Program Review
For Cycle 2012-13 (2nd Year Group)

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<td>Data Provided by HR</td>
<td>Data provided by Department Faculty</td>
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6. College Wide
Overall – How does this information fit with the College Wide Goals?

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and accreditation.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages). Each question includes the “Feedback Rubric Prompts” that will be used by the committee to read, reflect, and provide feedback on your Program Review; please use these to guide the formulation of your responses. Each program (curriculum guide) within your department requires a separate Program Review Document.

Program Review Questions

Name of Program being reviewed: Early Childhood Education

1– 3. Enrollment, Achievement, and HR Data

Summarize and interpret the data for each of the first three above as they relate to your program.

Response:

1. Enrollment patterns: Comparing enrollment for identified cohorts between Summer 2006 and Spring 2009, there were significant increases. The greatest increases occurred during the ’07-’08 and ’08-’09 academic years.

2. The success rate in the Child Development Program has remained consistently high. The statistical data for certificates and degrees awarded conflicts with anecdotal evidence. This seems to suggest that more students may be eligible for awards than are completing the process. The three-year completion rate of students earning degrees or certificates has increased by 8% over the last two years.

3. Our efficiency from 2009-2011 has increased even though the number of part-time faculty has decreased by over 50% and our full-time has decreased by 25%.
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Feedback Rubric Prompts:
How has the program explained their data for the columns 1-3 (enrollment, achievement, staffing)?
- Was the content concise yet sufficiently in depth?
- Was there sufficient detail to understand their point?
- Were the data effectively related to trends in student access and performance during the review cycle? If there were anomalies in the data, were they adequately explained?
- Did the review explain how the staffing structure (including full-time to part-time ratio of faculty) has affected, positively or negatively, the program’s ability to fulfill its mission and goals?

4. SLOs

a) Summarize the collected program data

Response:

Students achieved the expected achievement benchmarks for two out of three intended outcomes. Students would benefit from more instruction in writing objectives and activity lesson plans. Actions were taken to address each of these areas.

Feedback Rubric Prompts:
- How has the program explained their SLO data (class and program level)?
- Were changes and responses made to the courses and/or program as a result of the data analysis?

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?

Response:

SLOs at the program and course levels are informing the development and revision of course curriculum, student assignments, and assessment tasks. For the Early Childhood Education program-level SLOs, the results of the assessment indicated that the criteria had been met in all instances. This meant that students are: 1) Supported in their learning as it relates to designing and implementing curriculum Lecture and learning activities appropriately; 2) Generally aware of the needs of the children in their classroom; Benefit from the lab practicum and have overall growth of skills in developing approaches to working with young children and adults; and 4) Could critically assess their own lab experiences.

- Summarize how the program has responded to SLO assessment results.

Response:
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The following actions have been taken in response to SLO assessment results: 1) Lesson plans on the topic of curricula models were reviewed and revised to further enhance and improve student learning; 2) Students were provided opportunities in the lecture classroom to design developmentally appropriate objectives for lesson plans in the lab classroom; 3) Evaluation grading rubrics were developed and used in the final lab evaluation and self-evaluation.

- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

Response:
Each action taken in response to the assessment results contributes to program improvement because it is in response to students’ demonstrated understanding of the content of the course, the true measure of the effectiveness of our assessment tasks. The practicum course, the capstone course in our Early Childhood Education program, is a unique blend of lecture and lab experiences for students, and needs to measure students’ knowledge and skill in the children’s environment. The results of the ASLO process indicates that we offer a strong program for students that meets our intended outcomes. Refinements that have been made as a result of the collection of these data can only strengthen it.

*Feedback Rubric Prompts:*
Do you feel that you have an understanding of how the program has used their SLO data for program improvement?

5. Goals

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

Response:
All of our courses are transferable and CAP-approved. We have built relationships with the Child Development Program Coordinators at our local CSU campuses by inviting them to join our ECE Advisory Board. What hasn’t changed is our commitment to increasing the number of full-time faculty in our department to increase completion and transfer. We continue to focus on student success through our dedicated Child Development Counselors and other supports available to students through our LAUP-funded workforce development grant, Project RISE: Financial assistance, cohorts (AA/Transfer and BA), campus tours and transfer assistance, special workshops and events (including career panels and curriculum workshops), and coordination of services with other LBCC, CSUDH, and CSULB and local ECE organizations.

*Feedback Rubric Prompts:*
Describe what appears to have contributed significantly to the program’s plan development for the past three years.
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- Do they have a vision?
- Have the data from questions 1-4 (of the program review template) informed their planning?

6. College Wide

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

**Response:**

As a department, we are focused on student success. Building on the department’s work in this and with the additional resources available through Project RISE, we are building the capacity of a culturally and linguistically diverse workforce to meet the needs of children and families locally, increasing the competence of the workforce through educational advancement and degree attainment, and coordinating services and systems to improve student access and success. We are improving student success by increasing students’: 1) Understanding of educational requirements; 2) Educational planning; 3) Understanding of career options; and 4) Knowledge of funding to support educational goals. As a result of our efforts, we have documented the following program outcomes: 1) Smooth transition from area high schools to LBCC for Child Development students; 2) Increased number of LBCC students receiving permits, certificates, and AA degrees; 3) Increased number of students transferring to area CSU’s; and 4) Increased number of students completing a bachelor’s degree

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**Feedback Rubric Prompts:**

Do you have a clear idea of how their program supports institutional goals?
- Did they reference the institutional goals and mission?
- How does their Program Review give you a clear idea of how their program fits into the college mission?