

2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021-2022

CLUSTER: HAWK

NEXT SCHEDULED CPPR: SPRING 2023

PROGRAM: EARLY CHILDHOOD EDUCATION

LAST YEAR CPPR COMPLETED: 2020-2021

CURRENT DATE: 2/25/2022

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing, and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [resource plan](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

Child Development Associate Teacher (C.A.), Child Development Teacher (C.A.), Child Development Master Teacher (C.A.), Child Development Site Supervisor (C.A.), Inclusion and Special Needs (C.A.), Child Development/Early Childhood Education (A.A.), Early Childhood Education (A.S.T), Child and Adolescent Development (A.A.T), Child Development and Family Studies (A.A.)

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose, or direction. *If there are not any, indicate: NONE.*

In the Fall 2022 semester, our Department name will change from "Early Childhood Education" to "Child Development and Family Studies." The name, "Early Childhood Education," highlights the teacher preparation and early learning aspects of our courses. Our new Department name would recognize the Department's additional priorities: Students will view children in the context of family, school (early learning), community, and culture and see value in diverse child-rearing approaches; students will gain a solid understanding of the developing child, including current brain research, and use theoretical knowledge to inform professional practices (including teacher preparation). In addition to the name change, a new A.A. degree has been approved, Child Development and Family Studies. The new A.A. degree will deepen students' understanding of the developing child in the context of family, culture, and community. This would be an ideal degree for Case Managers, Family Advocates, Parent Educators, and Home Visitors.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

- Yes If yes, please complete the Program Sustainability Plan Progress Report below.
No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

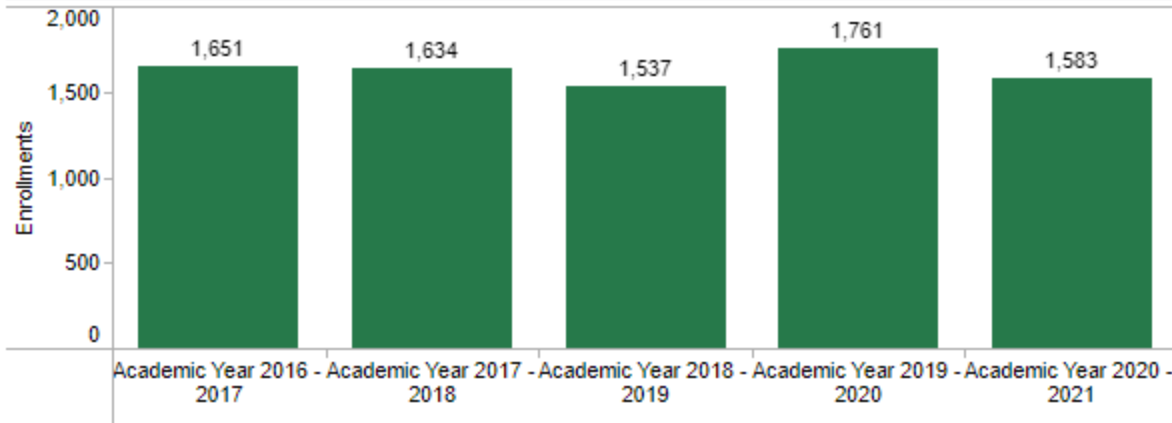
[General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

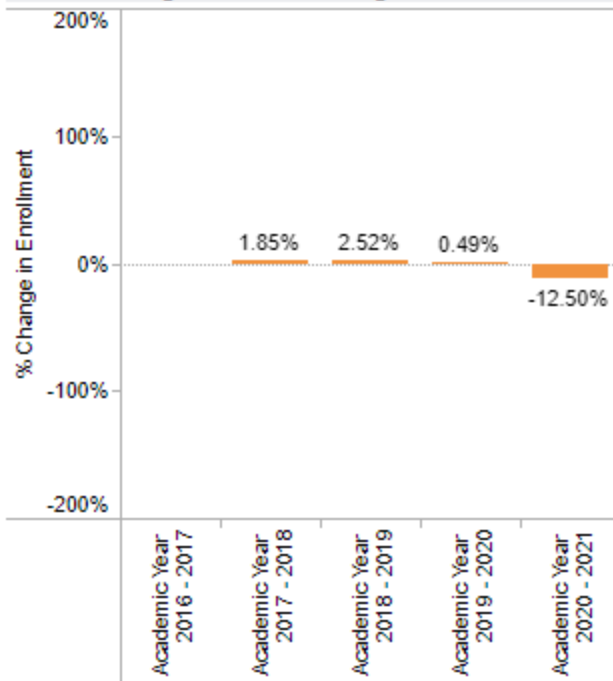
SLOCCCD Program Review Data - Enrollment

Department:
 Course:
 Dual Enrollment:
 Prison:

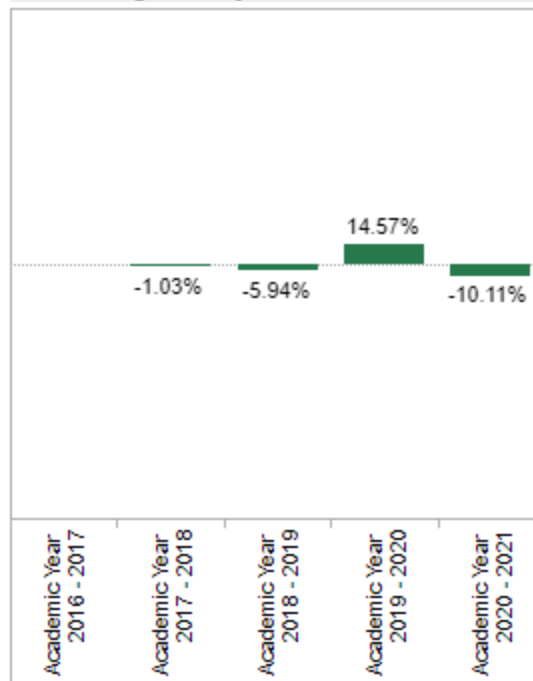
Early Childhood Education Enrollments



% Change - Overall College Enrollments



% Change - Early Childhood Education



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

We can see a drop in enrollment in the 2020-2021 academic year as compared to the previous year. We attribute the decline in enrollment to the pandemic. ECE courses have a 10.7% drop in enrollment, as

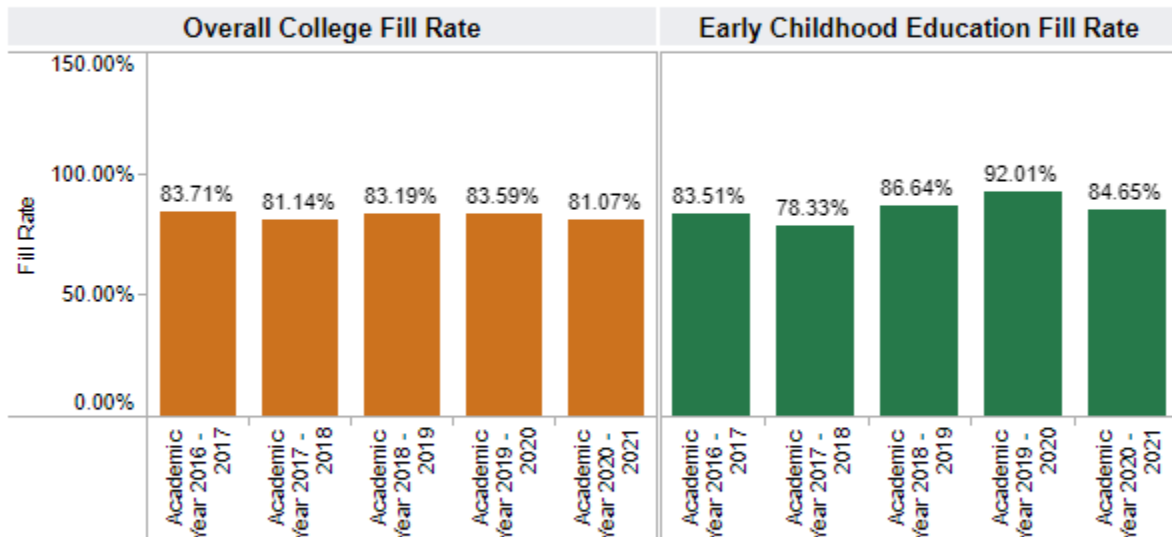
compared with the college showing a 12.5% drop. We anticipate an increase in enrollment over the next few years as we return to in-person classes. We are having success with the hybrid model. We are continuing to grow in our Dual-Enrollment offerings and added a new High School in Spring 2022. Going forward, Atascadero High School will be offering ECE 201 in the Fall and ECE 202 in the Spring. This opens opportunities to add additional courses so students can complete the first four ECE courses in our degree, making them eligible for a Child Development Assistant Teacher permit.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Course: Dual Enrollment: Prison:



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

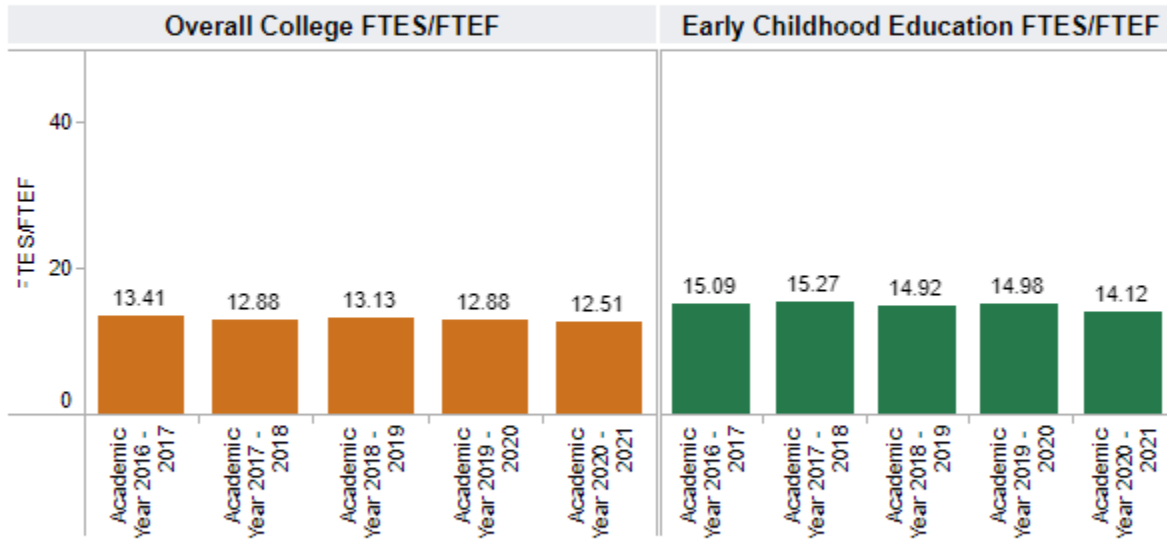
The fill rate for ECE in 2020-2021 exceeds that of the college (84.65% compared with 81.07%) and can be attributed to adjusting our schedule/course offerings to the overall decline of enrollment due to the pandemic.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Course: Dual Enrollment: Prison:



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
($SXD4 \text{ Total-Hours} / 17.5 / XE03 \text{ FACULTY-ASSIGNMENT-FTE}$)

The efficiency of the ECE program exceeds that of the overall college and has been consistently higher over the past 5 academic years.

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Early Childhood Education

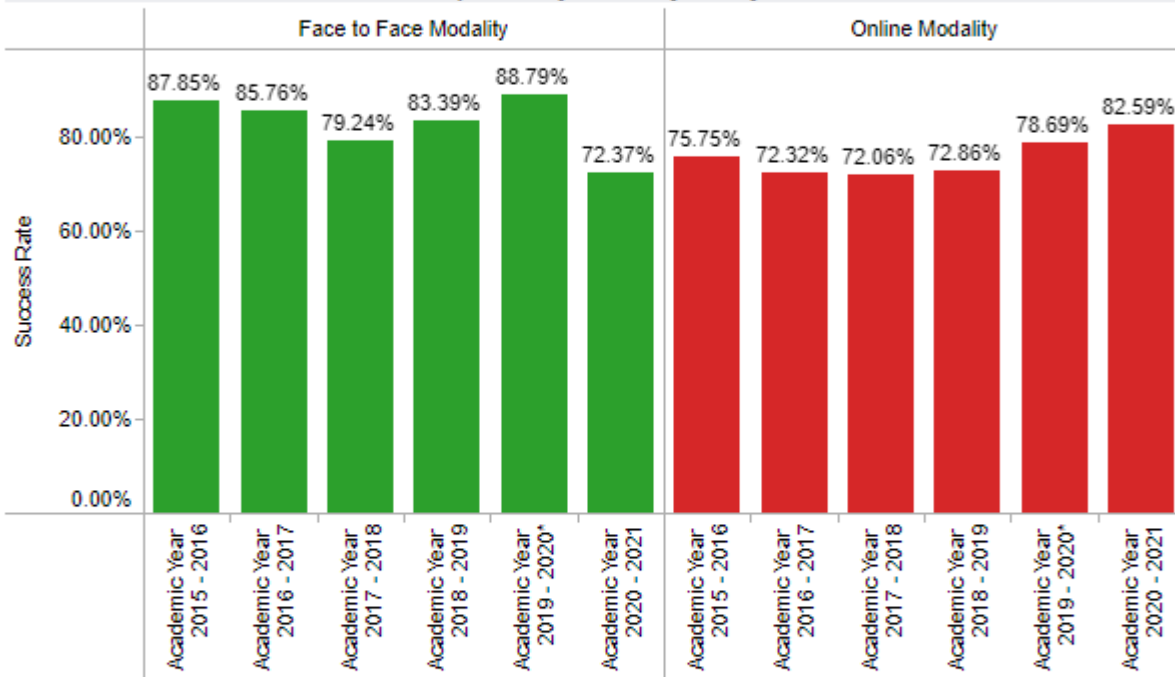
Course:

(All)

Legend:

- Face to Face Modality
- Online Modality

Successful Course Completion by Modality -Early Childhood Education



Successful Course Completion by Modality Table - Early Childhood Education

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	87.85%	85.76%	79.24%	83.39%	88.79%	72.37%
	Total Department Enrollm..	955	878	708	584	471	76
Online Modality	Department Success Rate	75.75%	72.32%	72.06%	72.86%	78.69%	82.59%
	Total Department Enrollm..	1,002	773	860	867	1,213	1,444

Our success rate in the online modality surpasses the past 4 academic years. Additionally, successful course completion in the online modality exceeds the success rate of face-to-face courses (82.59% versus 72.37%). We attribute the drop in the success of face-to-face courses to the disruptions brought on by the pandemic. Instructors in our introductory courses to the major (ECE 201) have made significant changes to support student success, partly attributable to campus-wide trainings. The effectiveness of those pedagogical changes are indicated in the data. See the chart below which disaggregates the data for our introductory

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Early Childhood Education

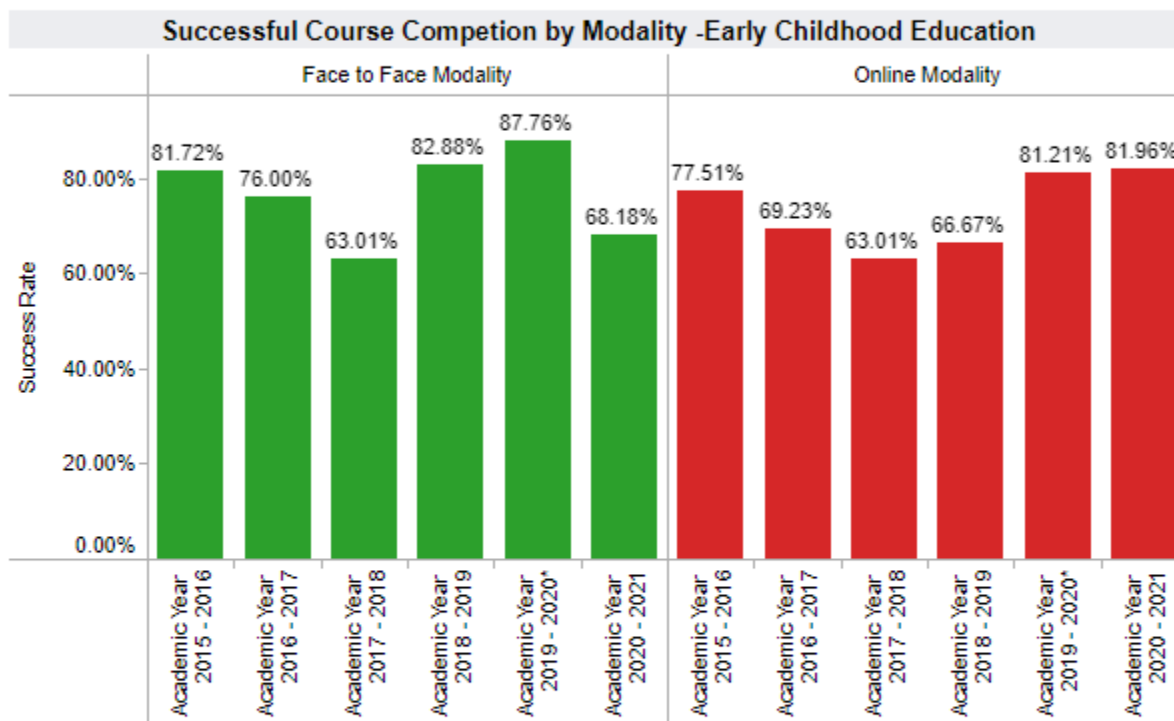
Course:

ECE201

Legend:

Face to Face Modality

Online Modality



Successful Course Completion by Modality Table - Early Childhood Education

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	87.85%	85.76%	79.24%	83.39%	88.79%	72.37%
	Total Department Enrollm..	955	878	708	584	471	76
Online Modality	Department Success Rate	75.75%	72.32%	72.06%	72.86%	78.69%	82.59%
	Total Department Enrollm..	1,002	773	860	867	1,213	1,444

[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

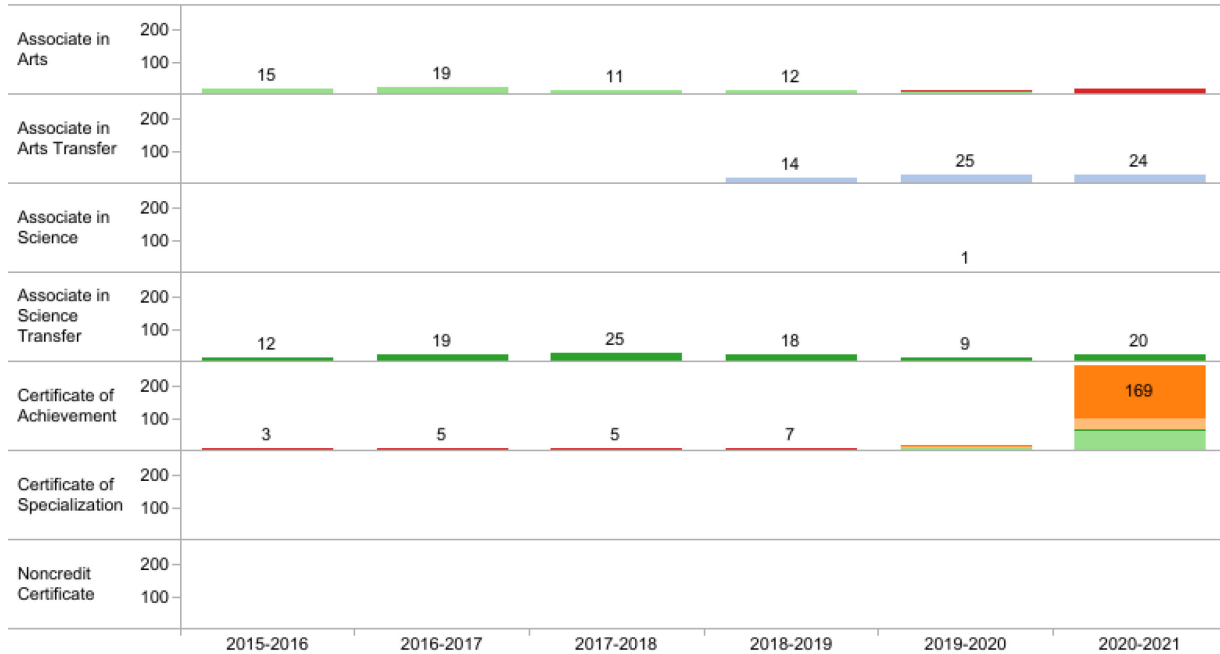
SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Multiple values

Award Type:
All

Program Awards

Top Code Description(s): Child & Adolescent Development, Child Dvl Administration & Man, Child Dvl/Early Care & Ed
Award(s): All



Program Awards Table

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Certificate of Achievement	Child Dev Site Supervisor (CA)						4
	Child Development Teacher (..					6	60
	ECE Teacher (CA)	3	5	5	7	1	2
	Total	3	5	5	7	17	267
Grand Total		30	43	41	51	63	327

Program Awards: The number of degrees and certificates awarded by program type

Our Department awarded 60 degrees in the 2020-2021 academic year. This is a marked increase in our overall degree completion rate as compared with the two previous years (44, 45). We have seen significant improvements for all three degrees; A.S.T. in Child and Adolescent Development, 14 (2018-2019) to 24 degrees (current year); A.S.T. in ECE, 9 (2019-2020) to 20 (current year); and our A.A., 12 (2018-2019) to 16 (current year). Our Department awarded 169 Child Development Associate Teacher Certificates of Achievement, a noteworthy increase from previous years and partly attributable to our Dual-Enrollment courses. With this certificate students eligible to work in the Early Care and Learning field.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

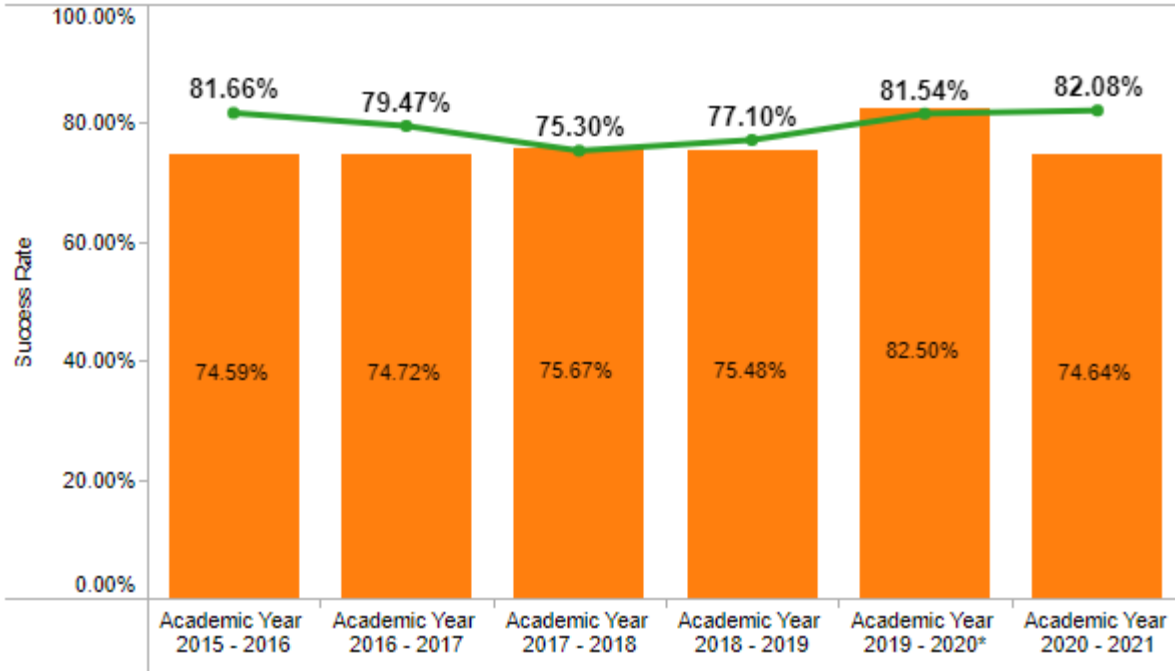
TERM:

Measure Names

- Department Success Rate
- Overall College Success ...

COURSE:

Successful Course Completion - Early Childhood Education



Early Childhood Education Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	81.66%	79.47%	75.30%	77.10%	81.54%	82.08%
Total Enrollments	1,957	1,651	1,568	1,451	1,684	1,520

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Successful Course Completion by Student Subpopulation

Academic Year:

Department:

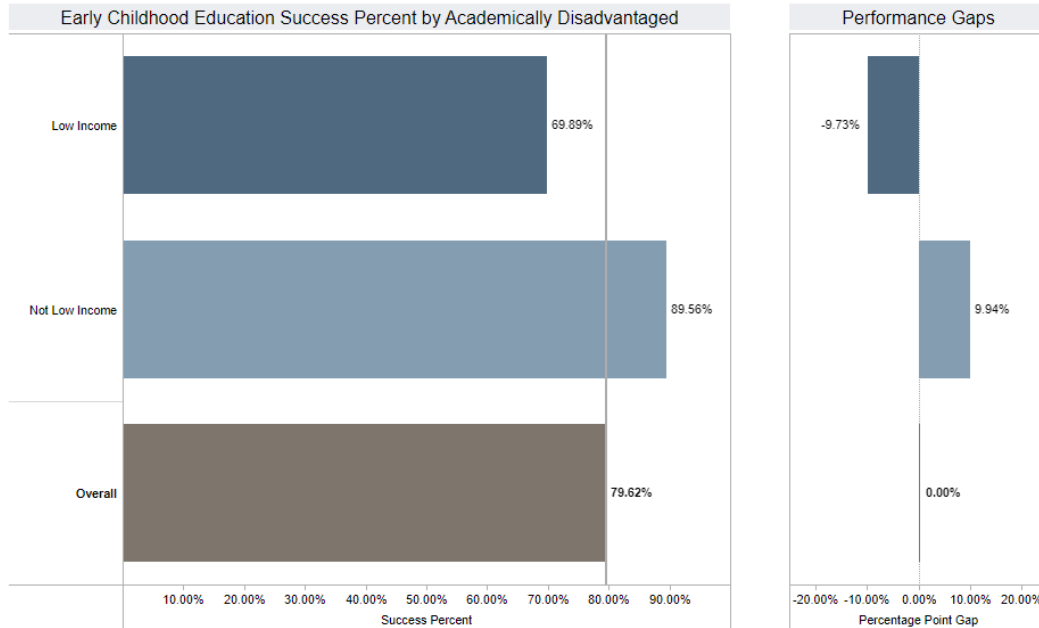
Region:

Enroll Status:

Dual Enrollment:

Prison:

Disaggregate By:

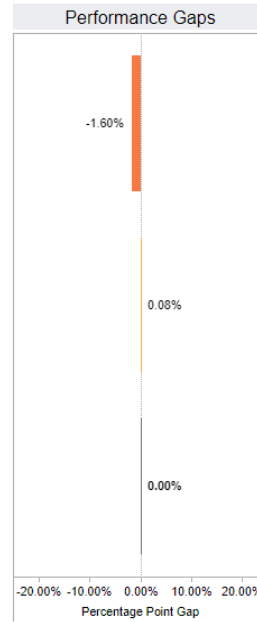
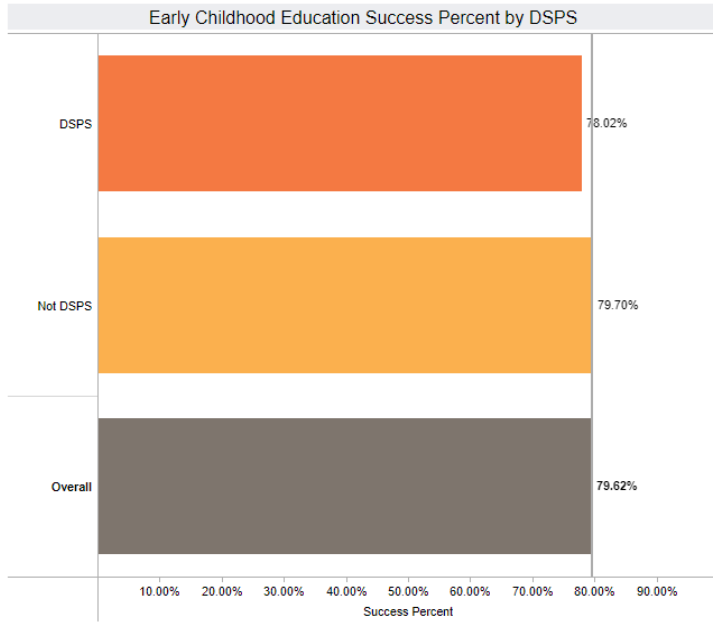


Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Our success with low-income students is higher than that of the college (69.89% compared with 63.03%), though still far below the overall successful course completion rate (79.62%). Our DSPS students and non DSPS students have a similar success rate (78.02% compared with 79.7%) which indicates that we are adjusting our ECE courses to meet student accommodations. Our White students are outperforming our non-White students and we will continue to adopt strategies to reflect the lives of students of color and address student inequities. We are actively addressing this in our department through the following measures: 6 faculty graduates of the JEDI academy, hosting diverse student panels, highlighting Latinx students in our Newsletters and meetings, attendance at trainings like “Banning our Babies” hosted by Black Minds Matter, and 5 faculty actively engaged in the OEI rubric alignment to support student success.



Successful Course Completion by Student Subpopulation



Academic Year:

Department:

Region:

Enroll Status:

Dual Enrollment:

Prison:

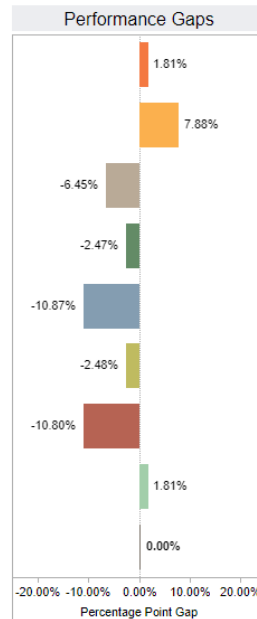
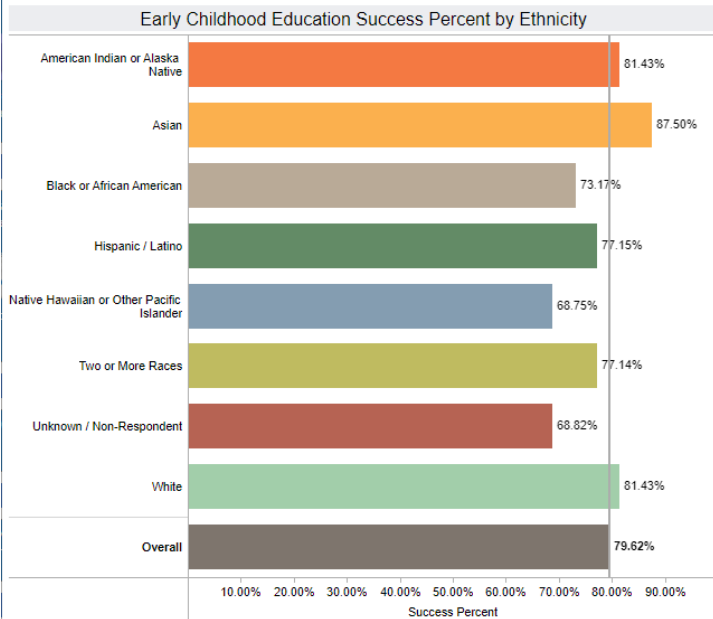
Disaggregate By:

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Source: MIS reports for faculty with local database



Successful Course Completion by Student Subpopulation



Academic Year:

Department:

Region:

Enroll Status:

Dual Enrollment:

Prison:

Disaggregate By:

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

none

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

A second full-time faculty member was hired for the Fall 2021 semester. This allowed for five of our eight core courses to be taught and/or led by a Full-Time Faculty member. This gives our students more consistent support and longer relationships with instructors, including more advisement, career planning, and mentoring.

The current workforce demand in SLO County establishes the need for educated early childhood professionals at the elementary, associate teacher, teacher, master teacher, and site supervisor level. New state legislation has expanded Universal Transitional Kindergarten (TK). Any current or prospective teacher will be required to have 24 Early Childhood Education or Child Development units. We are meeting the needs of the professional community by introducing a menu of courses for prospective TK teachers,

including accelerated 9-week courses, activity courses, and a work-study option (ECE 252).

Lastly, there is increased interest from local school districts to offer dual-enrolled ECE courses to address the existing childcare crisis. Students have the opportunity to graduate High School with 6-12 ECE units, the Assistant Teacher level, making them eligible to work in the field.

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.