Engagement, 2. Provide High Quality Education, and 5. Foster an Outstanding Working and Learning Environment.

Goal #3: To strengthen professional development. The ECE department accomplished goals to continue to encourage professional development opportunities among our faculty. The following topics were attended by ECE faculty, mostly via webinars due to the pandemic: OEI, Equity, STEM, Child Development Permit updates, Curriculum Alignment Projects, Open Educational Resources (OER), the Maker Movement, and Neurobiological Brain Development, Anti-Racism, ECE Community of Practice – statewide, and more. This goal meets goal 5 of the Folsom Lake College Strategic Plan: Foster an Outstanding Working and Learning Environment. The ECE department will need financial resources to strengthen professional development.

Goal #4: To improve our ECE demonstration classroom. Last year a "resource request" was made for \$2,000.00 to improve the

ECE Demonstration classroom and we did spend monies for materials to be used with students in the classroom (FL5 110). In addition, the ECE Demonstration classroom still needs the following installations: projection, a projection screen and a computer in FL5 110, in order to carry out the many uses of the Demonstration classroom, (see below). Also, adult and child-sized stackable chairs, and a sink are needed for this classroom.

Use of the ECE demonstration classroom (FL5 110) will include the following settings:

- A place for students to design and implement early childhood education environments
- A place for students to evaluate early childhood education environments.
- A place for ECE Department Meetings
- A place for ECE Advisory Committee Meetings
- A place for district ECE gatherings
- A place for child visitors on-campus for special events
- A place for children in future STEM camps

The above goal meets goals 1-5 of the Folsom Lake College Strategic Plan: 1. Increase Student Engagement, 2. Provide High Quality Education, 3. Support Community Engagement, 4. Incorporate Innovation and Technology, and 5. Foster an Outstanding Working and Learning Environment.

Goal #5: To hire two full-time Early Childhood Education faculty members. The first full-time position was to replace a former ECE faculty member who retired in spring 2019. The Academic Senate Hiring Prioritization Committee ranked this position #2. The second full-time position was not ranked. Unfortunately, because of the district hiring freeze, we were unable to hire a full-time ECE faculty member. This goal meets goals 1, 2, and 5 of the Folsom Lake College Strategic Plan: 1. Increase Student Engagement, 2. Provide High Quality Education, and 5. Foster an Outstanding Working and Learning Environment.

Goal #6: To schedule more of our ECE classes in FL4-135, the Child Development classroom. This classroom and the adjoining workroom, FL4-134 were designed for ECE students and faculty in the 2002-2003 academic year. ECE faculty designed the classroom after a physics classroom and it perfectly meets the needs for both wet and dry areas needed in ECE classes, with the added benefit of computers for the modern educator. The adjoining workroom allows for ease of storage, clean up, and less heavy lifting of materials for faculty members. Goal #6 was not met due to the pandemic and the need to schedule all of our courses online. This goal meets goals 1, 2, 4, and 5 of the Folsom Lake College Strategic Plan: 1. Increase Student Engagement, 2. Provide High Quality Education, 4. Incorporate Innovation and Technology, and 5. Foster an Outstanding Working and Learning Environment.

2. Department Goals - Future: Goal #1: The ECE department with the support of the ECE Advisory Committee would still like to see the Child Development Center (CDC)/Instructional Lab (IL) placed back into the Folsom Lake College Master Plan. A primary objective is to plan and conduct a needs assessment. College buy-in and financial resources are required to meet this goal, which meets goals 1-5 of the Folsom Lake College Strategic Plan: 1. Increase Student Engagement, 2. Provide High Quality Education, 3. Support Community Engagement, 4. Incorporate Innovation and Technology, and 5. Foster an Outstanding Working and Learning Environment.

Goal #2: To strengthen professional development. The pandemic has required ECE faculty to make use of weekly state-wide seminars and meetings over spring, summer, and fall 2020. Much of the professional development is/was related to finding work-arounds for student assignments and fieldwork that require working directly with children and families. In addition our department is committed to anti-racist and equity minded ways of being in education and in life. We have shared and will continue to share resources with our students and their families and to provide support our students health and well-being across the domains of development. The ECE department will to continue to encourage professional development opportunities among our faculty, especially with regard to the following topics: The OEI, Equity, Anti-Racism, Equity-minded Education, STEM, Child Development Permit updates, Curriculum Alignment Projects, Open Educational Resources (OER), the Maker Movement, and Neurobiological Brain Development. This goal meets goal 5 of the Folsom Lake College Strategic Plan: Foster an Outstanding Working and Learning Environment. The ECE department will need financial resources to accomplish strengthen professional development.

Goal #3: To improve our ECE demonstration classroom. In spring 2020, a Perkins resource request was made to improve the ECE Demonstration classroom (FL5 110). With our designated Perkins monies of about \$5,000.00, the ECE department intends to have the following installations implemented: projection, a projection screen and a computer in FL5 110. Also, adult and child-sized stackable chairs, and a sink are needed for this classroom. This will allow ECE students to improve their skills via designing, developing, and carrying out activity presentations in this space.

Use of the ECE demonstration classroom (FL5 110) will include the following settings:

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Goal #4: To hire a full-time Early Childhood Education faculty member (Critical Hire). The full-time position is to replace a former ECE faculty member who retired in spring 2019. The Academic Senate Hiring Prioritization Committee ranked this position #2 in Fall 2019 and this position was approved by the President of Folsom Lake College, Whitney Yamamura. Unfortunately, because of the district hiring freeze, we were unable to hire a full-time ECE faculty member in spring 2020. If the ECE department is unable to obtain a Critical Hire, we would like to retain our #2 ranking when the hiring freeze ends. This goal meets goals 1, 2, and 5 of the Folsom Lake College Strategic Plan: 1. Increase Student Engagement, 2. Provide High Quality Education, and 5. Foster an Outstanding Working and Learning Environment.

3. Special or Long Term Projects: Some of our future goals (above) refer to special projects, particularly the following:

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4. Department/Discipline Plans - Curriculum and Course Sequencing: In past years, the ECE department has planned classes with multiple modalities, location and times. However, during the pandemic, we are only offering classes online.

The ECE department has developed pathways for all of our certificates and degrees. These pathways were used to plan the program maps in spring 2020. A course sequence was developed in order to offer core classes every semester (300, 312, 314, 320, 326, 330, and 430) and courses required for higher unit certificates and degrees every year (321, 331, 342, 343, 361, 415, 420, 424, and 452). ECE has a select number of courses that are required for specific certificates and degrees that are offered every two years (ECE 404 and 422). These courses are specific to ECE majors, typically have low enrollment, and are often in jeopardy of being cancelled. A change in modality was planned for these classes to improve enrollment. ECE 404 was offered online in summer 2020 and had good enrollment. This was also the case for ECE 420 when it was offered as an online class in Fall 2020. Hopefully, we will have similar results in spring 2021, when ECE 422 is offered online. Cancelling a class that is only offered every two years is problematic for students who need it for degree or certificate completion and problematic for sequencing in a two-year plan. We also removed a pre-requisite from ECE 422 in Fall 2020 to align with the other Los Rios Colleges. In addition, the department has worked with the other Los Rios colleges to alternate the offering of lower enrolled courses so that they are not offered the same semester at multiple campuses.

In fall 2020, our ECE Practicum classes (ECE 320 and ECE 321) were cancelled. The Practicum classes were cancelled because the early childhood education programs in the community were not accepting student volunteers and the department was unable to place our students at community sites. Unlike our sister colleges across the district, we do not have access to a campus child development center either. Furthermore, our new faculty practicum hire that was approved by the Academic Senate hiring Prioritization Committee, ranked #2, and approved by the President of Folsom Lake College Whitney Yamamura, was lost as a part of the district-wide hiring freeze. We made the decision to offer the practicum classes in spring 2021, as online classes, after much research and collaboration with community colleges across the state.

5. Program Development & Revision: Program development is achieved by regularly revising and updating coursework to reflect current philosophy and practice in early childhood education.

Course Revisions: Fall 2019

ECE 420: Administration I: Programs in Early Childhood Education was revised to update the distance education percentage to increase enrollment.

ECE 422: Administration II: Personnel and Leadership in Early Childhood Education was revised to update the distance education percentage and to increase enrollment.

Course Revisions: Spring 2020

ECE 300: Introduction to Principles and Practices in Early Childhood Education

ECE 326: Making Learning Visible Through Observation and Documentation

ECE 330: Infant and Toddler Development

ECE 343: Language and Literacy Development in Early Childhood

ECE 361: Introducing Young Children to Visual Arts

ECE 404: Children with Special Needs

ECE 430: Culture and Diversity in Early Childhood Education

Course Revisions: Fall 2020

ECE 422: Administration II: Personnel and Leadership in Early Childhood Education – A pre-requisite was removed.

ECE 343: Language and Literacy in ECE

Program Revisions: Spring 2020

NUTRI 320 was deleted in Spring 2019. This class was cross-listed with ECE 415.

Because the ECE 415/NUTRI 320 cross-listing appeared in nearly all ECE programs, in Spring 2020, the deletion was updated in the following certificates and degrees:

- Early Childhood Education: Teacher Certificate
- Early Childhood Education: Master Teacher Certificate
- Early Childhood Education: Infant Specialist Certificate
- Early Childhood Education: Site Supervisor A.A.
- Early Childhood Education: AST Degree
- Early Childhood Education: A.A. Degree

In past ADP's, it was stated that ECE 350 was planned for deletion and the ECE and English departments were collaborating to make certain that an elementary education pathway existed for students before deleting it. The plan was for the English department to add ENGED 324 Introduction to Elementary Teaching with Field Experience to replace ECE 350. Conversations were taking place with the English department and CSUS about an ACT (Accelerated Child Development and teaching Credentials

pathway). A new conversation about this class is in process between the English and ECE departments.

6. Percent of SLOs assessed: Currently, we offer 19 ECE classes. The percentage of SLOs that have been assessed overall was about 85%. (This was not including ECE 494 and ECE 498, which we do not assess). ECE 404 was successfully assessed in fall 2019. ECE 420 is being assessed this semester (fall 2020), and ECE 422 is being offered online in spring 2021 and will be assessed at that time.

7. Course SLOs - Synopsis: In Fall 2019, ECE 404: Children With Special Needs was assessed for SLO 6 with an achievement rate of 100%. Strengths were productive research and teamwork. Areas to improve were critiquing another's work. Perhaps a Library instruction would help with students' performance on research assignments.

Courses Needing SLO Assessment:

ECE 363: Music and Movement with Young Children – The last SLO assessment was in summer 2011. It has been taught by adjunct in Summer 2013, Summer 2015, Summer 2017, and Summer 2019. Adjunct who taught ECE 363 were contacted by department chair in 2018 and 2019, but the adjunct did not submit SLOs. We will try again next time it is taught.

ECE 420: Administration 1: Programs in Early Childhood Education – This class has been taught only by adjunct faculty and more often than not, it has been cancelled. In Fall 2019, it was revised to be taught as a DE class, in order to increase enrollment. This plan worked. It is currently being offered in Fall 2020 as an online class and will be assessed this semester.

ECE 422: Administration II: Personnel and Leadership in Early Childhood Education – This course was cancelled in Summer 2018 and so the SLO was not completed. ECE 422 was in the Fall 2019 schedule, but it was cancelled for low enrollment. In Fall 2019, ECE 422 was revised to be taught as a DE class, in order to increase enrollment. In addition, it is being revised now to remove a pre-requisite and to revise two student learning outcomes needing clarification about equitable practice in Early Childhood Education environments. Hopefully, it will fly when offered in Spring 2021 and an SLO will be assessed at that time too.

8. Course SLOs - Strategies for Improvement/Maintenance: The ECE department has been successful at improving and maintaining course SLOs considering the high number of adjunct faculty who teach in the department. Department chairs have contacted adjunct faculty about conducting SLO assessments. The current department chair created an ECE department Canvas account in which to post instructions for tasks like completing SLO assessment. Certainly, paying all adjunct faculty for conducting SLO assessments and providing training is in the college's best interests.

Needs to improve success: A child development center/ instructional lab for students to observe children in a best practices classroom would be helpful to faculty in completing certain SLOs with ease. At the present time, the Early Childhood Demonstration classroom functions as a place for students and faculty to engage in demonstrations of curriculum and environments.

At the very least, being funded to improve the ECE Demonstration Classroom would provide a space for conducting activities and modeling developmentally and culturally appropriate environments. It would also be helpful to our students who have various assignments requiring them to collaborate with teachers working directly with children. Our students need diverse role models including those who are teachers of young children and those who are college professors, for assignments and for their own personal growth and development.

Providing consistency for our ECE students is important and thus, we need a Critical Hire as a replacement for one retiree (spring 2019). In addition, one of the two ECE full-time faculty is on a pre-retirement program with a reduced load.

9. Program SLOs - Synopsis: Student ratings of Program SLOs reflected excellent preparation in the following ECE programs:

The average of 8 outcomes were rated 4.66 during the past year and 4.72 over the past 4 years for the Assistant Teacher certificate.

The average of 5 outcomes were rated 4.69 during the past year and 4.62 over the past 4 years for the Associate Teacher certificate.

The average of 6 outcomes were rated 5.00 during the past year and 4.87 over the previous 3 years for the AA Degree.

Comments from students were complimentary about the professors providing real life experiences and examples in order to make concepts clear. They also acknowledged the well-equipped classroom. Students appreciated the skills they acquired in the ECE program that enabled them to be effective teachers, as well as having advocates who want to see them graduate on time. They also mentioned appreciation for college services and the ECE stipends that were helpful to them. Requests were made for more daytime classes and more classes in general. Some barriers mentioned were lack of campus child care and lack of the night classes needed.

The individual reports can be found on the Student Learning Outcomes page of the Insider, under Graduate Exit Survey:

Individual Program/Certificate PSLO Reports (2018-2019 and previous years) <https://inside.flc.losrios.edu/planning-and-research/office-of-institutional-research/student-learning-outcomes-and-assessment>

10. Program SLOs - Strategies for Improvement/Maintenance: Student ratings of Program SLOs indicates that students are achieving outcomes at a high level. The ECE department will continue to offer high-quality instruction and a robust, meaningful program. The department continues to seek recommendations from our ECE Advisory Board, the analysis of all SLOs, and graduate exit surveys as strategies for improving and maintaining student performance. Program SLOs requests indicated that the ECE department needed more offerings of ECE evening classes, and a child development center.

11. Improving Course and Program Success Rates - Data Analysis: The F19 overall success rate of ECE courses was 80.1% and the overall success rate of college courses was 75.1%. ECE functioned 5% higher than the college overall, in F19. The ECE success rate decreased from 80.1% to 77.9% between F19 and SP20. The overall college success rates decreased from 75.1 to 72.4 between F19 and SP20. Thus, between F19 and Sp20, the ECE department was about 5% higher than the college in improved success rates.

F19: ECE courses which rose significantly above the college overall success rate of 75.1% were ECE 430 at 96.2%, ECE 320 at 95.8%, and ECE 321 at 92.3%.

SP20: ECE courses which rose above the college overall success rate of 72.4% were ECE 415 at 93.5%, ECE 320 at 90.9%, and ECE 430 at 90.5%..

F19: ECE courses which fell below the college overall success rate of 75.1% were ECE 300 at 75% and ECE 331 at 68.8%.

SP20: ECE courses which fell below the college overall success rate of 72.4% were ECE 300 at 64.9%, and ECE 331 at 55.6%.

Online Courses: The F19 overall success rate of ECE online courses was 76.8% and the overall success rate of college online courses was 75%. ECE was just a few percentage points higher than the college overall success rates in F19. The ECE online success rate increased from 76.8% to 79.2% between F19 and SP20. College online success rates decreased from 75% to 74.4% between F19 and S20. Thus, between F19 and Sp20, the ECE online courses were a few percentage points higher than the college online courses in improved success rates.

F19: Online ECE courses that rose above the college overall success rate of 75% were ECE 314 at 84.1% and ECE 424 at 82.8%.

F19: Online ECE online courses that fell below the college online success rate of 75% was ECE 312 at 71.9%

SP20: ECE courses that rose above the college overall success rate of 74.4% were ECE 312 at 91.5%, ECE 314 at 77.9%.

SP20: ECE online courses which fell below the college online success rate of 74.4% were ECE 424 at 73.9% and ECE 331 at 55.6%.

Partially Online Courses: The F19 overall success rate of ECE partially online courses was 85.9% and the overall success rate of college partially online courses was 71.5%. ECE was 14 percentage points higher than the college overall, in F19. The ECE partially online success rate decreased from 85.9% to 79.1% between F19 and SP20. College online success rates increased from 71.5% to 72.8% between F19 and SP20. ECE partially online classes success rates were higher overall than the college partially online success rates between F19 and Sp20.

F19: ECE partially online courses which rose above the college online success rate of 71.5 were ECE 430 at 96.2% and ECE 314 at 94.1%.

SP20: ECE partially online courses which rose above the college online success rate of 72.8 were ECE 430 at 90.5% and ECE 415 at 93.1%.

F19: An ECE partially online course which fell below the college online success rate of 71.5% was ECE 312 at 71.4%.

SP20: ECE partially online courses which fell below the college online success rate of 72.8% were ECE 314 at 66.7% and ECE 312 at 57.1%.

For the most part, the success of ECE classes were higher than the average college course success rates, noted above. The ECE department will keep up the good work, as well as conduct some department meetings on the topic of student success, achievement gaps, and imbuing equity-mindedness into our work. All faculty will be encouraged to inform students about the wide array of student services available at the college. The ECE department will continue to improve our teaching through the

use of professional development and keep our courses updated and relevant through regular curriculum review and revision. One online ECE 312 class has been aligned with the OEI in order to increase student accessibility and student success.

Ethnicity: College Success Rates

F19 to SP20 overall success rates for college students by ethnicity were Asian at 79%, Filipino at 77.3%, White at 73.7%, Other Non-White at 71.4, Multi-Race at 70.2%, Unknown at 69.8%, Hispanic/Latino at 68.7%, Native American at 68.2% and African American at 63.8%.

Ethnicity: ECE Success Rates

F19 to SP20 overall success rates for ECE students by ethnicity were Asian at 93.63%, Hispanic/Latino at 79.7%, White at 79.3%, Native American at 76.2%, Unknown at 71.8%, African American at 69%, Multi-Race at 68.3% and Filipino at 57.1%. The greatest positive gap for ECE between the overall college and ECE students were Asian students with ECE up by about 15%. The greatest negative gap for ECE between the overall college and ECE students were Filipino student with ECE Filipino students down by about 20%. We need to work on increasing the students' visibility and success rates by increasing equity in our classes and the college as a whole. ECE students need a variety of role models, including professors and classes that take into account multiple ways of being and learning.

Gender and Success Rates of College Students

From F19 to SP20, 6841 college students were female and 5,392 were male. Thus, about 56% of students were female and 44% were male. During this time, the success rate for female students was 73.7% and the success rates for male students was also 73.7%.

ECE: Gender and Success Rates

From F19 to Sp20, 661 ECE students were female and 75 were male. Thus, 90% of students were female and about 10% were male. During this time, the success rate for female ECE students was 79% and the success rates for male students was also 79%. We are satisfied with the equitable success rates. However, that ECE has a gender divide as indicated by the high rate of females and the low rate of males in the profession. This gap is a continuing topic at ECE department meetings, ECE Advisory Committee meetings, state-wide meetings, and with our students. It would benefit our students to have diverse role models in Early Childhood Education, including males.

In Fall 2020, of the 1862 declared majors college-wide, 192 were ECE majors.

90 of those students aspire to earn ECE degrees and 94 of those aspire to earn ECE certificates. About half of our students are transfer students and half are Career Education. The ECE department is always interested in increasing the number of ECE majors and have been working on promoting our department in various ways. We are also encouraged by our students and the current metrics.

According to the FLC Awards Dataset, over the past 6 years ECE students have been awarded 712 certificates or degrees. Of these students, 629 were awarded certificates and 83 were awarded degrees. In the 2019-2020 academic year, 104 certificates and 18 degrees were awarded to students.

The breakdown for the ECE students who earned degrees in 2019-2020, is as follows:

- 4 students earned the ECE Site supervisor Certificate.
- 60 students earned the ECE Assistant Teacher Certificate.
- 29 students earned the ECE Associate Teacher Certificate.
- 5 students earned the ECE Master Teacher Certificate.
- 6 students earned the ECE Teacher Certificate.

The breakdown for the ECE students who earned degrees in 2019-2020, is as follows:

- 3 students earned the ECE Site Supervisor Degree.
- 8 students earned the ECE A.A. Degree.
- 7 students earned the ECE AS-T Degree.

12. Improving Course and Program Success Rates - Strategies and Resources Needed: OEI: Submission of the GE transfer ECE 312/PSYC 372, Child Development class was completed by one department member. The revision was aimed at improving the course and increasing accessibility for students. The continuation of funding for this highly intensive and time-consuming training is appreciated. Special thanks to mentor Debra Welkley, and also to Leslie Reeves, and Angela Prelip.

ECE 420 is being taught online now and as per our plan to increase enrollment. We have a full class this semester! This is also

the plan for ECE 422 and it will be taught online in the 2020-2021 academic year. We are hopeful that this shift in modality encourages students already working in the field of ECE to enroll and successfully complete this class too. Also, after removing a pre-requisite from ECE 422 in fall 2020, we hope to increase accessibility to the class in spring 2021.

ECE Demonstration Classroom: With Perkins monies and additional resources or an increase in base funding, the improvement of the ECE Demonstration classroom will open up a wide array of possibilities for the ECE courses and programs, as previously mentioned in Future Goal #3.

13. Suggestions for Improving the ADP/PR process: Thank you for your assistance! Some day when we have a sufficient amount of staffing in the OIR, it would be fabulous to be offered a folder of print outs of all of the department data needed for the ADP and Program Review.

14. Is your ADP complete and ready for review by the Dean and Vice President?: N/A - Completing Program Review

Program Review Questions (skip if not completing program review)

15. Mission Statement: FOLSOM LAKE COLLEGE

Early Childhood Education Vision Statement

The Early Childhood Education department at Folsom Lake College prepares students through the holistic study of children to become professional educators and advocates of children, with the aim of promoting the highest standards of practice in both the local and the larger global communities.

Early Childhood Education Mission Statement

- Introduce students to the field of Early Childhood Education and the comprehensive areas of knowledge inherent in the study of children.
 - Increase the students' awareness regarding the effects of the immediate and global contexts on the development of children.
 - Provide coursework consistent with professionally approved standards in order to achieve certificates and degrees that will enable students to effectively work in a variety of Early Childhood Education settings.
 - Provide students with professional development information and opportunities in order to extend the depth and breadth of their current knowledge base and levels of experience.
 - Provide students with information regarding college-wide services that will support their efforts to successfully achieve an education and attain their fullest potential.
 - Educate students in an environment that respects the diverse contexts of the student's lives and the multiple perspectives, abilities, and interests expressed by students.
 - Create and maintain partnerships with communities, schools, business, and agencies in order to fulfill our role as educational liaisons.
 - Provide opportunities for education and training regarding recent educational trends and methodologies occurring in the field of Early Childhood Education.
- 16. Pre-Requisite and Co-Requisite Validation:** All of the pre-requisites are ECE classes and therefore, the department has been informed that the pre-requisites and advisories do not need to be validated. The ECE department will continue to review prerequisites for barriers to student success. Below are all of the ECE pre-requisites and advisories:
- ECE 312/PSYC 372: Advisory – ENGRW 101 or 103 or EDLL 310, ESLR 320. And ESLW 320
 - ECE 314: Advisory - ENGRW 101
 - ECE 320: Pre-Requisite – ECE 300 and ECE 312/PSYC 372
 - ECE 321: Pre-Requisite – ECE 320
 - ECE 326: Advisory - ENGRD 110 or ENGRW 101
 - ECE 331: Advisory - ENGRD 110 or ENGRW 101
 - ECE 342: Advisory - ENGRD 310 or ENGRW 101
 - ECE 343: Advisory - ENGRW 101 or ENGRD 310
 - ECE 404: Prerequisite – 312/PSYC 372
 - ECE 415: Advisory – ECE 312 or NUTRI 300ECE

- ECE 420: Prerequisite: ECE 300 and ECE 312/PSYC 372 or BA in Child Development or related field. Advisory – ECE 320
- ECE 422: Prerequisite – ECE 320 and ECE 420 (ECE 320 is being removed in Fall 2020).
- ECE 424: Pre-requisite – ECE 314 and ECE 320

17. Maintaining Program Currency: It stated in another document that this section was not necessary.

18. Evidence of Program Relevancy: It stated in another document that this section was not necessary.

19. Is your PR ready for review by Dean/VP?: Yes