

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

Note: If no changes have occurred, copy and paste from last year's review.

If it exists, feel free to copy the brief description of your program from the college catalog:

<http://www.smc.edu/CollegeCatalog/Pages/default.aspx>

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 an early care and education professional, 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.

Our Conceptual Framework

Educate, Collaborate, Inspire, Transform

Our Purpose

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

Our courses support working with children who are typically and atypically developing from birth through 12th grade. Completion of coursework leads to employment in positions as early childhood teachers, early interventionists, family childcare providers, program administrators, and a variety of other careers working

with children and families. Additionally, our program prepares students for transfer to Baccalaureate and TK-12 teacher preparation programs

II. PARTNERSHIPS:

(CTE only):

Part 1:

Industry advisory meeting dates and attendance for 2018-2019. Insert additional rows as needed:

Date of meeting	# of SMC attendees	# of non-SMC attendees
April 24, 2019	13	23

Part 2:

Employer partnerships/collaborations in 2018-2019 (insert additional rows as needed):

Employer Name	Type of partnership or collaboration: <ul style="list-style-type: none"> Advisory attendance Internship site Donations Job placement Other 	Optional: Additional information about partnership or collaboration
10th Street Preschool The New School West Growing Place, Ocean Park Growing Place, Marine Park Temple Isaiah Preschool Leo Baeck Temple Early Childhood Center Manhattan Beach Nursery School IKAR Early Childhood Center Blue Oak Creative Schoolhouse Westside Neighborhood School (WNS) Wild Poppy Studio Temple Isaiah Preschool New School West Head Start - Inglewood	Observation Sites Practicum Sites Job/Recruitment Fair Participants Advisory Attendance	All of the employers listed here serve as observation and practicum sites for clinical/field experiences. Many of our students are offered employment at these sites. Our collaborative partnership with the Growing Place will continue to grow as we prepare for the opening of the Santa Monica Early Childhood Lab School, set to open in Fall 2020.

KYCC, Kids Town Preschool Camino Nuevo ECEC Green Beginning Preschool Little Village Nursery School - LVNS Milestones Preschool DIG Childhood Center Piper SMMUSD Maple Tree Academy Bright Horizons USC First Pres Nursery School Hill & Dale Discovery Center Hill & Dale Family Learning Center		
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III. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES):

Identify the original objectives from your last review as well as any new objectives that have emerged since then (if applicable).

For each objective, determine status and explanation for status.

Objective	Status (Completed, in progress, not started, no longer pursuing)	Status Explanation
To improve rates of student retention and success in our online classes.	In progress	<p>We used Perkins funds to fund professional development in online course design to increase engagement and success. We also worked towards alignment with the OEI rubric for best practices in online course design and teaching in all our online classes. We encourage our online instructors to participate in a peer review process.</p> <p>We consistently outperform state averages for distance education in our top code. Our retention has ranged from</p>

		85.85% - 91.59% and our success has ranged from 77.23% - 88.16% We want to maintain and improve our high rates of student success and retention in our online classes. Our goal as a department is to hit 90% retention and 85% success in online classes by 2020.
Improve student success rates in our Winter session classes.	In Progress	<p>We cut fully online classes from winter session this year and offered only hybrid and ground options. We hoped that face-to-face interaction and support would help to improve student success rates. We also continue to engage in ongoing work with faculty to encourage alignment of their Canvas shells with the OEI rubric.</p> <p>Winter success rates since 2014 have been 80.6%, 87.31%, 77.23%, and 80.00%. Winter sessions have the lowest average success rate. Our success rate during the Winter 2019 session was 77.5%. We will continue to be intentional in our Winter Session course offerings and to engage in faculty professional development that may help to increase our Winter session success rates in the future.</p>

IV. ACHIEVEMENTS:

(Optional) List any notable achievements your program accomplished in the last year.

1. A.S. Infant/Toddler Teacher and A.S. Early Intervention Assistant degree programs are now accredited by the National Association for the Education of Young Children. SMC was the first college in Southern California to earn accreditation for higher education coursework.
2. Zero Textbook Cost (ZTC) pathway in the AS-T in Early Childhood Education and the development of an ECE lending library that covers 80% of all ECE courses and continues to grow. Our OER/ZTC pathway saved

students up to \$89,000 in textbook costs during the Spring 2019 semester. (This estimate is based on the cost of current editions of the books we used to use in each course or a comparable publisher provided textbook for the classes that we never used a textbook.)

3. Formation of the Enlightened Childhood Educators Club.
4. Continued progress on the construction of the Santa Monica Early Childhood Lab School and shared networking and professional development opportunities to support our partnership with the Growing Place. The Lab School is expected to open in Fall 2020.
5. There were a total of 189 field placements completed in a diverse array of high quality, licensed ECE programs throughout the community.

V. ASSESSMENT AND EVALUATION

Part 1: Outcomes and Evaluation Results

- A. Reflect on the outcome assessment (PLO, SLO, UO) data that your program reviewed in the current year (2018-2019) that have yielded **notable** or **actionable** findings. Insert additional rows as needed.

Note: It is not required that you mention every outcome assessed in your program.

What outcome were you assessing?	How was the outcome assessed?	What were the results of the assessments?	Describe any changes that are planned or in progress to address the results
SLOs from EDU 1	We compared 5-year SLO trends within our ECE discipline to 5-year SLO trends in our Education discipline.	<p>When examining 5-year SLO trends within our ECE discipline, we found that, on average, 92.9% of students met the SLOs.</p> <p>We found the percentage of students meeting SLOs within our Education discipline to be significantly lower. Examining data from 2011-2012 through 2015-2016, we found that the percentage of students meeting SLOs within our education discipline ranged from 61.4% to 88.9%. The average was 75.7%.</p>	<p>Our department is strongly committed to ongoing faculty professional development, including equity training, to continuously improve student success in all our classes.</p> <p>Furthermore, we feel that the addition of a full-time Education specialist within our department is critical for addressing the persistent gap between student success in our ECE discipline and student success in our Education discipline.</p>

			As of Spring 2019, EDU 1 and 2 have been merged into EDU 12 to align with the proposed AA-T in Elementary Teacher Education.
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B. Reflect on other effectiveness data you collected and analyzed for the program this year.

1a: Course Success and Retention (Instructional Depts Only)

After reviewing the course success and retention rates for your program, describe how these rates reflect the overall effectiveness of your program, and discuss any planned changes or actions your program plans to take to address the results (if applicable). *Access data in Tableau (<http://tableau.smc.edu>)*

As a department, we are strongly committed to student success. As such, we engage in ongoing professional development and reflective practice to continuously improve our teaching. We reviewed Fall 2019 retention and success rates and found that 86.8% of students persisted through the end of the semester and 78.9% of students passed their classes with a C or better. We are proud of our high rates of retention and success, which we believe reflects our department’s practice of continuously reflecting on our pedagogy in order to best serve our students’ needs. We will continue to refine our pedagogy and practice, including ongoing equity training, to sensitively respond to students’ needs.

1b: Racial and Other Equity Gaps for Course Success (Instructional Depts Only)

After reviewing the course success rates by ethnicity/race and other demographic variables, identify any equity gaps, and discuss any planned changes or actions your program plans to take to address the gaps (if applicable). *Access data in Tableau (<http://tableau.smc.edu>)*

When we examine retention and success rates that have been disaggregated by ethnicity/race, we find equity gaps that need to be addressed. Asian and Pacific Islander students have the highest rates of retention and success, at 91.2% and 89.7%, respectively. White students also perform at a high level, with 91.3% of students completing a class and 85.5% of them passing with a C or better. These rates drop significantly when we examine our Latinx and Black students. Among Latinx students, 87% complete our classes and 78% pass with a C or better. The equity gap experienced by our Black students is even greater. Among black students, 70.5% complete our classes and 57.4% pass the class with a C or better.

We also examined retention and success rates for male and female students in our program. In our department, female students (n=1184) greatly outnumber male students (n=112). Our analyses showed that female students do not just outnumber male students in our classes; female students also outperform male students when it comes to course retention and success. Among female students, 87.5% complete our classes

and 79.9% pass with a C or better. Among male students, retention and success rates are 79.5% and 69.6% respectively.

Our department tries to address equity gaps by clarifying pathways, lowering student expenses by using OER in a majority of our courses, and providing resources such as dedicated ECE counseling and a Teacher Resource Room with embedded tutoring and mentoring. We believe that these kinds of supports benefit all of our students and help to alleviate equity gaps. Our commitment to culturally responsive teaching and pedagogy that promotes active learning is also meant to benefit all students and address issues of equity. However, our data suggest that we need to continue to think about how to best to meet our Latinx and Black students' needs. We also need to think about how to attract more male students and help them be successful. Towards this end, we have begun a practice of ongoing pedagogical discussions at our monthly department meetings. These discussions often focus on equity issues. Every month, we reserve a significant amount of time to collaboratively discuss how we address issues of equity in our own classrooms. We use this time to think critically, problem solve, share resources and ideas, and support each other in addressing the equity gaps that exist in our department.

2: Degrees and Certificates (Instructional Depts Only)

After reviewing the numbers of degrees and certificates awarded by your program, describe how the data reflect the overall effectiveness of your program, and discuss any planned changes or actions your program plans to take to address the results (if applicable). *Access data in Tableau (<http://tableau.smc.edu>)*

In Fall 2018, our department awarded 42 degrees/certificates in:

- 17 x COA in Early Childhood Studies
- 13 x AS-T in Early Childhood Education
- 10 x AS in Early Childhood Studies
- 1 x AS in Infant Toddler Teacher
- 1 x AS in Early Childhood Intervention Assistant

In Spring 2019, our department awarded 130 degrees/certificates in :

- 45 x COA in Early Childhood Associate Teacher (**formerly a department certificate**)
- 37 x AS-T degrees in Early Childhood Education
- 29 X AS degrees in Early Childhood Studies
- 8 x COA in Early Childhood Intervention
- 4 x AS in Early Childhood Intervention
- 3 x AS in Infant Toddler Teacher
- 2 x COA in Transitional Kinderarten
- 1 x COA in Early Childhood Studies
- 1 x COA in Infant/Toddler Teacher

In an effort to support the Funding Formula and better capture student success data, the department successfully converted the Early Childhood Core Department Certificate into the Certificate of Achievement in

Early Childhood Assistant Teacher. We expect to see an overall increase in award totals during the 2019-2020 academic year due to this conversion.

In addition, the department is planning to add 2 new AA-T degrees and 1 new COA during the next academic year.

3: Additional Data Demonstrating Effectiveness (If applicable)

If available, describe the results of other data indicating the effectiveness of the program and discuss any planned changes or actions your program plans to take to address the results.

Examples of other data include: surveys, document reviews, observations, performance indicators, focus groups/interviews, advisory committees, labor market demand, license exam pass rates

As discussed in Section V. Part 1. A. above, we compared 5-year SLO trends in our two disciplines – ECE and Education. Our analyses demonstrated that students in our ECE discipline consistently met SLOs at higher rates than students in our education discipline. We are committed to improving program effectiveness in our education discipline and feel that the addition of a full-time Education specialist in our department would be hugely beneficial to our students.

Part 2: Analyses of Results

This question is designed to bridge the results of your evaluation and outcomes assessment with next year's objectives (VI).

In one or two paragraphs, describe what you have learned about your program and how this knowledge will inform your plans for next year.

Taken together, the findings of our evaluation and outcomes assessment demonstrate that high retention and success rates are a current strength of our program. We believe that our high retention and success rates are the result of our department's strong commitment to student success. Our commitment is shown through ongoing professional development that seeks to continuously evolve our pedagogy in ways that best meet students' needs. Our students are making progress towards their goals and earning a wide range of certificates and degrees through our program every semester.

The results of our data analyses also suggest potential avenues for improvement. Our data clearly indicate that there is room for growth in program effectiveness within our Education discipline. Students in our Education discipline consistently lag behind students in our ECE discipline on a range of student success indicators. Students in our education classes are less likely to complete and pass our classes and they are less

likely to meet SLOs. Knowledge of these discipline-specific trends will inform our plans for professional developing next year. Furthermore, we hope to add an Education specialist to our full-time faculty to provide leadership and guidance while enabling new avenues for expanding our Educaiton discipline.

When retention and success rates are disaggregated by race/ethnicity and gender, we find equity gaps that we want to address. Asian and White students currently outperform Latinx and Black students in our program and female students are more likely than male students to succeed in our classes. Knowledge of the equity gaps will inform our plans for professional development in the coming year.

VI. NEXT YEAR’S OBJECTIVES:

Itemize any specific strategies or projects you plan to accomplish next year to improve the effectiveness of your program. *Limit 3 objectives.*

Objective	Rationale for Setting Objective <i>Link to data, if applicable.</i>
Objective #1: Building and Maintaining Strong Collaborative Partnership with the Growing Place	This objective is not driven by current program effectiveness data. Rather, this objective is a high priority for us because the success of the Santa Monica Early Childhood Lab School depends heavily on the strength of the collaborative partnership between the SMC ECE Department and the Lab School operators, Growing Place. The Lab School will open in Fall 2020 and it is imperative that we continue to put signifant time and effort towards the goal of building and maintaining a strong collaborative partnership with Growing Place.
Objective #2: Increase Program Effectiveness (Retention/Success) within Education Discipline	This objective addresses the results of our comparative analyses, looking at SLO trends in our education and ECE disciplines. The percentage of students meeting SLOs in our education discipline consistently lags behind the percentage of students meeting SLOs in our ECE discipline. As a result, we want to increase program effectiveness within our education discipline. The addition of a full-time faculty member to serve as the leader of our Education discipline is key to increasing program effectiveness.

VII. CURRENT PLANNING AND RESOURCE NEEDS:

Part 1: Narrative

Broadly discuss issue or needs impacting program effectiveness for which institutional support or resources will be needed for the coming year.

The Santa Monica Early Childhood Lab School, projected to open in Fall 2020, has the potential to become a world-class ECE demonstration program that exemplifies high standards, excellence and innovation not only in teaching young children and working with families, but also in teacher preparation in higher education. To realize this potential, it is absolutely critical to build and maintain a strong collaborative partnership between our department and our lab school operators, Growing Place. Several of our current Full-Time faculty members will need to devote significant time and effort to building and maintaining our collaborative partnership with the Growing Place. Frequent face-to-face exchanges, shared professional development opportunities, and planning meetings to collaboratively discuss a wide range of pedagogical and procedural issues will need to take place before and after the Lab School opens. The strength of our collaborative partnership is absolutely critical for the success of the Lab School. Together with the Faculty Association, the department will need to explore the issue of appropriate release time or other compensation for discipline faculty assigned additional duties and responsibilities related to the ongoing relationship and support of the Lab School.

Currently, courses within our Education discipline are taught exclusively by adjunct faculty as we do not have an Education Specialist among our Full-Time faculty members. Although we greatly value the contributions of our adjunct faculty members, a full-time faculty member who specializes in Education is essential for growth in this discipline. Retention and success rates in our Education classes are consistently lower than the rates recorded across classes within our ECE discipline. The percentage of students meeting SLOs in our Education classes are also consistently lower than the percentage of students who meet SLOs in our ECE classes. A full-time faculty member would improve student retention and success rates as well as the percentage of students meeting SLOs in our Education classes. Importantly, a full-time faculty member would also allow us to grow our course offerings and degree pathways within the Education Area of Interest.

Part 2: List of Resources Needed

Itemize the specific resources you will to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives.

While this information will be reviewed and considered in institutional planning, this information does not supplant the need to request support or resources through established channels and processes.

Resource Category	Resources Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources	Lab School related release time for	The success of the Santa Monica

	<p>current Full-Time faculty members with additional duties and responsibilities (Department Chair and Curriculum Liason)</p>	<p>Early Childhood Lab school relies heavily on building and maintaining a strong collaborative partnership between the SMC ECE department and our Lab School operators, Growing Place. We need contracted release time to enable full-time faculty members (department chair and curriculum liason) to devote the significant time and effort needed to build and maintain our partnership with Growing Place.</p> <p>(Objective #1: Building and Maintaining Strong Collaborative Partnership with the Growing Place)</p>
<p>Human Resources</p>	<p>Full-Time Faculty hire in the Education discipline</p>	<p>Program effectiveness data consistently shows that student retention and success rates are lower in our Education discipline than in our ECE discipline. The same pattern is true when we look at the percentage of students who meet SLOs in Education vs. ECE classes.</p> <p>A full-time faculty member who specializes in Education would increase program effectiveness (retention, success, and SLO attainment) and decrease equity gaps within the Education discipline. Importantly, a full-time faculty member would also allow us to grow our meet current industry demands for trained, qualified teachers by increasing course offerings and degree pathways within the Education Area of Interest.</p> <p>(Objective #2: Increase Program Effectiveness within Education</p>

		Discipline)
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VII. CHALLENGES:

(Optional) List significant challenges your program faced in the past year (optional)

Our department was excited to offer a Study Abroad experience in Denmark for our students. This trip was scheduled for June 2019 and there was a lot of interest among students. Unfortunately, we had to cancel the trip due to significant procedural challenges, some of which are outlined below:

- The call for application deadline was extended, moving all deadlines back significantly.
- We could not advertise the program to students until final approval was given, which did not happen until mid February.
- The \$1150 deposit was due March 7, so students were given 3 weeks to come up with that amount by cash or check; no credit cards, leaving no time to apply for grants or find other funding sources.
- Unforeseen requirements (such as using SMCs travel agency instead of buying less expensive tickets) nearly doubled the original proposed budget

In spite of these procedural challenges, 10 students came up with their deposits on time and many more had expressed interest. We are disappointed that we are not able to offer this unique and transformative learning experience for our students. We remain committed to offering this Study Abroad program in the future and hope that some of the procedural challenges can be alleviated in order to best serve our students.