Program Description and Scope:

1. Program Review Title: Early Childhood Studies
3. Review Type: Instructional Disciplines
4. Program/Departments: Early Childhood Studies (13050)
5. Authority Code: 47-Dean, Language and Communication
6. External Regulations: Yes X No 

Describe:

Students must meet requirements of California Community Care Licensing and California Commission on Teaching Credentials in order to receive a various levels of Teachers, Director and Site Supervisor Permits before working in this field.

7. Provide a brief narrative that describes the instructional program/discipline.

This program is designed to meet the permit requirements as outlined by California Commission on Teacher Credentialing, while providing students with in-depth knowledge of the physical, social-emotional, cognitive growth and development of children from conception through adolescence; curriculum planning and implementation, and classroom set-up design needed to promote cultural and developmental differences in children in a safe and nurturing environment based upon developmentally appropriate practices and current requirements of California Community Care Licensing and California Commission on Teacher Credentialing. This program also provides training for Family Child Care Providers, licensed through California Community Care Licensing. And, also meets the requirements for the California Early Childhood Curriculum Alignment Project (CAP). We are recommending department name change from Early Childhood Studies to Child Development to reflect consistency of department names within CAP and to reflect child development from conception through adolescence.

8. Describe how the program specifically serves students, faculty and staff.

This program provides the needed coursework for students to obtain teaching permits from the California Committee on Teacher Credentialing at the following levels:

- Assistant Teacher
- Associate Teacher
- Teacher
- Master/Head Teacher
- Site Director/Supervisor
- Program Director
And, prepares students to obtain a license to open and operate a Family Child Care Home.

Courses offered in this department are articulated with all CAP aligned programs in California, and upon completion of this program students are automatically accepted into California State Universities as Juniors in this discipline.

9. Describe how the program addresses current needs and applies current technologies.

The coursework of this program provides students with current theories and methodologies to implement in the early childhood classroom based upon Developmentally Appropriate Practice. The courses supply knowledge and information for students that is needed to be on the cutting edge of implementing instructional programs addressing the cognitive, socio-emotional, physical and linguistic development of young children. Also, the coursework in the program is information intensive in providing students with current theory, methodology, and curriculum practices requiring students to develop disciplined study skills, critical and analytical thinking skills. Program courses require comprehensive hands-on teaching demonstrations and exercises, which assist students in developing the fore mentioned skills. Including computer based courses covering child growth and development, child observations and assessment, child studies, curriculum models and research methods. Students are required to participate in group projects focusing on curriculum development and implementation, program design, site design, and licensing requirements. Information is presented orally, written and by computer generated assignments, test, observations and text.

In class lectures include multimedia presentations, curriculum demonstrations, program planning and supervision, facilities design, licensing process, program health safety. Students demonstrate understanding of Developmentally Appropriate Practice, teaching methodologies and curriculum implementation through teaching demonstrations, quizzes and exams, all of which include some type of information technology usage. Black Board and email has increased the availability for students, instructors, and other professionals in this field to communicate with each other. Students are able to access course material/s and communicate with faculty outside of regular course sessions and through email and online course work.

10. Discuss the impact of the program on the college and/or other programs.

The programs most directly impacted by ECS are the English as a Second Language and the English Department, and Tutoring Services as 79% of our students are from non-English speaking countries, this department relies heavily on the ESL, English Department and Tutors to assist our students in developing comprehension skills in the areas of reading, writing and speaking. We advise students to enroll in Reading and Written Composition (English
101A &B); Fundamentals of Composition (English 151A &B); courses to increase their reading skill and writing abilities. Students with English as their second language are advised to enroll in Intensive English Grammar Review (ESL 120) and Second Language Writing Skills (ESL 149). Students are given an informal reading and writing assessment and based upon their scores are advised to register in these courses as needed.

Counseling is also impacted by our program as students need counseling and advisement in completing their AA Degree. Students wishing to obtain an AA degree must be counseled/advised by the Ohlone Counseling Department. Students who complete our program with an AA degree are eligible for a Master Teacher and/or a Site Director Permit, qualifying these students for better paying positions in the field of Early Care and Education, versus a student who only holds either a Teacher or Assistant Teacher Permit requiring less than 24 units.

The English Learning Center is impacted by this program, as it provides tutors who are trained, knowledgeable, and experienced in the field of Early Childhood Development to tutor ECS students identified as needing additional support in order to successfully complete their courses. Tutors are an intricate part of the departments’ services.

11. Discuss the impact of the program on the community and the impact of the community on the program.

Throughout the United States of America and the San Francisco Bay Area there is a shortage of Early Childhood Professionals (Site and Program Directors, Teachers, Aides, Social Workers, etc.). In the next ten years this shortage is expected to continue posing an even larger disparity in the number of qualified professionals as current early care professionals are retiring, and the children currently enrolled in childcare settings will become parents needing care arrangements for their children 0-11 years of age. According to the U.S. Bureau of Labor, Statistics, Employment Projections the employment outlook for preschool (ages 3-5) teachers alone will grow 25% from 456,800 in 2010 to 570,400 in 2020. The California Employment Development Department (CA EDD) projects an increase in need of 11.4% of Early Childhood Program Administrators by 2020. The ECS Department provides early care professionals with course work and training that qualifies students to open Licensed Child Care Homes and obtain needed teaching credentials/permits to teach in the state of California, who are well trained in this field, and who understand and are capable of implementing Developmentally Appropriate Practices in the early care learning environment.

The community relies on this program when seeking trained, qualified, and knowledgeable staff in early Childhood and implementing Developmentally Appropriate Practices in the early childhood environment.
1. **Mission Statement**
   The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. **Vision Statement**
   Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. **Core Values, Goals & Objectives:**
   **College Core Values**
   - We provide life-long learning opportunities for students, college personnel and the community.
   - We open access to higher education and actively reach out to under-served populations.
   - We promote diversity and inclusiveness.
   - We maintain high standards in our constant pursuit of excellence.
   - We value trust, respect and integrity.
   - We promote team work and open communication.
   - We practice innovation and actively encourage risk-taking and entrepreneurship.
   - We demonstrate stewardship for our human, financial, physical and environmental resources.

   **College Goals/Objectives**
   1. Through innovative programs and services, improve student learning and achievement.
      2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
      4. By fall 2014, increase the improvement rate in Basic Skills and ESL courses to a rate at or above the statewide average.
      8. By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment.
      9. By 2011, achieve 100% competion of professional development in online instructional methods and online course management for faculty who teach fully online or hybrid courses.
      11. By 2012, implement systems that enable all students to declare an academic goal and are provided with an electronic degree audit which informs progress towards that goal.
      12. By 2012, establish mutual agreements with local school districts to redefine expectations of partnership in light of reduced staffing and budget support while maintaining clear pathways for students.

   2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
      2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.
      4. By 2013 provide opportunities across the curriculum for students to
acquire key skill sets and concepts that will help them succeed in the workplace.

3. **Promote continuous, needs-based, learning and professional development opportunities for all district personnel.**
   2. By 2011, establish an application/selection process for a cohort of interested faculty and staff for training opportunities in leadership development.

4. **Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.**
   2. By 2013, increase to 50% the number of faculty and staff who report understanding that budget priorities are established through systematic planning.
   4. By 2010, define categories of technology-enabled classrooms to establish and maintain minimum technology levels within each category.

6. **Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.**
   1. By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement.
   2. By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.

7. **Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.**
   2. Annually increase retention and success rates of under-served demographic groups.

4. **Briefly describe how the program supports the college mission, vision selected college values.**

The Ohlone Early Childhood Studies Program (ECS) provides skills necessary to prepare students in basic skills and to receive teaching permits from the California Commission on Teacher Credentialing at the following levels:

- Assistant Teacher
- Associate Teacher
- Teacher
- Master/Head Teacher
- Site Director/Supervisor
- Program Director

While also preparing students who complete the program to transfer to CSUEastBay at Junior status. All ECS course are articulated to CSU and/or the UC systems.

5. **Briefly describe how the program supports selected college goals.**

Support of the selected college goals is provided through the ECS program teaching of life-long skills needed by early childhood
professionals, and providing instruction to a diverse and under-served population. The program maintains high field (industry) standards by teaching theory and application as defined by the pre-eminent organization of Early Childhood Education: The National Association For The Education of Young Children and Developmentally Appropriate Practices, and California Community Care Licensing. The program prepares students for the challenging and demanding field of ECE in a variety of field experiences. Early Childhood Studies / Child Development is an identified Community Technical Education (CTE) program by the college. The Early Childhood Studies / Child Development Department provides training for entry level employment beginning at the Assistant Teacher level through Program Director for Infant - Toddler Programs; Preschool Programs; Afterschool Programs; Special Needs Programs and Family Childcare Programs.

6. Briefly describe how the program supports selected college objectives.

The ECS Program supports the selected college objectives through instruction that provides entry level through administrative training for working in this field; while actively seeking and serving a diverse and under-served population. The program maintains the high standards of training, ethics and instruction as set forth by the accrediting agency of this field: The National Association for the Education Of Young Children in its policies and statement of Developmentally Appropriate Practices, thus students are ready for the challenges and demands of this field upon completion of this program. Early Childhood Studies / Child Development is one of Ohlone College's identified CTE Programs.

• Program SLOs & Assessment
  1. Program SLO -

  Demonstrate understanding, application and implementation of Developmentally Appropriate Practices (DAP) in the Early Childhood Environment (ECE) including: communication, interaction, guidance and discipline, teaching strategies, program and classroom planning, observation, and reporting to agencies as needed within a variety of curriculum philosophies; and develop child and professional portfolios.

  a. Indicate program assessment strategies used.
     i. Portfolio
     ii. Culminating project
     iii. Performance Assessment
     iv. Skills Assessment
  b. Describe the criteria and standards used to appraise student work.

  • Student Completion of Professional Portfolio with an "C" or better
  • Teaching Demonstration of a Variety of teaching methodologies with a
"C" or better. This is used as a culminating project, performance assessment, and skills assessment.

- Skills Assessment Testing - Students must pass with a "C" or better

c. Enter assessment results and analyze student success in achieving this program SLO.

Assessment Data will be reviewed during the 2012-2013 year and will include the use of criteria as agreed upon in the Curriculum Alignment Project for assessment of students (students must pass all courses with a "C" or better to apply for any Teacher/Director/Site Supervisor Permit. Also the number of students graduating, transferring to four year institutions to complete degrees, and the number of permits issued by the California Commission on Teacher Credentialing at the following levels:

- Assistant Teacher
- Associate Teacher
- Teacher
- Master/Head Teacher
- Site Director/Supervisor
- Program Director

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

ECS curriculum was revised and aligned to meet the criteria and requirements as agreed upon between Ohlone and the California Curriculum Alignment Project in 2010. This alignment seeks to promote student success in program completion, awarding of Teaching Permits at all levels, completion of an AA or AS degree and increase in transfer rates to the UC or CSU systems as a Junior. All ECS courses are articulated to the CSU system and most to the UC system as well as many private four year colleges/universities.

e. Future Action (Improvements)

Maintain current student learning plan

Describe changes you will make to promote improved student learning

No changes at this time as changes were made in September 2012 per CAP agreement.

Implementation Plan

Timeline:

Changes were implemented in February 2010 per CAP agreement and updated per CAP September 2012.

Key/Responsible Personnel:

Janice Jones

2. Program SLO -

Demonstrate the ability to: identify and describe normal development, basic needs, major theories, problem areas, and the impact of familial, community, and social influences on a child’s development.
a. *Indicate program assessment strategies used.*
   - i. Culminating project
   - ii. Performance Assessment
   - iii. Skills Assessment

b. *Describe the criteria and standards used to appraise student work.*
   
   A. Skills Assessment Testing - Student Must Pass with a "C" or better

   B. Professional Portfolio

   C. Teaching Demonstration using Developmentally Appropriate Practice

c. *Enter assessment results and analyze student success in achieving this program SLO.*

   Data will be reviewed and will include the use of criteria as agreed upon in the Curriculum Alignment Project for assessment of students (students must pass all courses with a letter grade of "C" or better).

d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

   ECS curriculum was revised and aligned to meet the criteria of CAP - 2010 and was reviewed and approved by CAP in September 2012. CAP promotes student success in program completion, transfer to CSU or UC system as a Junior and awarding of Teaching Permits at all levels, completion of the AA or AS degree. All ESC courses are aligned with CSU system, and most courses to the UC system and many private four year universities.

e. *Future Action (Improvements)*

   Maintain current student learning plan

   Describe changes you will make to promote improved student learning

   No changes as changes were made September 2012 per CAP agreement.

   Implementation Plan

   Timeline:

   Changes were implemented February 2010 and updated per CAP September 2012

   Key/Responsible Personnel:

   Janice Jones & Michelle McDowell

3. **Program SLO -**

   **Illustrate the understanding of biological, psychological, physical development processes of children from conception through adolescence.**

   **Recognize and explain the physical, cognitive, social, emotional, and language development in children from conception through adolescence.**
a. Indicate program assessment strategies used.
   i. Portfolio
   ii. Culminating project
   iii. Performance Assessment
   iv. Skills Assessment
b. Describe the criteria and standards used to appraise student work.
   a. Student Completion of Child Study/Portfolio with an "C" or better.
   b. Skills Assessment/Testing - Students must pass with a "C"
      or better.
   c. Enter assessment results and analyze student success in achieving this
      program SLO.
      a. Data will be reviewed and will include the use of criteria as agreed upon in
         the Curriculum Alignment Project for assessment of students (students must
         pass all courses with a letter grade of "C" or better)
   d. Describe revisions in curriculum or teaching strategies implemented to
      promote student success.
      ECS curriculum was revised and aligned to meet the criteria and
      requirements as agreed upon between Ohlone and the California Curriculum
      Alignment Project in 2009, revised in September 2012. This alignment seeks
      to promote student success in program completion, awarding of Teaching
      Permits at all levels, completion of an AA or AS degree and increase
      intransfer rates to the UC or CSU systems as a Junior. All ECS courses are
      articulated to the CSU system and most to the UC system as well as many
      private four year colleges/universities
   e. Future Action (Improvements)
      Maintain current student learning plan
      Describe changes you will make to promote improved student learning
      Changes will be made as agreed upon by CAP September 2012.
      Implementation Plan
      Timeline:
      Will follow CAP guidelines 2013
      Key/Responsible Personnel:
      Janice Jones & Michelle McDowell

4. Program SLO -
Demonstrate knowledge of a variety of observation and assessment methods and tools used to assess children's typical and atypical development and behavior, apply assessment data to develop developmentally appropriate classroom and individual curriculum plans, guidance and discipline plans, developmentally appropriate environments, and the development of both child and professional portfolios.
a. Indicate program assessment strategies used.
   i. Portfolio
   ii. Culminating project
   iii. Performance Assessment
   iv. Skills Assessment

b. Describe the criteria and standards used to appraise student work.

   Presentations, teaching demonstrations, and projects must be passed at a "C" or better.

   a. Culminating Project
   b. Performance Assessment
   c. Skills Assessment
   d. Portfolio

   All of the above must be passed with a "C" or better.

c. Enter assessment results and analyze student success in achieving this program SLO.

   Assessment Data will be reviewed during the 2012-2013 year and will include the use of criteria as agreed upon in the Curriculum Alignment Project for assessment of students (students must pass all courses with a "C" or better to apply for any Teacher/Director/Site Supervisor Permit. Also the number of students graduating, transferring to four year institutions to complete degrees, and the number of permits issued by the California Commission on Teacher Credentialing at the following levels:
   Assistant Teacher
   Associate Teacher
   Teacher
   Master/Head Teacher

   d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   ECS curriculum was revised and aligned to meet the criteria and requirements as agreed upon between Ohlone
and the California Curriculum Alignment Project in 2009. This alignment seeks to promote student success in program completion, awarding of Teaching Permits at all levels, completion of an AA or AS degree and increase in transfer rates to the UC or CSU systems as a Junior. All ECS courses are articulated to the CSU system and most to the UC system as well as many private four year colleges/universities.

e. **Future Action (Improvements)**
Maintain current student learning plan
Describe changes you will make to promote improved student learning

N/A

**Implementation Plan**
**Timeline:**
Adhere to CAP requirements for student course completion as of February 2010 and September 2012.

Key/Responsible Personnel:
Janice Jone & Michelle McDowell

5. **Program SLO -**

Examine factors affecting child development in family relationships, while demonstrating an understanding of diverse family groups, their rituals and traditions in the United States of America.

a. **Indicate program assessment strategies used.**
   i. Portfolio
   ii. Culminating project
   iii. Performance Assessment
   iv. Skills Assessment
b. **Describe the criteria and standards used to appraise student work.**
   • Presentations/Projects pass with an "C" or better
   • Teaching Demonstration of a Variety of teaching methodologies with a "C" or better. This is used as a culminating project, performance assessment, and skills assessment.
   • Observation Skills Assessment/Testing - Students must pass with a "C" or better
c. Enter assessment results and analyze student success in achieving this program SLO.

Assessment Data will be reviewed during the 2013-2014 year and will
include the use of criteria as agreed upon in the Curriculum Alignment Project for assessment of students (students must pass all courses with a "C" or better to apply for any Teacher/Director/Site Supervisor Permit. Also the number of students graduating, transferring to four year institutions to complete degrees, and the number of permits issued by the California Commission on Teacher Credentialing at the following levels:

- Assistant Teacher
- Associate Teacher
- Teacher
- Master/Head Teacher
- Site Director/Supervisor
- Program Director

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

ECS curriculum was revised and aligned to meet the criteria and requirements as agreed upon between Ohlone and the California Curriculum Alignment Project in 2010. This alignment seeks to promote student success in program completion, awarding of Teaching Permits at all levels, completion of an AA or AS degree and increase in transfer rates to the UC or CSU systems as a Junior. All ECS courses are articulated to the CSU system and most to the UC system as well as many private four year colleges/universities.

e. Future Action (Improvements)
   Maintain current student learning plan
   Describe changes you will make to promote improved student learning

   No changes at this time as changes were made in February 2010 per CAP agreement.

   Implementation Plan
   Timeline:
   Changes were implemented in February 2010 per CAP agreement and updated per CAP September 2012.

   Key/Responsible Personnel:
   Janice C. Jones

6. Program SLO -

   Observe young children, assess the learning environment, and recognize developmentally appropriate activities in early childhood educational settings. Plan, prepare, set-up and evaluate developmentally appropriate curriculum activities for young children.

   a. Indicate program assessment strategies used.
      i. Portfolio
      ii. Culminating project
      iii. Performance Assessment
   b. Describe the criteria and standards used to appraise student work.
Child Study & Portfolio, Presentations, teaching demonstrations, and projects must be passed at a "C" or better.

c. Enter assessment results and analyze student success in achieving this program SLO.

Assessment Data will be reviewed during the 2013-2014 year and will include the use of criteria as agreed upon in the Curriculum Alignment Project for assessment of students (students must pass all courses with a "C" or better to apply for any Teacher/Director/Site Supervisor Permit. Also the number of students graduating, transferring to four year institutions to complete degrees, and the number of permits issued by the California Commission on Teacher Credentialing at the following levels:

- Assistant Teacher
- Associate Teacher
- Teacher
- Master/Head Teacher
- Site Director/Supervisor
- Program Director

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

ECS curriculum was revised and aligned to meet the criteria and requirements as agreed upon between Ohlone and the California Curriculum Alignment Project in 2010. This alignment seeks to promote student success in program completion, awarding of Teaching Permits at all levels, completion of an AA or AS degree and increase in transfer rates to the UC or CSU systems as a Junior. All ECS courses are articulated to the CSU system and most to the UC system as well as many private four year colleges/universities.

e. Future Action (Improvements)
   Maintain current student learning plan
   Describe changes you will make to promote improved student learning

   No revisions at this time as revisions were made in February 2010 per CAP agreement

   Implementation Plan
   Timeline:
   Changes were implemented in February 2010 per CAP agreement and updated per CAP September 2012.

   Key/Responsible Personnel:
   Janice C. Jones

- SLO Matrix

Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

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<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
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</table>
• SLO Matrix Comments
• Course SLO & Assessment

ECS 307A4 Practicum - Field Experience
1. Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
2. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
3. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
4. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
5. Critically assess one’s own teaching experiences to guide and inform practice.

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<tr>
<th>Indicate planned course assessment strategies</th>
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<tbody>
<tr>
<td>Portfolio</td>
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<tr>
<td>Skills Assessment</td>
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</tbody>
</table>

Describe the criteria and/or performance standards used to appraise student work.

Enter assessment results and analyze student success in achieving course SLOs.

N/A

Describe revisions in curriculum or teaching strategies implemented to promote student success.

N/A

Future Action (Improvements)

Implementation Plan
Timeline: 
N/A
Key/Responsible Personnel:

Janice Jones, once assessment is complete, responsible for implementing any changes needed upon completion of assessment.
Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:

Students who complete program with practical skills and the qualifications to obtain one of the Teaching Permits from CCTC:

- Assistant Teacher
- Associate Teacher
- Teacher
- Master/Head Teacher
- Site Director/Supervisor
- Program Director;

Also, students upon completion of program will be eligible for

- Employment in an Early Care and Education Program.
- Acceptance into a Bachelor's Degree or higher program (many of our students have degrees, but need specific ESC/CD courses before being accepted in graduate programs and/or CCTC Teaching Permits).
- Percentage of students who complete core program courses and are eligible for or received degree offered by program.
- Percentage of students who complete the course with "C" or better.

2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

In 2010-2011 there was 79% completion rate. This was average for the state of California. Reasons student gave for withdrawing were: 1) could not meet time commitment for assigned Lab and course work; 2) loss of job; 3) childcare was not stable; and 4) English was their second language.
Where appropriate students were counseled for developing a plan for time management; referred to employment openings posted in the Lab; counseled on possible childcare arrangements (information gathered through instructors conversations with student either seeking to withdraw or who did withdraw from courses).

The ECS Department sees the Smart Classroom as a way to aid students in completing technology generated teaching activities that normally would be completed out of class as additional lab hours (not required, but needed as activities cannot be completed in class due to lack of technology), by integrated activities into the classroom. Thus, helping students with time commitment to complete course assignments.

The ECS/CD Department goal is to achieve a completion rate of 85-90%. This technology will help meet this through technology present in a smart classroom.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

Upgrade classroom to a Smart Classroom, this would be a one-time budget expenditure that would enhance teaching and student learning in this field.

This could be measured by reviewing previous course retention rates, course grades, and student surveys of the use of a Smart Classroom to enhance the learning experience in ECS/CD.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

There are two full-time instructors. Each full-time instructor is responsible for teaching 4 or more core courses each semester. And when funds are available 1-2 elective courses within the department.

Instructors are responsible for meeting and sustaining program guidelines for the following programs: CAP (Curriculum Alignment Program), CDTC (Child Development Training Program) and California Early Childhood Mentor Program (CECMP) California Commission on Teacher Credentialing (CCTC), Community Care Licensing (CCL) and Eden ROP Liaison as needed.

This Department is unable to get access to online learning tools and materials due to the lack of a CD 122 being a Smart Classroom's (I.E.: iClicker), for interactive learning experiences (i.e. practical student teaching experiences). The technology is not available in the classroom to get access to online programs, videos and teaching supplements that are used interactively with students to help develop their teaching skills.

Many of the above mentioned programs/organizations have materials online that are recommended to be used for instruction within the Early Childhood Studies (CD) Department, but access and use is limited due to the lack of current technology readily available in CD 122. Having this technology would enhance and upgrade teaching materials and information available to students enrolled in...
this department and place Ohlone’s ECS/CD Department equivalent to other ECS/CD Departments within this county.

5. Describe any additional notable program achievements (optional).

Last academic year, the ECS Department increased its rate of reimbursement units from 370 earned units (equivalent to $9,200.00) to 401 earned units (equivalent to $10025.00), at a time when over 60% of Early Childhood Studies/Child Development Programs enrolled in the program did not meet their assigned unit load. This means Ohlone was able to reimburse each student enrolled by an additional $25.00 per student for tuition/books. Average reimbursement for tuition and books was $225.00. This money can only be used for student tuition or books.

6. Additional Program Table Data

7. Future Action

Strategies to improve student achievement indicators. Specify.

1. In class interactive activities that simulate teaching methodologies and strategies and upon completion of activity/simulation, rate/grade student on success of the activity.

● Program Analysis

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs

1. Describe program achievements and successes.

Program strengths are the issuing of the following permits in 2010-2012 academic year.

142 permits issued at various levels by the California Commission on Teacher Credentialing. Permits issued:
36 Assistant Teacher
40 Associate Teacher
16 Teacher
8 Master Teacher

39 Site Supervisor (Many of these needed Foreign Transcript evaluation before permit could be issued. Most were evaluated at the Bachelors level and student had to complete 12 units of Early Childhood Studies/Child Development and the Supervised Field experience class, most completed these requirements at Ohlone.)

3 Program Director
This is the highest number of permits issued during this time period at any Community College in California (First Five of California).

Additional program strengths to continue training students to become ECE/CD teachers is faculty involvement with both teaching and technology innovation, to equip CD 122 into a smart classroom utilizing online teaching resources that provide hands on in class training for students and curriculum development. These allow us to grow our number of FTES and improve student learning.
According to the evidence, what are the areas needing improvement?

The following items are necessary for students to successfully complete the Early Childhood Studies Program at Ohlone and qualify for employment in the field of Early Childhood Education:

i. Offer the CAP 8 on a regular Fall and Spring schedule to assist students in timely program completion.

ii. Upgrade CD 122 to a smart classroom to allow for more practical teacher training and student development of their own teaching styles and methods to be practice in an ECE environment.

- **Program Improvement Objectives:**
  1. **Objective:**

     Improve student learning environment in Early Childhood Studies / Child Development classroom to allow for hands on and applied learning experiences.

     a. **Action Plan**
        
        **Year 1:**

        - Upgrading CDC 122 into a Smart Classroom (podium to also include VHS & DVD).
        - Install iClicker technology for classroom use.
        - Add a Developmentally Appropriate mural on wall in CDC 122.
        - Paint other walls to create a Developmentally Appropriate environment.
        - Eliminate current desk/chairs. Replace with ergonomic chairs and movable tables for small group and applied learning experiences.

     b. **Staffing**
        
        **Year 1:**

        - IT staff to transition CDC 122 into a Smart classroom.
        - Facilities personnel for painting and replacing ceiling tiles.
        - Art students for creation and painting of mural.

     c. **Equipment (Include items that fit under department budget codes)**
        
        **Year 1:**

        - Smart Classroom Technology
d. Technology (Include items that fit under IT budget codes)
Year 1:
- Smart Classroom Technology
- ELMO
- Flat Screen TV
- DVD Player

e. Facilities (Include items that fit under the Facilities budget codes)
Year 1:
- Paint the classroom walls
- In CDC 122 create wall art in collaboration with the Art Department.
- Replace broken ceiling tiles.

f. Assessment Plan: List Assessment Strategies
Year 1:
Assessment Plan includes tracking the use of "Smart Classroom" technology to provide more online demonstration of teaching methodologies and student responses to methodologies using online sources that grade students responses to teaching vignettes. These vignettes are used to prove students ability to implement theory into practice. These programs track the number of times programs are accessed during a semester, the pass/fail rate of each student participant and the class as a whole.
Observe how students adjust to and develop skills with new equipment use in the classroom. Modify teaching plan if needed to insure students understand materials presented through online technology and teaching sources.

Compare enrollment numbers before and after new equipment installation and use to see impact of using new technology in the classroom (i.e. adds, drops, course completion numbers).

**Year 2:**

Identify and compare students continuing on to a four-year program or higher to receive a degree in Child Development. Identify number of students continuing program at Ohlone because of use of technology in the classroom. This will be done through an online survey to students taking Child Development (ECS) at Ohlone.

g. **Which college goal(s) does this program improvement objective work to achieve?** Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

Through online training in the classroom in addition to classroom lecture and reading provides opportunities for students to practice implementing teaching methodologies, before entering an actual classroom environment, thus allowing students an opportunity to discover what works and what does not work as a methodology for instruction in the early childhood classroom.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

Rationale:

The need for Child Development Teachers, Program Directors and support staff is growing by 8%-10% per year. With the use of a "Smart Classroom" we will be able to offer students the most updated teaching strategies/practices and methodologies thus helping students to better understand the dynamics of what actually occurs in the Child Development classroom before employment. Therefore, helping students to decide if this actually is the field for them before entering. This, will then in turn provide a better trained and prepared group of professionals to be employed in this field.
6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
Rationale:

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
Rationale:
Classroom online/hands-on practice, in addition to classroom lecture and reading creates a more appealing learning environment for some underserved and underrepresented demographic groups.

2. **PIO Assessment**
a. *Future Action*

- **Outside Review Results** 05/06/2008
  1. List each team members name and title.
     
     Janice Jones and Michele MDowell, Early Childhood Studies (Child Development) Instructors
  
  2. Discuss key feedback provided by team and how it was incorporated into the report.
     None.

- **Attached Files**
  1. [Course Assessment in a Box ECS307(2)2012.docx](#)