All Fields Report

Program	EDUCATION/ECE Education/ECE
Does this program have a CTE component?	Yes
Academic Year	2015/2016
Review Period	6 Year
Service Areas	

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

We recently revised our department mission statement in ways that clearly align with the overarching mission of the College.

Our Mission Statement

The Early Childhood/Education program prepares students for careers in early care and education, including transfer to a four-year college/university. Our program values and builds upon the diverse work experiences of our students, both aspiring early educators and other professionals working in the field. In collaboration with our community partners, our program provides students with opportunities to construct their identity as a teacher, by developing knowledge and skills and connecting theory to practice. Through coursework, site observations, fieldwork, mentoring, tutoring and professional development, students build their capacity for reflective practice and global citizenship, in order to serve the unique needs of children, families and communities.

Educate, Collaborate, Inspire, Transform

As expressed in our Mission Statement, the purpose of the Early Childhood/Education Department is to provide the coursework needed to obtain Child Development permits from the CA Commission on Teacher Credentialing, support the training and ongoing professional development of Early Childhood Educators working in the field, provide the coursework to enable a student to transfer to a university to obtain a BA in child development, and provide a foundation for those wanting to pursue a career in elementary or secondary, special education, or other related field.   The program is designed to meet the personal career goals of students as well as to increase awareness of the importance of childhood and play during the early childhood years.

Our courses support working with children who are typically and atypically developing from birth through 12th grade. Completion of coursework leads to employment n in positions including as early childhood teachers, early interventionist, family childcare providers, and program administrators. Additionally, our program prepares students for transfer to Baccalaureate and K-12 teacher preparation programs.

The Early Childhood Education program is philosophically based on Developmentally Appropriate Practice for children from birth to 8 years of age as outlined by the National Association for the Education of Young Children (NAEYC).

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

At the state level, our current 30 unit Early Childhood Career certificate aligns with the Child Development Permit Matrix, available through the Commission on Teacher Credentialing for Child Development programs operating under Title V – Publicly subsidized programs. Students who complete the four core classes (Psychology 11, ECE 2, ECE 11, and ECE 4, 5, 8 or 17) meet the requirements for Community Care licensing, Department of Social Services, Title 22- Private/for Profit programs.

In an effort to professionalize the ECE work force, an increasing number of employers (e.g., school districts) are requiring B.A. degrees for early childhood teachers. Accordingly, the CA Teacher Credentialing Commission is working on licensure revision. In preparation for this shift in teacher requirements, our program offers an AS-T degree in early childhood education which enables students to transfer to a 4 year university in a seamless manner. In addition, we developed an agreement with National University to enable our Early Childhood Education majors to participate in an accelerated, compressed BA in Early Childhood Education degree program. These BA level courses are taught on our Bundy campus, each course compressed into 1 month long modules. As of the Spring 2016 semester there have been 8 cohorts. Cohort 8 will begin their program in February 2016. Six of the 8 cohorts have completed their coursework in Early Childhood Education and 45 of those student have earned a BA in Early Childhood Education. There are still a few students completing their general education coursework.

 Cohort numbers

Cohort #	Total Enrolled
#1	20
#2	10
#3	14
#4	11
#5	12
#6	14
#7	10
#8	12

We also offer an Early Childhood Intervention Assistant certificate which are CA Community College Chancellor approved. We have recently update this certificate to reflect the states requirements for EIA's. Since Wendy Parise, the early childhood special education specialist on our faculty has retired, one of the program goals for this year will be to request a new full time faculty member to oversee our early intervention assistant program.

In aligning with our professional organization, NAEYC, and community colleges throughout the State, we strive to build our work force by continuing to create career pathways through a variety of opportunities supporting both educational and professional growth. We currently have a career pathways program with Santa Monica High School and a private high school in which the core ECE classes are offered to high school students through dual enrollment.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

The data contains Student Learning Outcome and Institutional Learning Outcome assessment results for students

that received Associate Degrees or Certificates during the 2013-2014 academic year.

http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Pages/SLOILO-Reports.aspx

Institutional Learning Outcomes

Personal Attributes – In all EC/E courses, the goal is for our students to learn the specific content that is meant to be addressed in each class (e.g., child development, curriculum, observation and assessment, etc). *and* for students to gain important personal attributes that will help them succeed as they navigate their careers in ECE, education, and beyond. Personal attributes like leadership, collaboration and teamwork are taught in all of our EC/E courses and explicitly encouraged through a wide range of course activities. Our department places a strong emphasis on collaboration, since team work is a vital component of working in early childhood programs. As such, all EC/E courses regularly employ small group work as a pedagogical strategy.

Analytic and Communication skills - Our EC/E courses provide a variety of activities that are meant to promote critical thinking, problem solving, and communication skills. For example, while learning about child development, students are often given opportunities to think critically and apply the knowledge they have gained in assignments that incorporate observation of real-world settings or during class discussions of videos or case studies. To promote communication skills, students in our practicum courses may be given opportunities to engage in role playing to help them practice communicating with parents or to help them become more adept at communicating their professional expertise during an interview. Moreover, in this day and age, technological literacy is an important aspect of communicative competence and we provide students with many opportunities to practice using technology as a resource for information and as a medium for engagement and communication. For example, we often expose students to a wide range of resources that are available via the internet and many in-class activities as well as out-of-class assignments explicitly involve the use of technology as a resource for finding information to supplement what is in the textbook. Seventy-five percent of our classes are offered online and we believe this is yet another way that we foster technological literacy among our students.

Applied Social Knowledge and Values – The EC/E department deeply values diversity – the diversity of our students and the diversity present in the larger global community. This is an ethic that is strongly conveyed in our mission statement, which states, in part, "Our program values and builds upon the diverse work experiences of our students, both aspiring early educators and professionals working in the field…. Through coursework, site observations, fieldwork, mentoring, tutoring and professional development, students build their capacity for reflective practice and global citizenship, in order to serve the unique needs of children, families and communities." Working in the ECE field requires open-mindedness about and sensitivity to the diverse needs of children and families and, in our classes, we try hard to foster these dispositions in our students.

Applied Knowledge and Valuation of the Physical World – In our classes, we teach students to appreciate and value the physical and natural world in many ways. For example, we have had guest speakers come and talk to students about turning discarded objects into rich learning materials for children. We also have guest speakers who present on the topic of children's ecological identity to help our students understand the importance of fostering this aspect of development in young children. Films like, "School's Out: Lessons from a Forest Kindergarten," give our students a chance to think critically about the significance of the natural world as a precious learning environment for young children. Additionally,

our department created and offered a sustainability version of our ECE 64 (Health, Safety and Nutrition) class, which focuses on Greening the environment for children. For example, students think about a range things from the materials we use to clean an ECE facility to the types of materials used in toys and the playground.

Authentic Engagement – All our classes are designed to promote authentic engagement in the subject matter as much as possible. In particular, our practicum classes embody authentic engagement by giving students the opportunity to apply what they have learned in an actual classroom setting. Our students benefit immensely from the opportunity to observe and work directly with young children, under the supervision of a mentor teacher (at their practicum site), and with the guidance of their SMC ECE instructor. In these courses, students have a chance to wrestle with their emerging teacher identity and to put what they have learned in their previous coursework into practice. Moreover, practicum courses are an opportunity for each student to become more proactive in their own professional growth.   As part of these courses, students identify a minimum of 3 goals that they want to work on at their field placement site.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

Child Development Workforce Initiative Grant (CD-WFI**) funded through LAUP-**http://laup.net/workforce-development.aspx

http://www.smc.edu/AcademicPrograms/ECE/Pages/CD-%20WFI%20Child%20Development%20-%20Workforce%20Initiative.aspx

The CDWFI program began here at Santa Monica College in fall 2008. We are now in our 8th and FINAL year of funding left. **CD-WFI's** goal is to promote success for Early Childhood Education majors by providing centralized student supports while also removing barriers to student success. Barriers include but are not limited to the cost of textbooks, the cost of acquiring a Child Development Permit, gas to get to school and/or clothes for an interview. The CDWFI project works with high schools, community colleges and four year institutions to develop a career pathway in early care and education that meets the current and future ECE workforce needs.

The grant is the sole financial support for a part –time counselor located on the ECE department floor and lead mentor/tutor located in the Teacher Resource Room (TRR) four days a week for 4.5 hours each day. When this grant ends in JUNE 2016 it is hoped that the counselor position will be supported by the district. The need for a specialized counselor in EC/E is essential in order to adequately guide students to obtain their teaching permit / credentials, create reasonable and attainable Education Plans and assist students with transfer.

Note that a dedicated early childhood/education counselor was funded through our previous Title V cooperative teacher prep grant. When that grant ended in 2006, this position was supposed to be institutionalized. It did not happen at that time.

Our department will be seeking a variety of Campus resources such as Student Equity and Perkins to request funding in hopes to continue these student success activities.

The counselor and mentoring/tutoring services are available to all ECE students. Starting in spring 2014 the grant supported 4 computer literacy training workshops for ECE providers and one contract education course (all free to participants

including texts and course materials).

SAMPLE Evaluation Summary of One YEAR, FY 2013- 2014,

CDWFI members were surveyed in May 2014

(114 College members)

26.1% credited CDWFI with helping to secure a job

9,2%credited CDWFI with helping to obtain a raise

10.8% credited CDWFI with helping to obtain a promotion

93.9% of college members are _nontraditional student_

79.6% learned steps to transfer

(45 High School members)

95.5% learned about CD/ECE career options

97.8% completed an education plan

97.7% of college-level CD/ECE courses taken in 2013-14 were passed with a "C" or better

See attachment for details CDWFI Summary Documents

Child Development Training Consortium; http://www.childdevelopment.org

http://www.smc.edu/AcademicPrograms/ECE/Pages/Child-Development-Training-Consortium.aspx

The Child Development Training Consortium (CDTC) is a statewide program funded by the California Department of Education, Child Development Division (CDE/CDD) with Federal Block Grant Child Care and Development Quality Improvement Funds. The program, administered by the Yosemite Community College District, was created in 1982 to address the critical shortage of qualified childcare workers in the state of California. The demand for qualified workers continues to grow. The program also supports the professional growth and development of those already working in the field.

These funds reimburse ECE students who are currently working in a licensed ECE program, family child care provider, before and school programs or a kindergarten assistant.

California Early Childhood Mentor Program (CECMP); www.ecementor.org

The California Early Childhood Mentor Program (CECMP) is funded through the CDTC. Known as "The Mentor Program", it is a year-to-year MOU between the Las Positas/Chabot College District and over 100 CA community colleges with child development/ECE programs. The Mentor Program provides resources and support to aspiring and experienced teachers and administrators in high-quallity community-based programs serving children birth to five and before- and after-school programs. The Mentor Program provides stipends and professional development to Mentor Teachers, who collaborate with SMC faculty to guide college student's field experiences in ECE 21, 22, and 23.

   The Santa Monica College California ECE Mentor Program is unique both in the size and scope. Our ten-member selection committee, composed from leaders in our community, meets annually to review applications and evaluate prospective placement sites for SMC students. This year we conducted twenty site visits using standardized evaluation tools, and have evaluated and chosen twenty-five experienced and highly qualified ECE mentor teachers from many different kinds of programs. Each mentor teacher must have attained a degree, taken ECE 48 (mentoring course), and identify at least two areas of specialization. Our mentors come from very diverse backgrounds and among them speak six languages in addition to English. These mentor teachers will guide over seventy SMC ECE students through their teaching practicums in ECE 21,22 and 23 this academic year. Both the mentoring and the quality of the placement sites for practicum students directly impact the quality, professionalism, and employment of our students as future teachers.

   In addition SMC has ten active Director Mentors who provide leadership and individualized support to other program directors or those aspiring to advance in their careers and who are new to supervision. This peer-to-peer coaching stabilizes the continuity and quality of services to young learners and families in our community.   The SMC California ECE mentor program also collaborates with Connections for Children to offer a free Brown Bag Speaker series for directors held on the Bundy campus. We coordinate a monthly mentor seminar for the mentor teachers to insure opportunities for their continuing education. Two of our SMC Mentor teachers are selected to attend the state wide Mentor conference each year and several have been requested to offer presentations of their work with children to other mentors in the state. We are exceptionally proud to have built such a high quality, relationship based mentor program, which integrates the content of the courses offered at SMC with the best teaching practices in ECE programs for young children and families in our community.

ASPIRE Stipend Program: http://laup.net/aspire-stipend-program.aspx

ASPIRE is a statewide First 5 CA professional development program for early childhood educators, also known as CARES Plus. Participants complete a free on-line training regarding the CLASS observation tool, receive academic and career advisement, and must complete 3-6 semester units of coursework. By doing so, they can earn a stipend of at least $1,000. ECE students who are currently working in the field (non-state or federally funded program) and attending college are eligible for this resource once they complete the application process. This year we have 2 faculty members who are ASPIRE Advisors. Students who are working in a state of federally funded programs are eligible for another stipend program called AB212

Excerpt from The State of Early Childhood Higher Education in California Report,

http://www.irle.berkeley.edu/cscce/wp-content/uploads/2015/10/California-HEI-Narrative-Report.pdf

Programs that offer support designed specifically for the non-traditional early childhood student population are found to be associated with greater than average success in helping students achieve their educational goals in a timely fashion (e.g., transferring to a four-year institution or completing a degree) (Sakai et al., 2014; Whitebook, Schaack, Kipnis, Austin, &

formation that describes who your program or service area serves. When comparing data from different periods, use a consisten

rtains To

once)

ns of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time sta
the last six-year program review and the possible reasons for the changes.

of the Fall 2013 and 49% of the Fall 2014 ECE enrollment. Currently, Hispanic students represents the largest student populatio
artment remains diverse, closely resembling the overall SMC population.

ale ratio of ECE majors in our department, our statistics mirror the Commission on Teaching Credential data of male/female pe
sented in the ECE field as a whole. See document link below:

nonica_reviews/review/e_review/documents/Gender%20and%20Ethnic%20Distribution%20of%20students%20in%20Teacher%

mmunity College Chancellor's Office Datamart.

tion with the college demographic. Are your students different from the college population?

of our student population looks substantially different from the overall student population. Whereas in the college at large, fema
5% of the population, in our department, the percentages are significantly skewed towards females, who account for 88.3% of ou
tern that exists for a variety of reasons that are outside our immediate purview. Nevertheless, to address this issue, our departme
ional development.

vas the development of a DVD that highlights males in various educational roles. We show this DVD in our Dual Enrollment c
o post the DVD online as we are developing a link from our department webpage to a page that specifically highlights males in
ment, we believe that providing our students with actual role models who represent the lived-experiences of males in education
and his addition to the faculty speaks volumes to our students. Furthermore, at the annual Cool Careers Panel, hosted by the SM
panelists.

fessional development opportunities that will help us to build our capacity for recruiting more males into the field. This is an iss
at other institutions and in other parts of the country can really deepen our understanding of the underlying factors behind the sh
at are effective for changing the status quo. This year our CTEA proposal included a request to send our 5 full-time faculty mer
ren's (NAEYC) Institute for Early Childhood Professional Development. The primary goal of the Institute is to deepen participa
edge base; provide a forum for addressing significant, controversial issues affecting young children's education and developmen
velopment and practice. Attendees will include program administrators, teacher educators, trainers, coaches, agency officials, a
lity improvement in programs for young children and their families. Attending the Institute will provide us with an opportunity

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nges in recruiting males into the ECE field. From our participation in the NAEYC Institute for Early Childhood Professional De
endly culture that welcomes and retains men in the ECE setting. Moreover, we are hoping to accomplish the following goals ov

relationships as team leaders within our department
NAEYC ECE department accreditation process and standards
onwide regarding their practices in training future ECE professionals

welcomes and builds upon the diverse work and life experiences of our students, who come from a wide range of ethnic and raci
, we have Asian/PI, Black, Native American, White, Hispanic and Multi-racial students in our department. Compared to the co
6.6% of our department student population in 2014, compared to 14.4% of the college student population at large) and higher pe
population in 2014, compared to 38.5% of the college student population at large). Data from institutional research suggests tha
0, Hispanic students accounted for 36.3% of our student population, but this figure has risen to 44.1 – 47.3% in 2013-2014.

ates by Discipline: Course retention and success rates in our department are both higher and lower than the college-wide rates,
to be higher than the college-wide rate. Whereas college-wide course retention and success rates are 83.2% and 67.7%, success

in the **Education** discipline are lower, at 79.6% and 61.2%, successively. The 61.2% success rate in Education classes is partic
address this issue. Anecdotal evidence, in the form of faculty and student feedback, suggests that these low success rates poten
trates our need for a full-time faculty member, to serve as the leader of the Education discipline.

r to lead our Education discipline is an important first step to articulating a clear vision for our Education discipline, building co
g their success in our program.

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n your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

22, 23

	Basic Skills English/ESL and/or Math				
n	NA	No	Yes	% Basic Skills	Total
	4	4	24	75.0%	32
	4	2	21	77.8%	27
	4	3	21	75.0%	28
	7	2	26	74.3%	35
	7	1	14	63.6%	22
	8	3	15	57.7%	26
	2	0	19	90.5%	21
	1	1	7	77.8%	9
	37	16	147	73.5%	200

asic Skills English/ESL and/or Math				
A	No	Yes	% Basic Skills	Total

4	24	75.0%	32
2	21	77.8%	27
3	21	75.0%	28
2	26	74.3%	35
1	14	63.6%	22
3	15	57.7%	26
0	19	90.5%	21
1	7	77.8%	9
16	147	73.5%	200

the capstone classes and see what percentage of students placed in basic skills. Based on the data above, we don't see a need to

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Area/Discipline Information Pertains To

ECE: EARLY CHILDHOOD EDUCATION
1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

SLO data from 2014 semesters fall, summer and spring reveal overall success rates on all SLO measures in all courses and sections between 85-100% achieved. While last year our department discussed the possibility of determining common SLO assessments for ECE 2 - Principles and Practices of Teaching Young Children during the 2014-15 year, upon further discussion, we decided to head in another direction which would ultimately more closely align with our department's goals for NAEYC associate degree accreditation.

The current SLOs for many of our courses were dictated by the course outline of records from the Curriculum Alignment Project (CAP), which resulted in our current AS-T ECE degree. Those SLO's are being revised along with minor adjustments to course content. Once they are finalized, we will move to adopt the changes and submit the revised

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coursework to the Curriculum Committee. it is clear that as we work towards alignment of our course objectives with the the CA Early childhood Education Competencies and the NAEYC associate degree standards, new SLOs might emerge as a result. Part of the NAEYC accreditation process is to determine common assessment measures for each of our courses. A large part of this process will involve revision of all SLOs according to these competencies and standards and determination of common assessments.

Our goal towards alignment with our state competencies and national standards will ultimately result in more authentic, evidence based SLOs. While this goal is something that we do not expect to completely carry out by next year, we will continue to examine our process. The current SLOs will be assessed until the new revisions are put in place.

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

Student Learning Outcomes are assessed each term for all classes. When we began the SLO process we reviewed the results of our 4 core classes that are required for all degrees and certificates. We then proceeded to review the results of the discipline's capstone classes (ECE 21-22-23). At this time, we only review courses in this manner if they fall below 80%. Historically, we haven't fallen below 89%.

As of 2014-15 we decided as a department to pursue the National Association for the Education of Young Children's (NAEYC) Associate Degree accreditation process, which requires aligning the NAEYC standards to our classes. We are also aligning our courses with the California Early Childhood Educator's Competencies.

We had a Winter Retreat January 2016 to start the process of creating NAEYC Key Assessments for all degree applicable courses. As we create the Key Assessment and grading rubric for the 12 degree courses, we will then review SLO's to see if any revisions are needed.

We applied for scholarships to help defray the cost of the accreditation process.

See attached letter of acceptance

The CAP 8 courses have been slightly modified; the biggest change is they now all have 3 student learning outcomes versus the 5-8 SLO's from the original versions. We will be updating our CAP 8 Course and SLO's this school year. The CAP 8 courses are the foundation for the Associate of Science – Transfer degree in Early Childhood Education. https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm

Faculty review SLO results at the end of each term and discuss any and all concerns and make recommendations for adjustments to assignments or assessments as needed. The above activities have and will continue during departmental meetings and flex days.

We also participated in Chancellor's Office C-ID TMC review for Early Childhood Education.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

Degree/ Certificate	Program Learning Outcomes	Competencies
Early Childhood Education-Career **AS/ Certificate**	Upon completion of the program, students will demonstrate the knowledge, skills and dispositions to meet the entry-level requirements for early childhood professionals working in programs regulated by the California Department of Social Services (Title 22). This certificate/degree is designed to meet two of the three requirements needed to qualify for the California Child Development Teacher permit.	see below
Early Intervention Assistant **AS/ Certificate**	Upon completion of the program, students will demonstrate the knowledge, skills and dispositions to work with young children with special needs and with those who may be at risk for developmental delays and disabilities, and with their families. The degree and certificate programs are appropriate for students working as assistants or paraprofessionals in early intervention or early childhood special education. The degree program is also appropriate for students working as early childhood teachers in an inclusive early childhood program licensed by the California Department of Social Services (Title 22). The degree is designed to meet the requirements for the California Child Development Teacher permit, while certificate is designed to meet two of the three requirements needed to qualify for the California Child Development Teacher permit.	see below
Early Childhood Education	Upon completion of the program, students will demonstrate the knowledge,	see below

| AS-T | skills and dispositions to meet the entry-level requirements for early childhood professionals working in programs regulated by the California Department of Social Services (Title 22). This degree is designed to meet the requirements for the California Child Development Teacher permit and satisfies the course work required to transfer to a 4 year institution. | |
| Early Childhood Education

Department Certificate | Upon completion of the program, students will demonstrate the knowledge, skills and dispositions to meet the entry-level requirements for early childhood professionals working in programs regulated by the California Department of Social Services (Title 22). This certificate is designed to meet the Early Childhood Education course work which is one of the two requirements needed to qualify for the California Child Development Associate Teacher permit | see below |

Institutional Learning Outcomes

Personal Attributes – In all EC/E courses, the goal is for our students to learn the specific content that is meant to be addressed in each class (e.g., child development, curriculum, observation and assessment, etc). *and* for students to gain important personal attributes that will help them succeed as they navigate their careers in ECE, education, and beyond. Personal attributes like leadership, collaboration and teamwork are taught in all of our EC/E courses and explicitly encouraged through a wide range of course activities. Our department places a strong emphasis on collaboration, since team work is a vital component of working in early childhood programs. As such, all EC/E courses regularly employ small group work as a pedagogical strategy.

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4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

Our department relies on enrollment trends and part-time/full-time status to dictate what classes are needed and at what times in order to maximize enrollment. In the past 5 years, we have noted an upward trend of more full time ECE students (from 23.3% in 2008 to 27.4% in 2012). In prior years, most of our students were part-time, either already working in the field or working full-time in other professions and looking for a career change; as a results, most of our classes were taught in the late afternoon and evenings. Although we still offer late afternoon and evening classes, we are able to fill our early and mid-morning sessions as well, perhaps due to the increase in full time students enrolled in our classes. Our online classes continue to be a popular option for students. Our online sections reliably fill within a few days of being posted. In Fall 2012, the course offerings were approximately 30% in the day, 30% evening, and 40% online. The data cited in this paragraph was collected during a department-wide student survey conducted in 2012. We would like to do another survey in the future.

There are several important measures that inform our curriculum planning. Among them is alignment with current

licensure requirements, new evidence based research in the field, and information obtained through our advisory board members. Ongoing communication with our community business partners is imperative in order to keep our curriculum current and to make sure we are preparing our students to be competitive in the early childhood education profession.

Our department is also in the process of aligning our curriculum with the California Early Childhood Educator Competencies (http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf) and the National Association for the Education of Young Children's (NAYEC) standards for Early Childhood Associate Degree Accreditation (https://www.naeyc.org/ecada/files/ecada/AccreditationHandbook.pdf#page=18). The CA ECE Competencies delineate knowledge and skills that ECE professionals need to have in order to successfully perform their roles and responsibilities and navigate their way through various career options within the ECE field. The NAEYC standards for Early Childhood Associate Degree Accreditation outline important criteria that AA-granting programs in Early Childhood Education should strive to fulfill in order to provide excellent preparation and training to the aspiring ECE professionals in their programs. Integrating these two important resources into our curriculum planning will take place over the next few years. Currently, we are in the early stages of the integration process.

5. If applicable, discuss achievement rates on state licensure exams.

The CDWFI grant provides funding for ECE students to acquire the Child Development Permit. This is our third year providing this resource for CDWFI members. Please note that this data only reflects those students enrolled in our CDWFI program. At this time, we have no method or structure by which to capture data from all ECE students enrolled in our program.

2012-13, 25 students applied and 20 were awarded one of the Child Development Permits.

2013-14 , 30 students applied and 35 were awarded a Child Development Permit.**

2014-15 40 students applied and those who qualify were awarded a Child Development Permit by May 2015 unless they require a Professional Fitness hearing.

2015-16 40 students applied and those who qualify will be awarded a Child Development Permit by May 2016 unless they require a Professional Fitness hearing

**Students who have had a legal issue in the past, require a Professional Fitness hearing, it takes about 6 -8 months for CTC to complete the Professional Fitness process and award the permit. To date the 5 students who had such an issue have all been awarded their Child Development Permit.

6. Career Technical Education (CTE) programs are required to have active industry advisory boards which meet at least once a year. (Attach minutes from each meeting since the last program review report). List advisory board membership, how often it meets, and indicate involvement with the program.

We hold an annual advisory board meeting in the spring. This year we are going to hold our meeting earlier in the day (from 8:30-10:30 AM) to entice more Early Childhood Education Center directors to attend (perhaps they can come before they go to their schools). In recent years we made a concerted effort to expand our advisory board to include as many community partners as was willing to come to our meeting. This year we sent out invitations to 67 community partners and expect to have approximately 30 to 40 attendees. (the list of invitees is in an attached document). At each meeting we

give an annual report about departmental activities and plans but are sure to leave ample time to allow our guests to offer input regarding what they would like to see in their employees. Last year's meeting involved asking participants for feedback on the following questions:

1. Where do you see the field of early childhood education going in the next 3 years?
2. What skills are you looking for in new ECE employees?

Many of our community partners who attend our advisory board meeting are the employers of our graduates. We rely heavily on them to provide fieldwork placement opportunities for our students, especially since we are still without a lab school. Their partnership with us is vital to our program, enabling us to stay current with what our local employers need in potential employees. This informs our course offerings and content.

7. Describe any program response to advisory board recommendations. Give specific examples.

Advisory Board Recommendations

The Advisory committee in 2014 raised two major concerns.

1. The need for more qualified early childhood education employees, not only for full time employment, but to act as substitute teachers. A majority of employers seek individuals with a teacher permit (24 units) at the minimum (which equates to our 30 unit ECE career certificate), with some now requiring an AA and others a BA in Child Development along with a teacher permit. Substitute staff need a minimum of the core ECE units (12 units).

2. Need for more teachers with infant certification (at least 1 infant class).

Program response

1. Continuation of the Core certificate
Two years ago we created a Core certificate consisting of the 12 units of core courses (Psychology 11, ECE 2, ECE 11 and any one of the curriculum classes - ECE 4, 5, 8, 17). Students completing these classes are encouraged to apply for this certificate since it can be presented to potential employers. We are hoping that in the near future this core certificate will be automatically included on student transcripts.

2. Infant class offering expansion
The CA Curriculum Alignment Expansion classes course outlines of record were published through the CA Child Development Training Consortium. The expansion classes are suggested course outline of records for all CA Community colleges offering early childhood education classes. Among the CAP expansion classes were 2 infant development classes - Infant and Toddler Development and Infants and Toddler Education and Care. We revised our existing Infant Development class (ECE 46) to the suggested CAP course equivalent (Infant and Toddler development) and revised and adapted the Infants and Toddler Education and Care course. Both courses were approved through our curriculum committee. Both courses are now being offered each semester both face to face and online.

3. National University BA cohort
The 8th cohort of BA students started February 1, 2016. Students are taking National University upper division classes on our 3rd floor Bundy Campus :-)

Advisory Board Recommendations

The Advisory committee in 2015 raised two topics.

1. Provide the course on guiding children's behavior again

2. Need for more teachers with infant certification (at least 1 infant class).

Program response

1) We are offering the ECE 30 <u>Challenging Behavior</u> Class in Spring and Summer 2016

2) Creation of Infant-Toddler Certificate

EDUC: EDUCATION

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

For the last few years we have been offering a small, limited number of Education Classes each semester. We have offered two sections of Education 1 - Career Choices in Education in the fall (one face to face and the other online), and in the spring 1 section of EDU 1 (face to face) and 1 online section of EDU 2 The early childhood through 12th grade teaching experience. The SLO success rate for these sections indicate a 60-75% success rate. This is lower than the success rate average of our ECE classes. Further investigation regarding the assessment of these SLOs and/or reasons for the lower success rate have not been studied due to the fact that these education classes are being taught by adjunct faculty. Both faculty members, while very competent instructors, teach full time in the public school K-12 system and are rarely able to attend faculty meeting or arrange time to work on additional projects for our department. While we are very grateful to have them on our faculty, we recognize the constraints this puts upon the growth of the education part of our program's offerings. One of the goals of our department is to pursue the Transfer Model Curriculum (TMC) for elementary education (see attached document for further information), a transfer degree for elementary education teachers. Our hope is to add an education specialist to our full time faculty which would enable us to improve and develop a more robust education specialization of our department

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

We are fortunate to have two adjunct faculty members who are currently teaching in the elementary - secondary sector. They complete the SLO's assessments each term the courses are offered.

At this point in time after the ending of our Title V Teacher Prep grant, we meet periodically throughput the semester.

We have hired another adjunct Education faculty member to teach Education 1 at Santa Monica High School for the Spring 2016 semester.

Most of our communications are via email or telephone. We are going to submit a request for a Full time Education faculty in Spring 2016.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

N/a at this time.

We will be requesting a full time Education Instructor, to be the point person in the department as it relates to Teacher Credentialing. This instructor will take the lead in adopting the Elementary Education Transfer Model Curriculum here at SMC. This will involve taking the course work to the curriculum Committee and developing partnerships with other disciplines across campus to create Teacher prep version of certain course such as Earth Science.

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

Currently we are only collecting data from the SLOs of EDU 1 and EDU 2. We do stay informed about the field of teaching and the near future teacher shortage. We are also aware of the Chancellor's office proposed Transfer Model Curriculum in Elementary Education.

Currently both of our instructors have low retention. This will be addressed once the spring semester begins.

5. If applicable, discuss achievement rates on state licensure exams.

n/a

6. Career Technical Education (CTE) programs are required to have active industry advisory boards which meet

at least once a year. (Attach minutes from each meeting since the last program review report). List advisory board membership, how often it meets, and indicate involvement with the program.

We do not currently have a separate advisory board for the Education specialization of our department. When we actively pursue the development of a Transfer Model Curriculum for elementary education; an education advisory board will be formed and implemented. A full time faculty member with k-12 expertise will be essential in taking the lead in developing this specialization in our department.

7. Describe any program response to advisory board recommendations. Give specific examples.

n/a

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objective: Submit our core certificate to the chancellor's office to turn our department certificate into a Certificate of Achievement. Status: In Progress Comments: We have submitted our request to Los Angeles -Orange County Regional Consortia.	
Objective: Submit revised early intervention assistant certificate to the chancellor's office. Status: Completed Comments:	
Objective: Connect the California ECE Competencies with the Course Objectives for the following courses: ECE 2, 4, 5, 8, 11, 17, 19, 21 , 22, 45, 46, 64 and 71 Status: Completed Comments: We have connected the California ECE competencies to all of our ECE classses. :-)	

Objective: Submit a request for two full time hire positions. One early childhood special education specialist and one k-12 teacher Education specialist. Status: In Progress Comments: We plan on submitting our letter of intent on March 7, 2016	
Objective: This faculty member will update the education course offerings as well development collaborations with other departments to develop coursework as outlined int the TMC Status: Eliminated Comments: We have eliminate this objective until we our fortunate enough to hire a full time Education faculty member.	
Objective: Develop common assessments across our ECE courses that meet the NAEYC Associate Degree Standards. We will start with the following courses - ECE 2, ECE 4, ECE 8, ECE 11, ECE 17, ECE 19, ECE 21, ECE 22 and ECE 64. Status: In Progress Comments: This objective is still in process; our goal is to complete these key assessments by June 2016	
Objective: **NAEYC Accreditation:** We began this process in Winter 2016, which is a very exciting endeavor for our department. Successfully navigating this process is a huge undertaking which will require the collective focus and efforts of all our department faculty – both full-time and part-time alike. Our goal is to successfully attain NAEYC accreditation for our program and, in the process, use this process as a catalyst for program improvement. On the one hand, at a macro level, we believe that going through this process is an excellent opportunity to build a stronger and more cohesive sense of our vision, purpose, and identity as a department. At the micro level, this process affords an opportunity to reflect deeply on our pedagogy and practice in all our classes and to think critically about how successful we are at meeting students' needs and preparing them for successful transitions into the ECE field. NAEYC accreditation is a huge undertaking that comes with many opportunities for program improvement. We are looking forward to the challenge. Status: In Progress	

Comments: Once our Self-study has been accepted our Site Visit from National Association for the Education of Young Children- Early Childhood Associate Degree Accreditation Peer Reviewer team will be in Spring 2017	
Objective: **Practicum (ECE 21 and ECE 22):** Our practicum series is always a "work-in-progress" as we constantly have to adapt to changes dictated at the state level (i.e. procedures and criteria for obtaining permits, changes in course objectives and requirements, etc.) and we also have to navigate the logistics of placing students in fieldwork sites within our valued network of community child care programs and providers. For the past several years, we have continuously reflected on our practicum series and thought about how to improve student learning. Our reflection on our practicum series mirrors the reflective dialogue that is happening more broadly in our field as "defining practicum" and articulating best practices in practicum classes has been a topic of much collaborative discussion across CA community college campuses and among leaders in ECE teacher preparation. So far, our efforts have focused on updating and revamping ECE 21. These changes were necessitated by changes in the course objectives, determined by the state. Looking ahead, one of our goals for the 2016-2017 school year is to shift our focus to ECE 22, in order to achieve greater alignment across students' experiences in ECE 21 and 22. We believe that this will lead improved learning outcomes for them as they progress through the practicum series. To help facilitate this goal, we plan to assign two full-timers to teach ECE 22 in Fall 2016. Status: In Progress Comments: ?????	
Objective: Lab **School:** Now that an operator has been selected for the SMC ECE Lab School, it is critical to for us to begin the important work of building relationships and engaging in dialogue that will help to pave the way towards a successful partnership between our department and The Growing Place. We have a long history of productive collaboration with The Growing Place, but we recognize that the Lab School is a new endeavor that will require new relationships, defined by new roles and responsibilities. One of our goals during the 2016-2017 school year is to engage in regular meetings with The Growing Place leadership team. These meetings will be aimed at building relationships rooted in mutual respect and understanding, defining roles and responsibilities, developing productive processes for decision making, and creating a	

shared vision of what our Lab School will be.	
Status: In Progress	
Comments: We are excited about this new journey for our department and especially for our students.	

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

The Early Childhood Intervention Teacher and Early Intervention Assistant was updated to reflect the new competencies required for early intervention assistants in CA. The Early Childhood Intervention Teacher is no longer going to be offered and will replaced by this updated Early Intervention Assistant program. The following courses are include in the updated certificate and degree in early intervention assistant:

Required Courses: (33 units)		Units
ECE 2	Principles And Practices Of Teaching Young Children	3
ECE 11	Child, Family And Community	3
ECE 21	Observation And Assessment	4
ECE 23	Practicum In Early Intervention	5
ECE 45	Introduction to Children With Special Needs	3
ECE 46	Infant and Toddler Development	3
ECE 49	Curriculum and Strategies for Children with Special Needs	3
PSYCH 11	Child Growth And Development	3
ECE 64	Health Safety And Nutrition For Young Children	3
ECE 17	Introduction To Curriculum	3

2. One of our goals for the next 2 years is to obtain National Education for the Education of Young Children (NAEYC) Associate Degree accreditation for our ECE program. In preparation for this, Laura Manson became an NAEYC accreditation peer reviewer. She is assigned to review other colleges seeking this accreditation within the US. This year she participated in one such team and learned a tremendous amount about the accreditation process process as well as what great things other ECE departments are doing. This will be highly beneficial to us as we embark on this process in the coming year.

3. We are continuing to expand our online course offerings. Thus far, out of the 32-ECE courses available, 78% are offered both face to face and online. All online courses experience robust enrollment, generally filling within days of the opening enrollment date. Our courses have one of the highest retention rates in our college and statewide and we are proud of the quality of our courses.

This year, thanks to the hard work of adjunct faculty member Ellen Khokha, we added 3 online classes in 2014-15

pertaining to the pedagogical practices of Reggio Emilia (ECE 51 - The Reggio Approach, ECE 52 - Documenation: Making Learning Visible which will be offered in fall 2015, and ECE 53 - enrionment as the Third Teacher). Currently throughout the field, training in Reggio practices is in high demand. Offering these classes through distance education makes them available to a brouad audience. We are fortunate our faculty includes Ellen Khokha, Roleen Heimann, Pauline McPeake and Christine Richard; all of whom possess in-depth experience in Reggio inspired practices.

In the past, with the support of CTEA funding, we have provided ongoing mentoring to our online faculty. Although currently we do not have such funding to support this mentoring, it is still available through collaborative peer exchange. If we are to expand our online course offerings, we will need additional training support for new faculty who are assiogned to build and teach online classes.

4. We hosted several workshops and panel discussions this past year. Through the cool careers program on campus we hosted a career panel presentation/discussion on careers in ECE and Education. There were about 90 students in attendance. We also hosted 3 workshops this year - Environments for Young Children that promotes learning, The importance of play, and Using Puppets with young children. All workshops were well attended and received.

5. In the second week of the fall semester we host a "hallway orientation" from 2:30-6:30 pm Monday through Thursday. We had a table of information for EC/E students including scholarship materials, class information, and other pertinent resources. Our data reveals we interacted with approximately 300 students during this orientation week.

6. Para Los Ninos, a nonprofit organization that offers early education centers to thousands of children living in at-risk neighborhoods in Los Angeles county, contacted us requesting some contact education classes to train their faculty. We offered ECE 2 and ECE 4 in the school year 2014-2015. For the school year 2015-2016 we offered ECE 11 in the Fall semester and offered Psych 11 in Spring 2016. We are pleased to have this positive working relationship with this organization.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

1. Increase communication with Counseling to improve awareness of requirement updates in the field of Education and Early Childhood Education
    1. Our counselor along with the department chair have over the last 6 years tried to meet annually with the Counseling department, to clarify the program updates, discuss certificates and degresss as well as pathways etc. Consequently, counselors working with ECE students on the main campus now contact either the department chair or our dedicated counselor for clarification. This line of communication has been a tremendous boost for student success as the information they are recieiving is consistent.
2. Developing strategies for early intervention with students for whom ECE is an inappropriate field of study and establish very clear guidelines for evaluating appropriateness and readiness for employment in child care.
    1. ECE policy program guidelines (posted to website), include standards for program completion, background checks, placement conduct policies. We are reviewing this policy this year and making some additions. In the future, we will include links to the ECE policy program guidelines on **all** syllabi. As a department, we want to help our students get on the professional pathway by completing the Certificate of Clearance issued by the CTC, which includes Live Scan. Our local practicum sites are comfortable if students possess a certificate of clearance and/or permit to complete their field experience and observation assignments.
3. Consider more in-depth data analysis to inform discussions about improving student success.
    1. CDWFI data - in-depth data analysis – Process of NAEYC accred. self-study, will be creating common assessments in classes which will allow us to make more course to course comparisons. See attachment for CDWFI Data
4. Consider posting some supplemental materials on the departmental website to provide easy access for students.
    1. Our Early Childhood\Education website currently provides supplemental materials including ECE policy

program guidelines, observation sites, and TB Test & Live Scan information. In addition, links to dual enrollment offerings and financial resources such as employment listings and reimbursement programs are available. http://www.smc.edu/AcademicPrograms/ECE/Pages/default.aspx

5. Develop strategies for ensuring SLOs are fully assessed beyond completion of assigned activities and that assessments are consistent across multiple sections of a course

   1. In accordance with the NAEYC accreditation self-study, we will be reviewing our current SLOs and will revise as necessary. In Winter and Spring 2016, we will create common assessments across sections.

Recommendations for Institutional Support

Many program courses are offered at night. The department raised a number of concerns about the level of support available to students at the Bundy site, particularly evening support. The committee recommends the college:

Evaluate the level of support services offered at the Bundy site, especially in the evenings, and determine appropriate levels feasible now and in the future

Currently, the CDWFI grant funds the TRR (Teacher Resource Room), which provides computer and printer access and a lending library featuring materials and course textbooks. In addition, there is a lead tutor/mentor available during the hours of 2:30-7:00 p.m. Monday-Thursday. Our students have come to rely on the resources offered in the TRR. Current funding, however, will end June 2016.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

We value learning and growing as a lifelong endeavor. The department has supported new full timers and adjunct faculty members attending Faculty Institute, sponsored by the Teacher Learning Center, both Winter and Summer sessions. For the last 6 years, the Child Development Work Force Initiative (CDWFI), funded by Los Angeles Universal Preschool (LAUP), has provided resources and instructional materials for faculty members to support instruction and student success. During formal meetings, flex days, and informal gatherings, we share best practices, lessons, current curriculum ideas, current research and classroom management tips. Our department stays current in our field through representation on several county and statewide committees including Partners in Education, Articulation, and Coordination in Higher Education (PEACH) and The Pedagogical Institute.

We are proud of our demonstration classroom, which provides students with a space that is conducive to collaborative, active learning. The demonstration classroom has tables and chairs that easily configure into a variety of arrangements, to promote movement and group work. Additionally, the demonstration classroom is stocked with a wide range of materials, including books, manipulatives, and representational media, so students can learn about these materials through first-hand exploration. In the early childhood field, we often say that the "environment is the third teacher," exerting a powerful influence on children's opportunities for learning and their subsequent learning outcomes. In our department, we believe that the same is true for adult learners. Thus we intentionally try to create classroom environments that enhance learning opportunities and outcomes for our students. We recently made several improvements to the demonstration classroom. First, we replaced the chairs in the room; the new chairs are easily maneuverable and also much more comfortable for students to sit in. We also re-organized the materials in the classroom in a thematic way to promote ease of use for instructors and students alike.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

We received the following funding this year:

1. **Aspen Institute** - Family Resource Grant ($3500.00). These funds were used to purchase parent resource books that will be donated to the SMC main library for use of all SMC students and staff who are parents. A dual generation parenting class was also developed and will be offered through Community Education in the fall 2015. When are still waiting to hear the status of this course offering through Community Education.

Course Description: Dual Generation Play Group and Discussion Group

This is a discussion and play group that will cover parenting issues concerning routines –meals, bedtime, transitions; sensory experiences; language development experiences; discipline & limit setting; and managing stress. Each class will consist of a group discussion time; play time, and group story/song time. Both Parent and infant/ toddler (0-3) must attend together.

These two resources will benefit all SMC students who are parents.

2. Chairs for our demonstration classroom 339. Through institutional improvement funds we purchased 40 comfortable, rolling chairs for our demo classroom. These replaced broken plastic chairs that were in need of replacement.

Student Equity Funding: We were funded to build an textbook lending library. We implement this service in Fall 2015. We were able to offer textbook assistance to ECE students in the Fall, Winter and Spring semester. Based on student feedback both verbally and via written survey, this resource is proving to be very helpful toward students succeeding in completing their coursework.

LAUP: For the year 2014-15 Los Angeles Universal Preschool funded SMC/ECE $403,000. The funds went towards direct services for students such as gift cards to purchase textbooks and school supplies, fees associated with acquiring Child Development Permits, and membership to our national association NAEYC. The grant also funded worshops for our students, tuition assistance as needed, and services such as dedicated counselor and mentoring for our students.

The challenge we face is that the grant is scheduled to end June 2016. This will have a major impact on two essential resources for our department - our dedicated ECE/Education counselor and our mentor who oversees the Teacher Resource Room. We believe our high student success and retention rates are largely due to the support of these two resources.

5. Describe departmental efforts to improve the teaching and learning environment.

We value learning and growing as a lifelong endeavor. The department has supported and will continue to new full timers and adjunct faculty members attending Faculty Institutes, sponsored by the Teacher Learning Center, both Winter and Summer sessions. CDWFI funding has provided resources and instructional materials for faculty members to support instruction , aid in student success as well as professional development opportunities. During formal meetings, flex days, and informal gatherings, we share best practices, lessons, current curriculum ideas, current research and classroom management tips. Our department stays current in our field through representation on several county and statewide committees including PEACH http://workforce.laup.net/partnerships-for-education-articulation-and-coordination-through-higher-education-peach.aspx and Pedagogical Institute http://www.thinkwithus.org/#! .

Our 2015-2016 CTEA proposal included a request to send our 5- full time faculty members to the National Association for the Education of Young Children (NAEYC) Institute for Early Childhood Professional Development. The primary goal of the Institute is to deepen participants' understanding of the expanding early childhood knowledge base; provide a forum for addressing significant, controversial issues affecting young children's education and development; and help attendees develop skills that improve professional development and practice

6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

Teacher Resource Room (TRR) has served on the average of 750 students(duplicated count) each term. Lytha Roddy our lead tutor /mentor visits classroom to share with the students about this resource and the services available. Our TRR website list the hours and services

 http://www.smc.edu/AcademicPrograms/ECE/Pages/Teacher-Resource-Room.aspx

Lead/Teacher Mentor coordinates and communicates with faculty about class assignments and any other concern that might arise. The TRR maintains current copies of textbook, student get assistance with resumes, job search and completing application (i.e. Child Development Training Consortium reimbursement paperwork, Child Development Permit application etc..)

Our **Dedicated Counselor,** Angelica Hermosillo assist students with the Child Development permit process, navigating transfer process, referrals to other student resources, student educational plan as well as classroom visits.

CDWFI has funded these two amazing resource for the last 7 years. Our funding is ending June 30, 2016.

CDWFI funds additional learning support services include lending library, fund permit application/LiveScan for permit seekers Professional Development for both students and faculty - Pedagogical Institute, SCAEYC, NAEYC Student membership.

CECMP - Santa Monica College is a member of state wide **California Early Childhood Mentor Program**. Our mission as one of the hundred and thirty community colleges who participate is:

To promote success among **college students** who aspire to teach by supporting them with hands-on integration of theory and practice; improved practice among **administrators** by providing them with management and leadership support; stability and professional growth of both **Mentor Teachers and Director Mentors** by enhancing income, recognition, and professional development opportunities; more degree and certificate completion within **institutions of higher learning** by offering flexible practicum options; and development of higher quality ECE programs serving **children and families in California communities**. It is the integration of these activities that makes our impact unique.

For more information about the statewide program see www.ecementor.org.

Westside Early Childhood Education Professional Development Forum This forum was founded and developed by Gwen Dophna. The forum is comprised of current and former ECE students, full-time and adjunct faculty, and professional community members. The purpose is to develop leadership skills through professional activities which include conferences, workshops, and volunteering with affiliated professional organizations. Gwen Dophna guides and mentors the student leaders

College Classroom Student Teaching: This school year we have been fortunate to have 3 faculty members, Gwen

Dophna, Nair Backlar and Jackie Bacino, lend their expertise and time to mentoring future ECE College Instructors.

Writing tutor : Online writing tutoring is available to ALL student this term Spring 2016 through non-credit offering. See attached **Spring 2016 Flyer**

7. Describe any grants, VTEA, or other funding received since the last review [in the past year] and how it was used to improve the program.

The 2014 -2015 CTEA grant provided funding to publish a brochure for our department. We decided our brochure would take the form of a folder with pictures and pertinent information printed on it. These folders would be distributed to potential and current students and would serve as a functional repository for pertinent papers.

We contacted Eve Mazzara, a graphic design faculty member at SMC who made this project an assignment for her students and invited us to present our needs to her advance InDesign class. We visited her class several times; initially to propose our needs, the second time to review each proposal, and a third time to review all the submitted samples. We are presenting these samples to our department for their feedback and will then select one. Once selected, we will meet with the student designer and Eve to finalize any changes and get it ready for publication. This process has been remarkable and a great collaboration between our departments. We are looking forward to the final product.

See attached ECE Folder

8. Describe faculty engagement in activities, training, or professional development to remain current with industry trends.

First name	Last Name	Faculty Title	ECE / SMC Campus Responsibilities	Community Involvement
Laura	Manson	Full Time	Faculty Peer Evaluation Observer, New Hire Committee, Academic Senate, Distance Education Committee, Career Technical Education Committee (CTE), The Center for Teaching Excellence Activities, The Center for Teaching Excellence-Faculty Leader, Institutional; Effectiveness Committee ECE LAB School Committee	SMMUSD Collaborative, Well - Being Project, Cradle to Career Project, PEACH, CCCECE, NAEYC, Early Childhood Associate Degree Accreditation Peer Reviewer
Gwendolyn	Dophna	Full Time	Faculty Peer Evaluation Observer,	Westside ECE Professional Development, Task Force, Play Matters

			New Hire Committee,	Foundation
			Faculty Association Committee,	
			Founder of the Westside Early Childhood Education Professional Development Forum	
Olivia	Karaolis		The Center for Teaching Excellence Activities	CCCECE
TAMAR	ANDREWS	Adjunct	ECE Department Advisory Committee	NAEYC, ECRQ Editor
Gary	Huff	Full Time	Professional Development Committee, The Center for Teaching Excellence Activities	PEACH, CCCECE, NAEYC
Debra	Pourroy	Adjunct	The Center for Teaching Excellence Activities	Westside ECE Professional Development, PEACH, CCCECE, NAEYC
Nettie	Lerner	Adjunct	ECE Department Advisory Committee	NAEYC, Mentor/Consultant
Adrienne	Gunn	Adjunct	ECE Department Advisory Committee ECE facebook manager	CCCECE, NAEYC, Mentor Director
Ellen	Khokha	Adjunct	SMC ECE Mentor Program	Westside Reggio collaborative
Todd	Hioki	Adjunct	Not available	Several Communities of Practice
TiaMarie	Harrison	Adjunct	The Center for Teaching Excellence Activities	NAEYC, Early Childhood Consultant to schools accepting children with exceptionalities to their program
Cathi	Miller	Full Time	ECE Department Advisory Committee	NAEYC
Roddy	Lytha	Adjunct	ECE Department Advisory Committee Lead ECE Tutor/Mentor	NAEYC, SMCCEE Task Force
Yiching	Grace	Full Time	ECE LAB School Committee Career Technical Education Committee (CTE)	

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

Our department is currently in the process of aligning our curriculum with the California Early Childhood Educator Competencies (http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf) and the National Association for the Education of Young Children's (NAYEC) standards for Early Childhood Associate Degree Accreditation (https://www.naeyc.org/ecada/files/ecada/AccreditationHandbook.pdf#page=18). Aligning our curriculum with these resources will take several years. So far, we have taken time to familiarize ourselves with the resources and collaboratively discuss how these resources can be used to inform curriculum planning. As a department, we have decided to weave the ECE competencies into our courses through evaluation tools that students and teachers can use to formatively assess student progress towards the particular competencies that are addressed in each of the courses we offer. Our instructors are beginning to create and implement these instruments in their classes in the upcoming 2015-16 academic year. We have also decided to conduct a self-study that will help us to identify our program's strengths and weaknesses with respect to the NAEYC standards for Early Childhood Associate Degree Accreditation. We are in the process of building and piloting an online data-collection instrument that will help us to aggregate input from all our instructors. The goal is to have this instrument ready for implementation in Fall of the 2015-16 academic year.

Objective #1
Objective: Submit our core certificate to the chancellor's office to turn our department certificate into a Certificate of Achievement.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #2
Objective: Submit a request for two full time hire positions. One early childhood special education specialist and one k-12 teacher Education specialist.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #3
Objective: Develop common assessments across our ECE courses that meet the NAEYC Associate Degree Standards. We will start with the following courses - ECE 2, ECE 4, ECE 8, ECE 11, ECE 17, ECE 19, ECE 21, ECE 22 and ECE 64.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #4
Objective:

NAEYC Accreditation: We began this process in Winter 2016, which is a very exciting endeavor for our department. Successfully navigating this process is a huge undertaking which will require the collective focus and efforts of all our department faculty – both full-time and part-time alike. Our goal is to successfully attain NAEYC accreditation for our program and, in the process, use this process as a catalyst for program improvement. On the one hand, at a macro level, we believe that going through this process is an excellent opportunity to build a stronger and more cohesive sense of our vision, purpose, and identity as a department. At the micro level, this process affords an opportunity to reflect deeply on our pedagogy and practice in all our classes and to think critically about how successful we are at meeting students' needs and preparing them for successful transitions into the ECE field. NAEYC accreditation is a huge undertaking that comes with many opportunities for program improvement. We are looking forward to the challenge.

Area/ Discipline/ Function Responsible: ECE: EARLY CHILDHOOD EDUCATION

Assessment Data and Other Observations:
SLO Assessment Data

External Factors:
Other Factors
As we are developing and literally building our Lab School, one of the task for the Lab school is to be accredited by National Association for the Education of Young Children- Program for young children; we feel strongly that our own Associate Degree should be accredited as well through the National Association for the Education of Young Children- Early Childhood Associate Degree Accreditation process.

Timeline and activities to accomplish the objective: September 30,2016 we will submit our self study report along with our Key Assessment for 12 classes.

Describe how objective will be assessed/measured: Acceptance of our Self Study by National Association for the Education of Young Children- Early Childhood Associate Degree Accreditation committee.

Comments: Once our Self-study has been accepted our Site Visit from National Association for the Education of Young Children- Early Childhood Associate Degree Accreditation Peer Reviewer team will be in Spring 2017

Objective #5
Objective:

Practicum (ECE 21 and ECE 22): Our practicum series is always a "work-in-progress" as we constantly have to adapt to changes dictated at the state level (i.e. procedures and criteria for obtaining permits, changes in course objectives and requirements, etc.) and we also have to navigate the logistics of placing students in fieldwork sites within our valued network of community child care programs and providers. For the past several years, we have continuously reflected on our practicum series and thought about how to improve student learning. Our reflection on our practicum series mirrors the reflective dialogue that is happening more broadly in our field as "defining practicum" and articulating best practices in practicum classes has been a topic of much collaborative discussion across CA community college campuses and among leaders in ECE teacher preparation. So far, our efforts have focused on updating and revamping ECE 21. These changes were necessitated by changes in the course objectives, determined by the state. Looking ahead, one of our goals for the 2016-2017 school year is to shift our focus to ECE 22, in order to achieve greater alignment across students' experiences in ECE 21 and 22. We believe that this will lead improved learning outcomes for them as they progress through the practicum series. To help facilitate this goal, we plan to assign two full-timers to teach ECE 22 in Fall 2016.

Area/ Discipline/ Function Responsible: ECE: EARLY CHILDHOOD EDUCATION

Assessment Data and Other Observations:
Other data or observed trends
We are always working with our Advisory, keep up with current research to provide the best possible experience for ECE students.

External Factors:
SMC Master Plan for Education

Timeline and activities to accomplish the objective: December 2016

Describe how objective will be assessed/measured: The two full timers who will be teaching the course will share their experience with the ECE faculty at the end of the Fall 2016 semester.

Comments: From that discussion we as a department will discuss next steps , if applicable.

Objective #6
Objective:

Lab **School:** Now that an operator has been selected for the SMC ECE Lab School, it is critical to for us to begin the important work of building relationships and engaging in dialogue that will help to pave the way towards a successful partnership between our department and The Growing Place. We have a long history of productive collaboration with The Growing Place, but we recognize that the Lab School is a new endeavor that will require new relationships, defined by new roles and responsibilities. One of our goals during the 2016-2017 school year is to engage in regular meetings with The Growing Place leadership team. These meetings will be aimed at building relationships rooted in mutual respect and understanding, defining roles and responsibilities, developing productive processes for decision making, and creating a shared vision of what our Lab School will be.

Area/ Discipline/ Function Responsible: ECE: EARLY CHILDHOOD EDUCATION

Assessment Data and Other Observations:
Other data or observed trends
Statement from the California Community College Early Childhood Educators: 2014 Center-Lab School Summary

"Lab Schools present an ideal model program and teaching environment for students in teacher preparation or early childhood programs. Lab Schools provide students with hands-on experience working with children. Lab Schools connect real world experience to student research by linking theory to child behaviors and practices..."

External Factors:
SMC Master Plan for Education

Timeline and activities to accomplish the objective: This will be an ongoing process. That once the lab school is operational we will then have specific annual objectives.

Describe how objective will be assessed/measured: Strengthen partnership and respectful communication

Comments: We are excited about this new journey for our department and especially for our students.

To comply with accreditation standards, programs are required to update their curriculum outlines of record (CORs) every six years. Be sure to submit your updated outlines to the Academic Senate Joint Curriculum Committee in time for them to be reviewed prior to or at the Curriculum Committee's last scheduled meeting of the year (check the committee's submittal deadlines at (click here for dates and deadlines). The Program Review annual report will note whether course outlines are up to date.

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- **The process by which department members participate in the review and revision of curriculum.**
- **How program goals and SLOS are integrated into course design and curriculum planning.**
- **The relationship of program courses to other college programs (cross-listing, overlapping content**
- **The rationale for any changes to pre-requisites, co-requisites and advisories.**
- **How the department ensures course syllabi are aligned with the course outline of record.**

Our department is very activity in the Early Childhood Education world, one of the activities that helps inform our curriculum is the California Early Childhood Curriculum Alignment Project

The California Community Colleges Curriculum Alignment Project (CAP) engaged faculty from across the state to develop a 24 *unit* lower-division program of study supporting early care and education teacher preparation. Eight courses represent evidence-based courses that are intended to become a foundational core for all early care and education professionals. The original eight courses are the core ECE classes listed for the Transfer Model Curriculum

In 2012, additional funding was provided by the Race to the Top/Early Learning Challenge Grant (RTT/ELCG) to expand the project to include seven additional courses in the three specialization areas of **Infant/Toddler, Administration, and Children with Special Needs**

15 Early Childhood Education classes are CAP aligned

Our department is also in the process of aligning our curriculum with the California Early Childhood Educator Competencies (http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf) and the National Association for the Education of Young Children's (NAYEC) standards for Early Childhood Associate Degree Accreditation (https://www.naeyc.org/ecada/files/ecada/AccreditationHandbook.pdf#page=18). The CA ECE Competencies delineate knowledge and skills that ECE professionals need to have in order to successfully perform their roles and responsibilities and navigate their way through various career options within the ECE field. The NAEYC standards for Early Childhood Associate Degree Accreditation outline important criteria that AA-granting programs in Early Childhood Education should strive to fulfill in order to provide excellent preparation and training to the aspiring ECE professionals in their programs. Integrating these two important resources into our curriculum planning will take place over the next few years. Currently, we are in the early stages of the integration process.

Starting with Fall 2016 the NAEYC Standards and ECE competencies will be listed on all our ECE degree classes' syllabi.

We will submit to the SMC Curriculum committee spring 2016 the following items:

- ECE 21 Distance Education
- ECE 22 Distance Education
- ECE 30 Unit Increase from 2- 3 units : we need to include Home visiting into the course
- Infant - Toddler Certificate

The above curriculum updates were discussed and unanimously agreed upon during fall 2015 department meetings.

2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meet industry standards and the needs of students.

During our Spring 2015 Advisory, the one request as it relates to curriculum, was help improve the infant – toddler workforce. So our department created an Infant – Toddler Certificate.

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Over the last six years our faculty have beend involved in a wide variety of committees and projects across campus. Among them are the Distance Education, CTE, Institutional Effectiveness, Student Success Committe, Student Equity Committee and The Center faculty leadership team. Academic Senate, Academic Senate Executive team, Faculty Association,

Yiching Grace is our current Academic Senate Senator, Gwen Dophna and Nair Backlar our Faculty Association representatives.

Laura Manson serves as the co-chair with Patricia Ramos on the Physical Resources sub-committee of the Accreditation team. Yiching Grace serves on the instituation integrity sub-scommittee.

Wendy and Laura served on the leadership team of the Center since its inception in spring 2013 and continued until their terms ended in spring 2015. Their professional preparation as teacher trainers lends a specific expertise to this planning team as the Center proposes and creates professional development activities for the SMC faculty.

Our ECE faculty have been active participants of The Center for Teaching Excellence activities. A vast majority of our full and part time faculty have attended both the summer and winter institutes, the @one distance education training, Reading Apprenticeship training, Reflective teacher training and many Center workshops and discussion groups.

Most prominent in our work these last few years has been ongoing involvement in the planning and implementation of the Santa Monica Early Childhood Education Center/Lab School. This collaborative effort with the planning committee has required many hours of discussion and planning.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Child Development Training Consortium, CA mentor teacher and mentor director functions. Our department has representation on the Santa Monica Child Care and Early Education Task Force. Gwen Dophna offers her leadership skills with a newly formed group call Westside ECE Professional Development Forum.

CCCECE - Caliifornia Community College Early Childhood Educators, most of our full timers attend events during the year. This organization advocates for high quality child development instructions in California Community colleges.

Continual involvement on the Santa Monica Early Care and Education Task force ties our department closely to early childhood education providers in Santa Monica as well as the city's initiatives regarding the welfare of young children and their families in our community. Wendy attends these meetings monthly as well as playing an active role in the steering committee for the task force, which plans the annual projects taken on by the committee.

Below is a list of organizations in which our faculty is engaged through membership, attendance to workshops, offering presentations and other contributions.

National Association of the Education of Young Children (NAEYC)
CA Association of the Education of Young Chidlren (CAEYC)
Southern CA Association for the Education of Young Children (SCAEYC)
CA Community College Early Childhood Educators (CCCECE)
LA County Early Care & Education Workforce Consortium
Partners in Education, Articulation, and Coordination Through Higher Education (PEACH)
CA Early Childhood Mentor Program
Ascend at the Aspen Institute
Friendship Circle Los Angeles
N'Shei Chabad International
Director Mentor Institute,
Programs for Infant/Toddler Care (PITC)
North American Reggio Emilia Alliance (NAREA)
Friends of Children and Literature - Los Angeles Children's Libraries (FOCAL)
Children's Place in Ocean Park; Board Member
Los Angeles County Early Care and Education Workforce Consortium
Cornell University's Bronfenbrenner Center for Translational Research
The Center for Reflective Parenting.
Play Matters!
California Mentor Selection Committee
Social Culture and Professionalism
White House Summit on ECE
Prof. Dev training at SDSU,
Workshop at Westside Children's Center
Pedagogical Institute of Los Angeles
The Center for Teaching Excellence Winter and summer Institutes & Seminars

CA CC Faculty Initiative Project
Classroom Assessment Scoring System (CLASS™) training
Strengthening Families: Implementing the Protective Factors to Engage Families and Strengthen Communities
Early Childhood Education Professional Development Club's Leadership Conference
Safety-Care Behavioral Safety Specialist TrainingCarnegie Foundation Summit on Improvement in Education
Infant Development Association
Counsel for Exceptional Children (inclucing the Division of Early Childhood

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

The ECE Department values the diverse experiences and perspectives brought by all faculty. A survey of adjunct faculty indicated that relations between adjunct and full-time faculty are consistently respectful, collegial, and collaborative. Faculty report feeling valued as vital members of the department.

In an effort to encourage ongoing, deep involvement from all faculty, departmental activities are open to everyone. The Dept. Chair has taken the lead on informing and inviting all faculty to regular meetings, flex activities, professional development trainings, advisory meetings, and other events. Adjunct faculty participation in departmental activities is high.   As a result, there is a focus on ensuring that all points of view are valued and included in decision making process and work of the department. In addition, Adjunct faculty take the lead in a number of departmental programs and projects (i.e. Mentor Program, ECE Club, facilitating professional development workshops, etc.).

Departmental resources and support are available and easily accessible to all faculty. Adjunct faculty teaching on-ground have a dedicated shared office space with computer workstations and individual storage for teaching materials. Specially funded grant projects have provided a wide variety of educational (reference books, DVDs, iPad cart) and consumable (art supplies, clay, play dough, etc.) instructional materials. Adjunct faculty are aware of and routinely take part in professional growth opportunities, such as FSI training through the Center for Teaching Excellence.

Further, a recently created online Teacher's Lounge houses a number of instructional resources that can be accessed by on-ground and Distance Ed faculty. Resource categories include sample syllabi for all courses, course outlines, and information about local, regional, and state policies. In addition, the Teacher's Lounge fosters communication about departmental events and initiatives and encourages interaction between faculty. It provides multiple ways to connect beyond email. In addition, the site houses department meeting agendas and minutes, program review work plans, accreditation process information, and more. Based on survey feedback, adjunct faculty who are unable to attend departmental events due to other commitments frequently access and enjoy using the online Teacher's Lounge as a tool for staying connected with colleagues and informed about current departmental activities.

Faculty have identified opportunities for continually improving upon relationships and integration of adjunct faculty into department work. One suggestion is to increase the number of opportunities for face to face interaction during the semester. Another suggestion is to hold an annual retreat, so that faculty can meet off campus to further strengthen relationships and spend time planning together. A request has been made to record and post faculty meetings to the online Teacher's Lounge, for faculty who are unable to attend in person. Finally, a request has been made to partner adjunct faculty with a full-time faculty member for special projects, evaluations, etc.

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Maintain ECE dedicated counselor and Lead Tutor/ Mentor in our Teacher Resource Room

Wendy Parise and Marilyn McGrath retired in June 2015. School year 2014-15 we applied for one full time faculty position and were awarded two new full time ECE generalist positions. We had a robust applicant pool and put forward two outstanding candidates Gary Huff and Cathi Miller. We were thrilled when Dr. Tsang decided to hire both of them. The addition of these new faculty members will enable us to properly analyze department and college data, design programmatic changes, as well as stay involved with all the industry and community programs in order to remain a vital CTE program.

School Year 15-16 our CTEA proposal included a request to send our full time faculty to the National Association for the Education of Young Children (NAEYC) Institute for Early Childhood Professional Development. The primary goal of the Institute is to deepen participants' understanding of the expanding early childhood knowledge base; provide a forum for addressing significant, controversial issues affecting young children's education and development; and help attendees develop skills that improve professional development and practice.

For the past years our core indicator data for enrollment of non-traditional students in our program has been low. We need to recruit and supports more males in our program. Attending the Institute will provide us with an opportunity to learn from colleagues across the nation who face similar challenges. We are hoping to discover ways to create a male-friendly culture that welcomes men in the ECE setting. Attendees include program administrators, teacher educators, trainers, coaches, agency officials, advocates, master teachers, and others whose work focuses on quality improvement in programs for young children and their families. We are hoping our funding request for attendance is approved in that we are hoping to accomplish the following goals over the course of the institute:

1. Solidify our collaborative relationships as team leaders within our department
2. Obtain knowledge on the NAEYC ECE department accreditation process and standards
3. Learn from colleagues nationwide regarding their practices in training future ECE professionals

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Our faculty have been actively involved in the Center for Teaching Excellence Institutes and workshops and have learned

many teaching strategies to foster student success and engagement. Much of the strategies include collaborative work rather than the traditional sage on the stage teaching model. Currently most of our classrooms reflect the traditional teaching model set up with separate desks placed in rows. This presents a challenge for our faculty who are eager to use the new techniques learned about active learning. We would like to equip at least 1 classroom (besides our ECE demonstration classroom) on the 3rd floor Bundy with furniture that allows for more flexibility in movement and room configuration.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Although we are grateful for the addition of two new faculty members to our department, Gary Huff and Cathi Miller are early childhood education generalists. Wendy Parise led our early intervention assistant program over the past 16 years. She was instrumental in the program creation and in keeping it current. It is imperative we have a full time early childhood special education specialist in our ECE department. Continual research and evolving practices in the field dictate close monitoring in our course content and offerings. Updates in teacher credentialing requirements need to be carefully aligned with our program. We need to work closely with special education and early intervention programs in our local community in order to ensure our graduates are properly prepared and that we are meeting the needs of these potential employers of our graduates. There has been and continues to be a shortage of qualified special education personnel locally and nationally. Supporting our early intervention assistant program serves the needs of community programs who are in need of special education trained personnel. The early intervention assistant program is a clear career ladder program to the BA level special education teacher credential program. Future plans for the department include working more closely with our local universities to articulate our program with their early childhood special education and special education teacher credentialing programs. The need to have a full time early childhood special education specialist dedicated to this program is vital to our program. Most importantly, the SMC lab school will be complete by 2019.

 The vendor contracted to manage the lab school was hired in December 2015. Discussions with this managing program began in January 2016.One of our goals is that the early intervention assistant (EIA) program will be an integral part of our lab school training program. We will need a full time faculty person with expertise in early intervention to work with the lab school staff to ensure our EIA program remains current.

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

Trend in the field

In 2010, SB 1381 changed the required birthday for admission to kindergarten and first grade in California and established a new transitional kindergarten (TK program). The creation of TK has implications for future enrollment numbers for the state's numerous private preschools and family child care businesses. As the age of enrollment in public programs is lowered, many private programs have reported a decrease in enrollment and increased competition for families to fill open child care slots. This trend is expected to continue in the future. As a result, a number of providers are looking to offset decreased enrollment by becoming licensed to provide infant and toddler care. However, industry trends indicate that there is a shortage of qualified, trained infant/toddler care professionals in the workforce. This trend creates a need for increased emphasis on infant/toddler coursework and hands-on training within the EC/E Dept., to include new internship and practicum experiences for students.

Approved by the Governor in September 2014, SB 876 established new educational mandates for credentialed teachers assigned to teach in transitional kindergarten (TK) classrooms. Any credentialed TK teacher hired after July 1, 2015 will have until August 1, 2020 to meet the following additional requirements:

1. At least 24 units in early childhood education, or childhood development, or both.
2. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in bullet 1.
3. A child development teacher permit issued by the California Commission on Teacher Credentialing (CTC).

These new requirements will create an increased need for early childhood education coursework for education students at all levels (AA to MA) who have not yet entered the workforce and may lead to additional educational requirements for assistant teachers and support staff. In addition, there will be professional development funds available for supporting incumbent educators within school districts to increase their knowledge of ECE practices through college coursework. This may have implications for outreach, enrollment, course offerings, and staffing within the EC/E Dept. for the next five years. As a result, the Dept. may need additional faculty to offer onsite or contract classes to help students and professionals meet these new requirements.

SMC Early Childhood Education Center/Lab School (yet to receive its official name)

We are in the process of building our lab school and are hoping it will be completed within the next 3 years. With the impending loss of 2 full time faculty within the next year and a half, our need for full time faculty will be even greater as well move onto this new project. Our goal is to create a model lab school in which our students will be exposed to evidence-based exemplary practice in the field of early childhood education. The need for full time faculty to design and implement this vision has never been greater.

Our new lab school is projected to be completed and open in the year 2019. This new venture in collaboration with the City of Santa Monica, the Rand Corporation and an outside early childhood education vendor (yet to be determined) is a critical turning point for our department. Having a lab school in which our students will be exposed to state-of-the-art evidence based practice in early childhood education will be of great benefit to them as well as our community and the field. Unfortunately, thirteen lab schools on community college campuses across CA have closed due to fiscal challenges. Primarily this was because they relied heavily on the CA Department of Education's (ECE) subsidy, which over the years has steadily dwindled. For this reason, our college has elected to select an independent vendor to run our lab school. This vendor will bear the fiscal responsibility for the center as well as administering the day to day operations. Community college lab school programs will have their eyes focused on our model in order to possibly replicate it on their campuses.

One of the biggest challenges we face in running a lab school that exemplifies the philosophy and curriculum that is taught in the ECE department classes, is to maintain a strong connection with the lab school, its curriculum, staff and functions. It would be detrimental to our lab school mission and purpose if students experience a disconnection between what our department promotes as best practice in early childhood education and what is actually done in practice with children and families in our lab. Our programmatic design must facilitate a vibrant connection between our department and the lab school. Complicating the relationship between entities is the fact that the lab school will not be run by SMC employees but rather an outside vendor. Lessons learned from other lab schools underscore the need for strong relational ties and communication between the lab school staff and training department.

The lab school advisory committee, comprised of ECE faculty, SM city officials, SMC administrators and the SM early care and education task force) recommends a model in which SMC would provide a college liaison and curriculum coach to work with the lab school. According to the Request for Proposals for the lab school vendor, the two distinct roles are described below:

Role of the **Curriculum Coach** – This College-funded, part-time position will provide a College presence to support both College students and Center staff.

The Early Childhood Education Center, SMC lab school Curriculum Coach will be either one or two faculty members from Santa Monica College who will work closely with the ECEC staff. Their primary function is to ensure there is a seamless articulation between the ongoing curriculum practiced in the center and the philosophy and practice espoused by the Early Childhood / Education Department.

Role **of the College Liaison** – This College-funded part-time assignment resides with a position within the College. The Liaison is charged with oversight of all activities of the Center on behalf of the College. In this capacity the Liaison is the point person for all business and facility-related issues that may arise with the Center. Maral Hyeler has been assigned to be the college liaison for this project and is attending the lab school meetings.

As of December 2015, the college hired a Operator for the Lab School. We are very excited to partner with The Growing Place to bring to life the ECE lab school for our students.

Santa Monica College Professional Development Institute

For a couple of years we have thought about developing a SMC Professional Development Institute. In our field and in many of the other CTE programs at SMC, the demand for professional development by employed practitioners is ongoing. Some of our course offerings provide such professional development options and many individuals take our classes for that reason. Many of our faculty also provide professional development workshops outside of the college to a wide variety of professionals in the field. We propose that the professional development workshops and courses could be developed, packaged and marketed through contract education. We were contacted by Para Los Niño's in downtown LA, who recently applied for a grant to pay for professional development through contract education from our department. One of the barriers is that their teachers are located at multiple sites downtown which presents logistical concerns to access training and our instructor would have to go downtown to deliver training and support. To make these contact education opportunities convenient to companies and reach a broader audience than only those in our Los Angeles area only, we would like to make use of video conferencing technology to deliver a "live" workshop or class to an audience that could access the "class" via their computer device. Wendy Parise has been in conversations with Al DeSalles, Bob Dammer, and Frank Dawson about this technology, and while there are many details yet to consider, the possibilities for the use of such technology could be very lucrative when utilized for professional development training across many of our CTE disciplines.

This training could also potentially extend to audiences abroad. In recent years our faculty has become acutely aware of the desires of many programs abroad who are interested in receiving professional development from our faculty or resources at SMC. For example, we have been approached by programs in Azerbaijan, Kenya, and China for professional development in areas of early childhood education. To send a team abroad to do a conference or workshop series is expensive and not necessarily the most efficient way to assist teachers over the course of time. Our video conferencing technology could provide this training at a fraction of the cost while offering ongoing support long after a traditional workshop visit was over.

Besides using this virtual technology to do training through contract education, we foresee offering traditional classes this way – a form of a hybrid class involving both DE instruction as well as electronic face-to-face time with the instructor and peers. This could potentially be a huge enhancement to our course offerings as well as a means to broaden our student population to areas not easily accessible to coming to SMC.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Please refer to discussion of the SMC Professional Development Institute.

We hope that all the classrooms on the Bundy campus will have furniture that will encourage collaborative, active learning

Also, we hope that once the lab school is built and operational, we will have the technology to view the Lab school activiers from the Bundy Campus.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As mentioned above, as we continue to improve on our existing program and add to our course offering through professional development areas, we will continue to need full-time faculty dedicated to creating and maintaining these programs

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

In summary (as reflected in this document) we need the following:

1. A dedicated EC/Eduction counselor on the Bundy site.
2. A mentor to cooridnate our Teacher Resource Room
3. 2 full time hires for next year (Early childhood special education and education specialists)

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

Our department is currently in the process of aligning our curriculum with the California Early Childhood Educator Competencies (http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf) and the National Association for the Education of Young Children's (NAYEC) standards for Early Childhood Associate Degree Accreditation (https://www.naeyc.org/ecada/files/ecada/AccreditationHandbook.pdf#page=18). Aligning our curriculum with these resources will take several years. So far, we have taken time to familiarize ourselves with the resources and collaboratively discuss how these resources can be used to inform curriculum planning. As a department, we have decided to weave the ECE competencies into our courses through evaluation tools that students and teachers can use to formatively assess student progress towards the particular competencies that are addressed in each of the courses we offer. Our instructors are working to create and implement these instruments in their classes in the upcoming 2015-16 academic year. We have also decided to conduct a self-study that will help us to identify our program's strengths and weaknesses with respect to the NAEYC standards for Early Childhood Associate Degree Accreditation. We are in the process of building and piloting an online data-collection instrument that will help us to aggregate input from all our instructors. The goal is to have this instrument ready for implementation in Fall of the 2016-17 academic year.

6. Please use this field to share any information the program feels is not covered under any other questions.

This is an exciting time to be part of the Early Childhood Education department at SMC! Plans for the SMC Lab School are underway, a program which promises to be an invaluable resource and source of inspiration to SMC students as well as children, families, and the broader community. The unique mission and promise of a lab school is something that can only be afforded by close collaboration and integration between college faculty and lab school administration and staff. Our department is prepared to to do our part in creating the shared leadership and in upholding the shared vision needed to make sure the SMC Lab School lives up to its promise.

Our department is also in the middle of an important transition, with outgoing, incoming, and continuing faculty collectively shaping the future of our department. Thanks to the tremendous support of our administrators, we have acquired two new faculty members. With the addition of these new faculty members, we feel confident that we are well

poised to continue our work of recruiting and training future ECE teachers. Inspiring and preparing ECE teachers is the core of what we do at the SMC Teacher Academy, but our mission goes beyond that. The Teacher Academy is also designed to meet the needs of students who want to prepare for careers in K-12 or special education settings. Looking ahead, our goal is to acquire faculty members who can help us to develop these important specializations within our department.

Please comment on the effectiveness of the Program Review process in focusing program planning.

The Program Review process has been a useful tool for our department. The process of reflecting on what we do and how well we do it helps us to identify our strengths and weaknesses. Importantly, this helps us to be more intentional as we look ahead and identify short- and long-term goals for our department.

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support

Attached Files	
Advisory Brainstorm	
Advisory Minutes-Handout	
CDWFI 13-14 Survey Summary	
CDWFI 14-15 SUmmary	
ECE Folder	
NAEYC Scholarship Acceptance letter	
Online Writing Tutor Spring 2016 Flyer	