**Academic Program Link to College Mission**

Feather River College provides high-quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor’s degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.

The Early Childhood Education (ECE) Program and Elementary Teacher Prep (ETP) provide high quality, comprehensive student learning and education and workforce preparation. Two of our ECE courses meet general education requirements and there is a menu of associate’s degrees and certificates to meet student’s individual educational and career goals. The ECE program is embedded in the Incarcerated Student Program (ISP) and serves a very diverse population of students. The ECE program is an integral part of the ECE community in Plumas County, both supporting and being supported by other local agencies and employers. FRC is the feeder program for the local ECE workforce and has developed a strong linkage and history of classroom to career in our communities.

###### B. Program Curriculum, Instruction & SLO Assessment

**Educational Pathways**

The Early Childhood Education (ECE) program offers two degrees and seven certificates. The Associate in Science for Transfer (AS-T) is designed for students who want to transfer to a four-year institution, particularly to the CSU system. The Associate in Arts (A.A.) degree is designed as both a completer program leading to employment and as a transfer option to institutions requiring more ECE units than the AS-T.

Most certificates are all aligned with the Child Development Permit Matrix and include the following:

Certificate of Achievement in ECE 36 units

Certificate of Achievement in ECE –Teacher 24 units

Certificate of Specialization – Associate Teacher 12 units

Certificate of Specialization – Administration 8 units

Certificate of Specialization for Master Teachers:

Infant Toddler 6 units

Special Needs 6 units

Creative Curriculum 6 units

Certificate of Entrepreneurship 15 units

The ECE program offers two courses for general education transfer in Area D. These six units satisfy the Social and Behavioral Sciences Area of Emphasis for the General Studies Degree. One of these courses is also part of the Incarcerated Student Program (ISP) course of study.

The program for Elementary Teacher Preparation currently offers an A.A. degree in Liberal Studies. This pathway is designed for prospective elementary teachers who intend to transfer to earn a baccalaureate degree and a multiple subject credential. It was originally designed to articulate to CSU Chico, for both their online and face-to-face programs. The plan is to develop and submit a transfer model degree for this program, broadening its range of transferability.

**Instruction – Staff Ratios**

The most significant changes have been in ECE instruction. A new full-time faculty member was hired in May of 2016. This created changes in the Associate Faculty with regards to seniority, also one associate faculty member retired, and two associate faculty are cutting back on availability.

There is currently one full-time Faculty and five Associate Faculty teaching ECE classes. Outside of the program one FRC full-time teacher is supporting the ECE program by teaching CPR & Pediatric First Aid. The full-time faculty carries a full teaching load. The full-time faculty member taught 66% of class selections while associate faculty made up the other 33% which includes ISP and Independent Study. There was a total of 118.95 FTES collected since the last Program Review which is a yearly average of 29.74 FTES.

New to the program is the bi-annual faculty meeting used for networking, disseminating college updates and information, problem solving, and classroom ideas. This has helped associate faculty feel part of something bigger and understand decisions regarding their teaching load. All associate faculty bring a variety of instructional methods and perspectives. The associate faculty bring their wealth of field experiences into the classroom.

While gathering has strengthened our group, it still takes many conversations to complete scheduling each semester. This year, one associate faculty member retired, and another has taken a reduction in their teaching load. In the next few years FRC’s ECE program will need to make some decisions on recruiting new part time faculty and the availably of classes.

The ECE program has other unique challenges. There are statewide initiatives that require due diligence as they affect what classes are offered at Feather River. Once the office on Teacher Credentialing has completed their review of the Child Development Permit Matrix, the full-time faculty member will need to spend additional time rewriting course objectives. Examples of these initiatives are the Curriculum Alignment Project, The California Education Competencies and the California Early Childhood Workforce Registry. The field has been subject to ongoing transformation and will require additional time for development of future classes.

The full-time faculty member has taken extra responsibilities coordinating the program for Elementary Teacher Preparation while trying to follow up on the proposed transfer degree for Elementary Teacher Education. Finding the time to devote to this additional responsibility has been difficult. The current pathway was designed with Chico State for a seamless transfer into Chico’s baccalaureate program. The ETP program is small which makes some classes harder to offer. This is problematic for ETP students as they rely on class substitution or other colleges to complete their transfer.

**Program Student Learning Outcomes and Course Level Student Outcomes**

Both ECE and ETP were reviewed and assessed in the last program review. Further review will be necessary next year as FRC pursues expanded delivery of online ECE classes. The FRC Advisory committee is very interested in seeing the expansion of online classes to recruit students and support students to finish their degrees in a timely manner.

Pre and Post assessment of Student Learning Outcomes is now standard across all ECE classes. When reviewed, SLO assessments are showing growth in most identified SLO’s. When compared to Program Learning Outcomes, students are achieving all benchmarks by the time they have completed the program. All associate faculty participated in updating SLO’s this year, and for all this was the first time they did so online. While reviewing SLO’s online, it became evident that associate faculty need more information to be able to fully articulate their assessment. As noted in the last Program Review, SLO’s had been problematic and assessed at a beginning level. This is still true.

Most SLO’s noted some future changes. Most of the changes are in updated class material, lecture emphasis, or text book changes. At the time of updates, it was not yet determined which classes would be offered online. As noted in the past, SLO assessments, along with Course Evaluation, help to support positive changes in classroom delivery. Since there is a two-year rotation with some classes, these tools help to ensure that changes have been implemented.

**Assessment**

Several tools for assessment are used to determine the success of the students. Pre and post SLO assessments are implemented in each class. Course evaluations are used to determine the validity of assignments, text preferences, tests, and class projects.

ECE students are required to create a personal portfolio of their work. The portfolio, along with evaluation of their skill performance in lab, is by far the most valuable piece of assessment of skills learned.

The capstone class that was implemented for students competing the AA in ECE has proven to be another opportunity to assess student skills and preparedness for the workforce and for transfer to a baccalaureate program. Students have expressed that this class supports all their efforts at FRC in gaining the larger picture of their program and their future. The hands-on, concrete teaching approach has been most useful for this capstone class.

**Instructional Methodology**

Currently ECE 153, Child, Family & Community is taught online. ECE 061 - Infant Toddler Development, an elective and one part of the Infant Toddler Specialization, was offered online in fall of 2017 with a small number of students. In 18-19, four more courses will go through the curriculum approval process to add the online addendum. Those courses include: ECE 162 - Child, Growth & Development, ECE 152 - Intro to Curriculum, ECE 157 – Principles and Practices, and ECE 299 – Special Topics. The ISP program offers ECE 153 as a correspondence course.

**Program Strengths and Weaknesses**

**Strengths**

While admittedly a small program, many of our ECE students finish their degrees and go on to four-year colleges. The opportunity for one on one individual instruction makes it easy for students to get the support they need to complete their course work and excel in their lab classes.

There is a “family” feeling in the ECE program and students find that a great support. With the addition of the California Mentor Program, the Adult Ed Coaching program, and the California Consortium, students get on site support and financial incentive to finish their course of studies.

A major strength lies in our ability to respond quickly to changes within the field, including changes in licensing regulations, required coursed for transfer, best practices and new initiatives.

Our certificate options are closely tied to the California Permit Matrix. The future will bring changes to the current system of permits. While this will mean changes to our currently offered certificates, FRC is in a strong position to make the changes necessary to provide optimum instruction and ease of transfer to a baccalaureate program.

Our program provides a strong linkage of classroom to career. Instruction in ECE courses combines theoretical elements with active learning experiences both in and outside of the classroom. The Child Development Center is an on-campus lab site where students can practice their emerging skills. Lab experiences are also available in approved programs in other geographic locations in the county, pairing students with mentors from the local ECE workforce.

The Associate Faculty bring a wide variety of strengths to the ECE program, both in style and experience. All current ECE facility continue to participate in extra community activities, professional growth opportunities, and advocacy efforts in the ECE field. While this is a prominent strength it also means that faculty are stretched and carry a large work load.

Feather River College provided ongoing instruction to the ECE workforce in Plumas County. Many of our current students have entry level positions in the ECE centers. There will be future need to fill higher level positions as ECE teachers age out and retire. FRC has been and remains the feeder program for the ECE workforce in Plumas and portions of Sierra counties.

The ISP program can be identified as a strength of the ECE program. ECE 153 continues to receive student accolades as to the course content and on student opportunity for reflecting and understanding of their lives. Often the course content brings powerful insights as to family and community which students find difficult and healing at the same time. This program continues to bring FTES to the college supporting the overall FRC ECE program.

**Weaknesses**

It is difficult to schedule regular course offerings with a limited number of students. Our two-rear rotation for many courses causes a hardship for students if they miss a class in the sequence. It seems nearly impossible to schedule courses at times to meet everyone’s work, child care, and transportation needs.

Currently the full-time faculty is coordinating efforts to put four of the eight core ECE classes online. This is taking additional efforts and time to redesign classes. There is a large concern that since class sizes are small that offering classes online will further impact face-to-face classes. There has been discussion on holding two options for the same class which would ultimately be more for the instructor. Of 95 Community Colleges in California, FRC is one of five without the four core classes online. This is being addressed currently and will be up and running by the time of the next Program Review.

With much of the full-time faculty’s time going to coordination and recruitment for both ECE and ETP programs, there is still a large need for focus on current California initiatives both with the Californian Matrix changes. This initiative will impact the current students with changes to their original Ed Plan. Keeping students focused on continuing to their baccalaureate will be vital to the strength of the ECE program. The ECE student generally comes to school thinking that ECE is an easy field. Often, students are surprised by the expected rigor of classes and the completion of General Education courses.

The changes in funding for state and federal early childhood programs directly affect our ECE and ETP programs. There is one infant toddler center and one home based infant toddler program in Plumas County. This does not address the current need for care that families are facing. There are a few Family Child Care Family Homes programs that accept infant and toddlers. These FCCH’s are at full capacity and there are waiting lists for parents hoping for an open spot. Furthermore, students do not have a place to attend lab in an infant toddler center. This is imperative to their learning outcomes and their future as infant toddler teachers.

Last program review, Special Needs was identified as a weakness and saw the ECE program as behind-the-times in this area. In 2017, Carol Burney retired as our associate faculty that taught the Intro to Special Needs class. This is the perfect time to update course material and look at how to bolster this area of student learning. Since not all students take Intro to Special Needs, all ECE and ETP classes need to add discussion and instruction of special needs topics.

The ETP program is not strong for several reasons. It has been difficult for the new full-time

Faculty to identify who is currently in the ETP program. As stated before, the rotation of the two

year classes make scheduling difficult and puts other faculty in the position of having to provide

independent study for students. ETP student enrollment is small and, while recruitment is taking

place, materials have not included the program which make it more difficult to showcase a viable

program.

**Objectives and Goals in Curriculum and Instruction**

* Increase online course offerings including lab classes
* Continue working with the community with the possibility of collaboration on an infant toddler center and lab site
* Respond to the changes of the California Permit Matrix
* Support ECE and ETP lab teachers in the county by offering Lab Chat meetings quarterly
* Continue to advocate for equitable support of the ETP program coordination
* Revise and align additional courses to the CAP program; Infant toddler, Special Needs, and Administration
* Increase student enrollment for both ECE and ETP

**Physical Resources**

**Physical space and Facilities**

The physical space includes the Child Development Center as an observation and lab site for students. The faculty office and the observation/meeting room are located within that facility. This serves to tie instruction to the Child Development Center and allows students to practice their skills with children and space to work together on projects. It also provides a venue for meetings of ECE community groups, the FRC ECE advisory committee, Mentor meetings, the Local Planning Council, High Sierra Parent Committee, and student tutoring or advising.

Storage space is very limited. The ECE program shares a shed for overflow of teaching materials. The shed is beginning to show signs of wear and in the future will need upgrading or replacing. Students need a secure place to store their belongings while at lab. Currently students have a small cubby in a closet at the CDC which is not secure.

There is no dedicated classroom space requiring ECE instructors to recreate classrooms for instruction and carry instructional items back and forth to classes.

There is no infant toddler lab site which limits student field work opportunities to preschool and kindergarten aged children.

**Information Technology**

The observation room has a computer along with a sound system that allows students to hear what is going on in the CDC. The observation room has a special one-way window allowing students to view the CDC classroom unseen. All classrooms provided by FRC for instruction come with adequate computer and video resources.

This spring, the full-time faculty member developed three new recruitment videos for both ECE and ETP programs. Both web sites were updated in content along with the three videos and photo gallery. All videos link to YouTube which we anticipate will give the ECE and ETP programs a larger recruitment base.

**Library Holdings and Services**

The library has an adequate up-to-date student lending library for all current text books required. There is more than enough non-print resources and materials. The Child Development Training Consortium also funds instructional books and materials. Some of these are housed in the central library, but most are located on the resource shelves in the observation room for student/faculty use. These include course textbooks, class set of books, children’s literature, and pertinent ECE periodicals. Students and faculty have access to the computer in the observation room.

**Instructional Equipment and Supplies**

The annual budget allows for adequate instructional equipment and supplies to support course offerings.

**Significant Changes in the Program’s Facilities, Technical Infrastructure, or Other Resources**

Since the last program review, sound equipment has been installed in the observation room allowing students to hear as well as see children and teachers in the classroom.

**Goals and Objectives for Facilities, Technology, or Other Resources**

* Continue search for a dedicated classroom space on campus so the special materials and resources do not need to be moved for each class meeting. This would also increase spontaneous availability of resources and a place for associate teacher resources and materials.
* Continue advocating for an infant toddler center on campus for both lab opportunities for students and increased revenue for the campus.
* Review and explore secure storage for student belongings while participating in lab.
* Install a black out curtain on the west wall for better observation of the classroom and viewing on the teaching wall.

###### Student Retention and Success

**Trends and Demographics**

The ECE student population continues to be primarily women. In GE classes there is a better distribution of male and female students, though female students still make up more than 50% of students in the classroom.

ECE students include both traditional and not-traditional students. Over the last several years the age range is broad and includes re-entry women. Students include single parents, grandparents, and the re-entry student. Most students reside in Quincy and Portola, with a smaller representation from the communities of Greenville and Chester.

Most students tend to go into center-based care, although one student accomplished opening of their own private Family Child Care Home.

**Strengths and Weaknesses in Student Retention and Success**

**Strengths**

From 2014 to 2017, 34 awards were given to students. From 2014 to 2017, 9 ECE/ETP students received an AA degree and 3 students received an AS-Transfer degree for a total of 12 students. For years 14/15 and 15/16 there were at total of 470 students who received a “C” or better out of 601 students taking ECE courses, indicating that 78% of students received a “C” or better. The overall college success rate for this same period was 80%

Experienced faculty offer individualized advising to students to help meet their educational and career goals. There are many pathways to education and careers for them to choose from, often empowering student to be the leader in their education.

An additional strength is the willingness of faculty to work with students who are faced with life challenges whether temporary or long term. Many of our students have children, families, work responsibility or other concerns and commitments. Faculty has continuously shown flexibility in helping students to achieve academically despite the roadblocks to success.

The opportunity for students to engage in “real” classrooms along with qualified experienced staff supports student retention but also ensures that students feel a sense of belonging to this field of study. The active learning experiences both in the field and in the classroom contribute to the success of students from all diverse learning styles. Due to the smaller program, students also support one another with classwork out of class, collaborate well on projects, and then have gone on to be long time out-of-school friends. Many students find employment in the ECE field and then work their way through school. Several FRC students have gone on to permanent employment in the field and have become classroom Mentors for current students.

FRC offers many opportunities for students on campus. DSPS offers individual support to students and the Learning Resource Center aids many of our students. The California Early Childhood Mentor Program offers individualized mentoring to ECE students. The Child Development Training Consortium provides financial assistance to students who are working directly with children and financial support to all students and non-students in attaining their Child Development permits. The California Development Grant Program has provided grants to several students each year. Stipends are also offered to students who are working with children through a grant funded program.

**Challenges to Student Success**

There are frequently students who are underprepared in basic skills. Because many of our students are part time, they have not completed placement tests or assessments. Often students have the impression that the program of study will be fairly easy and that they will just “play” with children. They are often surprised by the rigor to the program including the level of skills they must acquire and the intensity of the workload in their courses. They often feel discouraged during the first semester. It is especially difficult if the student starts their program in the spring semester when most student have made the adjustment together.

Many of the ECE students face both life challenges and opportunities which conflict with their education goals. They do not always have the ability to withstand the obstacles and will take a break from their education. Several students will have both full-time jobs and a family to care for making it difficult for them to take a full load of classes. This complicates course offerings both in student enrollment, delivery, and class scheduling which impacts student flexibility and completing their course of study in a reasonable amount of time.

With current emphasis on graduation or transfer rather than on FTES collected, current focus needs to encompass the availably of the 8 core classes for transfer and the FRC ECE Associate in Arts Degree.

Objectives for student retention.

* Work with Associate Faculty to identify students in trouble
* Work with Associate Faculty to identify and support first year students
* Support students in obtaining a child development permit
* Offer online classes of the 4 core classes for employment opportunities
* Encourage all students to complete the assessment process for basic skills on campus
* Work closely with FRC Counselors to learn which ECE and ETP students are first year

**Outreach and Compliance**

**Community Outreach and Professional Expertise**

Program faculty are very active in the community and are advocates for children and family. Full time faculty chairs the Plumas Early Education and Child Care Council, made up of agency representatives and consumers throughout Plumas County and under the auspices of the Plumas County Office of Education. Faculty serves on a three committees through the Planning Council which includes the Executive Committee, the Training Committee and the Child Care Capacity Committee. Within the committees, community agencies collaborate to provide training opportunities and workshops to students and employees in the ECE community. The High Sierra Parent Conference is chaired by the full-time faculty member and is also made up of community agencies. One associate faculty also attends HSPC meetings. Faculty is also represented on Plumas Children’s Council, formally the Child Abuse Prevention Council.

Several initiatives are being proposed in California. All faculty are being updated through the CCCECE organization which the full-time faculty is a member.

As a member campus of the California early Childhood Mentor Program, FRC works closely with Mentor Teachers throughout the county. Both Associate Faculty and the full-time Faculty serve on the Mentor Selection Committee. The full-time faculty member is also a Director Mentor and supports Site Supervisors and Director throughout the county. Through the committee, we review and approve sites for student lab participation and place students in their geographic communities with appropriate mentors.

Faculty provides technical assistance to employers to support their staff both in qualifications for permits, certifications or specializations within ECE, and refer students for position vacancies. Faculty works with the community to notify all employers of the reimbursement program available to staff through the Child Development Training Consortium. Faculty also review applications for the Child Development Permit for submission to the Child Development Training Consortium.

Faculty acts a Professional Growth Advisor for individuals working in the ECE field.

In addition, faculty and staff represent FRC and participate in annual local events related to children and families.

As the feeder for the local workforce in ECE, we play a vital role in sustaining a stable workforce in our communities.

**Advisory Committee**

The FRC Advisory committee for ECE was originally established in 1994 and meets two times per year. The committee meetings for the last four years were held on:

Year Fall: Spring

2014-2015 11-19-14 4-27-15

2015-2016 11-19-15 4-13-16

2016-2017 10-24-16 4-07-17

* 1. 10-26-17 5-02-18

Current Membership for 2017-2018 consists of: (\*voting member)

Maria Altamirano Education Manager Sierra Cascade Head Start \*

Sara Frigo, Associate Faculty

Debbie Guy, Plumas Child Care Resource and Referral \*

Nancy Hemsley, Retired Pediatric Nurse Practitioner \*

Kinderlin Hoznour, FRC Director of the Child Development Center, Associate Faculty

Lucie Kreth, Director, Portola Kids (for profit) \*

Brenda Lory, Program Coordinator, Plumas Early Education and Child Care Council \*

Alexandria Martinez, Current ECE Student \*

Shelley Morrison, Mentor Program Coordinator/Associate Faculty

Merle Rusky, FRC Instructor/Program Coordinator ECE & ETP, Child Development Training Consortium Coordinator

Roxanne Salvador, Former ECE Student \*

Elizabeth Welsh, Plumas Rural Services Family Child Care Home Network, Impact Grant Coordinator \*

Helen Woodlee, Plumas Rural Services Child Care Network, ECE Workforce Registry, ECE Advisory Chair \*

Helen Woodlee is resigning as of June 2018. This position will be open until the next advisory meeting in October of 2018. Of the current advisory members, five are FRC graduates who are now employed in the ECE field.

The advisory committee has continual involvement in the decision regarding curriculum development, scheduling, degrees and certificates and future directions. One committee member will review the 2018 Program Review before it is submission. This report will be presented for the advisory committee at the October meeting.

The advisory committee is very active in the community and provides consultation to the program staff between meetings as requested.

**G. Appendices**

1. Program FTES
2. Duplicated Headcount
3. Demographic Information (duplicated headcount): Gender, Age, Ethnicity
4. Number of Students with Declared Majors in Program
5. Number of Courses Offered
6. Number of Sections Offered
7. Average Enrollment per Section
8. Course Completion Rate (# of students who received a grade/total students enrolled at census)
9. Student Success Rate (# of students with C or better/total students enrolled at census)

Data can be found here:

<http://frc-sps-01/Admin/IR/TabularDataTest/Forms/AllItems.aspx>

This template is an adaptation of the Instructional Program Review template designed by Saddleback College.