Assessment: Assessment Unit Planning

Program Review 2014-15

YC - Early Childhood Education Program Review

Year Under Review : 2014-15
Type of Review: Self-Study (2-year)
Program Description : The Early Childhood Education (ECE) Department fully supports the Yuba Community College District Mission and Vision by providing an academic and experiential foundation, offering students both occupational and transfer degree options. Opportunities for observation and participation allow students to apply their emerging skills under the supervision of select teachers and Mentors in both public and private settings, including the Child Development Center at Marysville Campus. Many students become employed by the people that are involved in these community settings. This major prepares students for a broad range of career options in the field. Positions are available nationwide in preschools, child care facilities, private homes, recreation programs and human service agencies. Our ECE degree and 11 certificates are driven by industry workforce regulations and current standards in the field. Our curriculum is driven by current industry standards while also maintaining best practices. We support the district goals to improve student success by looking beyond what is offered for support at the college and seeking out grants and funding to support our students through the California Early Childhood Mentor Program which provides Mentoring, Face to Face Tutoring, and Online Tutoring for our ECE students. We are highly involved in the local Child Care Planning Councils and local Offices of Education in Yuba/Sutter and Lake Counties. Our department is highly involved in both on campus and off campus communities, through professional development and networking. Through these collaborations we have been able to provide on and off campus workshops for students, as well as, future employment opportunities in the early childhood field. We are a key player in Workforce Development with alignment of our courses through the California Curriculum Alignment Project and through tailoring course offerings each semester to meet the permit advancement needs of the child care workforce. Our certificate and degree programs have been modeled after the California Teacher Credentialing Matrix and the California Early Childhood Educator Competencies. Our department also supports the goals of the college by coordinating and collaborating within the department through development and analyzation of student success through our Program and Student Learning Outcomes (PLO's and SLO's) and the mapping of these to our Institutional Learning Outcomes (iSLO's).
Executive Summary (Include a list of team members): The ECE department is highly involved with our ECE Advisory Committee, which meets three times per year. We also have developed our Program Learning Outcomes in conjunction with this committee. This committee consists of industry leaders in the field of Child Care and Development, and includes both public and private Preschool Owners and Directors. Upon receiving the questions that would be a part of this year's Program Review, we consulted with our ECE Advisory Committee and asked for input. However, many of the topics included in this review have been a part of our ongoing discussions over the course of the last 5-10 years. The following is a list of this year's participants and their roles in the community:

Denice Burbach (ECE Faculty and Coordinator, Mentor Coordinator, CDTC Coordinator)
Maris Wagener – (ECE Full Time Faculty - Marysville/Sutter)
Laurie Daly – (ECE Full Time Faculty – Clearlake Campus)
Michelle Blake (Director, Sutter County First 5 Commission)
Tonya Byers (Director, Child Care Planning Council of Yuba Sutter County and Adjunct ECE Instructor and President, TCAEYC)
Pablo Fishetti (Director, Mother Goose and Basics and Beyond)
Donna Greist (Director, BAFB Child Development Center)
Annette Goodly (BAFB School Liaison and Trainer)
Ramona Knight (ECE Adjunct Faculty)
Elaine Robinson (ECE Adjunct Faculty, Lake County Provider, Mentor Coordinator, CDTC Coordinator)
Donyale Miller (E-Center Head Start Representative and TCAEYC Board)
Michelle Salluzo (ECE Adjunct Faculty)
Barbara Forkey (Brandman University, Manager, Community and Corporate Relations)
Babs Lonon (Yuba College Adjunct Faculty/Emeritus, Playzeum Director)

Griselda Madrid (Mentor Teacher and ECE Adjunct Instructor)
Samantha Mancilla-Garcia (Yuba College ECE Student Alumni)
Lisa Maytorena (E-Center Head Start Representative)
Vicky Myers (Division Director Colusa County Office of Education)
Karen Stanis (Foster Kinship Care Education and YCCD CDC Program Director)
Rhonda Shearer (Yuba College CDC Site Supervisor)
Tammy Upton (Colusa County Planning Council)

01IP. Department Goals (Click '?' for Prompt): The Early Childhood Education (ECE) Department fully supports the Yuba Community College District goals to improve student success by looking beyond what is offered for support at the college and seeking out grants and funding to support our students through the California Early Childhood Mentor Program which provides Mentoring, Face to Face Tutoring, and Online Tutoring for our ECE students. We are highly involved in the local Child Care Planning Councils and local Offices of Education in Yuba/Sutter County. Our department is involved in both on campus and off campus communities, through professional development and networking. Through these collaborations we have been able to provide on and off campus workshops for students, as well as, future employment opportunities in the early childhood field. We are a key player in Workforce Development with alignment of our courses through the California Curriculum Alignment Project and through tailoring course offerings each semester to meet the permit advancement needs of the child care workforce. Our certificate and degree programs have been modeled after the California Teacher Credentialing Matrix and the California Early Childhood Educator Competencies. Our department also supports the goals of the college by coordinating and collaborating within the department through development and analyzation of student success through our Program and Student Learning Outcomes (PLO's and SLO's) and the mapping of these to our Institutional Learning Outcomes (iSLO's).

The ECE Departments Goals which are in alignment with the Yuba College Goals include the following (successes and challenges for these goals are also addressed):

Goal 1: Offer transfer level courses in early childhood education/child development.
Goal 2: Offer an Associate Degree in Early Childhood Education.
We currently offer both an A.S. in ECE and also an A.S. ECE Transfer Degree (ADT).
Goal 3: Support collaboration and partnership with Foster Kinship Care and Education, independent living, and internships and volunteer activities.
Our ECE is currently in collaboration through committee work with foster care education and independent living. We also work in collaboration through the Yuba/Sutter Training Collaborative to offer a Spring ECE Conferences with Foster Care and other community organizations, including the Child Care Planning Councils.
Other Collaborations: Our faculty and students are highly involved in many collaboration s and volunteer opportunities, as well as advocacy at both the state and local levels. Collaboration is the key to the success of our ECE Program. Our ECE faculty and students are highly involved in both on campus and off campus communities, through professional development, networking, attending conferences, and volunteer efforts.
Goal 4: Provide clarity for both students and counselors by developing a handbook that outlines industry requirements and our ECE Degrees and Certificates and student support.
Our ECE department has development a Guide to ECE Handbook for both Counselors and is currently working on a Handbook for ECE Students, in order to provide information on current credentialing for employment in the field and advisement of student coursework for certificates and degrees in ECE, as well as, support services available at Yuba College and through our various grant programs. This was a recommendation that came through our ECE Advisory Committee to help students and counselors navigate the confusing and ever changing state and federal regulations for ECE teacher credentialing. Input for these "Guides to ECE Handbooks" have been provided by some of our ECE faculty.
Goal 5: Continue to expand course offerings online and use online tutors available through the California Early Childhood Mentor Program.
We have expanded our course offerings online to include ECE 1A, ECE 1B, ECE 3, ECE 10, ECE 31, ECE 33, and ECE 37. Our department is working on expanding additional courses to an additional online format, specifically those that are required for the CAP 8 and ECE ADT, to include ECE 11, ECE 27, ECE 46 (Hybrid) and an additional ECE 42 Infant Toddler Curriculum class to be offered as part of the CAP expansion. In the future, our department goal is to next offer courses online in ECE 1C and ECE 17, which would also provide online access for students wishing to obtain their ECE A.S. degree. The ECE Department has sought out support services on our own and currently offers ECE students tutoring through the California Early Childhood Mentor Program, which includes Online Mentors for those students majoring in ECE. This service is made possible through one of our grant programs
Goal 6: Expand course offerings to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring a bilingual Adjunct Instructor and bilingual ECE tutors.
Because the predominant languages in our ECE classes are English and Spanish there is a great need for Spanish speaking child care workers, Spanish speaking tutors, and bilingual adjunct faculty. We have been successful in hiring bilingual adjunct faculty.

We still have a need for tutors through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services; however, this has never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors. The ECE Department is currently working in collaboration with the ESL department in creation of a High Beginner level course titled "ESL Child Care for Parents and Providers." This course will provide beginning level skills for those second language students that are not quite ready to take on ECE course work. Our next step is to develop a second course aimed at Intermediate ESL students, which could lead into readiness for ECE course work.
Goal 7: Seek out Data that focuses on the number of students employed in the ECE field after graduation ("follow-up").
Our Department is continually seeking out the above information from the college, as well as, local employers. For both of these options, the ECE department would need access to our specific local information for Sutter and Marysville. At this time we are exploring our options regarding this information.
Goal 8: Provide support and incentives for ECE students to stay connected and to obtain certificates and degree, by providing:
- ECE Certificate Ceremony

Our ECE department at Marysville/Sutter offered for the first time last year a Certificate Award Dinner with CTE.
- Inclusion of ECE fulltime faculty in signing and discussion of certificates granted.

Our ECE faculty will seek out this information with our new Dean, division secretary, and other administrators.
- Development of updated ECE Website

Our department is working to create a student friendly ECE website that provides comprehensive information for those majoring in ECE course work.
Goal 9: Develop a workable cycle of SLO Assessment and Action Plans for ECE Faculty.
In the fall of 2014 our ECE Department developed a workable cycle of SLO Assessment and Action Plans. We began assessing each of our classes at the end of each semester and focus on one Program SLO (PSLO) each semester until all PSLO's are assessed. This year we hope to break down this process to include a more holistic process of SLO Assessment in collaboration with our adjunct faculty. We will update a workable cycle to include important dialog on individual courses each semester with all ECE staff.
Goal 10: Continue needed communication between Clearlake and Marysville/Sutter Campuses and now Woodland Campus, regarding coordination of rotations for:
- D.E.
- F2F Classes

Our ECE full-time faculty at Clearlake and Marysville/Sutter have participated in a phone department meeting three Wednesdays of each month. Our plan for this year will include meeting monthly with Clearlake, Woodland and Marysville ECE full time faculty via CCCConfer. Our ECE faculty, including Adjunct, at Marysville/Sutter meet as a department one Wednesday of each month.
Goal 11: Work with all ECE faculty on the development of PLO (Program Student Learning Outcomes).
Our ECE faculty and members of our ECE Advisory Committee (community members), including a current student met in the spring of 2014 and developed our current PSLO's. Further dialog is needed in order to assess and update our PLO's. Our SLO's are currently mapped to our PLO's. This information will be shared with our Advisory Committee.
Goal 12: Advocate for Outside Funding (Perkins) for more on campus trainings in ECE for our Faculty (CLASS Training needed) and ECE Conferences for our Students with Bev Bos, ECERS, new DRDP Tech, etc. The ECE Advisory Council of Lake County has specifically asked for a "CLASS" instrument training for faculty, CDC staff, and the public, in the spring of 2015. The ECE faculty at Marysville/Sutter have participated in a community training collaboration to provide a once a year on campus ECE conference for our students. Our ECE faculty continues to seek outside funding for more on campus trainings for our faculty and students through Perkins funding. Monies were received for ECE at Clearlake for training and Monies were received for cameras for our Practicum students at Marysville, in order to participate in a Pilot through the University of Washington in Practice Based Coaching. Cameras have been ordered and we are awaiting receipt of them. We are currently borrowing cameras from First 5 California temporarily. Goal 13: Begin developing course outlines for current and new course offered for the CAP (Curriculum Alignment Project) Expansion Project.
Our ECE faculty are have developed the second Infant Toddler Programs course (ECE 43) that would be part of this expansion. We have also developed the second course for Special Needs (ECE 18) for this expansion. These have been launched. We are waiting for these course to move through the Curriculum Committee and then final state approval. ECE faculty will also be reviewing current administration courses (ECE 2A, ECE 2B and ECE 37) to make sure our courses align with the CAP expansion. We have signed a commitment letter stating that we will pursue this alignment.
Goal 14: Complete work for CAP (Curriculum Alignment Project) alignment (moving updated course outlines through Curriculum and the Yuba College Board)
Our ECE department is now CAP aligned!
Goal 15: Provide a Transfer Degree (ADT) in ECE
Our ECE department now offers one of only four ADT's at Yuba College. We currently offer an Associate's Degree for Transfer (ADT) in ECE. Our ECE Department is also planning on submitting a Child and Adolescent Development ADT. This would provide opportunities for our students to receive an additional Transfer Degree within this area of focus.
Goal 16: Develop a department definition of Student Equity in order to meet the needs of all ECE students.

02IP. Access to Support Services (Click '?' for Prompt): -Office Hours, -DSPS, -EOPS, -Library Services, -Counseling Services, -Other

03IP. Follow up to question 02IP (Click '?' for Prompt): The California Child Development Training Consortium (CDTC) provides both stipends and a book loan program for our Yuba college students who are working with children 0-5 years old in schools, centers and child care homes.
The California Early Childhood Mentor Program provides tutoring, including online tutoring, and field site training for our ECE students.
The AB212 program allocates funding for our students who are working directly with children in a state-funded child development centers in Yuba and Sutter counties. This program provides incentives for these students toward continuing education.
The CARES Plus Program provides stipends for education and professional development to family child care and center-based providers in both Yuba and Sutter counties. This program benefits our students who are working in these programs.

The students do not have tutors available through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services at Marysville. This never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors which is a high need in our discipline. In previous years the ESL department at the Marysville Campus has offered a support class for ESL for ECE, however, students were required to be at an intermediate level in English. Our second language ECE students are often below intermediate level and have not been able to qualify for entry into this class. The ECE and ESL Departments are currently developing a community learning class for students below intermediate level ESL, modeled after other successful programs in California Community Colleges. ECE students do, however, have access to the Learning Center, Writing Center, and DSPS. The Sutter Center students have access to DSPS and the Learning Center.

The ECE Department has sought out support services on our own and currently offers ECE students tutoring through the California Early Childhood Mentor Program, which also includes (locally in Marysville/Sutter) four bilingual (Spanish) tutors and Online Mentors for those students majoring in ECE. This service is made possible through one of our grant programs. We also offer support services through the CDTC (Child Development Training Consortium) through a book loan out program for those students working in the field, student stipends, and some fingerprinting reimbursement. This is also one of our grant programs. Our ECE department is currently working on development of “A Guide to ECE Handbook for Students”, in order to provide information on current credentialing for employment in the field and advisement of student coursework for certificates and degrees in ECE, as well as, support services available at Yuba College and through our various grant programs. Both AB212 and CARES Plus program have come about through legislation at the state level. Students who have had the opportunity to receive tutoring with a California Early Childhood Mentor, especially second language students, have shown greater retention in ECE classes and in continuing course work in ECE. The California Early Childhood mentor Program also provides Practicum Sites for students who are placed off campus at local area Model Program Sites. Availability of placements is limited at our On- Campus Lab School (CDC). Students who have worked with a Mentor Teacher have shown greater success in completion of their Practicum course work and also are more likely to become employed by these centers because of these early connections to the field. Students who have been given support through DSPS and the Writing Center have also shown greater retention and success in our ECE classes. Our certificate and degree programs have been modeled after the Teacher Credentialing Matrix and the California Early Childhood Educator Competencies. Meeting these requirements is vital to student employment in the field of Early Childhood Education programs. The CDTC student stipends and book loan out program has helped ECE majors obtain textbooks for course work which helped to support students in retention in both ECE and non-ECE coursework. The fingerprinting reimbursement through CDTC has helped students in becoming employed in the field of ECE. Our ECE students have benefited from the CDTC program through collaboration with the local Child Care Planning Councils by providing Professional Growth Advisor Training and Follow-up sessions. There has been a great need for this in our communities. This has also benefited Head Start, our State Preschool Programs and for profit and Non-Profit Child Care Centers and Preschools. The CDTC Program has been a great help in providing support in order to continue our work in alignment with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program’s (CCCCD/ECE CAP) core 24 units (8 3-unit courses). Students have benefited though monies provided for textbooks and tuition fees.

04IP. Degrees/Certificates (Click '?' for Prompt): The data for our ECE department shows that in the last five years our students have earned the following Degrees and Certificates:

2010-11
AS Degrees =20
Certificates of Achievement/Training/Completion = 28

2011-12
AS Degrees =22

Certificates of Achievement/Training/Completion = 21

2012-13
AS Degrees =22
Certificates of Achievement/Training/Completion = 24

2013-14
AS Degrees =28
Certificates of Achievement/Training/Completion = 28

2014-15
AS and AS-T Degrees =25 (3 are AS-T Degrees)
Certificates of Achievement/Training/Completion = 19
05IP. Improve Completion (Click '?' for Prompt): Degrees and Certificates are a major part of our ECE department success and helps us measure how many students are becoming prepared for the workforce and additional course work. In 2012-13, 22 students received an Associate's Degree in ECE at Yuba College. This was up from the 2010-11 with a total of 20 graduates. In 2013-14 we saw an increase in Degrees to 28 awarded (up from 22 the previous year). In 2014-15 we awarded 25 degrees, 3 of which were our new transfer AS-T transfer degree. Our Certificates showed an increase in both 2012-13 (24) and in 2013-14 (28). We show a decrease in certificates earned in 2014-15 (19).

Yuba College ECE currently offers the following degrees and certificates:
Degrees:
Early Childhood Education (ECE) Associate in Science
Early Childhood Education AS-T (Associate in Science for Transfer)
Certificates of Training:
Child Development Associate Teacher - Certificate of Training
Pediatric First Aid/CPR - Certificate of Training
Certificates of Achievement:
Child Development Teacher Certificate of Achievement
Diversity in ECE Certificate of Achievement
Infant and Toddler Certificate of Achievement
School Age Children Certificate of Achievement

To incentivize the Degrees and Certificates in our Program, our ECE department provides alignment of our courses through the California Curriculum Alignment Project and through tailoring course offerings each semester to meet the permit advancement needs of the child care workforce. Our certificate and degree programs have been modeled after the California Teacher Credentialing Matrix and the California Early Childhood Educator Competencies. We educate our ECE students, within our individual classes and also one on one advising, about both our degrees and certificates in ECE and the importance of reaching these milestones in order to become employable in the field of ECE. With the development of our AS-T in the last year, we hope to encourage our students to continue their education with four year colleges, in order to obtain both their Bachelor's and Master's Degrees in Child Development and Early Child hood Education. We have also just begun, as of last year (2014-15) a Certificate Awards night in collaboration with the CTE division. We are hope this will encourage students to apply for these certificates, which many have already earned.
06IP. Course Outlines (Click '?' for Prompt): All of our ECE Course Outline of Records (CORs) are currently listed as Active Courses in CurricuNet. Some are currently being revised and in "Pending Status," as well. This includes, ECE 1, ECE 2A, ECE 2B, ECE 5, ECE 6, ECE 7B, ECE 9, ECE 13, ECE 14, ECE 22, ECE 32, ECE 33, ECE 35, ECE 37, ECE 41, and ECE 44.

ECE 1 and ECE 7B will be inactivated in the Fall of 2016 at Yuba College. Woodland will continue to offer these courses. ECE 33 will become our recently launched ECE 42 as soon as it is launched and goes through the Curriculum Committee and then State approval.

We currently have 43 courses in our ECE Program that must be launched every two years. This includes 3 new courses (ECE 18, ECE 42, and ECE 43) that have been launched and are awaiting approval from the Curriculum Committee and the State.

We revised and launched many courses last semester and this semester, that are currently in CurricuNet, and are awaiting approval from the Curriculum Committee and the State. These include ECE 1C, ECE 3, ECE 8, ECE 10, ECE 12, ECE 17, ECE 18, ECE 25, ECE 31, ECE 39, and ECE 43.

Course that are Active and Current include ECE 1A, ECE 1B, ECE 5, ECE 11, ECE 16, ECE 27, ECE 46, ECE 46A, ECE 46B, ECE 46C, ECE 51, ECE 56, ECE 75, ECE 8 and ECE 210.

Of these above Active/Current courses, we will need to revise the following by the end of this semester; ECE 11, ECE 16, ECE 27, ECE 51 and ECE 56.

Our original department plan for managing the updating of our COR's was to update the even numbered courses (18 courses) in even numbered years and update the odd numbered courses (24 courses) in odd numbered years. This work was done by our 3 full-time faculty members. When the Moratorium on CurricuNet was lifted three years ago, we were playing catch up and were off on some years. We have since tried to work ahead and update courses that were not due yet to get a more even rotation of courses. This last year, we lost one of our full time faculty, who is now trying to update the courses, certificates, and degrees for Woodland. She spent 108 hours this summer doing this unpaid work. The two full time faculty currently at Yuba College is now left with the task of updating 43 course every two years, although we still work collaboratively with the faculty member who has moved to Woodland. As you can see, this has been a challenge for our department. This means both ECE fulltime faculty members are responsible for at least 22 courses to update each year. Many of these course are taught by our adjunct faculty. With the addition of the inclusion of a sample assignment to the COR's in CurricuNet, we must discuss each of these courses with the faculty who teaches them. This also means the Curriculum Committee must approve at least 22 ECE courses each year.

One of our full time faculty is on the Curriculum Committee and the other has been going to the Curriculum Committee's Tech meetings and reporting back to our staff. One of our full time faculty is the Co-chair of the SLO committee. This semester, when once again faced with the daunting task of revising our COR's to get them "off the list of tasks to do" we came to an interesting "Ah hah" prompted by one of our faculty members. As a result, our department has recently discussed the importance of looking at each of our courses holistically, looking at not only the textbooks, assignments, and delivery method. We also want to include a discussion of the SLO's and outcomes, and how they are connected to our departments PLO's. This will take some time and planning for our department, which will include full time faculty working individually with the adjunct faculty who teach the courses to discuss the SLO's and plans for improvement and/or changes to the COR. This is now one of our ECE department goals and recommendations for this Program Review. We will need to continue to meet as a staff at least once a month with courses identified for discussion for that month. We will be starting with the courses that need to be complete by the end of this semester (last updated in Fall 2013) which include ECE 11, ECE 16, ECE 27, ECE 31, ECE 51 and ECE 56 (7 courses). We will then make plans for how we can look at a few courses a month, discuss them, update them and then launch them. Our first meeting is this Wednesday (10/15). We will do this at this meeting. We also have a discussion group on e-mail for all ECE faculty, who may not be able to meet. We may also want to have quarterly meeting on CCCConfer to get additional faculty input. If we look at breaking these courses down into months (8 months – August through November and January through April) we would have the ability to analyze, evaluate, revise and launch 5-6 course a month. This would also be more manageable for the Curriculum Committee to handle rather than receiving half of our COR's at once. While we are working closely with the Curriculum Committee and CurricuNet, we are better able to complete the CORs more accurately to meet the requirements of both Yuba College and the state of California, as this has been a problem in the past in getting our COR's in and through the Curriculum Committee.

07IP. Collaboration (Click '?' for Prompt): The ECE department continues to advocate for Tutors, especially Spanish Speaking Bilingual Tutors which is a need in our discipline. In previous years the ESL department at the Marysville Campus has offered a support class for ESL for ECE, however, students were required to be at an intermediate level in English. Our second language ECE students are often below intermediate level and have not been able to qualify for entry into this class. The ECE and ESL Departments are currently working on an ESL class for ECE students below intermediate level, modeled after other successful programs in California Community Colleges. ECE students do, however, have access to the Learning Center, Writing Center, and DSPS on the Marysville campus. The Sutter Center students have access to DSPS and the Learning Center. Our ECE department has developed "A Guide to ECE Handbook for both Counselors." We presented this at the Counselor Training in August, before the start of this school year. We are currently working on a guide for ECE students, in order to provide information on current credentialing for employment in the field and advisement of student coursework for certificates and degrees in ECE, as well as, support services available at Yuba College and through our various grant programs. These were a recommendation that came through our ECE Advisory Committee to help students and counselors navigate the confusing and ever changing state and federal regulations for ECE teacher credentialing. The Yuba College Child Development Centers at both Marysville and Clearlake, also support both ECE and non-ECE students in a variety of ways. The CDC primarily serves YCCD students. Many of the community working families that the serve are prior students of YCCD. Currently, they provide services for student parents with child care services as they have transitioned from a need for child care as a student, to a need as an employee. The CDC also provides Child Care for children of YCCD students during class and study time, serves as an on-campus lab school for Early Childhood Education (ECE) and other classes, and provides ECE students with paid work experience hours. Collaboration with the CDC plays an intricate part of ECE instructional classes such as lab hours, assignments, observation, planning preparing and implementing children's activities, and interaction with children and staff. The CDC provides best practices for our students as

follows:

- Continuity between what is being taught in the classroom and practices in the child care setting.
- Some classes require that students observe staff and parent meetings.
- ECE 1B – Students use the lab to implement student developed lesson plans in a practical setting as a final grade for the class Jamboree.
- ECE 11 averages 10 students per semester to conduct 4 hours of observation in a pre-school lab setting.
- Employs YCCD students to earn required hours of experience to earn permits.

The CDC is an integral part of the ECE Program. We have requested in previous program reviews the need for a Video Observation Lab and also have requested relocation of ECE classrooms and offices closer to the CDC. This partnership is crucial to the continued success of YC ECE students.

We have also collaborate with the Financial Aid office to help students apply for the California Child Development Grant Financial Aid Student Scholarship this last year.

08IP. Catalog Currency (Click '?' for Prompt): The AS-T is currently incorrect in the 2015-16 catalog. However, it was correct in the 2014-15 catalog. We checked our current Curricunet Degree Outline and have validated that it is correct in Curricunet. We met with Lani Aguinaldo, our Educational Services Analyst and she confirmed this error. She informed us that she will send it the correction for next year's catalog. Information for some of our ECE Certificates of Achievement (Arts Specialization, Children with Special Needs Specialization, Language and Literacy Specialization, Teacher/Family Relationship Specialization, Foundations in ECE Specialization and the Site Supervisor Specialization) granted back in 2011 still need to go back to the state because they were never entered into Curricunet when it was first introduced. We are currently in the process of re-entering all of this certificates back into Curricunet.

09IP. For CTE Programs Only (Click '?' for Prompt): In California, the number of pre-school teachers is expected to increase by 11.9 percent, or 6,600 jobs between 2008 and 2018. In addition to the new job openings in California, an additional 11,100 job openings for pre-school teachers due to net replacement needs are expected, resulting in a total of 17,700 job openings in these areas of early childhood education by 2018. Yuba Community District includes Yuba College and Woodland College. Yuba College' s geographic area includes both Yuba/Sutter Counties, as well as BAFB. Woodland College includes Yolo and Colusa Counties, as well as Lake Counties. Information includes information for Butte County, North Coast, North Valley, and Yuba and Sutter Counties. The median annual salary for pre-school teachers in California for 2012 is $30,371.00, while the median annual salary in the Butte County for 2012 is $ 22,402.00, the median annual salary for the North Coast Region is $29,711.00, the median annual salary for the North Valley Region is $33,604.00, and the median annual salary for Sutter and Yuba Counties is $29,241.00. The State of California Employment Development Department (http://www.labormarketinfo.edd.ca.gov) was utilized as the source of the above information. According to the State of California Employment Development Department, Labor Market Information ECE/CD prepares for a variety of positions in the field of Education, Child Development, and Family Services that estimated Employment in 2008 a total of 653,000 jobs. The projected Employment in 2018 is 754,700 in jobs, an increase of 101,700 jobs in the above related fields. The annual salary range for these positions is $26,104 (Recreation Worker) to $85,841 (Education Administrators).

This data supports our previous and current goals, which support students who will be employed in the field of Early Childhood Care and Education. A new report from the Society for Research in Child Development, Investing in Our Future: The Evidence Base on Preschool Education makes a strong case for the value of early childhood education. Key findings are:

- Large-scale public preschool programs can have substantial impacts on children's early learning.
- Quality preschool education is a profitable investment.
- The most important aspects of quality in preschool education are stimulating and supportive interactions between teachers and children and effective use of curricula.
- Supporting teachers in their implementation of instructional approaches through coaching or mentoring can yield important benefits for children.
- Quality preschool education can benefit middle-class children as well as disadvantaged children; typically developing children as well as children with special needs; and dual language learners as well as native speakers.

There are important benefits of comprehensive services when these added services are carefully chosen and targeted.

As previously addressed above, our program is based not only on industry standards that have been supported by empirical data, we also examine local Needs Assessment through our Local Child Care Planning Council that shows the need accessible, affordable, quality early care and education for all children. In Yuba County we currently have 53 Small Family Child Care Facilities, and 43 in Sutter County. In Yuba County we also have 33 Large Family Child Care Facilities and 61 in Sutter County. In Yuba County we currently have 37 Child Care Centers and 49 in Sutter County. Yuba and Sutter also show a need for additional infant/toddler, preschool and school-age capacity. There is also a growing need for those trained in working with children with special needs. Partnership with (Local Childcare Planning Council) LPC means that we are aware of the educational needs of staff for programs such as Head Start, State Preschools, private programs, and family child care. The collaboration allows us to tailor course offerings each semester to meet the permit advancement needs of the child care workforce. According to enrollment

data for the LPC quality improvement stipend programs, approximately only 12 percent of our population currently holds a bachelor's degree in child development or ECE field, so unit based courses progressing toward a upper division degree is a need. Based on new requirements for Head Start, it is hoped Yuba College will continue to promote collaborations that will offer a four-year BS. Degree in ECE. In the near future, we would like to offer a fully Online ECE Degree course offering, in addition to our current ECE Degree and an ECE Transfer Degree. In addition, because the predominant languages in Yuba/Sutter are English and Spanish, and currently there is a great need for Spanish speaking child care workers, Spanish speaking tutors and/or faculty are greatly needed.

Locally in Marysville and Sutter Counties, our Head Start program is so short staffed, that the Director for E-Center, has requested to speak in our classes, in order to recruit staff from our student population. We are also showing this trend in our local State Preschool, which keep requesting that we post job listings in our classes. Both State Preschools and Head Starts are the highest paying positions for entry level teaching and assistant positions, within the State of California. Also, with the advent of Transitional Kindergarten, school districts in our communities will be requiring additional training and/or Course work in ECE, in order to fulfill their job requirements for these teaching positions. Based on the new Transitional Kindergarten (TK) requirement that TK teacher have 24 units of ECE, our department is planning on compiling a new "TK Certificate" which would include course work online and evenings, to meet the needs of TK teachers. Grant funding for training of TK teachers will be provided through our local Child Care Planning Councils.

10IP. DE Students (Click '?' for Prompt): With several semesters of several courses taught online, ECE instructors are better able to assess online students' success, retention, and learning outcome results. Beginning the 2010-2011 academic year, five online courses were offered. During the 2014-2015 academic year, nine online courses were offered. During this period, online courses consistently have a higher fill rate yet a lower success rate. As the number of online courses offered goes up, the deferential between student success also goes up. In 2010-2011 this deferential was 9%. In 2014-2015, it was 20%. These numbers beseech some consideration. Data also shows that in 2014-2015, 25% of our enrollments are for online sections (9). The other 75% are from face-to-face sections (62). This shows the need is there, but a realistic understanding of online course demands may not be.

ECE online instructors continue conduct mid-term and end of semester confidential surveys in courses offered fully online. Data collection includes information on what is working for students, what is not working and what kind of support is needed. Students of online courses and web enhanced courses must learn how upload files and attach documents. Instructors have begun addressing this very early in the semester One instructor now has students practice submitting work prior to assignments due dates. Another instructor builds uploading into an assignment during the orientation week. Potential problems are identified early, before the rush of the semester is underway, when learning these basic online skills can seem overwhelming. Instructors also encourage students to take Library Science 1 and MCOMM 40 to assist in student success. Instructors have access to an online mentor program. Through this program, students are matched with a mentor who tutors and supports the student to success. This is year two of the program. The success of this program has not been analyzed at this time. For students of differing abilities, there is an advisement in the syllabus to make use of DSPS services and the WLDC as needed and includes contact information. Accommodations have mainly consisted of extension of quiz/exam times.

On another note, the college is in the second year of using Canvas as our online learning management system. All instructors and many students who have used both Canvas and the previous LMS we were using, find Canvas to be much easier to use. Changing to the Canvas LMS was a very good decision made by the administrators in charge. Student who are having difficulties with Canvas are directed to contact the help desk immediately. Using the help function within Canvas is discussed and encouraged. The turnaround time from request to help received is reasonable and an aid to student and instructor success.

Anecdotally, many students are accessing their courses through their smart phones to differing degrees of success. This poses a challenge for student and instructor. While computer access is available through the college, using them is not always as convenient for students. For some students smart phones are their only easy, convenient access to the internet. This feels like a question that demands a broader discussion to include faculty from other disciplines, the DE committee and the college as a whole.

New technology and web enhancement is being used in the ECE 46 Practicum class this semester, as part of a pilot project through the University of Washington EarlyEdU. Students in this course must upload video of themselves doing activities with the children at their placement sites. Then they reflect on their video, as well as, videos of other students within their "Community of Practice" online. We are currently using the University of Washington's "Campus Coach" website because our technology cannot support this amount of information on the Canvas LMS. Instructors are closely monitoring student participation and competency with this new media. Several evaluation tools are being used to gauge the successes and challenges of this program.

All course videos are not closed captioned at this time. Some instructors have better success in getting this done. Others must work more diligently to get materials to IT within plenty of time to have the materials ready in time for class session it will be used. This must be a priority for the coming semesters.

At this time, all core courses – ECE 3, 31, 1A, and 1B are offered fully online. ECE 33, 10, 14, 37, 2A are also taught online. In addition, all but one ECE course are enhanced through any number of the following; course gradebook, supplemental materials, exams/quizzes, weekly assignments, announcements, email, and other as decided by the course instructor. Unfortunately for the online program at Yuba College, our extremely valuable Clearlake counterpart developed and taught most of these courses. With the Clearlake/Woodland College realignment, she will no longer be a part of YC faculty. It is necessary for remaining instructors at YC to re-evaluate YC online goals. Next steps will include department and advisory board discussions on student learning outcomes, how well students are transferring those learning outcomes to other courses and student readiness to work in the ECE field.

11IP.Disproportionate Impact(Click '?' for Prompt): Both campuses serve a majority of lower-income students ranging in age from 16 to 83. Demographics at Yuba College show a changing population. Demographic charts show that in 2012-13 45.75% of YC students were White, Non-Hispanic (43.89% in the ECE). This means that the remaining 54.25% were minority students (56.11% in ECE). Hispanic students made up 27.47% (32.07% in ECE), Asian 10.67% (6.66% in ECE), African-American 5.86% (7.07% in ECE), Filipino 1.66% (.95% in ECE), Native American 3.17% (4.08 in ECE), Pacific Islander 0.69% (0.82 in ECE), and Unknown/Other 4.73% (4.48% in ECE). In 2013-14, 43.67% of YC students were White, Non-Hispanic (42.76% in the ECE). This means that the remaining 56.33% were minority students (57.24% in ECE). Hispanic students made up 28.46% (33.33% in ECE), Asian 11.11% (8.61% in ECE), African-American 6.42% (6.01% in ECE), Filipino 1.56% (.68% in ECE), Native American 3.24% (3.01% in ECE), Pacific Islander 0.76% (0.68% in ECE), and Unknown/Other 4.78% (4.92% in ECE). Over the last two years, our ECE Hispanic Student population has increased by 8.29%. We do not know if these students are English only or EL students. Anecdotally, ECE instructors note that ECE courses have a large percentage of minority students, EL students, and students with learning disabilities. We know that many of our Hispanic students are beginning EL students. 60.66% of Yuba College students are female. 90.16% of our ECE students are female. 49.32 % of our ECE students are 18-24 years old. 41.26% are 25-49 years old. The ECE programs based not only on industry standards that have been supported by empirical data, we also examine local Needs Assessment through our Local Child Care Planning Council that shows the need for accessible, affordable, quality early care and education for all children. In Yuba County we currently 53 Small Family Child Care Facilities, and 43 in Sutter County. In Yuba County we also have 33 Large Family Child Care Facilities and 61 in Sutter County. In Yuba County we currently have 37 Child Care Centers and 49 in Sutter County. Yuba and Sutter also show a need for additional infant/toddler, preschool and school-age capacity. There is also a growing need for those trained in working with children with special needs. Partnerships with LPC means that we are aware of the educational needs of staff for programs such as Head Start, State Preschools, private programs, and family child care. This collaboration allows us to tailor course offerings each semester to meet the permit advancement needs of the child care workforce. According to enrollment data for the LPC quality improvement stipend programs, approximately only12 percent of our population currently holds a bachelor's degree in child development or ECE field, so unit based courses progressing toward an upper division degree is a need. Based on current requirements for Head Start, it is hoped that someday Yuba will continue collaboration, such as the one with Brandman University to offer onsite four-year B.S.Degrees in ECE. In the near future, we would like to offer a fully Online ECE Degree course offering, in addition to our current ECE Degree and an ECE Transfer Degree. Our ECE Department is also planning on submitting a Child and Adolescent Development ADT. This would provide opportunities for our students to receive an additional Transfer Degree within this area of focus. In addition, because the predominant languages in Yuba/Sutter Counties are English and Spanish, and currently there is a great need for Spanish speaking child care workers, Spanish speaking tutors and/or faculty are greatly needed.

Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field.

ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic

skills and include all student and their diversity. DE provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty have attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum last year, our faculty were able to access more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty have also participated in Canvas training in order to support our online student populations.

Our ECE department plans to meet and develop a department definition of Student Equity in order to continue to meet the needs of all ECE students.

12IP. Mapping (Click '?' for Prompt): Yes

13IP. Course SLOs (Click '?' for Prompt): ECE part time and fulltime faculty worked together to ensure that all ECE courses have at least one SLO and corresponding assessment method.

In the academic years, 2012-2013 and 2013-2014, 100% of ECE courses had at least one cSLO assessed (100%). ECE faculty assessed at least one cSLOs for 18/41 (47%) courses during the 2014-2015 academic year. The following ECE courses were assessed: 11, 1A, 1B, 1C, 27, 2B, 3, 31, 32, 33, 37, 46, 46A, 46B, 7A, 7B, 8, and 9. Fulltime and part-time faculty took part in the assessment process.

During analysis of the assessment data, it became clear that in many cases, students were not successful in meeting the learning outcome assessment criteria simply because they did not complete the assessment assignment.

This became a topic of discussion during department meetings. Faculty reflected on the possible reasons students may not turn in coursework. We wondered, “How can we, as instructors, help students become more successful”? It was decided that actions would include personal contacts and providing tutoring options. Other actions might include notification of all assignments and expectations earlier in the semester, frequent reminders of assignments, and clear instructor expectations from the beginning of course.

Instructors also found they had to change their assignment guidelines to better reflect the learning outcome and the instructor to assess it. In some cases this meant changing the wording of a question. In other cases, it meant presenting the assignment in a completely different way.

In the coming year(s), it will be important for instructors to access the success of these actions taken.

The following ECE courses were not assessed during the 2014-2015 academic year: 10, 12, 13, 14, 16, 17, 210, 22, 25, 2A, 35, 39, 41, 44, 5, 51, 56, 59, 6, 75, and 83.

The ECE department faculty continue to deepen their understanding and integration of learning outcomes into curriculum development (course outlines of record, AS-T, CAP alignment, current movement in the field of ECE). The learning outcome cycle aides us in taking best practices in ECE and the changing demands of the field in ensuring a CTE program that best serves students and the community.

One of the challenges of having a dynamic integration of SLOs into course and program curriculum is the stagnant nature of processes at college, district, and state level. Even the process involved in being a part of the curriculum alignment program, makes it difficult to use the SLO cycle in a truly meaningful and integrated way. For example, trying to get the most current cSLO(s) on the COR record is unmanageable. Suggestions has been suggested and resisted at the district curriculum committee level.

In any case, ECE will work to keep fluidity in the SLO process and more concretely to develop a schedule that integrates an SLO assessment cycle and corresponds with COR updates. This will be accomplished through weekly fulltime ECE faculty department

14IP. Program SLOs (Click '?' for Prompt): SLOs are used to reflect, dialog, and improve teaching. PSLOs are authentic to the program, and were developed in partnership with fulltime and part time faculty, advisory board members, and former students. In this collaborative way, our department is better informed of the skills, dispositions and knowledge students need upon completion of the ECE course of study, and to enter the current workforce fully prepared.

In the 2014-2015 academic year, the following pSLO was assessed.

Students will proficiently design developmentally appropriate curriculum, and demonstrate effective implementation using intentional teaching methods that scaffold children's co-construction of knowledge through exploration, risk-taking, reflection, and the respectful inclusion and support of individual life experiences.

In the spring semester of 2014 this project was evaluated through the student's Capstone course (ECE 46 Practicum). Of the 10 students completing this project, all completed the assignment with 70% or better. One student took an incomplete in the course and did not complete the project. Six students completed this assignment with a 90% or better.

At the conclusion of the 2014-2015 year, all capstone projects will be assessed at the Marysville for the fall and spring semesters that it is offered. Students will have the opportunity to demonstrate what they have learned in the eight core courses that applies to this project.

It is through continuous dialog and regular meetings that ECE members continue as a department to stay connected and have plenty of opportunity for robust and meaningful dialog on the ECE program as a whole. As we remain current and connected, discussions on SLOs will remain an integral part of the conversation. SLO development, assessment, and reflection have become a part of what we do to ensure we are aware and intentional in what skills, roles, and attributes we want our students to have

when they leave our program or earn any ECE certificate or and ECE degree. In this way, we can ensure that our SLOs are current with what is demanded in the field of ECE. Included in this is task of creating assessment methods as well as a schedule of assessments for all pSLOs.

15IP. Professional Development (Click '?' for Prompt): Collaboration is the key to the success of our ECE Program. Our Staff are highly involved in these collaborations. Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, Staff Development Committee, Curriculum, and the CTE Perkins Committee. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Member, Yuba College ECE Advisory Committee Chair, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, and Education Lead for the Quality Rating and Improvement System (QRIS). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is a Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five, and active participant in the Bi-County Early Childhood Behavioral Health Collaborative. Our faculty have also presented at state, local and national conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. Our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference ("A Harvest of Learning: Documenting Success in Early Childhood"") at River Valley High School, the Yuba/Sutter Children's Fair, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2014 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. As you can see, we are highly involved and committed to the field of ECE and Yuba College. This year two of our ECE Faculty became Certified CLASS Observers, another became a Certified in ECERS. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses). Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree back in October of 2009. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department now has an ECE Transfer Degree (ADT). Three of our students completed this degree last year (2015).

As you can see, we are highly involved and committed to the field of ECE and Yuba College. Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. As noted previously, students who have had the opportunity to receive tutoring with a California Early Childhood Mentor, especially second language

students, have shown greater retention in ECE classes and in continuing course work in ECE. The California Early Childhood mentor Program also provides Practicum Sites for students who are placed off campus at local area Model Program Sites. Availability of placements is limited at our On- Campus Lab School (CDC). Students who have worked with a Mentor Teacher have shown greater success in completion of their Practicum course work and also are more likely to become employed by these centers because of these early connections to the field. Students who have been given support through DSPS and the Writing Center have also shown greater retention and success in our ECE classes. Our certificate and degree programs have been modeled after the above mentioned Teacher Credentialing Matrix and the California Early Childhood Educator Competencies. Meeting these requirements is vital to student employment in the field of Early Childhood Education programs. The CDTC student stipends and book loan out program has helped ECE majors obtain textbooks for course work which helped to support students in retention in both ECE and non-ECE coursework. The fingerprinting reimbursement through CDTC has helped students in becoming employed in the field of ECE. Our ECE students have benefited from the CDTC program through collaboration with the local Child Care Planning Councils by providing Professional Growth Advisor Training and Follow-up sessions. There has been a great need for this in our communities. This has also benefited Head Start, our State Preschool Programs and for profit and Non-Profit Child Care Centers and Preschools. The CDTC Program has been a great help in providing support in order to continue our work in alignment with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses). Students have benefited though monies provided for textbooks and tuition fees.

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16IP. Reflection (Click '?' for Prompt): Our current and previous program review data drives our Student Learning Outcomes and department goals. Goals are reviewed yearly and progress toward these goals is discussed at ECE Department Staff meetings (monthly), phone meetings with Marysville and Clearlake full time Faculty (bi-weekly), and at our three (yearly) ECE Advisory Committee meetings. New tasks and goals are set as a result of these collaborations. Information is also disseminated and discussed at our local Child Care Planning Councils (Lake County - LCOE and Yuba/Sutter CCPC) and Yuba/Sutter QICB (Quality Improvement and Capacity Building) committee and the Yuba/Sutter Training Collaborative. Advocacy efforts are also focus on our department and employment goals for our ECE students through First 5 Commissions in Sutter County and Yuba County.
Are you ready to submit your final program review?: Yes

Program Recommendation: 1. Assist ESL ECE Students

Provide assistance for students who are learning English while taking ECE courses.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2010-2011, 2011-2012, 2012-2013, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : Demographics at Yuba College show a changing population. Demographic charts show that in 2012-13 45.75% of YC students were White, Non-Hispanic (43.89% in the ECE). This means that the remaining 54.25% were minority students

(56.11% in ECE). Hispanic students made up 27.47% (32.07% in ECE), Asian 10.67% (6.66% in ECE), African-American 5.86% (7.07% in ECE), Filipino 1.66% (.95% in ECE), Native American 3.17% (4.08 in ECE), Pacific Islander 0.69% (0.82 in ECE), and Unknown/Other 4.73% (4.48% in ECE). In 2013-14, 43.67% of YC students were White, Non-Hispanic (42.76% in the ECE). This means that the remaining 56.33% were minority students (57.24% in ECE). Hispanic students made up 28.46% (33.33% in ECE), Asian 11.11% (8.61% in ECE), African-American 6.42% (6.01% in ECE), Filipino 1.56% (.68% in ECE), Native American 3.24% (3.01% in ECE), Pacific Islander 0.76% (0.68% in ECE), and Unknown/Other 4.78% (4.92% in ECE). Over the last two years, our ECE Hispanic Student population has increased by 8.29%. We do not know if these students are English only or EL students. Anecdotally, ECE instructors note that ECE courses have a large percentage of minority students, EL students, and students with learning disabilities. We know that many of our Hispanic students are beginning EL students. 60.66% of Yuba College students are female. 90.16% of our ECE students are female. 49.32 % of our ECE students are 18-24 years old. 41.26% are 25-49 years old. The ECE programs based not only on industry standards that have been supported by empirical data, we also examine local Needs Assessment through our Local Child Care Planning Council that shows the need for accessible, affordable, quality early care and education for all children. In Yuba County we currently 53 Small Family Child Care Facilities, and 43 in Sutter County. In Yuba County we also have 33 Large Family Child Care Facilities and 61 in Sutter County. In Yuba County we currently have 37 Child Care Centers and 49 in Sutter County. Yuba and Sutter also show a need for additional infant/toddler, preschool and school-age capacity. There is also a growing need for those trained in working with children with special needs. Partnerships with LPC means that we are aware of the educational needs of staff for programs such as Head Start, State Preschools, private programs, and family child care. This collaboration allows us to tailor course offerings each semester to meet the permit advancement needs of the child care workforce. According to enrollment data for the LPC quality improvement stipend programs, approximately only12 percent of our population currently holds a bachelor's degree in child development or ECE field, so unit based courses progressing toward an upper division degree is a need. Based on current requirements for Head Start, it is hoped that someday Yuba will continue collaboration, such as the one with Brandman University to offer onsite four-year B.S.Degrees in ECE. In the near future, we would like to offer a fully Online ECE Degree course offering, in addition to our current ECE Degree and an ECE Transfer Degree. Our ECE Department is also planning on submitting a Child and Adolescent Development ADT. This would provide opportunities for our students to receive an additional Transfer Degree within this area of focus. In addition, because the predominant languages in Yuba/Sutter Counties are English and Spanish, and currently there is a great need for Spanish speaking child care workers, Spanish speaking tutors and/or faculty are greatly needed.
Evaluation Plan: Look at statistics of our identified ESL/ECE students over time to see if interventions have been effective.

Plan of Action

Curriculum/SLO - Develop in collaboration with ESL an "ESL for ECE Providers and Parents" beginning level course. (Active)
Budgetary Impact: Funding for course development paid through BSI
Timeline/Responsible Party: Developed by 5-1-15/Denice D. Burbach and Kim Magnesun and Franscesca Hulin
Perkins Eligible: No
DE Related: No
HSI Related: Yes
YC - Location: Marysville Campus

Related Goals

YC - Early Childhood Education Program Review

YC Goal 3 - Goal 6: Expand course offerings to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring a bilingual Adjunct Instructor and bilingual ECE tutors.
Because the predominant languages in our ECE classes are English and Spanish there is a great need for Spanish speaking child care workers, Spanish speaking tutors, and bilingual adjunct faculty. We have been successful in hiring bilingual adjunct faculty. We still have a need for tutors through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services; however, this has never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors. The ECE Department is currently working in collaboration with the ESL department in creation of a High Beginner level course titled "ESL Child Care for Parents and Providers." This course will provide beginning level skills for those second language students that are not quite ready to take on ECE course work. Our next step is to develop a second course aimed at Intermediate ESL students, which could lead into readiness for ECE course work.

YC Goal 9 - Goal 16: Develop a department definition of Student Equity in order to meet the needs of all ECE students.

YC - Early Childhood Education Program Review

Program Recommendation: 2. Provide bilingual teaching staff.

Provide bilingual teaching staff for ESL students at Marysville. Provide bilingual teaching staff in order to accommodate the large percentage of ESL/ECE students that are needed in the field of childcare and early childhood classrooms.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : Demographics at Yuba College show a changing population. Demographic charts show that in 2012-13 45.75% of YC students were White, Non-Hispanic (43.89% in the ECE). This means that the remaining 54.25% were minority students (56.11% in ECE). Hispanic students made up 27.47% (32.07% in ECE), Asian 10.67% (6.66% in ECE), African-American 5.86% (7.07% in ECE), Filipino 1.66% (.95% in ECE), Native American 3.17% (4.08 in ECE), Pacific Islander 0.69% (0.82 in ECE), and Unknown/Other 4.73% (4.48% in ECE). In 2013-14, 43.67% of YC students were White, Non-Hispanic (42.76% in the ECE). This means that the remaining 56.33% were minority students (57.24% in ECE). Hispanic students made up 28.46% (33.33% in ECE), Asian 11.11% (8.61% in ECE), African-American 6.42% (6.01% in ECE), Filipino 1.56% (.68% in ECE), Native American 3.24% (3.01% in ECE), Pacific Islander 0.76% (0.68% in ECE), and Unknown/Other 4.78% (4.92% in ECE). Over the last two years, our ECE Hispanic Student population has increased by 8.29%. We do not know if these students are English only or EL students. Anecdotally, ECE instructors note that ECE courses have a large percentage of minority students, EL students, and students with learning disabilities. We know that many of our Hispanic students are beginning EL students. 60.66% of Yuba College students are female. 90.16% of our ECE students are female. 49.32 % of our ECE students are 18-24 years old. 41.26% are 25-49 years old. The ECE programs based not only on industry standards that have been supported by empirical data, we also examine local Needs Assessment through our Local Child Care Planning Council that shows the need for accessible, affordable, quality early care and education for all children. In Yuba County we currently 53 Small Family Child Care Facilities, and 43 in Sutter County. In Yuba County we also have 33 Large Family Child Care Facilities and 61 in Sutter County. In Yuba County we currently have 37 Child Care Centers and 49 in Sutter County. Yuba and Sutter also show a need for additional infant/toddler, preschool and school-age capacity. There is also a growing need for those trained in working with children with special needs. Partnerships with LPC means that we are aware of the educational needs of staff for programs such as Head Start, State Preschools, private programs, and family child care. This collaboration allows us to tailor course offerings each semester to meet the permit advancement needs of the child care workforce. According to enrollment data for the LPC quality improvement stipend programs, approximately only12 percent of our population currently holds a bachelor's degree in child development or ECE field, so unit based courses progressing toward an upper division degree is a need. Based on current requirements for Head Start, it is hoped that someday Yuba will continue collaboration, such as the one with Brandman University to offer onsite four-year B.S.Degrees in ECE. In the near future, we would like to offer a fully Online ECE Degree course offering, in addition to our current ECE Degree and an ECE Transfer Degree. Our ECE Department is also planning on submitting a Child and Adolescent Development ADT. This would provide opportunities for our students to receive an additional Transfer Degree within this area of focus. In addition, because the predominant languages in Yuba/Sutter Counties are English and Spanish, and currently there is a great need for Spanish speaking child care workers, Spanish speaking tutors and/or faculty are greatly needed.
Evaluation Plan: We currently have a Spanish speaking staff member in ECE that is part-time. Her classes are in high demand with our ESL Spanish Speaking population in ECE. We need to hire either a full time or another part -time in order to fully meet the needs of this student population.

Plan of Action

Staffing - Faculty - Provide bilingual teaching staff for ESL students at Marysville. Provide bilingual teaching staff in order to accommodate the large percentage of ESL/ECE students that are needed in the field of childcare and early childhood classrooms. See Supporting Documentation under Recommendation (Active)
Budgetary Impact: Cost of additiaonal full time or part time faculty.
Timeline/Responsible Party: Dean Masuda and the ECE department
Perkins Eligible: Yes
DE Related: No
HSI Related: Yes
YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review

YC - Early Childhood Education Program Review
YC Goal 3 - Goal 6: Expand course offerings to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring a bilingual Adjunct Instructor and bilingual ECE tutors. Because the predominant languages in our ECE classes are English and Spanish there is a great need for Spanish speaking child care workers, Spanish speaking tutors, and bilingual adjunct faculty. We have been successful in hiring bilingual adjunct faculty. We still have a need for tutors through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services; however, this has never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors. The ECE Department is currently working in collaboration with the ESL department in creation of a High Beginner level course titled “ESL Child Care for Parents and Providers.” This course will provide beginning level skills for those second language students that are not quite ready to take on ECE course work. Our next step is to develop a second course aimed at Intermediate ESL students, which could lead into readiness for ECE course work.
YC Goal 9 - Goal 16: Develop a department definition of Student Equity in order to meet the needs of all ECE students.

Program Recommendation: 3. Advocate for an ECE Tutor for ECE students.

Advocate for an ECE Tutor for ECE students.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : The students do not have tutors available through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services at Marysville. This never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors which is a high need in our discipline. In addition, because the predominant languages in Yuba/Sutter are English and Spanish, and currently there is a great need for Spanish speaking child care workers, Spanish speaking tutors and/or faculty are greatly needed. Demographics at Yuba College show a changing population. Demographic charts show that in 2012-13 45.75% of YC students were White, Non-Hispanic (43.89% in the ECE). This means that the remaining 54.25% were minority students (56.11% in ECE). Hispanic students made up 27.47% (32.07% in ECE), Asian 10.67% (6.66% in ECE), African-American 5.86% (7.07% in ECE), Filipino 1.66% (.95% in ECE), Native American 3.17% (4.08 in ECE), Pacific Islander 0.69% (0.82 in ECE), and Unknown/Other 4.73% (4.48% in ECE). In 2013-14, 43.67% of YC students were White, Non-Hispanic (42.76% in the ECE). This means that the remaining 56.33% were minority students (57.24% in ECE). Hispanic students made up 28.46% (33.33% in ECE), Asian 11.11% (8.61% in ECE), African-American 6.42% (6.01% in ECE), Filipino 1.56% (.68% in ECE), Native American 3.24% (3.01% in ECE), Pacific Islander 0.76% (0.68% in ECE), and Unknown/Other 4.78% (4.92% in ECE). Over the last two years, our ECE Hispanic Student population has increased by 8.29%. We do not know if these students are English only or EL students. Anecdotally, ECE instructors note that ECE courses have a large percentage of minority students, EL students, and students with learning disabilities. We know that many of our Hispanic students are beginning EL students. 60.66% of Yuba College students are female. 90.16% of our ECE students are female. 49.32 % of our ECE students are 18-24 years old. 41.26% are 25-49 years old. The ECE programs based not only on industry standards that have been supported by empirical data, we also examine local Needs Assessment through our Local Child Care Planning Council that shows the need for accessible, affordable, quality early care and education for all children. In Yuba County we currently 53 Small Family Child Care Facilities, and 43 in Sutter County. In Yuba County we also have 33 Large Family Child Care Facilities and 61 in Sutter County. In Yuba County we currently have 37 Child Care Centers and 49 in Sutter County. Yuba and Sutter also show a need for additional infant/toddler, preschool and school-age capacity. There is also a growing need for those trained in working with children with special needs. Partnerships with LPC means that we are aware of the educational needs of staff for programs such as Head Start, State Preschools, private programs, and family child care. This collaboration allows us to tailor course offerings each semester to meet the permit advancement needs of the child care workforce. According to enrollment data for the LPC quality improvement stipend programs, approximately only12 percent of our population currently holds a bachelor’s degree in child development or ECE field, so unit based courses progressing toward an upper division degree is a need. Based on current requirements for Head Start, it is hoped that someday Yuba will continue collaboration, such as the one with Brandman University to offer onsite four-year B.S.Degrees in ECE. In the near future, we would like to offer a fully Online ECE Degree course offering, in addition to our current ECE Degree and an ECE Transfer Degree. Our ECE Department is also planning on submitting a Child and Adolescent Development ADT. This would provide opportunities for our students to receive an additional Transfer Degree within this area of focus. In addition, because the predominant languages in Yuba/Sutter Counties are English and Spanish, and currently there is a great need for Spanish speaking child care workers, Spanish speaking tutors and/or

faculty are greatly needed.
Evaluation Plan: The ECE Department has sought out support services on our own and currently offers ECE students tutoring through the California Early Childhood Mentor Program, which also includes (locally in Marysville/Sutter) four bilingual (Spanish) tutors and Online Mentors for those students majoring in ECE. This service is made possible through one of our grant programs.

Plan of Action

Other - Advocate for an ECE Tutor for ECE students. (Active)
Budgetary Impact: Cost of ECE Tutor
Timeline/Responsible Party: ASAP/Denice D. Burbach and CSC
Perkins Eligible: Yes
DE Related: No
HSI Related: Yes
YC - Location: Marysville Campus

Related Goals

YC - Early Childhood Education Program Review

YC Goal 3 - Goal 6: Expand course offerings to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring a bilingual Adjunct Instructor and bilingual ECE tutors.
Because the predominant languages in our ECE classes are English and Spanish there is a great need for Spanish speaking child care workers, Spanish speaking tutors, and bilingual adjunct faculty. We have been successful in hiring bilingual adjunct faculty. We still have a need for tutors through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services; however, this has never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors. The ECE Department is currently working in collaboration with the ESL department in creation of a High Beginner level course titled “ESL Child Care for Parents and Providers.” This course will provide beginning level skills for those second language students that are not quite ready to take on ECE course work. Our next step is to develop a second course aimed at Intermediate ESL students, which could lead into readiness for ECE course work.

YC Goal 9 - Goal 16: Develop a department definition of Student Equity in order to meet the needs of all ECE students.

Program Recommendation: 4. Update Technology in the Classroom (Marysville).

Update Technology in the Classroom (Marysville). Provide support technology at the Marysville Campus by way of "Smart Boards" in Room 715 by providing an ELMO.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : Both campuses serve a majority of lower-income students ranging in age from 16 to 83. Demographics at Yuba College show a changing population. Demographic charts show that in 2012-13 45.75% of YC students were White, Non-Hispanic (43.89% in the ECE). This means that the remaining 54.25% were minority students (56.11% in ECE). Hispanic students made up 27.47% (32.07% in ECE), Asian 10.67% (6.66% in ECE), African-American 5.86% (7.07% in ECE), Filipino 1.66% (.95% in ECE), Native American 3.17% (4.08 in ECE), Pacific Islander 0.69% (0.82 in ECE), and Unknown/Other 4.73% (4.48% in ECE). In 2013-14, 43.67% of YC students were White, Non-Hispanic (42.76% in the ECE). This means that the remaining 56.33% were minority students (57.24% in ECE). Hispanic students made up 28.46% (33.33% in ECE), Asian 11.11% (8.61% in ECE), African-American 6.42% (6.01% in ECE), Filipino 1.56% (.68% in ECE), Native American 3.24% (3.01% in ECE), Pacific Islander 0.76% (0.68% in ECE), and Unknown/Other 4.78% (4.92% in ECE). Over the last two years, our ECE Hispanic Student population has increased by 8.29%. We do not know if these students are English only or EL students. Anecdotally, ECE instructors note that ECE courses have a large percentage of minority students, EL students, and students with learning disabilities. Our current technology does not meet DSPS standards. Use of a Smart Board, including an ELMO would help greatly in delivery to meet the needs of these students. Mid-Term and End of Semester Confidential Surveys are given to students asking them for feedback on the courses. From this data, it is clear that early in the semester support was needed to help DE students learn how to upload files and attach documents. We have begun discussing this immediately in the semester and are even having students practice submitting work prior to assignments due dates. This way they

will be aware of the potential problems they might have submitting work prior to the due date. While reviewing the retention data and student success data, it was clear that new strategies for online tutoring were needed and they are being implemented. The new strategies implemented seem to be working since data indicates that DE student success and retention is increasing for ECE online courses. The ECE Department has sought out support services on our own and currently offers ECE students tutoring through the California Early Childhood Mentor Program, which also includes (locally in Marysville/Sutter) four bilingual (Spanish) tutors and Online Mentors for those students majoring in ECE.
Evaluation Plan: This recommendation fulfilled when our ECE classrooms are updated with a SMART Board, including an ELMO.

Plan of Action

Equipment - Update Technology in the Classroom (Marysville). Provide support technology at the Marysville Campus by way of "Smart Boards" in Room 715 by providing an ELMO. See Supporting Evidence on Recommendation (Active)
Budgetary Impact: Cost of Smart Board and ELMO
Timeline/Responsible Party: ASAP/Dean Masuda and ECE department and IT
Perkins Eligible: Yes
DE Related: No
HSI Related: No
YC - Location: Marysville Campus

Related Goals

YC - Early Childhood Education Program Review

YC Goal 8 - Goal 5: Continue to expand course offerings online and use online tutors available through the California Early Childhood Mentor Program.
We have expanded our course offerings online to include ECE 1A, ECE 1B, ECE 3, ECE 10, ECE 31, ECE 33, and ECE 37. Our department is working on expanding additional courses to an additional online format, specifically those that are required for the CAP 8 and ECE ADT, to include ECE 11, ECE 27, ECE 46 (Hybrid) and an additional ECE 42 Infant Toddler Curriculum class to be offered as part of the CAP expansion. In the future, our department goal is to next offer courses online in ECE 1C and ECE 17, which would also provide online access for students wishing to obtain their ECE A.S. degree. The ECE Department has sought out support services on our own and currently offers ECE students tutoring through the California Early Childhood Mentor Program, which includes Online Mentors for those students majoring in ECE. This service is made possible through one of our grant programs.

YC Goal 8 - Goal 12: Advocate for Outside Funding (Perkins) for more on campus trainings in ECE for our Faculty (CLASS Training needed) and ECE Conferences for our Students with Bev Bos, ECERS, new DRDP Tech, etc. The ECE Advisory Council of Lake County has specifically asked for a “CLASS” instrument training for faculty, CDC staff, and the public, in the spring of 2015. The ECE faculty at Marysville/Sutter have participated in a community training collaboration to provide a once a year on campus ECE conference for our students. Our ECE faculty continues to seek outside funding for more on campus trainings for our faculty and students through Perkins funding. Monies were received for ECE at Clearlake for training and Monies were received for cameras for our Practicum students at Marysville, in order to participate in a Pilot through the University of Washington in Practice Based Coaching. Cameras have been ordered and we are awaiting receipt of them. We are currently borrowing cameras from First 5 California temporarily.

Program Recommendation: 5. Move ECE Department classroom and office/conference space closer to the Child Development Center (Marysville)

Move ECE Department classroom and office/conference space closer to the Child Development Center (Marysville). It is recommended that the ECE department classroom be relocated next to the Child Development Center for easier access for students studying ECE and to provide support and better communication with Child Development Center Lab. In addition, keep room 715 as an additional classroom that meets our storage needs and also provides for classes happening at the same time located near the CDC.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012, 2012-2013, 2013-2014, 2014-2015

YC - Early Childhood Education Program Review

Request Date: 10/15/2015
Supporting Evidence : The Yuba College Child Development Centers at both Marysville and Clearlake, also support both ECE and non-ECE students in a variety of ways. The CDC primarily serves YCCD students. Many of the community working families that the serve are prior students of YCCD. Currently, they provide services for student parents with child care services as they have transitioned from a need for child care as a student, to a need as an employee. The CDC also provides Child Care for children of YCCD students during class and study time, serves as an on-campus lab school for Early Childhood Education (ECE) and other classes, and provides ECE students with paid work experience hours. Collaboration with the CDC plays an intricate part of ECE instructional classes such as lab hours, assignments, observation, planning preparing and implementing children's activities, and interaction with children and staff. The CDC provides best practices for our students as follows:

- Continuity between what is being taught in the classroom and practices in the child care setting.
- Some classes require that students observe staff and parent meetings.
- ECE 1B – Students use the lab to implement student developed lesson plans in a practical setting as a final grade for the class Jamboree.
- ECE 11 averages 10 students per semester to conduct 4 hours of observation in a pre-school lab setting.
- Employs YCCD students to earn required hours of experience to earn permits.

The CDC is an integral part of the ECE Program. We have requested in previous program reviews the need for a Video Observation Lab and also have requested relocation of ECE classrooms and offices closer to the CDC. This partnership is crucial to the continued success of YC ECE students.
Evaluation Plan: By relocating the ECE department next to the Child Development Center for easier access for students studying ECE and to provide support and better communication with Child Development Center Lab. In addition, keep room 715 as an additional classroom that meets our storage needs and also provides for classes happening at the same time located near the CDC.

Plan of Action

Facilities - Move ECE Department classroom and office/conference space closer to the Child Development Center (Marysville). It is recommended that the ECE department classroom be relocated next to the Child Development Center for easier access for students studying ECE and to provide support and better communication with Child Development Center Lab. In addition, keep room 715 as an additional classroom that meets our storage needs and also provides for classes happening at the same time located near the CDC. See Supporting Evidence on Recommendation. (Active)

Budgetary Impact: Cost of additional classroom space.
Timeline/Responsible Party: Fall 2016/Yuba College Operations and Maintenance, Dean Masuda, ECE Department, Vice President of Student Services.
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Marysville Campus

Related Goals

YC - Early Childhood Education Program Review

YC Goal 8 - Goal 3: Support collaboration and partnership with Foster Kinship Care and Education, independent living, and internships and volunteer activities.
Our ECE is currently in collaboration through committee work with foster care education and independent living. We also work in collaboration through the Yuba/Sutter Training Collaborative to offer a Spring ECE Conferences with Foster Care and other community organizations, including the Child Care Planning Councils.
Other Collaborations: Our faculty and students are highly involved in many collaboration s and volunteer opportunities, as well as advocacy at both the state and local levels. Collaboration is the key to the success of our ECE Program. Our ECE faculty and students are highly involved in both on campus and off campus communities, through professional development, networking, attending conferences, and volunteer efforts.

Program Recommendation: 6. Provide Workshops for areas of interest and need of the community in regard to ECE.

Provide Workshops for areas of interest and need of the community in regard to ECE. Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Of current interest in the 2014-2015 year is the need for DRDP-R Training and CLASS Training. In Marysville/Yuba City there is a current interest in a Brain Development Workshop.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : In California, the number of pre-school teachers is expected to increase by 11.9 percent, or 6,600 jobs between 2008 and 2018. In addition to the new job openings in California, an additional 11,100 job openings for pre-school teachers due to net replacement needs are expected, resulting in a total of 17,700 job openings in these areas of early childhood education by 2018. Yuba Community District includes Yuba College and Woodland College. Yuba College's geographic area includes both Yuba/Sutter Counties, as well as BAFB. Woodland College includes Yolo and Colusa Counties, as well as Lake Counties. Information includes information for Butte County, North Coast, North Valley, and Yuba and Sutter Counties. The median annual salary for pre-school teachers in California for 2012 is $30,371.00, while the median annual salary in the Butte County for 2012 is $ 22,402.00, the median annual salary for the North Coast Region is $29,711.00, the median annual salary for the North Valley Region is $33,604.00, and the median annual salary for Sutter and Yuba Counties is $29,241.00. The State of California Employment Development Department (http://www.labormarketinfo.edd.ca.gov) was utilized as the source of the above information. According to the State of California Employment Development Department, Labor Market Information ECE/CD prepares for a variety of positions in the field of Education, Child Development, and Family Services that estimated Employment in 2008 a total of 653,000 jobs. The projected Employment in 2018 is 754,700 in jobs, an increase of 101,700 jobs in the above related fields. The annual salary range for these positions is $26,104 (Recreation Worker) to $85,841 (Education Administrators).
This data supports our previous and current goals, which support students who will be employed in the field of Early Childhood Care and Education. A new report from the Society for Research in Child Development, Investing in Our Future: The Evidence Base on Preschool Education makes a strong case for the value of early childhood education. Key findings are:

- Large-scale public preschool programs can have substantial impacts on children's early learning.
- Quality preschool education is a profitable investment.
- The most important aspects of quality in preschool education are stimulating and supportive interactions between teachers and children and effective use of curricula.
- Supporting teachers in their implementation of instructional approaches through coaching or mentoring can yield important benefits for children.
- Quality preschool education can benefit middle-class children as well as disadvantaged children; typically developing children as well as children with special needs; and dual language learners as well as native speakers.

There are important benefits of comprehensive services when these added services are carefully chosen and targeted. The ECE programs based not only on industry standards that have been supported by empirical data, we also examine local Needs Assessment through our Local Child Care Planning Council that shows the need for accessible, affordable, quality early care and education for all children. In Yuba County we currently 53 Small Family Child Care Facilities, and 43 in Sutter County. In Yuba County we also have 33 Large Family Child Care Facilities and 61 in Sutter County. In Yuba County we currently have 37 Child Care Centers and 49 in Sutter County. Yuba and Sutter also show a need for additional infant/toddler, preschool and school-age capacity. There is also a growing need for those trained in working with children with special needs. Partnerships with LPC means that we are aware of the educational needs of staff for programs such as Head Start, State Preschools, private programs, and family child care. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. Collaboration is the key to the success of our ECE Program. Our Staff are highly involved in these collaborations. Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. As you can see, we are highly involved and committed to the field of ECE and Yuba College. Advocacy and networking are a vital part of student support in Career Technical

Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner.
Evaluation Plan: Continually provide monies and services to provide training for our Workforce in ECE, including an annual ECE conference at Yuba College each Spring.

Plan of Action

Facilities - Provide Workshops for areas of interest and need of the community in regard to ECE. Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Of current interest in the 2014-2015 year is the need for DRDP-R Training and CLASS Training. In Marysville/Yuba City there is a current interest in a Brain Development Workshop. See Supporting Evidence under Recommendation. (Active)

Budgetary Impact: Cost of Facilities Maintenance and Theater Tech, Cost of workshop presenters and Keynote Speaker
Timeline/Responsible Party: Every Spring/Denice D. Burbach and the ECE Department and the Yuba/Sutter Training Collaborative
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Marysville Campus

Related Goals

YC - Early Childhood Education Program Review

YC Goal 8 - Goal 3: Support collaboration and partnership with Foster Kinship Care and Education, independent living, and internships and volunteer activities.
Our ECE is currently in collaboration through committee work with foster care education and independent living. We also work in collaboration through the Yuba/Sutter Training Collaborative to offer a Spring ECE Conferences with Foster Care and other community organizations, including the Child Care Planning Councils.
Other Collaborations: Our faculty and students are highly involved in many collaboration s and volunteer opportunities, as well as advocacy at both the state and local levels. Collaboration is the key to the success of our ECE Program. Our ECE faculty and students are highly involved in both on campus and off campus communities, through professional development, networking, attending conferences, and volunteer efforts.

YC Goal 8 - Goal 12: Advocate for Outside Funding (Perkins) for more on campus trainings in ECE for our Faculty (CLASS Training needed) and ECE Conferences for our Students with Bev Bos, ECERS, new DRDP Tech, etc. The ECE Advisory Council of Lake County has specifically asked for a "CLASS" instrument training for faculty, CDC staff, and the public, in the spring of 2015. The ECE faculty at Marysville/Sutter have participated in a community training collaboration to provide a once a year on campus ECE conference for our students. Our ECE faculty continues to seek outside funding for more on campus trainings for our faculty and students through Perkins funding. Monies were received for ECE at Clearlake for training and Monies were received for cameras for our Practicum students at Marysville, in order to participate in a Pilot through the University of Washington in Practice Based Coaching. Cameras have been ordered and we are awaiting receipt of them. We are currently borrowing cameras from First 5 California temporarily.

Program Recommendation: 7. Expand ECE online course offerings.

Expand ECE online course offerings. Continue building ECE online Course offerings in order to provide access to a larger student population and provide for the needs of the Child Development community.

Recommendation Priority: 3. High Priority

YC - Early Childhood Education Program Review

Year(s) Requested: 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : our program is based not only on industry standards that have been supported by empirical data, we also examine local Needs Assessment through our Local Child Care Planning Council that shows the need accessible, affordable, quality early care and education for all children. In Yuba County we currently have 53 Small Family Child Care Facilities, and 43 in Sutter County. In Yuba County we also have 33 Large Family Child Care Facilities and 61 in Sutter County. In Yuba County we currently have 37 Child Care Centers and 49 in Sutter County. Yuba and Sutter also show a need for additional infant/toddler, preschool and school-age capacity. There is also a growing need for those trained in working with children with special needs. Partnership with (Local Childcare Planning Council) LPC means that we are aware of the educational needs of staff for programs such as Head Start, State Preschools, private programs, and family child care. The collaboration allows us to tailor course offerings each semester to meet the permit advancement needs of the child care workforce. According to enrollment data for the LPC quality improvement stipend programs, approximately only 12 percent of our population currently holds a bachelor's degree in child development or ECE field, so unit based courses progressing toward a upper division degree is a need. Based on new requirements for Head Start, it is hoped Yuba College will continue to promote collaborations that will offer a four-year BS. Degree in ECE. In the near future, we would like to offer a fully Online ECE Degree course offering, in addition to our current ECE Degree and an ECE Transfer Degree. In addition, because the predominant languages in Yuba/Sutter are English and Spanish, and currently there is a great need for Spanish speaking child care workers, Spanish speaking tutors and/or faculty are greatly needed. Locally in Marysville and Sutter Counties, our Head Start program is so short staffed, that the Director for E-Center, has requested to speak in our classes, in order to recruit staff from our student population. We are also showing this trend in our local State Preschool, which keep requesting that we post job listings in our classes. Both State Preschools and Head Starts are the highest paying positions for entry level teaching and assistant positions, within the State of California. Also, with the advent of Transitional Kindergarten, school districts in our communities will be requiring additional training and/or Course work in ECE, in order to fulfill their job requirements for these teaching positions. Based on the new Transitional Kindergarten (TK) requirement that TK teacher have 24 units of ECE, our department is planning on compiling a new "TK Certificate" which would include course work online and evenings, to meet the needs of TK teachers. Grant funding for training of TK teachers will be provided through our local Child Care Planning Councils. We have expanded our course offerings online to include ECE 1A, ECE 1B, ECE 3, ECE 10, ECE 31, ECE 33, and ECE 37. Our department is working on expanding additional courses to an additional online format, specifically those that are required for the CAP 8 and ECE ADT, to include ECE 11, ECE 27, ECE 46 (Hybrid) and an additional ECE 42 Infant Toddler Curriculum class to be offered as part of the CAP expansion. In the future, our department goal is to next offer courses online in ECE 1C and ECE 17, which would also provide online access for students wishing to obtain their ECE A.S. degree. The ECE Department has sought out support services on our own and currently offers ECE students tutoring through the California Early Childhood Mentor Program, which includes Online Mentors for those students majoring in ECE. This service is made possible through one of our grant programs.
Evaluation Plan: Expansion to a fully online offering of the CAP 8 course and ECE 17 and ECE 1C in order for ECE students to obtain ECE course work for an Associates in ECE or the ECE AS-T degree. Also by providing a course of study for Transitional Kindergarten Teachers.

Plan of Action

Curriculum/SLO - Expand ECE online course offerings. Continue building ECE online Course offerings in order to provide access to a larger student population and provide for the needs of the Child Development community. See Supporting Evidence under Recommendation. (Active)
Budgetary Impact: None
Timeline/Responsible Party: In the next 2 years/ECE Department and DE
Perkins Eligible: No
DE Related: Yes
HSI Related: No
YC - Location: DE/Online

Related Goals

YC - Early Childhood Education Program Review
YC Goal 5 - Goal 1: Offer transfer level courses in early childhood education/child development.
YC Goal 5 - Goal 2: Offer an Associate Degree in Early Childhood Education. We currently offer both an A.S. in ECE and also an A.S. ECE Transfer Degree (ADT).

YC Goal 8 - Goal 5: Continue to expand course offerings online and use online tutors available through the California Early Childhood Mentor Program.
We have expanded our course offerings online to include ECE 1A, ECE 1B, ECE 3, ECE 10, ECE 31, ECE 33, and ECE 37. Our department is working on expanding additional courses to an additional online format, specifically those that are required for the CAP 8 and ECE ADT, to include ECE 11, ECE 27, ECE 46 (Hybrid) and an additional ECE 42 Infant Toddler Curriculum class to be offered as part of the CAP expansion. In the future, our department goal is to next offer courses online in ECE 1C and ECE 17, which would also provide online access for students wishing to obtain their ECE A.S. degree. The ECE Department has sought out support services on our own and currently offers ECE students tutoring through the California Early Childhood Mentor Program, which includes Online Mentors for those students majoring in ECE. This service is made possible through one of our grant programs.

YC Goal 3 - Goal 6: Expand course offerings to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring a bilingual Adjunct Instructor and bilingual ECE tutors.
Because the predominant languages in our ECE classes are English and Spanish there is a great need for Spanish speaking child care workers, Spanish speaking tutors, and bilingual adjunct faculty. We have been successful in hiring bilingual adjunct faculty. We still have a need for tutors through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services; however, this has never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors. The ECE Department is currently working in collaboration with the ESL department in creation of a High Beginner level course titled “ESL Child Care for Parents and Providers.” This course will provide beginning level skills for those second language students that are not quite ready to take on ECE course work. Our next step is to develop a second course aimed at Intermediate ESL students, which could lead into readiness for ECE course work.

YC Goal 5 - Goal 15: Provide a Transfer Degree (ADT) in ECE
Our ECE department now offers one of only four ADT’s at Yuba College. We currently offer an Associate’s Degree for Transfer (ADT) in ECE. Our ECE Department is also planning on submitting a Child and Adolescent Development ADT. This would provide opportunities for our students to receive an additional Transfer Degree within this area of focus.

Program Recommendation: 8. Video Observation Lab for the Yuba College Marysville Campus

Video Observation Lab for the Yuba College Marysville Campus currently needs access to an Observation Lab that can be accessed through use of video in order to accommodate the large number of ECE and Nursing Students required to complete observations. With video observation, observation would be less invasive for the children and staff working at the college Lab.

Recommendation Priority: 2. Medium Priority

Year(s) Requested: 2011-2012, 2012-2013, 2013-2014, 2014-2015

Request Date: 10/15/2015

Supporting Evidence : The Yuba College Child Development Centers at both Marysville and Clearlake, also support both ECE and non-ECE students in a variety of ways. The CDC primarily serves YCCD students. Many of the community working families that the serve are prior students of YCCD. Currently, they provide services for student parents with child care services as they have transitioned from a need for child care as a student, to a need as an employee. The CDC also provides Child Care for children of YCCD students during class and study time, serves as an on-campus lab school for Early Childhood Education (ECE) and other classes, and provides ECE students with paid work experience hours. Collaboration with the CDC plays an intricate part of ECE instructional classes such as lab hours, assignments, observation, planning preparing and implementing children’s activities, and interaction with children and staff. The CDC provides best practices for our students as follows:

- Continuity between what is being taught in the classroom and practices in the child care setting.
- Some classes require that students observe staff and parent meetings.
- ECE 1B – Students use the lab to implement student developed lesson plans in a practical setting as a final grade for the class Jamboree.
- ECE 11 averages 10 students per semester to conduct 4 hours of observation in a pre-school lab setting.
- Employs YCCD students to earn required hours of experience to earn permits.

The CDC is an integral part of the ECE Program. We have requested in previous program reviews the need for a Video Observation Lab and also have requested relocation of ECE classrooms and offices closer to the CDC. This partnership is crucial to the continued success of YC ECE students.

Evaluation Plan: Development of a fully operational Video Observation Lab for ECE students which includes audio as well as visual.

YC - Early Childhood Education Program Review

Technology - Video Observation Lab for the Yuba College Marysville Campus currently needs access to an Observation Lab that can be accessed through use of video in order to accommodate the large number of ECE and Nursing Students required to complete observations. With video observation, observation would be less invasive for the children and staff working at the College Lab. See Supporting Evidence under Recommendation (Active)

Budgetary Impact: Cost of Video System and room for Video Viewing by Students
Timeline/Responsible Party: ASAP/Dean Masuda and IT and CDC and ECE department
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Marysville Campus

Related Goals

YC - Early Childhood Education Program Review

YC Goal 8 - Goal 3: Support collaboration and partnership with Foster Kinship Care and Education, independent living, and internships and volunteer activities.
Our ECE is currently in collaboration through committee work with foster care education and independent living. We also work in collaboration through the Yuba/Sutter Training Collaborative to offer a Spring ECE Conferences with Foster Care and other community organizations, including the Child Care Planning Councils.
Other Collaborations: Our faculty and students are highly involved in many collaboration s and volunteer opportunities, as well as advocacy at both the state and local levels. Collaboration is the key to the success of our ECE Program. Our ECE faculty and students are highly involved in both on campus and off campus communities, through professional development, networking, attending conferences, and volunteer efforts.

Program Recommendation: 9. Provide DRDP Training for ECE Staff and students.

DRDP Training for ECE Staff and students will need additional Training with the advent of the new DRDP Tech component. In response to the ECE advisory survey, it is determined that a training on Desired Results Developmental Profile (DRDPs) assessment tool is needed. It is hoped to receive funding through Perkins IV funding for a training in DRDPs at the Clear Lake Campus.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012, 2012-2013, 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. Advocate for Outside Funding (Perkins) for more on campus trainings in ECE for our Faculty (CLASS Training needed) and ECE Conferences for our Students with Bev Bos, ECERS, new DRDP Tech, etc. The ECE Advisory Council of Lake County has specifically asked for a "CLASS" instrument training for faculty, CDC staff, and the public, in the spring of 2015. The ECE faculty at Marysville/Sutter have participated in a community training collaboration to provide a once a year on campus ECE conference for our students. Our ECE faculty continues to seek outside funding for more on campus trainings for our faculty and students through Perkins funding.
Evaluation Plan: DRDP 2015 Training will be provided through monies and workshop space for training of both ECE faculty and students in our geographic area.

YC - Early Childhood Education Program Review

Professional Development/Training - DRDP Training for ECE Staff and students will need additional Training with the advent of the new DRDP Tech component. In response to the ECE advisory survey, it is determined that a training on Desired Results Developmental Profile (DRDPs) assessment tool is needed. It is hoped to receive funding through Perkins IV funding for a training in DRDPs at the Clear Lake Campus for spring 2013. (Active)

Budgetary Impact: Cost of Training and facilities
Timeline/Responsible Party: ASAP/ECE department at Marysville and Clearlake and CTE
Perkins Eligible: Yes
DE Related: No
HSI Related: No
YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review

YC Goal 8 - Goal 3: Support collaboration and partnership with Foster Kinship Care and Education, independent living, and internships and volunteer activities.
Our ECE is currently in collaboration through committee work with foster care education and independent living. We also work in collaboration through the Yuba/Sutter Training Collaborative to offer a Spring ECE Conferences with Foster Care and other community organizations, including the Child Care Planning Councils.
Other Collaborations: Our faculty and students are highly involved in many collaboration s and volunteer opportunities, as well as advocacy at both the state and local levels. Collaboration is the key to the success of our ECE Program. Our ECE faculty and students are highly involved in both on campus and off campus communities, through professional development, networking, attending conferences, and volunteer efforts.

YC Goal 8 - Goal 12: Advocate for Outside Funding (Perkins) for more on campus trainings in ECE for our Faculty (CLASS Training needed) and ECE Conferences for our Students with Bev Bos, ECERS, new DRDP Tech, etc. The ECE Advisory Council of Lake County has specifically asked for a “CLASS” instrument training for faculty, CDC staff, and the public, in the spring of 2015. The ECE faculty at Marysville/Sutter have participated in a community training collaboration to provide a once a year on campus ECE conference for our students. Our ECE faculty continues to seek outside funding for more on campus trainings for our faculty and students through Perkins funding. Monies were received for ECE at Clearlake for training and Monies were received for cameras for our Practicum students at Marysville, in order to participate in a Pilot through the University of Washington in Practice Based Coaching. Cameras have been ordered and we are awaiting receipt of them. We are currently borrowing cameras from First 5 California temporarily.

Program Recommendation: 10. Provide training for ECE faculty and students in CLASS (Classroom Observation Tool).

10. Training for CLASS It is recommended by both our ECE Advisory and the California Comprehensive Early Learning Plan Meta-Analysis that CLASS (Classroom Observation Tool) be a part of our Workforce Development in regards to college level curriculum. It is therefore recommended that all ECE Faculty be trained in the CLASS in order to provide this training to students in current coursework.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : One of our department goals is to advocate for Outside Funding (Perkins) for more on campus trainings in ECE for our Faculty (CLASS Training needed) and ECE Conferences for our Students with Bev Bos, ECERS, new DRDP Tech, etc. The ECE Advisory Council of Lake County has specifically asked for a “CLASS” instrument training for faculty, CDC staff, and the public, in the spring of 2015. Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally

and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. This year two of our ECE Faculty became Certified CLASS Observers, another became a Certified in ECERS.
Evaluation Plan: All ECE Faculty will have access to training in the CLASS (Classroom Observation Tool).

Plan of Action

Professional Development/Training - Provide Training for CLASS. It is recommended by both our ECE Advisory and the California Comprehensive Early Learning Plan Meta-Analysis that CLASS (Classroom Observation Tool) be a part of our Workforce Development in regards to college level curriculum. It is therefore recommended that all ECE Faculty be trained in the CLASS in order to provide this training to students in current coursework. See Supporting Evidence under Recommendation (Active)

Budgetary Impact: Cost of Training and Facilities
Timeline/Responsible Party: ASAP/Dean Masuda and ECE department and CTE
Perkins Eligible: Yes
DE Related: No
HSI Related: No
YC - Location: Marysville Campus

Related Goals

YC - Early Childhood Education Program Review

YC Goal 8 - Goal 3: Support collaboration and partnership with Foster Kinship Care and Education, independent living, and internships and volunteer activities.
Our ECE is currently in collaboration through committee work with foster care education and independent living. We also work in collaboration through the Yuba/Sutter Training Collaborative to offer a Spring ECE Conferences with Foster Care and other community organizations, including the Child Care Planning Councils.
Other Collaborations: Our faculty and students are highly involved in many collaboration s and volunteer opportunities, as well as advocacy at both the state and local levels. Collaboration is the key to the success of our ECE Program. Our ECE faculty and students are highly involved in both on campus and off campus communities, through professional development, networking, attending conferences, and volunteer efforts.

YC Goal 8 - Goal 12: Advocate for Outside Funding (Perkins) for more on campus trainings in ECE for our Faculty (CLASS Training needed) and ECE Conferences for our Students with Bev Bos, ECERS, new DRDP Tech, etc. The ECE Advisory Council of Lake County has specifically asked for a "CLASS" instrument training for faculty, CDC staff, and the public, in the spring of 2015. The ECE faculty at Marysville/Sutter have participated in a community training collaboration to provide a once a year on campus ECE conference for our students. Our ECE faculty continues to seek outside funding for more on campus trainings for our faculty and students through Perkins funding. Monies were received for ECE at Clearlake for training and Monies were received for cameras for our Practicum students at Marysville, in order to participate in a Pilot through the University of Washington in Practice Based Coaching. Cameras have been ordered and we are awaiting receipt of them. We are currently borrowing cameras from First 5 California temporarily.

Program Recommendation: 11. Provide an Annual ECE Conference at the Yuba College Maryville Campus.

Provide Yearly ECE Conference at Yuba College Marysville Campus It is recommended by our ECE Advisory Committee and our Yuba/Sutter Training Collaborative that Yuba College host a yearly ECE Conference on various topics of interest in the ECE field.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : The Yuba/Sutter Training Collaborative Spring Conference has been held at Yuba College for the last 5 years. Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the

people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field.
Evaluation Plan: Contiunued support for our annual ECE Spring Conference at Yuba college Marysville, through monies and space provided.

Plan of Action

Professional Development/Training - Provide Yearly ECE Conference at Yuba College Marysville Campus It is recommended by our ECE Advisory Committee and our Yuba/Sutter Training Collaborative that Yuba College host a yearly ECE Conference on various topics of interest in the ECE field. See Supporting Evidence under Recommendation (Active)

Budgetary Impact: Cost of Conference including Facilities Cost (Maintenence and Theater Tech) and the possible cost of the workshop presenters and Keynote Speaker.
Timeline/Responsible Party: Every Spring/ECE Depatment, M & O, Yuba/Sutter Training Collaborative
Perkins Eligible: Yes
DE Related: No
HSI Related: No
YC - Location: Marysville Campus

Related Goals

YC - Early Childhood Education Program Review

YC Goal 8 - Goal 3: Support collaboration and partnership with Foster Kinship Care and Education, independent living, and internships and volunteer activities.
Our ECE is currently in collaboration through committee work with foster care education and independent living. We also work in collaboration through the Yuba/Sutter Training Collaborative to offer a Spring ECE Conferences with Foster Care and other community organizations, including the Child Care Planning Councils.
Other Collaborations: Our faculty and students are highly involved in many collaboration s and volunteer opportunities, as well as advocacy at both the state and local levels. Collaboration is the key to the success of our ECE Program. Our ECE faculty and students are highly involved in both on campus and off campus communities, through professional development, networking, attending conferences, and volunteer efforts.

YC Goal 8 - Goal 12: Advocate for Outside Funding (Perkins) for more on campus trainings in ECE for our Faculty (CLASS Training needed) and ECE Conferences for our Students with Bev Bos, ECERS, new DRDP Tech, etc. The ECE Advisory Council of Lake County has specifically asked for a "CLASS" instrument training for faculty, CDC staff, and the public, in the spring of 2015. The ECE faculty at Marysville/Sutter have participated in a community training collaboration to provide a once a year on campus ECE conference for our students. Our ECE faculty continues to seek outside funding for more on campus trainings for our faculty and students through Perkins funding. Monies were received for ECE at Clearlake for training and Monies were received for cameras for our Practicum students at Marysville, in order to participate in a Pilot through the University of Washington in Practice Based Coaching. Cameras have been ordered and we are awaiting receipt of them. We are currently borrowing cameras from First 5 California temporarily.

Program Recommendation: 12. Provide 3 unit Infant/Toddler Class in Program Practices.

Provide 3 unit Infant/Toddler Class in Program Practices. The ECE advisory committee recommended that we offer and additional 3 unit Infant/Toddler Course in the area of Program Practices (Curriculum). This would provide students with the necessary requirements for state and federal Infant/Toddler Programs for 6 units in Infant Toddler course work.

YC - Early Childhood Education Program Review

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012, 2012-2013, 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : To incentivize the Degrees and Certificates in our Program, our ECE department provides alignment of our courses through the California Curriculum Alignment Project and through tailoring course offerings each semester to meet the permit advancement needs of the child care workforce. Our certificate and degree programs have been modeled after the California Teacher Credentialing Matrix and the California Early Childhood Educator Competencies. We are a key player in Workforce Development with alignment of our courses through the California Curriculum Alignment Project and through tailoring course offerings each semester to meet the permit advancement needs of the child care workforce. Our certificate and degree programs have been modeled after the California Teacher Credentialing Matrix and the California Early Childhood Educator Competencies. As part of the CAP expansion alignment project, our ECE faculty are have developed the second Infant Toddler Programs course (ECE 43) that would be part of this expansion. We have also developed the second course for Special Needs (ECE 18) for this expansion. These have been launched. We are waiting for these course to move through the Curriculum Committee and then final state approval.
Evaluation Plan: The ECE department will offer the Infant/Toddler Programs (ECE 43) course as part of the CAP expansion alignment project. It is currently in Curricunet awaiting Corriculum Committee approval.

Plan of Action

Curriculum/SLO - Provide 3 unit Infant/Toddler Class in Program Practices. The ECE advisory committee recommended that we offer and additional 3 unit Infant/Toddler Course in the area of Program Practices (Curriculum). This would provide students with the necessary requirements for state and federal Infant/Toddler Programs for 6 units in Infant Toddler course work. See Supporting Evidence under Recommendation (Active)

Budgetary Impact: None
Timeline/Responsible Party: ASAP/ECE Department and Curriculum Committee
Perkins Eligible: No
DE Related: Yes
HSI Related: No
YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review

YC Goal 8 - Goal 5: Continue to expand course offerings online and use online tutors available through the California Early Childhood Mentor Program.
We have expanded our course offerings online to include ECE 1A, ECE 1B, ECE 3, ECE 10, ECE 31, ECE 33, and ECE 37. Our department is working on expanding additional courses to an additional online format, specifically those that are required for the CAP 8 and ECE ADT, to include ECE 11, ECE 27, ECE 46 (Hybrid) and an additional ECE 42 Infant Toddler Curriculum class to be offered as part of the CAP expansion. In the future, our department goal is to next offer courses online in ECE 1C and ECE 17, which would also provide online access for students wishing to obtain their ECE A.S. degree. The ECE Department has sought out support services on our own and currently offers ECE students tutoring through the California Early Childhood Mentor Program, which includes Online Mentors for those students majoring in ECE. This service is made possible through one of our grant programs.

YC Goal 3 - Goal 6: Expand course offerings to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring a bilingual Adjunct Instructor and bilingual ECE tutors.
Because the predominant languages in our ECE classes are English and Spanish there is a great need for Spanish speaking child care workers, Spanish speaking tutors, and bilingual adjunct faculty. We have been successful in hiring bilingual adjunct faculty. We still have a need for tutors through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services; however, this has never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors. The ECE Department is currently working in collaboration with the ESL department in creation of a High Beginner level course titled “ESL Child Care for Parents and Providers.” This course will provide beginning level skills for those second language students that are not quite ready to take on ECE course work. Our next step is to develop a second course aimed at Intermediate ESL students, which could lead into readiness for ECE course work.

YC Goal 6 - Goal 13: Begin developing course outlines for current and new course offered for the CAP (Curriculum Alignment Project) Expansion Project.
Our ECE faculty are have developed the second Infant Toddler Programs course (ECE 43) that would be part of this expansion. We have also developed the second course for Special Needs (ECE 18) for this expansion. These have been launched. We are waiting for these course to move through the Curriculum Committee and then final state approval. ECE faculty will also be reviewing current administration courses (ECE 2A, ECE 2B and ECE 37) to make sure our courses align with the CAP expansion. We have signed a commitment letter stating that we will pursue this alignment.

YC Goal 6 - Goal 14: Complete work for CAP (Curriculum Alignment Project) alignment (moving updated course outlines through Curriculum and the Yuba College Board)
Our ECE department is now CAP aligned!

Program Recommendation: 13. Provide a 1 unit course in the ECERS (Early Childhood Environment Rating Scale).

Addition of 1 unit course in ECERS The ECE advisory committee recommended that Yuba College offer a 1 unit ECERS (Early Childhood Environment Rating Scale) observation course.

Recommendation Priority: 1. Low Priority
Year(s) Requested: 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : Our ECE degree and 11 certificates are driven by industry workforce regulations and current standards in the field. Our curriculum is driven by current industry standards while also maintaining best practices. We are a key player in Workforce Development with alignment of our courses through the California Curriculum Alignment Project and through tailoring course offerings each semester to meet the permit advancement needs of the child care workforce. Our certificate and degree programs have been modeled after the California Teacher Credentialing Matrix and the California Early Childhood Educator Competencies. ECERS Training is an important part of training for our ECE Workforce.
Evaluation Plan: A 1 unit ECERS (Early Childhood Environment Rating Scale) will be offered to our students.

Plan of Action

Curriculum/SLO - Provide a 1 unit course in the ECERS (Early Childhood Environment Rating Scale). Addition of 1 unit course in ECERS The ECE advisory committee recommended that Yuba College offer a 1 unit ECERS (Early Childhood Environment Rating Scale) observation course. Write curriculum to provide course. See Supporting Evidence under Recommendation (Active)

Budgetary Impact: None
Timeline/Responsible Party: Spring 2017/ECE Department and Curriculum Committee
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review

YC Goal 8 - Goal 5: Continue to expand course offerings online and use online tutors available through the California Early Childhood Mentor Program.
We have expanded our course offerings online to include ECE 1A, ECE 1B, ECE 3, ECE 10, ECE 31, ECE 33, and ECE 37. Our department is working on expanding additional courses to an additional online format, specifically those that are required for the CAP 8 and ECE ADT, to include ECE 11, ECE 27, ECE 46 (Hybrid) and an additional ECE 42 Infant Toddler Curriculum class to be offered as part of the CAP expansion. In the future, our department goal is to next offer courses online in ECE 1C and ECE 17, which would also provide online access for students wishing to obtain their ECE A.S. degree. The ECE Department has sought out support services on our own and currently offers ECE students tutoring through the California Early Childhood Mentor Program, which includes Online Mentors for those students majoring in ECE. This service is made possible through one of our grant programs.

YC - Early Childhood Education Program Review

Program Recommendation: 14. Develop an ECE Degree, Certificate and Credentialing Handbook for students.

Develop an ECE Degree, Certificate and Credentialing Handbook. Provide clarity for both students and counselors by developing a handbook that outlines industry requirements and our ECE Degrees and Certificates and student support.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013, 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : Our ECE Department would like to provide clarity for both students and counselors by developing a handbook that outlines industry requirements and our ECE Degrees and Certificates and student support. Our ECE department has development a Guide to ECE Handbook for both Counselors and is currently working on a Handbook for ECE Students, in order to provide information on current credentialing for employment in the field and advisement of student coursework for certificates and degrees in ECE, as well as, support services available at Yuba College and through our various grant programs. This was a recommendation that came through our ECE Advisory Committee to help students and counselors navigate the confusing and ever changing state and federal regulations for ECE teacher credentialing. Input for these "Guides to ECE Handbooks" have been provided by some of our ECE faculty. Our ECE department is currently working on development of "A Guide to ECE Handbook for Students", in order to provide information on current credentialing for employment in the field and advisement of student coursework for certificates and degrees in ECE, as well as, support services available at Yuba College and through our various grant programs.
Evaluation Plan: ECE will develop an ECE Degree, Certificate and Credentialing Handbook for students to help them navigate both degree and certificate programs offered at Yuba College, as well as, requirements for the Child Development Matrix for teacher credentialing.

Plan of Action

Other - Develop an ECE Degree, Certificate and Credentialing Handbook. Provide clarity for both students and counselors by developing a handbook that outlines industry requirements and our ECE Degrees and Certificates and student support. See Supporting Evidence under Recommendation. (Active)

Budgetary Impact: None
Timeline/Responsible Party: ASAP/ECE department
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review

YC Goal 5 - Goal 4: Provide clarity for both students and counselors by developing a handbook that outlines industry requirements and our ECE Degrees and Certificates and student support.
Our ECE department has development a Guide to ECE Handbook for both Counselors and is currently working on a Handbook for ECE Students, in order to provide information on current credentialing for employment in the field and advisement of student coursework for certificates and degrees in ECE, as well as, support services available at Yuba College and through our various grant programs. This was a recommendation that came through our ECE Advisory Committee to help students and counselors navigate the confusing and ever changing state and federal regulations for ECE teacher credentialing. Input for these "Guides to ECE Handbooks" have been provided by some of our ECE faculty.

Program Recommendation: 15. Provide a comprehensive and holistic system to re-examine our courses and ECE program, through SLO's and Course Outlines in collaboration with all staff members.

Provide a comprehensive and holistic system to re-examine our courses and ECE program, through SLO's and Course Outlines in collaboration with all staff members. Begin a rotation of all ECE courses and Certificates/Degrees, to holistically look at each one including SLOs, PLOs and CORs and meet with all staff that teach specific courses.

YC - Early Childhood Education Program Review

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : Our department also supports the goals of the college by coordinating and collaborating within the department through development and analyzation of student success through our Program and Student Learning Outcomes (PLO's and SLO's). The ECE department is highly involved with our ECE Advisory Committee, which meets three times per year. We also have developed our Program Learning Outcomes in conjunction with this committee. We have completed mapping our ECE Program SLOs to iSLOs, and Course SLOs to the Program SLOs. It is also a goal of ours to provide a more comprehensive and holistic system to re-examine our courses and ECE program, through SLO's and Course Outlines in collaboration with all staff members. Begin a rotation of all ECE courses and Certificates/Degrees, to holistically look at each one including SLOs, PLOs and CORs and meet with all staff that teach specific courses.
Evaluation Plan: The ECE Department will develop and begin a rotation of all ECE courses and Certificates/Degrees, to holistically look at each one including SLOs, PLOs and CORs and meet with all staff that teach specific courses.

Plan of Action

Curriculum/SLO - Provide a comprehensive and holistic system to re-examine our courses and ECE program, through SLO's and Course Outlines in collaboration with all staff members. Begin a rotation of all ECE courses and Certificates/Degrees, to holistically look at each one including SLOs, PLOs and CORs and meet with all staff that teach specific courses.
Our department also supports the goals of the college by coordinating and collaborating within the department through development and analyzation of student success through our Program and Student Learning Outcomes (PLO's and SLO's). The ECE department is highly involved with our ECE Advisory Committee, which meets three times per year. We also have developed our Program Learning Outcomes in conjunction with this committee. We have completed mapping our ECE Program SLOs to iSLOs, and Course SLOs to the Program SLOs. It is also a goal of ours to provide a more comprehensive and holistic system to re-examine our courses and ECE program, through SLO's and Course Outlines in collaboration with all staff members. Begin a rotation of all ECE courses and Certificates/Degrees, to holistically look at each one including SLOs, PLOs and CORs and meet with all staff that teach specific courses. (Active)

Budgetary Impact: None
Timeline/Responsible Party: Beginning Fall 2015/ECE Department
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review

YC Goal 1 - Goal 11: Work with all ECE faculty on the development of PLO (Program Student Learning Outcomes).
Our ECE faculty and members of our ECE Advisory Committee (community members), including a current student met in the spring of 2014 and developed our current PSLO's. Further dialog is needed in order to assess and update our PLO's. Our SLO's are currently mapped to our PLO's. This information will be shared with our Advisory Committee.

Program Recommendation: 16. Provide ECE student follow-up data on number of students emplyed in the field after graduation.

ECE Student Follow-up Data ECE will seek out Data that focuses on the number of students employed in the ECE field after graduation ("follow-up") and provide support and incentives for ECE students to stay connected and to obtain certificates and degree, by providing:
- ECE Certificate Ceremony
- Inclusion of ECE fulltime faculty in signing and discussion of certificates granted
- Develop of ECE Club, Study Group, and Facebook

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2013-2014, 2014-2015

YC - Early Childhood Education Program Review

Request Date: 10/15/2015
Supporting Evidence : In California, the number of pre-school teachers is expected to increase by 11.9 percent, or 6,600 jobs between 2008 and 2018. In addition to the new job openings in California, an additional 11,100 job openings for pre-school teachers due to net replacement needs are expected, resulting in a total of 17,700 job openings in these areas of early childhood education by 2018. Yuba Community District includes Yuba College and Woodland College. Yuba College's geographic area includes both Yuba/Sutter Counties, as well as BAFB. Woodland College includes Yolo and Colusa Counties, as well as Lake Counties. Information includes information for Butte County, North Coast, North Valley, and Yuba and Sutter Counties. The median annual salary for pre-school teachers in California for 2012 is $30,371.00, while the median annual salary in the Butte County for 2012 is $ 22,402.00, the median annual salary for the North Coast Region is $29,711.00, the median annual salary for the North Valley Region is $33,604.00, and the median annual salary for Sutter and Yuba Counties is $29,241.00. The State of California Employment Development Department (http://www.labormarketinfo.edd.ca.gov) was utilized as the source of the above information. According to the State of California Employment Development Department, Labor Market Information ECE/CD prepares for a variety of positions in the field of Education, Child Development, and Family Services that estimated Employment in 2008 a total of 653,000 jobs. The projected Employment in 2018 is 754,700 in jobs, an increase of 101,700 jobs in the above related fields. The annual salary range for these positions is $26,104 (Recreation Worker) to $85,841 (Education Administrators).
This data supports our previous and current goals, which support students who will be employed in the field of Early Childhood Care and Education. A new report from the Society for Research in Child Development, Investing in Our Future: The Evidence Base on Preschool Education makes a strong case for the value of early childhood education. Key findings are:

- Large-scale public preschool programs can have substantial impacts on children's early learning.
- Quality preschool education is a profitable investment.
- The most important aspects of quality in preschool education are stimulating and supportive interactions between teachers and children and effective use of curricula.
- Supporting teachers in their implementation of instructional approaches through coaching or mentoring can yield important benefits for children.
- Quality preschool education can benefit middle-class children as well as disadvantaged children; typically developing children as well as children with special needs; and dual language learners as well as native speakers.

There are important benefits of comprehensive services when these added services are carefully chosen and targeted.

As previously addressed above, our program is based not only on industry standards that have been supported by empirical data, we also examine local Needs Assessment through our Local Child Care Planning Council that shows the need accessible, affordable, quality early care and education for all children. In Yuba County we currently have 53 Small Family Child Care Facilities, and 43 in Sutter County. In Yuba County we also have 33 Large Family Child Care Facilities and 61 in Sutter County. In Yuba County we currently have 37 Child Care Centers and 49 in Sutter County. Yuba and Sutter also show a need for additional infant/toddler, preschool and school-age capacity. There is also a growing need for those trained in working with children with special needs. Partnership with (Local Childcare Planning Council) LPC means that we are aware of the educational needs of staff for programs such as Head Start, State Preschools, private programs, and family child care. The collaboration allows us to tailor course offerings each semester to meet the permit advancement needs of the child care workforce. According to enrollment data for the LPC quality improvement stipend programs, approximately only 12 percent of our population currently holds a bachelor's degree in child development or ECE field, so unit based courses progressing toward a upper division degree is a need. Based on new requirements for Head Start, it is hoped Yuba College will continue to promote collaborations that will offer a four-year BS. Degree in ECE. In the near future, we would like to offer a fully Online ECE Degree course offering, in addition to our current ECE Degree and an ECE Transfer Degree. In addition, because the predominant languages in Yuba/Sutter are English and Spanish, and currently there is a great need for Spanish speaking child care workers, Spanish speaking tutors and/or faculty are greatly needed.

Locally in Marysville and Sutter Counties, our Head Start program is so short staffed, that the Director for E-Center, has requested to speak in our classes, in order to recruit staff from our student population. We are also showing this trend in our local State Preschool, which keep requesting that we post job listings in our classes. Both State Preschools and Head Starts are the highest paying positions for entry level teaching and assistant positions, within the State of California. Also, with the advent of Transitional Kindergarten, school districts in our communities will be requiring additional training and/or Course work in ECE, in order to fulfill their job requirements for these teaching positions. Based on the new Transitional Kindergarten (TK) requirement that TK teacher have 24 units of ECE, our department is planning on compiling a new "TK Certificate" which would include course work online and evenings, to meet the needs of TK teachers. Grant funding for training of TK teachers will be provided through our local Child Care Planning Councils.
Evaluation Plan: Data will be provided to our ECE department regarding ECE students working in the field after graduation from Yuba College.

YC - Early Childhood Education Program Review

Plan of Action

Other - Provide ECE student follow-up data on number of students employed in the field after graduation. ECE Student Follow-up Data ECE will seek out Data that focuses on the number of students employed in the ECE field after graduation ("follow-up") and provide support and incentives for ECE students to stay connected and to obtain certificates and degree, by providing:
- ECE Certificate Ceremony
- Inclusion of ECE fulltime faculty in signing and discussion of certificates granted
- Develop of ECE Club, Study Group, and Facebook
See Supporting Evidence under Recommendation (Active)

Budgetary Impact: None
Timeline/Responsible Party: ASAP/ECE Department and Researcher and Dean Masuda and CTE
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review

YC Goal 1 - Goal 7: Seek out Data that focuses on the number of students employed in the ECE field after graduation ("follow-up").
Our Department is continually seeking out the above information from the college, as well as, local employers. For both of these options, the ECE department would need access to our specific local information for Sutter and Marysville. At this time we are exploring our options regarding this information.

Program Recommendation: 17. Develop course outlines for ECE CAP Expansion Project.

Develop course outlines for ECE CAP Expansion Project. Continue development of course outlines for current and new courses offered for the CAP (Curriculum Alignment Project) Expansion Project. This includes two new course and updates for our ECE 33, 17, 2A, 2B, and 37 courses.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Request Date: 10/15/2015
Supporting Evidence : Our ECE department is a key player in Workforce Development with alignment of our courses through the California Curriculum Alignment Project and through tailoring course offerings each semester to meet the permit advancement needs of the child care workforce. Our ECE faculty are have developed the second Infant Toddler Programs course (ECE 43) that would be part of this expansion. We have also developed the second course for Special Needs (ECE 18) for this expansion. These have been launched. We are waiting for these course to move through the Curriculum Committee and then final state approval. ECE faculty will also be reviewing current administration courses (ECE 2A, ECE 2B and ECE 37) to make sure our courses align with the CAP expansion. We have signed a commitment letter stating that we will pursue this alignment.
Evaluation Plan: Courses for the CAP Expansion Program will be developed and sent to CAP for alignment after these course have been approved through the Curriculum Committee.

Plan of Action

Curriculum/SLO - Develop course outlines for ECE CAP Expansion Project. Continue development of course outlines for current and new courses offered for the CAP (Curriculum Alignment Project) Expansion Project. This includes two new course and updates for our ECE 33, 17, 2A, 2B, and 37 courses. Our ECE department is a key player in Workforce Development with alignment of our courses through the California Curriculum Alignment Project and through tailoring course offerings each semester to meet the permit advancement needs of the child care workforce. Our ECE faculty are have developed the second Infant Toddler Programs course (ECE 43) that would be part of this expansion. We have also

developed the second course for Special Needs (ECE 18) for this expansion. These have been launched. We are waiting for these course to move through the Curriculum Committee and then final state approval. ECE faculty will also be reviewing current administration courses (ECE 2A, ECE 2B and ECE 37) to make sure our courses align with the CAP expansion. We have signed a commitment letter stating that we will pursue this alignment. (Active)

Budgetary Impact: None
Timeline/Responsible Party: ASAP/ECE Departments for both Woodland/Clearlake and Yuba College and CDTC CAP.
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review
YC Goal 5 - Goal 1: Offer transfer level courses in early childhood education/child development.
YC Goal 5 - Goal 2: Offer an Associate Degree in Early Childhood Education. We currently offer both an A.S. in ECE and also an A.S. ECE Transfer Degree (ADT).
YC Goal 3 - Goal 6: Expand course offerings to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring a bilingual Adjunct Instructor and bilingual ECE tutors. Because the predominant languages in our ECE classes are English and Spanish there is a great need for Spanish speaking child care workers, Spanish speaking tutors, and bilingual adjunct faculty. We have been successful in hiring bilingual adjunct faculty. We still have a need for tutors through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services; however, this has never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors. The ECE Department is currently working in collaboration with the ESL department in creation of a High Beginner level course titled “ESL Child Care for Parents and Providers.” This course will provide beginning level skills for those second language students that are not quite ready to take on ECE course work. Our next step is to develop a second course aimed at Intermediate ESL students, which could lead into readiness for ECE course work.
YC Goal 5 - Goal 8: Provide support and incentives for ECE students to stay connected and to obtain certificates and degree, by providing: - ECE Certificate Ceremony Our ECE department at Marysville/Sutter offered for the first time last year a Certificate Award Dinner with CTE. - Inclusion of ECE fulltime faculty in signing and discussion of certificates granted. Our ECE faculty will seek out this information with our new Dean, division secretary, and other administrators. - Development of updated ECE Website Our department is working to create a student friendly ECE website that provides comprehensive information for those majoring in ECE course work.

Program Recommendation: 18. Provide the ECE Associate Teacher Certificate courses and a Parenting course at Beale Airforce Base (BAFB).

Provide course (ECE 1A, 1B, 3, &31) and Parenting (ECE 32) at Beale Airforce Base (BAFB).

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015
Request Date: 10/15/2015
Supporting Evidence : In California, the number of pre-school teachers is expected to increase by 11.9 percent, or 6,600 jobs between 2008 and 2018. In addition to the new job openings in California, an additional 11,100 job openings for pre-school teachers due to net replacement needs are expected, resulting in a total of 17,700 job openings in these areas of early childhood education by 2018. Yuba Community District includes Yuba College and Woodland College. Yuba College’s geographic area includes both Yuba/Sutter Counties, as well as BAFB. Our ECE department is a key player in Workforce Development with alignment of our courses through the California Curriculum Alignment Project and through tailoring course offerings each semester to meet the permit

advancement needs of the child care workforce. Our certificate and degree programs have been modeled after the California Teacher Credentialing Matrix and the California Early Childhood Educator Competencies.
Evaluation Plan: A course of study for the ECE Associate Teacher Certificate (ECE 1A, 1B, 3, &31) and a Parenting course (ECE 32) will be offered at BAFB.

Plan of Action

Other - Provide the ECE Associate Teacher Certificate courses and a Parenting course at Beale Airforce Base (BAFB).
Provide course (ECE 1A, 1B, 3, &31) and Parenting (ECE 32) at Beale Airforce Base (BAFB). This would provide additioanl training opportunities for the large number of Child development Center Staff and families at BAFB. (Active)
Budgetary Impact: Possible cost of additional faculty.
Timeline/Responsible Party: ASAP/Dean Masuda, Karsten Stemmann and ECE department
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Beale AFB Outreach Facility

Related Goals

YC - Early Childhood Education Program Review
YC Goal 5 - Goal 1: Offer transfer level courses in early childhood education/child development.
YC Goal 5 - Goal 2: Offer an Associate Degree in Early Childhood Education. We currently offer both an A.S. in ECE and also an A.S. ECE Transfer Degree (ADT).
YC Goal 8 - Goal 3: Support collaboration and partnership with Foster Kinship Care and Education, independent living, and internships and volunteer activities. Our ECE is currently in collaboration through committee work with foster care education and independent living. We also work in collaboration through the Yuba/Sutter Training Collaborative to offer a Spring ECE Conferences with Foster Care and other community organizations, including the Child Care Planning Councils. Other Collaborations: Our faculty and students are highly involved in many collaboration s and volunteer opportunities, as well as advocacy at both the state and local levels. Collaboration is the key to the success of our ECE Program. Our ECE faculty and students are highly involved in both on campus and off campus communities, through professional development, networking, attending conferences, and volunteer efforts.
YC Goal 3 - Goal 6: Expand course offerings to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring a bilingual Adjunct Instructor and bilingual ECE tutors. Because the predominant languages in our ECE classes are English and Spanish there is a great need for Spanish speaking child care workers, Spanish speaking tutors, and bilingual adjunct faculty. We have been successful in hiring bilingual adjunct faculty. We still have a need for tutors through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services; however, this has never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors. The ECE Department is currently working in collaboration with the ESL department in creation of a High Beginner level course titled “ESL Child Care for Parents and Providers.” This course will provide beginning level skills for those second language students that are not quite ready to take on ECE course work. Our next step is to develop a second course aimed at Intermediate ESL students, which could lead into readiness for ECE course work.
YC Goal 5 - Goal 8: Provide support and incentives for ECE students to stay connected and to obtain certificates and degree, by providing: - ECE Certificate Ceremony Our ECE department at Marysville/Sutter offered for the first time last year a Certificate Award Dinner with CTE. - Inclusion of ECE fulltime faculty in signing and discussion of certificates granted. Our ECE faculty will seek out this information with our new Dean, division secretary, and other administrators. - Development of updated ECE Website Our department is working to create a student friendly ECE website that provides comprehensive information for those majoring in ECE course work.

YC - Early Childhood Education Program Review

Program Recommendation: 19. Hire an additional full time ECE Faculty in order to expand our program.

Hire an additional full time ECE Faculty in order to provide am ECE Certificate Program and parenting course out at Beale Air Force Base (BAFB) and expand current course offerings.

Recommendation Priority: 3. High Priority

Year(s) Requested: 2014-2015

Request Date: 10/15/2015

Supporting Evidence : In California, the number of pre-school teachers is expected to increase by 11.9 percent, or 6,600 jobs between 2008 and 2018. In addition to the new job openings in California, an additional 11,100 job openings for pre-school teachers due to net replacement needs are expected, resulting in a total of 17,700 job openings in these areas of early childhood education by 2018. Yuba Community District includes Yuba College and Woodland College. Yuba College's geographic area includes both Yuba/Sutter Counties, as well as BAFB.

Year	FTEF	FTES	WSCH
Current Academic Year	6.07	160.05	4,789.00
Prior Academic Year	5.56	160.94	4,810.20

Our department's WSCH/FTEF has had an overall increase from 2011-12 to 2012-13, then experienced a decrease last academic year 2013-14. In 2011-12 we were at 815.31. In 2012-13 we were at 864.58. In 2013-14 we were at 789.31. In 2011-12 our FTES was 140.66 and our FTEF was 5.16. In 2012-13 our FTES was 160.94 and our FTEF was 5.56. In 2013-14 our FTES was 160.05 and our FTEF was 6.07.

Evaluation Plan: An additional full time ECE Instructor will be hired.

Plan of Action

Staffing - Faculty - Hire an additional full time ECE Faculty in order to provide am ECE Certificate Program and parenting course out at Beale Air Force Base (BAFB) and expand current course offerings.
In California, the number of pre-school teachers is expected to increase by 11.9 percent, or 6,600 jobs between 2008 and 2018. In addition to the new job openings in California, an additional 11,100 job openings for pre-school teachers due to net replacement needs are expected, resulting in a total of 17,700 job openings in these areas of early childhood education by 2018. Yuba Community District includes Yuba College and Woodland College. Yuba College's geographic area includes both Yuba/Sutter Counties, as well as BAFB.

Year	FTEF	FTES	WSCH
Current Academic Year	6.07	160.05	4,789.00
Prior Academic Year	5.56	160.94	4,810.20

Our department's WSCH/FTEF has had an overall increase from 2011-12 to 2012-13, then experienced a decrease last academic year 2013-14. In 2011-12 we were at 815.31. In 2012-13 we were at 864.58. In 2013-14 we were at 789.31. In 2011-12 our FTES was 140.66 and our FTEF was 5.16. In 2012-13 our FTES was 160.94 and our FTEF was 5.56. In 2013-14 our FTES was 160.05 and our FTEF was 6.07. (Active)

Budgetary Impact: Cost of an additional ECE Instructor

Timeline/Responsible Party: ASAP/Dean Masuda and ECE department

Perkins Eligible: No

DE Related: No

HSI Related: Yes

YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review

YC - Early Childhood Education Program Review

YC Goal 3 - Goal 6: Expand course offerings to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring a bilingual Adjunct Instructor and bilingual ECE tutors.
Because the predominant languages in our ECE classes are English and Spanish there is a great need for Spanish speaking child care workers, Spanish speaking tutors, and bilingual adjunct faculty. We have been successful in hiring bilingual adjunct faculty. We still have a need for tutors through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services; however, this has never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors. The ECE Department is currently working in collaboration with the ESL department in creation of a High Beginner level course titled "ESL Child Care for Parents and Providers." This course will provide beginning level skills for those second language students that are not quite ready to take on ECE course work. Our next step is to develop a second course aimed at Intermediate ESL students, which could lead into readiness for ECE course work.

Program Recommendation: 20. Develop and offer a 3 unit Math course and a 3 unit Science course in ECE.

Develop and offer a 3 unit Math course and a 3 unit Science course in ECE. Use these courses to develop a Certificate of Achievement in STEM for ECE.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2014-2015
Request Date: 10/15/2015
Supporting Evidence : This came as a suggestion from our ECE Advisory Committee members with Head Start. The ECE department is highly involved with our ECE Advisory Committee, which meets three times per year. We also have developed our Program Learning Outcomes in conjunction with this committee. This committee consists of industry leaders in the field of Child Care and Development, and includes both public and private Preschool Owners and Directors. Upon receiving the questions that would be a part of this year's Program Review, we consulted with our ECE Advisory Committee and asked for input. However, many of the topics included in this review have been a part of our ongoing discussions over the course of the last 5-10 years.
Evaluation Plan: Develop and offer an ECE 3 unit Math course and a 3 unit ECE Science course. This would lead to the deveopment of an ECE STEM Specialization Certificate of Acheivement.

Plan of Action

Curriculum/SLO - Develop and offer a 3 unit Math course and a 3 unit Science course in ECE. Use these courses to develop a Certificate of Achievement in STEM for ECE. This came as a suggestion from our ECE Advisory Committee members with Head Start. The ECE department is highly involved with our ECE Advisory Committee, which meets three times per year. We also have developed our Program Learning Outcomes in conjunction with this committee. This committee consists of industry leaders in the field of Child Care and Development, and includes both public and private Preschool Owners and Directors. Upon receiving the questions that would be a part of this year's Program Review, we consulted with our ECE Advisory Committee and asked for input. However, many of the topics included in this review have been a part of our ongoing discussions over the course of the last 5-10 years. (Active)
Budgetary Impact: None
Timeline/Responsible Party: Spring 2017/ECE Department and Curriculum Committee
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review

YC Goal 5 - Goal 1: Offer transfer level courses in early childhood education/child development.

YC Goal 3 - Goal 6: Expand course offerings to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring a bilingual Adjunct Instructor and bilingual ECE tutors.
Because the predominant languages in our ECE classes are English and Spanish there is a great need for Spanish speaking child care workers, Spanish speaking tutors, and bilingual adjunct faculty. We have been successful in hiring bilingual adjunct faculty. We still have a need for tutors through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services; however, this has never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors. The ECE Department is currently working in collaboration with the ESL department in creation of a High Beginner level course titled "ESL Child Care for Parents and Providers." This course will provide beginning level skills for those second language students that are not quite ready to take on ECE course work. Our next step is to develop a second course aimed at Intermediate ESL students, which could lead into readiness for ECE course work.

Program Recommendation: 21. Update our ECE Website to reflect currently degree and certificate information.

Update our ECE Website to reflect currently degree and certificate information.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2014-2015
Request Date: 10/15/2015
Supporting Evidence : Our ECE department is currently working on development of "A Guide to ECE Handbook for Students", in order to provide information on current credentialing for employment in the field and advisement of student coursework for certificates and degrees in ECE, as well as, support services available at Yuba College and through our various grant programs. This was a recommendation that came through our ECE Advisory Committee to help students and counselors navigate the confusing and ever changing state and federal regulations for ECE teacher credentialing. It was learned that our ECE Website was not up to date and had information that has not been revised for over 10 years.
Evaluation Plan: Our ECE Website will be up to date with the current information on our Degrees, Certificates, and course of study.

Plan of Action

Other - Update our ECE Website to reflect currently degree and certificate information. Our ECE department is currently working on development of "A Guide to ECE Handbook for Students", in order to provide information on current credentialing for employment in the field and advisement of student coursework for certificates and degrees in ECE, as well as, support services available at Yuba College and through our various grant programs. This was a recommendation that came through our ECE Advisory Committee to help students and counselors navigate the confusing and ever changing state and federal regulations for ECE teacher credentialing. It was learned that our ECE Website was not up to date and had information that has not been revised for over 10 years. (Active)

Budgetary Impact: None
Timeline/Responsible Party: ASAP/ECE Department, Denice D. Burbach
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Marysville Campus

Related Goals

YC - Early Childhood Education Program Review

YC Goal 5 - Goal 4: Provide clarity for both students and counselors by developing a handbook that outlines industry requirements and our ECE Degrees and Certificates and student support.
Our ECE department has development a Guide to ECE Handbook for both Counselors and is currently working on a Handbook for ECE Students, in order to provide information on current credentialing for employment in the field and advisement of student coursework for certificates and degrees in ECE, as well as, support services available at Yuba College and through our various grant programs. This was a recommendation that came through our ECE Advisory Committee to help students and counselors navigate the confusing and ever changing state and federal regulations for ECE teacher credentialing. Input for these "Guides to ECE Handbooks" have been provided by some of our ECE faculty.

YC Goal 3 - Goal 6: Expand course offerings to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring a bilingual Adjunct Instructor and bilingual ECE tutors.
Because the predominant languages in our ECE classes are English and Spanish there is a great need for Spanish speaking child care workers, Spanish speaking tutors, and bilingual adjunct faculty. We have been successful in hiring bilingual adjunct faculty. We still have a need for tutors through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services; however, this has never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors. The ECE Department is currently working in collaboration with the ESL department in creation of a High Beginner level course titled "ESL Child Care for Parents and Providers." This course will provide beginning level skills for those second language students that are not quite ready to take on ECE course work. Our next step is to develop a second course aimed at Intermediate ESL students, which could lead into readiness for ECE course work.

YC Goal 5 - Goal 8: Provide support and incentives for ECE students to stay connected and to obtain certificates and degree, by providing:
- ECE Certificate Ceremony

Our ECE department at Marysville/Sutter offered for the first time last year a Certificate Award Dinner with CTE.
- Inclusion of ECE fulltime faculty in signing and discussion of certificates granted.

Our ECE faculty will seek out this information with our new Dean, division secretary, and other administrators.
- Development of updated ECE Website

Our department is working to create a student friendly ECE website that provides comprehensive information for those majoring in ECE course work.

Program Recommendation: 22. Strengthen our collaboration with colleges of Higher Education to provide local student options for B.S. Degree

Strengthen our collaboration with colleges of Higher Education (Brandman University, Sacramento State, and Pacific Oaks Colleges, and University of Washington Online) to provide for continuing education opportunities for our students seeking a B.S. Degree program in ECE or Child Development.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015
Request Date: 10/15/2015
Supporting Evidence : To incentivize the Degrees and Certificates in our Program, our ECE department provides alignment of our courses through the California Curriculum Alignment Project and through tailoring course offerings each semester to meet the permit advancement needs of the child care workforce. Our certificate and degree programs have been modeled after the California Teacher Credentialing Matrix and the California Early Childhood Educator Competencies. We educate our ECE students, within our individual classes and also one on one advising, about both our degrees and certificates in ECE and the importance of reaching these milestones in order to become employable in the field of ECE. With the development of our AS-T in the last year, we hope to encourage our students to continue their education with four year colleges, in order to obtain both their Bachelor's and Master's Degrees in Child Development and Early Child hood Education. We have also just begun, as of last year (2014-15) a Certificate Awards night in collaboration with the CTE division. We are hope this will encourage students to apply for these certificates, which many have already earned. According to enrollment data for the LPC quality improvement stipend programs, approximately only 12 percent of our population currently holds a bachelor's degree in child development or ECE field, so unit based courses progressing toward a upper division degree is a need. Based on new requirements for Head Start, it is hoped Yuba College will continue to promote collaborations that will offer a four-year BS. Degree in ECE. In the near future, we would like to offer a fully Online ECE Degree course offering, in addition to our current ECE Degree and an ECE Transfer Degree. Our ECE Department is also planning on submitting a Child and Adolescent Development ADT. This would provide opportunities for our students to receive an additional Transfer Degree within this area of focus.
Evaluation Plan: Our Yuba College students will have additional options in order to obtain a B.S. Degree in Child Development or ECE in our local service area.

Plan of Action

Other - Strengthen our collaboration with colleges of Higher Education (Brandman University, Sacramento State, and Pacific Oaks Colleges, and University of Washington Online) to provide for continuing education opportunities for our

students seeking a B.S. Degree program in ECE or Child Development. To incentivize the Degrees and Certificates in our Program, our ECE department provides alignment of our courses through the California Curriculum Alignment Project and through tailoring course offerings each semester to meet the permit advancement needs of the child care workforce. Our certificate and degree programs have been modeled after the California Teacher Credentialing Matrix and the California Early Childhood Educator Competencies. We educate our ECE students, within our individual classes and also one on one advising, about both our degrees and certificates in ECE and the importance of reaching these milestones in order to become employable in the field of ECE. With the development of our AS-T in the last year, we hope to encourage our students to continue their education with four year colleges, in order to obtain both their Bachelor's and Master's Degrees in Child Development and Early Child hood Education. We have also just begun, as of last year (2014-15) a Certificate Awards night in collaboration with the CTE division. We are hope this will encourage students to apply for these certificates, which many have already earned. According to enrollment data for the LPC quality improvement stipend programs, approximately only 12 percent of our population currently holds a bachelor's degree in child development or ECE field, so unit based courses progressing toward a upper division degree is a need. Based on new requirements for Head Start, it is hoped Yuba College will continue to promote collaborations that will offer a four-year BS. Degree in ECE. In the near future, we would like to offer a fully Online ECE Degree course offering, in addition to our current ECE Degree and an ECE Transfer Degree. Our ECE Department is also planning on submitting a Child and Adolescent Development ADT. This would provide opportunities for our students to receive an additional Transfer Degree within this area of focus. (Active)

Budgetary Impact: None
Timeline/Responsible Party: Spring 2016/ECE Department, Dean Masuda and CTE.
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review
YC Goal 5 - Goal 1: Offer transfer level courses in early childhood education/child development.
YC Goal 5 - Goal 2: Offer an Associate Degree in Early Childhood Education. We currently offer both an A.S. in ECE and also an A.S. ECE Transfer Degree (ADT).
YC Goal 5 - Goal 4: Provide clarity for both students and counselors by developing a handbook that outlines industry requirements and our ECE Degrees and Certificates and student support. Our ECE department has development a Guide to ECE Handbook for both Counselors and is currently working on a Handbook for ECE Students, in order to provide information on current credentialing for employment in the field and advisement of student coursework for certificates and degrees in ECE, as well as, support services available at Yuba College and through our various grant programs. This was a recommendation that came through our ECE Advisory Committee to help students and counselors navigate the confusing and ever changing state and federal regulations for ECE teacher credentialing. Input for these "Guides to ECE Handbooks" have been provided by some of our ECE faculty.
YC Goal 1 - Goal 7: Seek out Data that focuses on the number of students employed in the ECE field after graduation ("follow-up"). Our Department is continually seeking out the above information from the college, as well as, local employers. For both of these options, the ECE department would need access to our specific local information for Sutter and Marysville. At this time we are exploring our options regarding this information.
YC Goal 5 - Goal 15: Provide a Transfer Degree (ADT) in ECE Our ECE department now offers one of only four ADT's at Yuba College. We currently offer an Associate's Degree for Transfer (ADT) in ECE. Our ECE Department is also planning on submitting a Child and Adolescent Development ADT. This would provide opportunities for our students to receive an additional Transfer Degree within this area of focus.

Program Recommendation: 23. Develop an ECE department definition of Student Equity.

YC - Early Childhood Education Program Review

Develop an ECE department definition of Student Equity and conduct planning sessions in order to meet the needs all ECE students.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015
Request Date: 10/15/2015
Supporting Evidence : Both campuses serve a majority of lower-income students ranging in age from 16 to 83. Demographics at Yuba College show a changing population. Demographic charts show that in 2012-13 45.75% of YC students were White, Non-Hispanic (43.89% in the ECE). This means that the remaining 54.25% were minority students (56.11% in ECE). Hispanic students made up 27.47% (32.07% in ECE), Asian 10.67% (6.66% in ECE), African-American 5.86% (7.07% in ECE), Filipino 1.66% (.95% in ECE), Native American 3.17% (4.08 in ECE), Pacific Islander 0.69% (0.82 in ECE), and Unknown/Other 4.73% (4.48% in ECE). In 2013-14, 43.67% of YC students were White, Non-Hispanic (42.76% in the ECE). This means that the remaining 56.33% were minority students (57.24% in ECE). Hispanic students made up 28.46% (33.33% in ECE), Asian 11.11% (8.61% in ECE), African-American 6.42% (6.01% in ECE), Filipino 1.56% (.68% in ECE), Native American 3.24% (3.01% in ECE), Pacific Islander 0.76% (0.68% in ECE), and Unknown/Other 4.78% (4.92% in ECE). Over the last two years, our ECE Hispanic Student population has increased by 8.29%. We do not know if these students are English only or EL students. Anecdotally, ECE instructors note that ECE courses have a large percentage of minority students, EL students, and students with learning disabilities. We know that many of our Hispanic students are beginning EL students. 60.66% of Yuba College students are female. 90.16% of our ECE students are female. 49.32 % of our ECE students are 18-24 years old. 41.26% are 25-49 years old. The ECE programs based not only on industry standards that have been supported by empirical data, we also examine local Needs Assessment through our Local Child Care Planning Council that shows the need for accessible, affordable, quality early care and education for all children. In Yuba County we currently 53 Small Family Child Care Facilities, and 43 in Sutter County. In Yuba County we also have 33 Large Family Child Care Facilities and 61 in Sutter County. In Yuba County we currently have 37 Child Care Centers and 49 in Sutter County. Yuba and Sutter also show a need for additional infant/toddler, preschool and school-age capacity. There is also a growing need for those trained in working with children with special needs. Partnerships with LPC means that we are aware of the educational needs of staff for programs such as Head Start, State Preschools, private programs, and family child care. This collaboration allows us to tailor course offerings each semester to meet the permit advancement needs of the child care workforce. According to enrollment data for the LPC quality improvement stipend programs, approximately only12 percent of our population currently holds a bachelor's degree in child development or ECE field, so unit based courses progressing toward an upper division degree is a need. Based on current requirements for Head Start, it is hoped that someday Yuba will continue collaboration, such as the one with Brandman University to offer onsite four-year B.S.Degrees in ECE. In the near future, we would like to offer a fully Online ECE Degree course offering, in addition to our current ECE Degree and an ECE Transfer Degree. Our ECE Department is also planning on submitting a Child and Adolescent Development ADT. This would provide opportunities for our students to receive an additional Transfer Degree within this area of focus. In addition, because the predominant languages in Yuba/Sutter Counties are English and Spanish, and currently there is a great need for Spanish speaking child care workers, Spanish speaking tutors and/or faculty are greatly needed.

Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field.

ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. DE provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty have attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum last year, our faculty were able to access more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty have also participated in Canvas training in order to support our online student populations.

YC - Early Childhood Education Program Review

Evaluation Plan: Our ECE department will evelop a department definition of Student Equity in order to continue to meet the needs of all ECE students.

Plan of Action

Other - Develop an ECE department definition of Student Equity and conduct planning sessions in order to meet the needs all ECE students. See Supporting Evidence under Recommendation. (Active)

Budgetary Impact: None
Timeline/Responsible Party: ASAP/ECE Department
Perkins Eligible: No
DE Related: No
HSI Related: Yes
YC - Location: Yuba College - All

Related Goals

YC - Early Childhood Education Program Review

YC Goal 9 - Goal 16: Develop a department definition of Student Equity in order to meet the needs of all ECE students.

Program Recommendation: Old - Assistance for students who are learning English while taking ECE courses. (Marysville)

Provide assistance for students who are learning English while taking ECE courses. (Marysville)

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012, 2012-2013
Request Date: 02/03/2012
Inactive Date: 10/15/2015
Supporting Evidence : More assistance is needed for students who are learning English while taking ECE courses. Bilingual teachers are in great demand to meet the needs of families in the community.

Plan of Action

Curriculum/SLO - • Special circumstances or unique challenges and characteristics of eligible students
Results: Many of our students are second language learners. Also, many of our students have learning challenges, especially in the areas of Math and English. Our economic demographics show a student population that deals with economic need.
Impact: We need to provide ECE courses that work in conjunction with the ESL Department. We also need tutors for Second Language Learners, especially in Spanish. We also need to provide tutoring support in the areas of Math and English for our ECE students. CDTC needs to continue to support student through tuition reimbursement incentives that also cover the core classes, maybe offering additional incentives for completion of core classes in English and Math, etc.
• Description of agencies/programs that will benefit
Results: Agencies that currently rely on CDTC for their employees include State Preschool, Head Start Program, Private Centers, Infant/Toddler Programs, Beale Air Force Base CDC, home based childcares and Migrant Education Child Care Programs.
Impact: The above Programs benefit through having employees that are continuing their education through support with CTDC Tuition Reimbursement and textbooks. Support is also given through Professional Growth Advisor Training that was made possible until this year through CDTC. This helps their employees set goals and continue their education helping to provide the community a more knowledgeable workforce.
• Area strengths
Impact: Because Yuba College has a diverse population we have the opportunity to provide students with a richer curriculum that reflects the community in which children and families are living. We also have the opportunity to provide more community outreach to diverse populations
Impact: Because Yuba College has a diverse population we also have a responsibility to provide classes that address the needs of our students in the area of second language development and respect for home language by offering course work

in Spanish or courses that are combined with the ESL department. We also need to provide tutors that speak the languages of our students. We also need to work more closely with Disabled Students Services. This year we collaborated with the ESL department at Yuba College in order to provide an ECE for ESL course in order to support those students who needed this additional support in their course work. Many of these student received an "A" in ECE course they were taking because of this additional support. Advocacy for programs that benefit our growing diverse population must continue to be a part of our plan.

- Description of most needed courses including topics, times, locations and preferred language of instruction.

Results: According to our ECE students the most needed courses are our 12 core classes, which are ECE 1A (Practices/Programs), 1B (Curriculum), 31 (Child Family and Community), and 3 (Child Development). We especially need at least three ECE 3 classes a semester. There is also a growing need for continuing administration classes. The most needed topic is anything that has to do with Child Guidance and Children with Challenging Needs. Most ECE students report a need for evening and weekend classes as well as more online classes offered. Preferred language is English by the majority of students; however, a growing number would like to have some course work in Spanish and support within their classes for second language learning.

Impact: Our ECE department will continue to advocate for additional core ECE class offerings, especially in the evening. We will continue to advocate for additional ECE 3 classes and work toward collaboration with ESL for a learning community class in one of the core ECE classes such as ECE 3. Two years we collaborated with the ESL department at Yuba College in order to provide an ECE for ESL course in order to support those students who needed this additional support in their course work. Most of our ECE ESL students were unable to meet the entry level requirement of Intermediate level in English. We would like to see this course repeated as an entry level course at the beginning English level. We will also continue to ask for additional tutoring in Spanish. This last semester we were able to use Mentor Teachers as Tutors for some of the students that needed more support in Spanish/English in core ECE classes. We will continue to use this collaboration with the Mentor Program in the Fall/Spring of 2013-2014.

ECE Faculty will continue to seek our tutoring through on campus resources and Perkins Funding, as well as through the Early Childhood Mentor Teacher Program. We will also continue to work toward offering a course learning community course the combined ECE and ESL. (Active)

Budgetary Impact: Cost of a tutor
Cost of an ECE/ESL learning community course.

Timeline/Responsible Party: Burbach/ECE & Hulin/ESL

Perkins Eligible: Yes
DE Related: No
HSI Related:

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
ECE has continued to seek out tutors and has been able to provide some assisstance through the Early Childhood Mentor Program. Stiil need on campus support for students learning English. ESL and ECE are in collaboration with working on a future community learning class for Begginning level ESL students who are taking ECE classes.

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
Continuing to seek out funding for Tutoring. Also working toward a Community Learning Class with begiining Level ESL and ECE core course work.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
At this time the only tutoring available to ECE students is throughthe Early Childhood Mentor Teacher Program (including an online mentoring, and tutoring is available in both English and Spanish both online and face to face). Although this is an exceptional program, tutoring through more avenues is essential.

YC - Early Childhood Education Program Review

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

YCCD Board of Trustees Vision Statement
YCCD VS 1 - Providing an innovative, world-class learning environment;

Program Recommendation: Old - Expand ECE online course offerings (CL and Marysville)

Clearlake and Marysville
Build ECE online course offerings.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012, 2012-2013
Request Date: 01/30/2009
Inactive Date: 10/15/2015
Supporting Evidence : More online course are needed in order to reach students in a large geographic area (Marysville, Colusa and Clearlake)

Plan of Action

Curriculum/SLO - Faculty will continue to take Blackboard trainings and the department will offer more internet courses. As previously stated, many of our current goals and our ECE degree and certificates are driven by industry workforce regulations and current standards in the field. We align our course work with the CAP (California Curriculum Alignment Project) and the recommendations for the TMC (Transfer Model Curriculum). We are currently moving toward CAP (Curriculum Alignment Project Expansion) which will include alignment with other community college in the area of two Infant Toddler courses, two Special Needs courses, and three Administration courses. Agreement for this alignment work was signed on 9/26/13. The CAP expansion project is funded through California's Race to the Top/Early Learning Challenge Grant. We have and are continuing to expand our ECE Online course offering and are working toward an Online ECE Degree. One of our ongoing issues has been the Moratorium that was placed by Yuba College on Curricunet. This not only slowed our ability to become Cap aligned, but also to complete our TMC Degree for ECE. Also a major issue is that we send through and had a new ECE Degree and Certificates sent through our Curriculum Committee that was then approved by our Yuba College Board back in 2010, but because of the issues with Curricunet and the Moratorium we have been unable to get final state approval on several of the certificates that were approved by the board. Many of our students are still waiting for approval of the certificates that they were working toward and that also are required through industry regulations and standards. ECE Faculty continue to advocate for complete lifting of this Moratorium so these certificates may be finalized.
The ECE Department currently offers an AS degree in Early Child Development, five (5) Certificates of Achievement (Child Development Associate Teacher; Child Development Teacher; Diversity in ECE; Infant and Toddler; and School Age Children), a Director of Private Day Care Center/Preschool Option, and a Certificate of Training in Pediatric First Aid/CPR, and 51 courses ranging from .5 units to 3 units. ECE 1A, ECE 3, ECE 1B, ECE 10, ECE 11, ECE 27, ECE 31, ECE 46R, considered core courses for the degree and permits issued by the State of California are offered each semester. ECE 2A, ECE 2B, and

ECE 33 are offered once per academic year. Other courses are rotated into the schedule for students to obtain Certificate of Achievements, specialization for Child Development Permits, and ECE elective units. ECE 3, ECE 32, are also offered as either online or televised courses or both. This year the ECE Department revised its ECE Degree Program for next year and which will expand to 30 units including ECE 1A, ECE1B, ECE 3, ECE 31, ECE 10, ECE 11, ECE 27, ECE 46R, ECE 17, and ECE 1C. We have also expanded the certificate offerings to include the following: Child Development Teacher certificate, Certificate of Achievement in Art Specialization, Certificate of Achievement in Diversity Specialization, Certificate of Achievement in Infant/Toddler Specialization, Certificate of Achievement in Language and Literacy Specialization, Certificate of Achievement in School Age Specialization, Certificate of Achievement in Children with Special Needs Specialization, Certificate of Achievement Teacher/Family Relationships Specialization, Certificate of Achievement Foundations in ECE Specialization, and a Site Supervisor Certificate of Achievement. Non-traditional classes include an Online ECE 3 Child Development course, an Online ECE 3 course, an Online ECE 33, an Online ECE 31, and Online ECE 37, a TV ECE 32 Parenting course, a TV ECE 10 Health, Safety, and Nutrition Course, a weekend ECE 210R California Child Care Health Safety Course, an evening and weekend ECE 56R Effective Parenting Course and ECE 59 Child Abuse: Causes, Effects, Remedies course. We have also offered a weekend ECE 37 Adult Supervision Course in the Colusa area in order to recruit new applicants to the Mentor Teacher Program in that area.
(Active)

Budgetary Impact: Instructor stipends for course development and courses.
Timeline/Responsible Party: Burbach, Daly & Wagener/ECE
Perkins Eligible: No
DE Related: Yes
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
See Above. Contiuning to work on adding Online Courses for our ECE students.

10/12/2012
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
All fulltime ECE faculty have taken Blackboard training. The department now offers 5 online courses. ECE 3 is offered every semester including summer. Other courses are being built into schedule rotation.l

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10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
Faculty are currently offering ECE 31 and 3 online ECE 1A and ECE 37 will be offered online in the Spring of 2013

09/28/2012
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Blackboard trainings have been taken and ECE 3, 31, and 33 have been offered online. ECE 37 has been created and will be offered in spring 2013.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

YC - Early Childhood Education Program Review

Program Recommendation: Old - Provide ECE 2A, 2B, and 37 at the Clearlake Campus.

Expand course offerings to include ECE 2A, 2B and 37 at the Clearlake Campus.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012, 2012-2013
Request Date: 02/03/2012
Inactive Date: 10/15/2015
Supporting Evidence : Clearlake
It was determined during the Clear Lake ECE advisory meeting on 1/12, that ECE 2A, 2B, and 37 courses were needed on the schedule.

Plan of Action

Curriculum/SLO - Offer more administration and supervision courses. (Active)
Budgetary Impact: Faculty salary
Timeline/Responsible Party: Dean Bell & Daly/ECE
Perkins Eligible: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
ECE 37 was offered Online by Clear Lake faculty last Spring 2013.

09/28/2012
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
ECE 2A was offered in fall of 2012 at the Clear Lake Campus. In spring 2013, ECE 2B is being offered as a face to face course and ECE 37 is being offered as an internet course.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

Program Recommendation: Old - Provide bilingual teaching staff for ESL students at Marysville.

Provide bilingual teaching staff in order to accommodate the large precentage of ESL/ECE students that are needed in the field of childcare and early childhood classrooms.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012, 2012-2013

YC - Early Childhood Education Program Review

Request Date: 01/30/2009
Inactive Date: 10/15/2015
Supporting Evidence : There is a lack of bilingual teaching staff and assistants and a large percentage of ESL students in ECE courses at Marysville Campus.

Plan of Action

Staffing - Faculty - ECE need to seek out more bilingual adjunct faculty to offer core classes in Spanish. We also need to seek out a community learning class with the ESL department. (Active)

Budgetary Impact: Cost of an Adjunct Instructor. Cost of 3 unit course for ECE/ESL Department
Timeline/Responsible Party: Dean Davis/Burbach/ECE & Hulin/ESL

Perkins Eligible: Yes
DE Related: No
HSI Related: Yes

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
The ECE Department at Marysville added a Bilingual adjunct faculty this last Spring 2013. She is working at both Marysville Campus and Sutter Center. This has been extremely helpful for our Spanish speaking students in order to provide needed clarification and understanding of course work.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
Currently seeking a bilingual teacher. Working with a Student Teacher in a Masters Program at Yuba College Marysville in Fall 2012 for possible recruitment to ECE department.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

YCCD Board of Trustees Vision Statement
YCCD VS 1 - Providing an innovative, world-class learning environment;

Program Recommendation: Old - ECE Tutor neeeded for ECE students.

An ECE Tutor is needed at the Marysville and Lake Campus Sites.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012, 2012-2013
Request Date: 01/30/2009

YC - Early Childhood Education Program Review

Inactive Date: 10/15/2015
Supporting Evidence : An ECE tutor is needed for students with basic skills needs and bilingual students. Students in these two catagories are having a difficult time getting through entry level ECE courses.

Plan of Action

Staffing - Technical/Clerical - Special circumstances or unique challenges and characteristics of eligible students
Results: Many of our students are second language learners. Also, many of our students have learning challenges, especially in the areas of Math and English. Our economic demographics show a student population that deals with economic need.
Impact: We need to provide ECE courses that work in conjunction with the ESL Department. We also need tutors for Second Language Learners, especially in Spanish. We also need to provide tutoring support in the areas of Math and English for our ECE students. CDTC needs to continue to support student through tuition reimbursement incentives that also cover the core classes, maybe offering additional incentives for completion of core classes in English and Math, etc.

- Description of agencies/programs that will benefit

Results: Agencies that currently rely on CDTC for their employees include State Preschool, Head Start Program, Private Centers, Infant/Toddler Programs, Beale Air Force Base CDC, home based childcares and Migrant Education Child Care Programs.
Impact: The above Programs benefit through having employees that are continuing their education through support with CTDC Tuition Reimbursement and textbooks. Support is also given through Professional Growth Advisor Training that was made possible until this year through CDTC. This helps their employees set goals and continue their education helping to provide the community a more knowledgeable workforce.

- Area strengths

Impact: Because Yuba College has a diverse population we have the opportunity to provide students with a richer curriculum that reflects the community in which children and families are living. We also have the opportunity to provide more community outreach to diverse populations
Impact: Because Yuba College has a diverse population we also have a responsibility to provide classes that address the needs of our students in the area of second language development and respect for home language by offering course work in Spanish or courses that are combined with the ESL department. We also need to provide tutors that speak the languages of our students. We also need to work more closely with Disabled Students Services. This year we collaborated with the ESL department at Yuba College in order to provide an ECE for ESL course in order to support those students who needed this additional support in their course work. Many of these student received an “A” in ECE course they were taking because of this additional support. Advocacy for programs that benefit our growing diverse population must continue to be a part of our plan.

- Description of most needed courses including topics, times, locations and preferred language of instruction.

Results: According to our ECE students the most needed courses are our 12 core classes, which are ECE 1A (Practices/Programs), 1B (Curriculum), 31 (Child Family and Community), and 3 (Child Development). We especially need at least three ECE 3 classes a semester. There is also a growing need for continuing administration classes. The most needed topic is anything that has to do with Child Guidance and Children with Challenging Needs. Most ECE students report a need for evening and weekend classes as well as more online classes offered. Preferred language is English by the majority of students; however, a growing number would like to have some course work in Spanish and support within their classes for second language learning.
Impact: Our ECE department will continue to advocate for additional core ECE class offerings, especially in the evening. We will continue to advocate for additional ECE 3 classes and work toward collaboration with ESL for a learning community class in one of the core ECE classes such as ECE 3. Two years we collaborated with the ESL department at Yuba College in order to provide an ECE for ESL course in order to support those students who needed this additional support in their course work. Most of our ECE ESL students were unable to meet the entry level requirement of Intermediate level in English. We would like to see this course repeated as an entry level course at the beginning English level. We will also continue to ask for additional tutoring in Spanish. This last semester we were able to use Mentor Teachers as Tutors for some of the students that needed more support in Spanish/English in core ECE classes. We will continue to use this collaboration with the Mentor Program in the Fall/Spring of 2013-2014.
Our current FTES for 2012-13 is 145.38 (up from last year at 144.74). Our current WSCH is 4361.40 (up from last year’s 4342.20). Our Current Stu/Fac is 28.31 (up from last year’s 28.04). Our current WSCH/FTEF is 424.59 (up from last year’s 420.67). Our current FTEF is 5.14 (down from last year’s 5.16. Our ECE department currently has 2 full-time faculty at Marysville/Sutter and 1 full-time faculty at Clearlake campus. There are currently 6 adjunct faculty at Marysville/Sutter.

There are none at Clearlake. Clearlake is in great need of adjunct faculty, in order to provide our ECE Degrees and Certificates. There is a high need for a Bilingual adjunct in ECE at Clearlake. The ECE Department at Marysville/Sutter was able to hire a Bilingual ECE Adjunct instructor this past year. There is great need in our program for Bilingual ECE faculty, especially Spanish speakers, due to the high need for Spanish speaking Child Care and Migrant Education teachers in our ECE communities. According to the current Child Care Planning Council of Yuba and Sutter Counties Needs Assessment Survey, Hispanic families make up 36% of the population in Yuba County and 42% of the population in Sutter County. The language spoken by children 5-13 in Yuba is 20% Spanish and in Sutter it is 21% Spanish. The population for children from Migrant families include 575 of 0-4 year olds in Yuba and 650 of 0-4 year olds in Sutter. For children 5-12 from Migrant families, totals are 345 in Yuba and 1,061 in Sutter. This reflects the high need for child care in our community for children from Migrant families whose primary language is Spanish. Several studies have shown that children must have access to their home language for optimal development, especially in the early years.
Currently seeking an ECE Tutor for both the Marysville and Clearlake Campus. (Active)

Budgetary Impact: Cost of tutor at both Campuses.
Timeline/Responsible Party: Burbach at Marysville and Daly at Clearlake/ECE
Perkins Eligible: Yes
DE Related: No
HSI Related:

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
Still seeking ECE tutors at both Clear Lake and Marysville. Some Tutoring assistance has been provided at Marysville through the Early Childhood Mentor Program through 4 Spanish speaking Bilingual Mentors in Marysville and Sutter.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
At this time the only tutoring available to ECE students is throughthe Early Childhood Mentor Teacher Program (including an online mentoring, and tutoring is available in both English and Spanish both online and face to face). Although this is an exceptional program, tutoring through more avenues is essential.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

Program Recommendation: Old - Add adjunct faculty at Clearlake Campus

Clearlake
Lake Campus will increase adjunct faculty to one or two adjunct faculty members as increased enrollment permits.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012, 2012-2013
Request Date: 01/30/2009

YC - Early Childhood Education Program Review

Inactive Date: 10/15/2015
Supporting Evidence : In order to provide more that just basic courses and to provide current Certicicates of Achievement at the Clearlake Campus.

Plan of Action

Staffing - Faculty - Our current FTES for 2012-13 is 145.38 (up from last year at 144.74). Our current WSCH is 4361.40 (up from last year's 4342.20). Our Current Stu/Fac is 28.31 (up from last year's 28.04). Our current WSCH/FTEF is 424.59 (up from last year's 420.67). Our current FTEF is 5.14 (down from last year's 5.16. Our ECE department currently has 2 full-time faculty at Marysville/Sutter and 1 full-time faculty at Clearlake campus. There are currently 6 adjunct faculty at Marysville/Sutter. There are none at Clearlake. Clearlake is in great need of adjunct faculty, in order to provide our ECE Degrees and Certificates. There is a high need for a Bilingual adjunct in ECE at Clearlake. The ECE Department at Marysville/Sutter was able to hire a Bilingual ECE Adjunct instructor this past year. There is great need in our program for Bilingual ECE faculty, especially Spanish speakers, due to the high need for Spanish speaking Child Care and Migrant Education teachers in our ECE communities. According to the current Child Care Planning Council of Yuba and Sutter Counties Needs Assessment Survey, Hispanic families make up 36% of the population in Yuba County and 42% of the population in Sutter County. The language spoken by children 5-13 in Yuba is 20% Spanish and in Sutter it is 21% Spanish. The population for children from Migrant families include 575 of 0-4 year olds in Yuba and 650 of 0-4 year olds in Sutter. For children 5-12 from Migrant families, totals are 345 in Yuba and 1,061 in Sutter. This reflects the high need for child care in our community for children from Migrant families whose primary language is Spanish. Several studies have shown that children must have access to their home language for optimal development, especially in the early years.

Hire adjunct ECE faculty at the Clearlake Campus. Future progress will depend on budget and the growth of FTES in ECE courses. (Active)

Budgetary Impact: Adjunct faculty salary.
Timeline/Responsible Party: Art Pimentel & Daly/ECE
Perkins Eligible: No
DE Related: No
HSI Related:

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
ECE at Clear Lake are continuing to seek out adjunct faculty, especially one who is bilingual in Spanish.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
There are currently no adjunct faculty proposed for the Clearlake Campus due to budget issues.

09/28/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
No progress has been made

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

Program Recommendation: Old - Improve Technology in the Classroom (Marysville)

Provide support technology at the Marsyville Campus by way of "Smart Boards" in Room 515 or at least repair what we have in room 515 so that it consistantly works.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2010-2011, 2011-2012, 2012-2013
Request Date: 01/30/2009
Inactive Date: 10/15/2015
Supporting Evidence : Equipment/Technology:
Technology at Marysville Campus is lacking and often in need of repair in Room 515. This technology has become the norm in academic settings. The fact local school districts provide the service and the ,Marysville Campus does not, reflects poorly on the Yuba College image.

Plan of Action

Equipment - Continue to advocate for Smart Boards and repair of current classroom technology.
At the Marysville Campus, there has been an improvement in the Room 515 computer, however, the ECE faculty still have issues sometimes with the internet and hook-up to outside computers and equipment. We are also continuing to have occasional issues in Room 3009 with regard to internet sources. This has been a temporary fix, as we are moving in Dec. 2013 to two other classrooms. We do not know what to expect in regard to the technology there. At Lake County, the new classroom and its technology is conducive to the learning environment. The only issues are: in classroom 715 there is a strong need for either, an ELMO and or a smart board and projector/camera system. Also, there is a weak Wi-Fi signal and the portal does not work on the classroom computer. Marysville does not have access to an Elmo for classroom use. Marysville ECE faculty have computer issues occasionally, with computers suddenly shutting down, printers that are unavailable, and some important programs that were never installed (I.E. Power Point). There is an inconsistency from classroom to classroom in how computer systems work.
(Active)

Budgetary Impact: Cost of Smart Board or repair of current equipment
Timeline/Responsible Party: District, Dean Davis and Burbach and Wagener/ECE
Perkins Eligible:
DE Related: No
HSI Related: No

Status

09/28/2012

Recommendation Progress: Recommendation Needs Improvement/Attention
A Smart Board was not installed in the new ECE Classroom, room 715, at the Clear Lake Campus.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

Program Recommendation: Old - Move ECE Department Closer to the Child Development Center (Marysville)

It is recommended that the ECE department classroom be relocated next to the Child development Center for easier access for students studying ECE and to provide support and better communication with Child Development Center Lab.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012, 2012-2013
Request Date: 02/03/2012
Inactive Date: 10/15/2015
Supporting Evidence : Awaiting relocation of ECE classroom at Marysville Campus. No plans have been finalized at this point. Offices and storage space for the ECE department are in two different locations which are far apart on campus and inconvenient for staff and student access. The ECE classroom in 515 continues to deal with poor technology and air conditioning/heating problems affecting student learning.

Plan of Action

Facilities - A continuing high priority goal of our ECE program at the Marysville Campus has been to have adequate facilities for our students that includes basic health standards for heat and cool air ventilation and sanitary conditions for learning. We have also continued to advocate for working technologies in our classrooms and two classrooms, so that we can provided the needed courses for our degrees and certificates. We also requested in our last two Program Reviews to be moved closer to the Child Development Center Lab School in order to provide closer access for Observational Practice and contact with young children. This was also in the Programs Reviews of the Child Development Center Program in order to facilitate greater collaboration between ECE and CDC. This collaboration is vital to both programs and must exist for our students. This fall 2013, our interim Vice President, Lisa Jensen Martin, advocated on behalf of our ECE department to obtain two classrooms for use, beginning spring 2014, which will be located in the same building as the Child Development Center. This move will improve the collaboration between the CDC and ECE departments and promote student access to children for observation and planning and implementation of curriculum.

Relocation of ECE classrooms put on hold due to lack of Mesure J funding. (Active)

Budgetary Impact: Measure J Funding not available at this time.
Timeline/Responsible Party: District and Dean Davis and Burbach and Wagener/ECE
Perkins Eligible: No
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
The ECE classroom at the Marysville Campus will be relocated in the Spring 2014 semester to the building where the CDC is located. The move was provide through the advocacy efforts od our Interium Vice President, Lisa Jensen Martin.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
There is currently no plans to move the ECE Department closer to the Child Development Center due to budget issues and room.

Related Goals

YC - Early Childhood Education Program Review

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Program Recommendation: Old - Construction of new ECE lab/classroom, permanent storage, and nearby faculty office space. (Clearlake)

Construction of new ECE lab/classroom, permanent storage, and nearby faculty office space at Clearlake Campus. It was recommended that Lake Campus install a sink, upper and lower cabinets, a stove/microwave, and a refrigerator in a classroom and/or a designated classroom, which would address classroom space issues.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2010-2011, 2011-2012
Request Date: 01/30/2009
Inactive Date: 10/15/2015
Supporting Evidence : Currently in progress with Measure J Funding (Construction of the new ECE classroom, permanent storage, and nearby faculty office space at Clearlake Campus. This space will allow instructor demonstration of activities, which students will implement with preschool children. Students will have the proper space to practice techniques before presenting curriculum to children; thus, connecting theory to practice, and engage in tactile/kinesthetic methods.

Plan of Action

Facilities - In Progress. Expected date of completion Fall 2012 (Active)
Budgetary Impact: In Progress with Measure J Funding
Timeline/Responsible Party: Dean Bell and Daly ECE
Perkins Eligible: No

Status

10/12/2012

Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Completed

09/28/2012

Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Completed
Lake Campus constructed a new ECE lab/classroom and permanent storage. It is a beautiful new classroom with a sink, upper and lower cabinets, a stove/microwave, and a refrigerator. It addresses all classroom space issues.

Equipment - Measure J construction completion expected by 2012
(Active)
Budgetary Impact: Measure J funding.

Timeline/Responsible Party: Dean Bell and Daly ECE
Perkins Eligible: No

Status

10/12/2012

Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Completed

YC - Early Childhood Education Program Review

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

YCCD Board of Trustees Vision Statement
YCCD VS 1 - Providing an innovative, world-class learning environment;

Program Recommendation: Old - Provide Workshops for areas of interest and need of the commusnity in regard to ECE.

Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Of current interest in the 2012-2013 year is the need for DRDP-R Training and CLASS Training. In Marysville/Yuba City there is a current interest in a Brain Development Workshop.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2010-2011, 2011-2012, 2012-2013, 2013-2014
Request Date: 01/30/2009
Inactive Date: 10/15/2015
Supporting Evidence : These conferences/trainings help ECE Faculty and staff stay current on new ECE Procedures and instruments and encourage the use of the SLO of Critical Thinking and helps students to analyze data/information in addressing and evaluating problems and issues in making decisions related to ECE.
In response to the ECE advisory survey, it is determined that a training on Desired Results Development Profile (DRDPs) assessment tool is needed as well as training for Classroom Assessment Scoring System (CLASS) assessment currently being used in the field. In Marysville/Yuba City there is an interest in a Brain Development workshop for the Spring of 2013.
Evaluation Plan: This is an ongoing Curriculum and Professional/Staff Development plan. Each year we seek funding to provide trainings for both our students and our ECE Staff to provide current knowledge in the field of ECE.

Plan of Action

Professional Development/Training - 2013-2014
Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory

Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference ("the Unique Child in ECE") at River Valley High School, the Yuba/Sutter Children's Fair, Peach Festival Children's Area and Yuba/Sutter Fair Children's Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. We have been approved for CAP and are currently waiting for final course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree (ADT) and is awaiting approval from the state.

Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field.

ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as

well as, our Basic Skills students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty will also be participating in Canvas training in order to support our online student populations.
Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements for data entry of FLEX, SLO's, Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is considered a high priority.

Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV.
Marysville Campus is currently working with the Yuba Sutter Child Care Planning Council's Training Collaborative. Through this collaborate we were able to provide an all day ECE Conference in the Spring of 2012. Yuba College provided monies through Perkins for a keynote speaker and two workshops for this conference. Another Conference is planned for Spring of 2013 on Brain Development.

(Active)

Budgetary Impact: Varies. Monies for conferences and training on campus.
Timeline/Responsible Party: Continuing development. At Clearlake an ECE leadership conference is being held in Spring 2011 with Gayle Gorke and a Classroom Interaction Training (CLASS) is scheduled for Feb. 1, 2012. At Marysville a Spring Conference on Play and Prevention with Keynote Bev Boz is planning for March 10, 2012
Perkins Eligible: Yes
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Marysville Campus will be hosting an Oncampus Spring 2014Conference on "Advocacy in ECE" on March 1, 2014 in collaboration with the Yuba/Sutter Child Care Planning Council's Training Collaborative. Planning for this conference is currently under way.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
There is currently a Spring 2013 Brain Development Conference being planned through the Yuba/Sutter Training Collaborative at the Marysville Campus (March 9, 2013). Monies are needed to provide workshops and a keynote.Facilities are availbale at the Marysville Campus for the conference. Clearlake will be providing training pending monies available. Marysville is currently seeking out training for Faculty for CLASS.

Curriculum/SLO - Clearlake Campus is currently looking into seeking funding for a training in DRDP (Desired Results Development Profile) assessment tool through Perkins IV. Marysville/Yuba City is currently seeking funding for training on the CLASS (Classroom Assessment Scoring System) tool and a conference on Brain Development in the Spring of 2013.
(Active)
Budgetary Impact: These workshops will require funding through posssible Perkins IV monies. There is currently a Yuba/Sutter Training Collaborative that would be willing to help with the Brain Development Conference which will take place at the Yuba College Marysville Campus on March 9, 2013. Funding will still be needed from Yuba College ECE in order to pay a Kenote Speaker and provide various workshops for this conference.
Timeline/Responsible Party: Laurie Daly at Clearlake. Denice D. Burbach at Marsysville/Yuba City. It is important that these Workshops/Trainings take place in the Spring. The Brain Development Conference is planned for March 9, 2013 pending funding sources available.

YC - Early Childhood Education Program Review

Perkins Eligible: Yes
DE Related: No
HSI Related: No

Status

10/09/2012

Recommendation Progress: Recommendation Needs Improvement/Attention
In progress

Curriculum/SLO - Marysville ECE is currently working in collaboration with the Yuba/Sutter ECE Training Collaborative for a Brain Development Workshop to be hosted at Yuba College on March 9, 2013. (Active)

Budgetary Impact: Perkins funding is needed in order to provide a keynote speaker and a variety of workshops.
Timeline/Responsible Party: Denice D. Burbach
Perkins Eligible: Yes
DE Related: No
HSI Related: No

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.
Scientific Awareness - Understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Program Recommendation: Old - Build ECE online course offerings.

Continue building ECE online Course offerings in order to provide access to a larger student population and provide for the needs of the Child Development community.

Recommendation Priority: 2. Medium Priority
Request Date: 01/30/2009
Inactive Date: 10/15/2015
Supporting Evidence : The online course, ECE 3, availability was reduced in the 2010-2011 academic year. The reduction of online courses limits student options and makes enrollment difficult in the core ECE courses, which require ECE 3 as a prerequisite or co-requisite. Increasing online courses will help to build FTES.

Plan of Action

Curriculum/SLO - As previously stated, many of our current goals and our ECE degree and certificates are driven by industry workforce regulations and current standards in the field. We align our course work with the CAP (California Curriculum Alignment Project) and the recommendations for the TMC (Transfer Model Curriculum). We are currently moving toward CAP (Curriculum Alignment Project Expansion) which will include alignment with other community college in the area of two Infant Toddler courses, two Special Needs courses, and three Administration courses. Agreement for this alignment work was signed on 9/26/13. The CAP expansion project is funded through California's Race to the Top/Early Learning Challenge Grant. We have and are continuing to expand our ECE Online course offering and are

working toward an Online ECE Degree. One of our ongoing issues has been the Moratorium that was placed by Yuba College on Curricunet. This not only slowed our ability to become Cap aligned, but also to complete our TMC Degree for ECE. Also a major issue is that we send through and had a new ECE Degree and Certificates sent through our Curriculum Committee that was then approved by our Yuba College Board back in 2010, but because of the issues with Curricunet and the Moratorium we have been unable to get final state approval on several of the certificates that were approved by the board. Many of our students are still waiting for approval of the certificates that they were working toward and that also are required through industry regulations and standards. ECE Faculty continue to advocate for complete lifting of this Moratorium so these certificates may be finalized.
The ECE Department currently offers an AS degree in Early Child Development, five (5) Certificates of Achievement (Child Development Associate Teacher; Child Development Teacher; Diversity in ECE; Infant and Toddler; and School Age Children), a Director of Private Day Care Center/Preschool Option, and a Certificate of Training in Pediatric First Aid/CPR, and 51 courses ranging from .5 units to 3 units. ECE 1A, ECE 3, ECE 1B, ECE 10, ECE 11, ECE 27, ECE 31, ECE 46R, considered core courses for the degree and permits issued by the State of California are offered each semester. ECE 2A, ECE 2B, and ECE 33 are offered once per academic year. Other courses are rotated into the schedule for students to obtain Certificate of Achievements, specialization for Child Development Permits, and ECE elective units. ECE 3, ECE 32, are also offered as either online or televised courses or both. This year the ECE Department revised its ECE Degree Program for next year and which will expand to 30 units including ECE 1A, ECE1B, ECE 3, ECE 31, ECE 10, ECE 11, ECE 27, ECE 46R, ECE 17, and ECE 1C. We have also expanded the certificate offerings to include the following: Child Development Teacher certificate, Certificate of Achievement in Art Specialization, Certificate of Achievement in Diversity Specialization, Certificate of Achievement in Infant/Toddler Specialization, Certificate of Achievement in Language and Literacy Specialization, Certificate of Achievement in School Age Specialization, Certificate of Achievement in Children with Special Needs Specialization, Certificate of Achievement Teacher/Family Relationships Specialization, Certificate of Achievement Foundations in ECE Specialization, and a Site Supervisor Certificate of Achievement. Non-traditional classes include an Online ECE 3 Child Development course, an Online ECE 3 course, an Online ECE 33, an Online ECE 31, and Online ECE 37, a TV ECE 32 Parenting course, a TV ECE 10 Health, Safety, and Nutrition Course, a weekend ECE 210R California Child Care Health Safety Course, an evening and weekend ECE 56R Effective Parenting Course and ECE 59 Child Abuse: Causes, Effects, Remedies course. We have also offered a weekend ECE 37 Adult Supervision Course in the Colusa area in order to recruit new applicants to the Mentor Teacher Program in that area.
Mid-Term and End of Semester Confidential Surveys are given to students asking them for feedback on the courses. From this data, it is clear that early in the semester support was needed to help DE students learn how to upload files and attach documents. We have begun discussing this immediately in the semester and are even having students practice submitting work prior to assignments due dates. This way they will be aware of the potential problems they might have submitting work prior to the due date.
While reviewing the retention data and student success data, it was clear that new strategies for online tutoring were needed and they are being implemented. The new strategies implemented seem to be working since data indicates that DE student success and retention is increasing for ECE online courses.
Faculty teaching D.E. courses post the phone number and email address for the Help Desk and Jeannette O'Brian. At the beginning of every semester a link to the current Blackboard Tutorial is provided on the home page of every online ECE course. In addition, students are also advised to make use of DSPS services and the Writing Center or Learning Center (Lake) as needed. Information for this is also posted on Blackboard. In addition, we have begun offering online tutoring services from virtual mentors for students through the California Mentor Program.

ECE Faculty will take Blackboard trainings and the department will offer more internet courses. Plans are being made to add ECE 31 through the Clearlake Campus Online to our current ECE 3 here at Marysville online in the Fall of 2012. (Active)

Budgetary Impact: Instructor stipends for course development and blackboard and canvas trainings
Timeline/Responsible Party: ECE faculty and Deans at Marysville and Clearlake along with DE
Perkins Eligible: Yes
DE Related: Yes
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
ECE Faculty are currently looking forward to the new Canvas Training which will be provided for all Yuba College Online Course.

We will continue to add to our course offering in ECE. Last year, we provided the following ECE classes online; ECE 3, 31, 37, and 33. We would like to provide online courses in our CAP 8 (ECE 1A, 1B, 3, 31, 10, 11, 27, and 46's) and also our ECE Associates Degree (ECE 1A, 1B, 3, 31, 10, 11, 27, 46's, 17, and 1C) as well as all admistrative classes (ECE 2A, 2B, and 37).

10/12/2012

Recommendation Progress: Recommendation Addressed/Satisfactory Progress
All ECE fulltime faculty have taken the Blackboard trainings. Five online courses are now offered by the department. ECE 3 is offered every semester including summer. Other ECE online courses are being built into the schedule rotation.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

Program Recommendation: Old - Align ECE Degree Program with Curriculum Alignment Project

Come into accord with California Community College Child Development/Early Childhood Education Curriculum Alignment Project (CCCCD/ECE CAP) core 24 units (8 3-unit courses)

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 01/30/2009
Inactive Date: 10/15/2015
Supporting Evidence : Alignment has been made and will be realigned in order to meet the criteria for the SB 1440 transfer degree through the state. Resubmit to CAP in December 2012

Plan of Action

Curriculum/SLO - Alignment has been made, however, put on hold in order to also meet the recommendations for the SB 1440 Degree. Will be submitted to CAP after transfer degree has gone through the state. (Active)
Budgetary Impact: None
Timeline/Responsible Party: Woodland and Yuba College full time ECE staff.
Perkins Eligible: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
ECE has been aligned with the CAP. Final approval is pending through curriculum and board approval of our course revisions and must be completed by May 1, 2014 in order to retain the alignment.

10/12/2012

Recommendation Progress: Recommendation Needs Improvement/Attention

Currently waiting for TMC approval. When approved, CAP alignment will be submitted.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

Program Recommendation: Old - Submit C-id Transfer Model Curriculum (TMC) Degree for ECE

The ECE Department has a new ECE Degree Program and was approval by the Curriculum Committee. Burbach, Daly, Wagener and Adjunct Staff have completed work on revising current course outlines once again in order to now meet criteria for the C-id Transfer Model Curriculum (TMC) degree and will now be submitted to the state and for submission to CAP by Dec. 2012.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 02/03/2012
Inactive Date: 10/15/2015
Supporting Evidence : Streamlined ECE course offerings at Yuba College will become more efficient and effective in course offerings to better serve students and college. Revised ECE Certificates will be positioned to qualify for California Teacher Credentialing Permit Matrixes, broadening their opportunity and preparation for employment in state and federally funded preschool programs.

Plan of Action

Curriculum/SLO - Align current ECE degree that has been agligned with Cap to reagign with the new SB 1440 transfer degree. ECE Faculty will meet with Woodland to aglign with them asd well and submit together. (Active)
Budgetary Impact: None
Timeline/Responsible Party: Yuba College and Woodland College ECE Faculty (Full Time).
Perkins Eligible: No

Curriculum/SLO - The ECE Department has submitted paperwork for the TMC AS-T to the state and to the curriculum committee. (Active)
Budgetary Impact: N/A
Timeline/Responsible Party: Denice D. Burbach, Ed Davis, Laurie Daly, Maris Wagener, Jeannine Mullin
Perkins Eligible: No
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
ECE has sumitted the ADT (formerly TMC C-id) for ECE to the state and is awaiting final approval.

10/12/2012
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
In process. Waiting for curriculum committee approval then state approval.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Program Recommendation: Old - Update VHS Video Collection to DVD

Clearlake Campus-Update VHS Video Collection to DVD
The new ECE classroom 715 in the new building has no VHS capabilities. There is a great need to update the video collection from old VHS format to DVDs.

There is a total of 39 VHS tapes that need to replaced' The complete list is:
Observing Preschoolers (ECE 11)
Observing Young Children (ECE 11)
Room Arrangement as a Teaching Strategy (ECE 2A)
Child Care and Children with Special Needs (ECE 17)
More Alike than Different (ECE 17 & 27)
Learning Language and Loving It (ECE 39)
To Make a Portrait of a Lion (ECE 46R)
Video Observations for the ECERS (ECE 1A)
Side by Side the Hiring Tape (ECE 1B)
The History of Schools (ECE 1A)
Talking with Preschoolers (ECE 1A)
Nature Are for Kids (ECE 7A)
Learning through Observation (ECE 3 & 11)
Successfully Education Preschoolers with Special Needs (ECE 17)
Caring for Our Children: Health & Safety (ECE 10)
Say Yes, Now! (ECE 31)
Preventing Discipline Problems (3 part series) (ECE 1C)
Reframing Discipline (3 part series) (ECE 1C)
6 Core Things Ever Child Needs (Bruce Perry) (ECE 3)
Fearful, Flexible, and Feisty (ECE 33)
It Is Not Just Routine (ECE 33)
Space to Grow (ECE 33)
Early Messages (ECE 33)
Discoveries in Infancy (ECE 3 & 33)
Getting in Tune (ECE 11 & 33)
Ages in Infancy (ECE 3)
Essential Connections (ECE 27)
First Moves (ECE 33)
Baby Massage (ECE 33)

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Inactive Date: 10/15/2015
Supporting Evidence : This is a Clearlake Recommendation

Equipment - Purchase new DVDs for classroom use (see following list) (Active)
Timeline/Responsible Party: Laura Daly
Perkins Eligible: Yes
DE Related: Yes
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
Still seeking funding for the above DVD collection at CLC.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
This is in early process.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Program Recommendation: Old - Video Observation Lab for Marysville Campus

Yuba College Marysville Campus currently needs access to an Observation Lab that can be accessed through use of video in order to accomodate the large number of ECE and Nursing Students required to coplete observation. With video observation, observation would be less invasive for the children and staff working at the college Lab.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 10/01/2012
Inactive Date: 10/15/2015
Supporting Evidence : Updated in new Recommendations

Plan of Action

Equipment - Clearlake Campus now has a classroom with access to a sink, stove, refrigerator and storage. This has made a positive improvement to the courses being taught. Marysville will be moving to two rooms during Dec. 2013 that will have sink access. Sinks are a necessary part of our classrooms due to the nature of teaching students regarding Developmentally Appropriate Practice, which includes hands-on learning and teaching methods. At the Marysville Campus, there is a great need for an ECE Observation Lab that would be located near the Child Development Center. This would provide continual observation for students without disruption of children's activities. The CDC is unable to accommodate large numbers of students at one time. Students must currently sign up in advance to observe and are often turned away when there are too many adults at one time in the center. An observation lab would not only accommodate these students but would also provide access to entire ECE classes to observe children simultaneously, from a remote setting.
A continuing high priority goal of our ECE program at the Marysville Campus has been to have adequate facilities for our students that includes basic health standards for heat and cool air ventilation and sanitary conditions for learning. We have also continued to advocate for working technologies in our classrooms and two classrooms, so that we can provided the needed courses for our degrees and certificates. We also requested in our last two Program Reviews to be moved

closer to the Child Development Center Lab School in order to provide closer access for Observational Practice and contact with young children and also provide an observation lab that could be remotely used by students. This was also in the Programs Reviews of the Child Development Center Program in order to facilitate greater collaboration between ECE and CDC. This collaboration is vital to both programs and must exist for our students. This fall 2013, our interim Vice President, Lisa Jensen Martin, advocated on behalf of our ECE department to obtain two classrooms for use, beginning spring 2014, which will be located in the same building as the Child Development Center. This move will improve the collaboration between the CDC and ECE departments and promote student access to children for observation and planning and implementation of curriculum.

The Child Development Center located on the Marysville Campus currently is seeking funding to provide Video in classrooms that could be accessed by students. The ECE Department support this plan and would also like to seek funding to have a video access room in order to observe the children for course work for ECE and Nursing Students. (Active)

Budgetary Impact: Needed funding for video cameras set up in Yuba College CDC and video access for use by students on campus.

Timeline/Responsible Party: Laurie Scheuerman, Director Yuba District CDC
Ed Davis, Dean Social Science
Denice D. Burbach, Coordinator ECE

Perkins Eligible: Yes

DE Related: No

HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013

Recommendation Progress: Recommendation Needs Improvement/Attention

The ECE Department is contiuning to advocate for and seeking funding for a Video Observation Lab for the Marysville Campus in collaboration with the On-campus Child Development Center.

10/12/2012

Recommendation Progress: Recommendation Needs Improvement/Attention

There are currently no plans to install cameras although it has been discussed with the Child development Center. There are currently no monies available due to budget issues.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Program Recommendation: Old - DRDP Training

ECE Staff and students will need additional Training with the advent of the new DRDP Tech component in 2013-2014.
In response to the ECE advisory survey, it is determined that a training on Desired Results Developmental Profile (DRDPs) assessment tool is needed. It is hoped to receive funding through Perkins IV funding for a training in DRDPs at the Clear Lake Campus for spring 2013.

Recommendation Priority: 3. High Priority

Year(s) Requested: 2012-2013, 2013-2014

YC - Early Childhood Education Program Review

Request Date: 10/28/2013
Inactive Date: 10/15/2015
Supporting Evidence : ECE Advisory Survey Response
Evaluation Plan: DRDP Training will be offered to both students and staff.

Plan of Action

Professional Development/Training - J23. In the last year, what professional development or networking has faculty and/or staff participated in?
Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference ("the Unique Child in ECE") at River Valley High School, the Yuba/Sutter Children's Fair, Peach Festival Children's Area and Yuba/Sutter Fair Children's Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. We have been approved for CAP and are currently waiting for final course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program

and Twin Cities Association for the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree (ADT) and is awaiting approval from the state.

J24. How did these activities contribute to student success? (include supportive data)
Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field.

J25. How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity?
ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty will also be participating in Canvas training in order to support our online student populations.

J26. What Staff Development activities would you suggest be offered in the next year that would enhance your program?
Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas, Desired Results Development Profile - DRDP). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements for data entry of FLEX, SLO's, Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is considered a high priority.

Apply for Perkins funding. Look for additional avenues of funding. (Active)

Budgetary Impact: Funding by Perkins or other avenues of funding.
Timeline/Responsible Party: Laurie Daly.
Perkins Eligible: Yes
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
Both the Clearlake and Marysville Campuses are continuing to advocate for and request funding for DRDP trainings at both

Campuses. This is a high priority need in the field of ECE due to new state requirement for a fully online DRDP system (DRDP Tech) through all state and federal child care and preschool programs and allong with the "Race to the Top" requirements through their High Quality Early Learning Rating System.

10/12/2012

Recommendation Progress: Recommendation Needs Improvement/Attention
Currently seeking funding. Will be applying for Training Funding.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

Program Recommendation: Old - ECE Drying racks for CLC

The art drying racks that were to be ordered during the Measure J bond project for the Clear Lake Campus ECE classroom were not ordered and $800 is required to order the two industrial drying racks (documentation is available).

Recommendation Priority: 3. High Priority
Request Date: 10/12/2012
Inactive Date: 10/15/2015
Supporting Evidence : SLO, WSCH,

Plan of Action

Equipment - Order drying racks for ECE classroom (Active)
Budgetary Impact: $800
Timeline/Responsible Party: Laurie Daly
Bryon Bell
Perkins Eligible: Yes
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
The ECE Clearlake Campus is still in need of a Drying Rack.

10/12/2012

Recommendation Progress: Recommendation Needs Improvement/Attention
Currently seeking out funding for drying racks needed. No funding available at this time.

Program Recommendation: Old - Supplies for new classroom

The ECE classroom in 715 has plenty of cabinets and needs to purchase some items to stock the new kitchen. Cooking utensils, such as: pot, pans, bowls, and utensils are needed for the lab portion of the ECE courses and to fully utilize the new lab.

Recommendation Priority: 2. Medium Priority
Request Date: 10/12/2012
Inactive Date: 10/15/2015
Supporting Evidence : SLO, WSCH

Plan of Action

Equipment - Research funding sources. Make materials list and costs. (Active)
Budgetary Impact: $500 if funding not available through Perkins.
Timeline/Responsible Party: Laurie Daly
Perkins Eligible: Yes
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
Still need material previously mentioned at Clear Lake Campus.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
No funding available at this time.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Program Recommendation: Old - ECE Observation Lab

Provide a video observation on site at the Marysville Campus at the Child Development Center for ECE and Nurrsing students taking classes requiring observation of children. This would require use of cameras in the classrooms. This would enable more students to observe at one timw without disruption to the enrolled children.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2012-2013
Request Date: 10/09/2012
Inactive Date: 10/15/2015
Supporting Evidence : Currently the Child Development Staff are unable to support enough of our students with onsite observation opportunities. Installation of cameras would allow more students to observe children. In our Observation (ECE 11) course and Child Development (ECE 3) students are required to observe children in order to meet current SLOs for the course work.

Plan of Action

Facilities - Install cameras at the Marysville Child development Center and provide an observation room that could serve at a video connection to these cameras for observations of children. (Active)
Budgetary Impact: Funding would be needed either through our Child Development Center and/or our ECE Department. Possible Perkins Funding could be utilized.

Timeline/Responsible Party: Currently in discussion regarding this proposal. Would like to see this realized in the next two years.
Laurie Scheuerman, Ed Davis, Denice D. Burbach
Perkins Eligible: Yes
DE Related: Yes
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
The ECE department is continuing to collaborate with the Marysville Children's Center in order to provide video observation cameras in the Child Development classrooms for ECE student observation work in addition to an on campus ECE video lab.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
At this time, no funding is available. ECE department will continue to search for avenues of funding.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.
Scientific Awareness - Understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

Program Recommendation: Old - Training for CLASS

It is recommended by both our ECE Advisory and the California Comprehensive Early Learning Plan Meta-Analysis that CLASS (Classroom Observation Tool) be a part of our Workforce Development in regards to college level curriculum. It is therefore recommemnded that ECE Faculty be trained in the CLASS in order to provide this training to students in current coursework.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 10/09/2012
Inactive Date: 10/15/2015
Supporting Evidence : Our ECE Advisory and the California Comprehensive Early Learning Plan Meta-Analysis that CLASS (Classroom Observation Tool) be a part of our Workforce Development in regards to college level curriculum. In ECE 11 (Observation) and ECE 46's (Practicum), the CLASS has become part of the current Curriculum Alignment Project (CAP) and the ECE AS-T TMC Degree.

Plan of Action

Professional Development/Training - 2013-2014
Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus

involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference ("the Unique Child in ECE") at River Valley High School, the Yuba/Sutter Children's Fair, Peach Festival Children's Area and Yuba/Sutter Fair Children's Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. We have been approved for CAP and are currently waiting for final course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree (ADT) and is awaiting approval from the state.

Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to

high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field.
ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty will also be participating in Canvas training in order to support our online student populations.
Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas, Desired Results Development Profile – DRDP). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements for data entry of FLEX, SLO's, Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. Our ECE Department has a great need for CLASS Observation Tool Training in order to meet industry standards of assessments for Child Development Programs. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is considered a high priority.

2012-2013
Currently seeking out training for the CLASS observation tools. Will apply for monies from Perkins when made available. (Active)

Budgetary Impact: Needed funding for observation trainers from CLASS. Will apply to Perkins when made available. $5,000.00 needed
Timeline/Responsible Party: Denice D. Burbach
Laurie Daly
Perkins Eligible: Yes
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
The ECE faculty at both Clear Lake and Marysville are contiuning to seek out funding for CLASS observation tool training. ECE faculty at Marysville will be working with outside trainers to provide overview of the intrument, however, full training is needed in order to be able to provide basic knowledge of the tool for our ECE students who will be using it in future employment in the field.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
Training currenly being sought for the CLASS observation tool for Faculty. Will be applying for Perkins Funding when made available.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

YC - Early Childhood Education Program Review

Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

Program Recommendation: Old - Provide Yearly ECE Conference at Yuba College Marysville Campus

It is recommended by our ECE Advisory Committee and our Yuba/Sutter Training Collaborative that Yuba College host a yearly ECE Conference on various topics of interest in the ECE field. Currently the recommendation is to address the area of Brain Development. The Conference is scheduled for March 9, 2013.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013, 2013-2014
Request Date: 10/09/2012
Inactive Date: 10/15/2015
Supporting Evidence : Community Collaboration and Outreach is at the forefront of the goals for our ECE Department. Having this collaboration with the Yuba/Sutter Child Develeopment Community is vital to this effort. Hosting a yearly ECE Conference would connect the community with Yuba College in an important way.
Evaluation Plan: A yearly ECE Conference will be hosted at Yuba College in the Spring. Funding will be sought and received to pay for the cost of a speaker.

Plan of Action

Curriculum/SLO - 2013-2014
Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference ("the Unique Child in ECE") at River Valley High School, the Yuba/Sutter Children's Fair, Peach Festival Children's Area and Yuba/Sutter Fair Children's Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings

in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. We have been approved for CAP and are currently waiting for final course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree (ADT) and is awaiting approval from the state.

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2012-2013
Plans have been made for a March 9, 2013 Brain Development Workshop to be hosted at Yuba College, Marysville Campus. This conference is being planned in connection with ECE community members through the ECE Training Collaborative. Currently, Yuba College is hoping to provide monies through our ECE Department Budget and/or Perkins Funding in order to have a Keynote Speaker and some workshops. (Active)

Budgetary Impact: Possible Perkins Funding needed in order to provide for Keynote Speaker and workshop presenters.
Timeline/Responsible Party: This years ECE conference is planned for March 9, 2012. Denice D. Burbach is currently working with the Yuba/Sutter ECE Training Collaborative.
Perkins Eligible: Yes
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
The ECE DEpartment will be hosting an on campus Spring 2014 ECE Conference "Advocacy in ECE" on March 1, 2014 in colloration with the Yuba Sutter Child Care Planning Council's ECE Training Collaborative. Students may also sign up for .5 units by attending this conference.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
Currently in the planning process.

10/12/2012
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
In ongoing planning process at this time.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

Program Recommendation: Old - Create additional 3 unit Infant/Toddler Class in Program Practices

The ECE advisory committee recommended that we offer and additional 3 unit Infant/Toddler Course in the area of Program Practices (Curriculum). This would provide students with the necessary requirements for state and federal Infant/Toddler Programs for 6 units in Infant Toddler course work.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 10/12/2012
Inactive Date: 10/15/2015
Supporting Evidence : State and Federal Infant and Toddler Programs have increase requirements for anyone wishing to work with

this age group to a total of 6 unit. We currently offer ECE 33 (Infant/Toddler).

Plan of Action

Curriculum/SLO - ECE Staff is currently working on a new 3 unit Infant/Toddler course to accompany our current ECE 33 (Infant/Toddler) course. This new course would include information on the Infant Toddler Foundations and Guidelines recommended by the State of California.
As previously stated, many of our current goals and our ECE degree and certificates are driven by industry workforce regulations and current standards in the field. We align our course work with the CAP (California Curriculum Alignment Project) and the recommendations for the TMC (Transfer Model Curriculum). We are currently moving toward CAP (Curriculum Alignment Project Expansion) which will include alignment with other community college in the area of two Infant Toddler courses, two Special Needs courses, and three Administration courses. Agreement for this alignment work was signed on 9/26/13. The CAP expansion project is funded through California's Race to the Top/Early Learning Challenge Grant. One of our ongoing issues has been the Moratorium that placed by Yuba College on Curricunet. This not only slowed our ability to become Cap aligned, but also to complete our TMC Degree for ECE. Also a major issue is that we send through and had a new ECE Degree and Certificates sent through our Curriculum Committee that was then approved by our Yuba College Board back in 2010, but because of the issues with Curricunet and the Moratorium we have been unable to get final state approval on several of the certificates that were approved by the board. Many of our students are still waiting for approval of the certificates that they were working toward and that also are required through industry regulations and standards. The ECE Coordinator has met several times and continually stays in contact with the Curriculum Coordinators for Yuba College and Woodland (Previous Susan Ramones, Current Brandi Asmus – Woodland and Steven Cox – Yuba), as well, as our Educational Services Analyst, Lani Aguinaldo. ECE Faculty continue to advocate for complete lifting of this Moratorium so these certificates may be finalized. (Active)

Budgetary Impact: None
Timeline/Responsible Party: Maris Wagener
Laurie Daly
Denice. D. Burbach
Perkins Eligible: No
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
See above for status update. Contiuned work.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
Currently in process.

10/12/2012
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
California Alignment Project is developing an Infant/Toddler course. ECE Staff will be in close contact with members of CAP in order to align our Infant/Toddler courses with the State standard.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

Program Recommendation: Old - Addition of 1 unit course in ECERS

The ECE advisory committee recommended that Yuba College offer a 1 unit ECERS (Early Childhood Environment Rating Scale) observation course.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2012-2013
Request Date: 10/12/2012
Inactive Date: 10/15/2015
Supporting Evidence : Currently State and Federal Early Childhood Programs require ongoing training in the ECERS tool. The tool is increasingly used by other private EC Programs. Covering this tool within our current coursework in being done, however, due to the vast knowledge that is needed to implement this tool, we are unable to use this instrument to the degree required by the aformentioned programs.

Plan of Action

Curriculum/SLO - Early Childhood Staff is currently working on developing a 1 unit course in use of the ECERS tool. It is also recommended that this course include the addition of the All About the ECERS book. (Active)

Budgetary Impact: None
Timeline/Responsible Party: Denice D. Burbach
Perkins Eligible: No
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
ECE faculty at Marysville are still planning on offereing a 1 unit class in ECERS, however, no new classes may be submitted at this time due to the Moritorium through Curricunet.

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
Due to Curricunet Mortorium this recommendation has been put on hold.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
Development currently in process.

10/12/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
ECE fulltime faculty are having weekly department meetings. All ECE faculty meetings are held monthly. Building this course will be addressed in spring 2012.

Related Goals

Institutional Learning Outcomes

Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

Program Recommendation: Old - ECE Degree, Certificate and Credentialing Handbook

Provide clarity for both students and counselors by developing a handbook that outlines industry requirements and our ECE Degrees and Certificates and student support.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 10/27/2013
Inactive Date: 08/18/2014
Supporting Evidence : Students and counseling must be informed regarding degree, certificate and teaching credentialing in ECE in order to provide needed information in State Standards in ECE and also student resources available, both on and off campus.
Evaluation Plan: Student and Counseling Handbook for ECE will be developed and distributed by the fall semester of 2014.

Plan of Action

Curriculum/SLO - Develop and provide handbook, in order to provide clarity for both students and counselors, that outlines industry requirements and our ECE Degrees and Certificates and student support.
As previously stated, many of our current goals and our ECE degree and certificates are driven by industry workforce regulations and current standards in the field. We align our course work with the CAP (California Curriculum Alignment Project) and the recommendations for the TMC (Transfer Model Curriculum). We are currently moving toward CAP (Curriculum Alignment Project Expansion) which will include alignment with other community college in the area of two Infant Toddler courses, two Special Needs courses, and three Administration courses. Agreement for this alignment work was signed on 9/26/13. The CAP expansion project is funded through California's Race to the Top/Early Learning Challenge Grant. We have and are continuing to expand our ECE Online course offering and are working toward an Online ECE Degree. One of our ongoing issues has been the Moratorium that was placed by Yuba College on Curricunet. This not only slowed our ability to become Cap aligned, but also to complete our TMC Degree for ECE. Also a major issue is that we send through and had a new ECE Degree and Certificates sent through our Curriculum Committee that was then approved by our Yuba College Board back in 2010, but because of the issues with Curricunet and the Moratorium we have been unable to get final state approval on several of the certificates that were approved by the board. Many of our students are still waiting for approval of the certificates that they were working toward and that also are required through industry regulations and standards. ECE Faculty continue to advocate for complete lifting of this Moratorium so these certificates may be finalized.
The ECE Department currently offers an AS degree in Early Child Development, five (5) Certificates of Achievement (Child Development Associate Teacher; Child Development Teacher; Diversity in ECE; Infant and Toddler; and School Age Children), a Director of Private Day Care Center/Preschool Option, and a Certificate of Training in Pediatric First Aid/CPR, and 51 courses ranging from .5 units to 3 units. ECE 1A, ECE 3, ECE 1B, ECE 10, ECE 11, ECE 27, ECE 31, ECE 46R, considered core courses for the degree and permits issued by the State of California are offered each semester. ECE 2A, ECE 2B, and ECE 33 are offered once per academic year. Other courses are rotated into the schedule for students to obtain Certificate of Achievements, specialization for Child Development Permits, and ECE elective units. ECE 3, ECE 32, are also offered as either online or televised courses or both. This year the ECE Department revised its ECE Degree Program for next year and which will expand to 30 units including ECE 1A, ECE1B, ECE 3, ECE 31, ECE 10, ECE 11, ECE 27, ECE 46R, ECE 17, and ECE 1C. We have also expanded the certificate offerings to include the following: Child Development Teacher certificate, Certificate of Achievement in Art Specialization, Certificate of Achievement in Diversity Specialization, Certificate of Achievement in Infant/Toddler Specialization, Certificate of Achievement in Language and Literacy Specialization, Certificate of Achievement in School Age Specialization, Certificate of Achievement in Children with Special Needs Specialization, Certificate of Achievement Teacher/Family Relationships Specialization, Certificate of Achievement Foundations in ECE Specialization, and a Site Supervisor Certificate of Achievement. Non-traditional classes include an Online ECE 3 Child Development course, an Online ECE 3 course, an Online ECE 33, an Online ECE 31, and Online ECE 37, a TV ECE 32 Parenting course, a TV ECE 10 Health, Safety, and Nutrition Course, a weekend ECE 210R California Child Care

Health Safety Course, an evening and weekend ECE 56R Effective Parenting Course and ECE 59 Child Abuse: Causes, Effects, Remedies course. We have also offered a weekend ECE 37 Adult Supervision Course in the Colusa area in order to recruit new applicants to the Mentor Teacher Program in that area.
(Active)

Budgetary Impact: Cost of providing copies of student handbook to students and counselors.
Timeline/Responsible Party: August 2014/ECE faculty
Perkins Eligible: No
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
In Progress. Just added this week to Program Review.

Program Recommendation: Old - Develop ECE Program Learning Outcomes

Work with all ECE faculty on the development of PLO (Program Student Learning Outcomes). This work will take place with both ECE faculty and community advisory committee members, including students. Work will begin on this on November 15, 2013

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 10/31/2013
Inactive Date: 05/09/2014
Supporting Evidence : ECE must develop PLO's in order to meet accreditation and provide Learning outcomes that are program wide.
Evaluation Plan: ECE Program Learning Outcomes will be developed and be posted on Trac Dat.

Plan of Action

Curriculum/SLO - Work with all ECE faculty on the development of PLO (Program Student Learning Outcomes). Our first meeting will be with Maris and Jan for the SLO committee and ECE faculty and advisory committee members, including students to come up with PLO's on Nov. 15, 2013.
ECE Faculty have already begun discussion regarding our Program Learning Outcomes. This is a current goal of our department. A meeting is scheduled for November 15 with the SLO Co-Chairs, Maris Wagener (who is also ECE Faculty) and Jan Ponticelli to develop our PLO’s for ECE. This meeting and discussion will also include members of our ECE Advisory Committee which include two current ECE students. (Active)

Budgetary Impact: None
Timeline/Responsible Party: January 2014/ECE faculty, SLO committee co-chairs, and ECE advisory committee.
Perkins Eligible: No
DE Related: No
HSI Related: No

Status

Reporting Year: 2013-2014 10/27/2013
Recommendation Progress: Recommendation Needs Improvement/Attention
In Progess. Just added to Program Review. Our First meeting to develop our Program Plo's will take place on Nov. 15, 2013.

Program Recommendation: Old - Expand Course offerings at Clearlake Campus

YC - Early Childhood Education Program Review

Expand course offerings at Clearlake Campus to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring an Adjunct Instructor.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 10/31/2013
Inactive Date: 10/31/2014
Supporting Evidence : Clearlake campus is in need of adjunct faculty in order to provide ECE degrees and all certificates listed in our catalog. The need for a Spanish speaking faculty member is crucial to meeting the need of the Spanish speaking students in Lake County.
Evaluation Plan: ECE Adjunct Faculty will be hired at Clear Lake Campus with an priority of a bilingual instructor.

Plan of Action

Staffing - Faculty - Expand course offerings at Clearlake Campus to provide access to all certificates and degrees in ECE, with a focus on support for Spanish speakers, by hiring an Adjunct Instructor.
Our current FTES for 2012-13 is 145.38 (up from last year at 144.74). Our current WSCH is 4361.40 (up from last year's 4342.20). Our Current Stu/Fac is 28.31 (up from last year's 28.04). Our current WSCH/FTEF is 424.59 (up from last year's 420.67). Our current FTEF is 5.14 (down from last year's 5.16. Our ECE department currently has 2 full-time faculty at Marysville/Sutter and 1 full-time faculty at Clearlake campus. There are currently 6 adjunct faculty at Marysville/Sutter. There are none at Clearlake. Clearlake is in great need of adjunct faculty, in order to provide our ECE Degrees and Certificates. There is a high need for a Bilingual adjunct in ECE at Clearlake. The ECE Department at Marysville/Sutter was able to hire a Bilingual ECE Adjunct instructor this past year. There is great need in our program for Bilingual ECE faculty, especially Spanish speakers, due to the high need for Spanish speaking Child Care and Migrant Education teachers in our ECE communities. According to the current Child Care Planning Council of Yuba and Sutter Counties Needs Assessment Survey, Hispanic families make up 36% of the population in Yuba County and 42% of the population in Sutter County. The language spoken by children 5-13 in Yuba is 20% Spanish and in Sutter it is 21% Spanish. The population for children from Migrant families include 575 of 0-4 year olds in Yuba and 650 of 0-4 year olds in Sutter. For children 5-12 from Migrant families, totals are 345 in Yuba and 1,061 in Sutter. This reflects the high need for child care in our community for children from Migrant families whose primary language is Spanish. Several studies have shown that children must have access to their home language for optimal development, especially in the early years. (Active)

Budgetary Impact: Cost of hiring an adjunct ECE instructor at Clearlake Campus.
Timeline/Responsible Party: August 2014/Art Pimentel and Laurie Daly
Perkins Eligible: No
DE Related: No
HSI Related:

Program Recommendation: Old - ECE Student Follow-up Data

ECE will seek out Data that focuses on the number of students employed in the ECE field after graduation ("follow-up") and provide support and incentives for ECE students to stay connected and to obtain certificates and degree, by providing:

- ECE Certificate Ceremony
- Inclusion of ECE fulltime faculty in signing and discussion of certificates granted
- Develop of ECE Club, Study Group, and Facebook

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2013-2014
Request Date: 10/31/2013
Inactive Date: 10/31/2014
Supporting Evidence : Data in crucial to continue funding of support services at Yuba College (CDTC and Mentor Program). Students have also reported a need for this support. In order to increase of ECE program effectiveness, data must be provided. We are advocating for the replacement of a college researcher to provide this service.
Evaluation Plan: Follow-up employment data and graduation and certificates will be provided which will help drive increased knowledge and program improvement.

Curriculum/SLO - Seek out Data that focuses on the number of students employed in the ECE field after graduation ("follow-up").
Provide support and incentives for ECE students to stay connected and to obtain certificates and degree, by providing:
- ECE Certificate Ceremony
- Inclusion of ECE fulltime faculty in signing and discussion of certificates granted
- Develop of ECE Club, Study Group, and Facebook

Impact: Because Yuba College has a diverse population we have the opportunity to provide students with a richer curriculum that reflects the community in which children and families are living. We also have the opportunity to provide more community outreach to diverse populations
Impact: Because Yuba College has a diverse population we also have a responsibility to provide classes that address the needs of our students in the area of second language development and respect for home language by offering course work in Spanish or courses that are combined with the ESL department. We also need to provide tutors that speak the languages of our students. We also need to work more closely with Disabled Students Services. This year we collaborated with the ESL department at Yuba College in order to provide an ECE for ESL course in order to support those students who needed this additional support in their course work. Many of these student received an "A" in ECE course they were taking because of this additional support. Advocacy for programs that benefit our growing diverse population must continue to be a part of our plan.

- Description of most needed courses including topics, times, locations and preferred language of instruction.

Results: According to our ECE students the most needed courses are our 12 core classes, which are ECE 1A (Practices/Programs), 1B (Curriculum), 31 (Child Family and Community), and 3 (Child Development). We especially need at least three ECE 3 classes a semester. There is also a growing need for continuing administration classes. The most needed topic is anything that has to do with Child Guidance and Children with Challenging Needs. Most ECE students report a need for evening and weekend classes as well as more online classes offered. Preferred language is English by the majority of students; however, a growing number would like to have some course work in Spanish and support within their classes for second language learning.
Impact: Our ECE department will continue to advocate for additional core ECE class offerings, especially in the evening. We will continue to advocate for additional ECE 3 classes and work toward collaboration with ESL for a learning community class in one of the core ECE classes such as ECE 3. Two years we collaborated with the ESL department at Yuba College in order to provide an ECE for ESL course in order to support those students who needed this additional support in their course work. Most of our ECE ESL students were unable to meet the entry level requirement of Intermediate level in English. We would like to see this course repeated as an entry level course at the beginning English level. We will also continue to ask for additional tutoring in Spanish. This last semester we were able to use Mentor Teachers as Tutors for some of the students that needed more support in Spanish/English in core ECE classes. We will continue to use this collaboration with the Mentor Program in the Fall/Spring of 2013-2014.
(Active)

Budgetary Impact: Cost of hiring a researcher for Yuba College
Timeline/Responsible Party: June 2014
Perkins Eligible: No
DE Related: No
HSI Related: No

Program Recommendation: Old - SLO Assessment Cycle Development

Develop a workable cycle of SLO Assessment and Action Plans for ECE Faculty.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 10/31/2013
Inactive Date: 10/31/2014
Supporting Evidence : A workable cycle of SLO Assessment and Action Plans must be developed for our 33 ECE courses offered with both ECE full and part time faculty.
Evaluation Plan: A workable cycle of SLO Assessment and Action Plans will be developed.

YC - Early Childhood Education Program Review

Curriculum/SLO - ECE faculty will develop a workable cycle of SLO Assessment and Action Plans for ECE courses.
The course SLO's that were assessed in the last year, were ECE 33, 1B, 31, 17 and 1C. ECE Faculty have already begun discussion regarding our Program Learning Outcomes. This is a current goal of our department. A meeting is scheduled for November 15 with the SLO Co-Chairs, Maris Wagener (who is also ECE Faculty) and Jan Ponticelli to develop our PLO's for ECE. This meeting and discussion will also include members of our ECE Advisory Committee which include two current ECE students.
SLOs are assessed at the end of every semester and the results are analyzed. From this process it was determined that student success and retention is connected to assignment completion. (Active)

Budgetary Impact: None
Timeline/Responsible Party: ECE faculty
Perkins Eligible: No
DE Related: No
HSI Related: No

Program Recommendation: Old - Develop course outlines for ECE CAP Expansion Project

Begin developing course outlines for current and new course offered for the CAP (Curriculum Alignment Project) Expansion Project. This includes two new course and updates for our ECE 33, 17, 2A, 2B, and 37 courses.

Recommendation Priority: 3. High Priority
Request Date: 10/31/2013
Inactive Date: 10/31/2015
Supporting Evidence : In order to align with other Community College course work in the areas of Infant/ Toddler, Special Needs, and Administration, CAP alignment must be completed and submitted. We submitted the Intent to Participate in Oct. 2013.
Evaluation Plan: We will align course work in the areas of Infant/ Toddler, Special Needs, and Administration with for CAP Expansion Project.

Plan of Action

Curriculum/SLO - ECE faculty will begin developing course outlines for current and new course offered for the CAP (Curriculum Alignment Project) Expansion Project. These will include two new courses in Special Needs and Infant/Toddler Curriculum and also revision of ECE 17, 33, 2A, 2B, and 37 in order to align with CAP Expansion. Agreement to participate was signed in October 2013.
As previously stated, many of our current goals and our ECE degree and certificates are driven by industry workforce regulations and current standards in the field. We align our course work with the CAP (California Curriculum Alignment Project) and the recommendations for the TMC (Transfer Model Curriculum). We are currently moving toward CAP (Curriculum Alignment Project Expansion) which will include alignment with other community college in the area of two Infant Toddler courses, two Special Needs courses, and three Administration courses. Agreement for this alignment work was signed on 9/26/13. The CAP expansion project is funded through California's Race to the Top/Early Learning Challenge Grant. One of our ongoing issues has been the Moratorium that placed by Yuba College on Curricunet. This not only slowed our ability to become Cap aligned, but also to complete our TMC Degree for ECE. Also a major issue is that we send through and had a new ECE Degree and Certificates sent through our Curriculum Committee that was then approved by our Yuba College Board back in 2010, but because of the issues with Curricunet and the Moratorium we have been unable to get final state approval on several of the certificates that were approved by the board. Many of our students are still waiting for approval of the certificates that they were working toward and that also are required through industry regulations and standards. The ECE Coordinator has met several times and continually stays in contact with the Curriculum Coordinators for Yuba College and Woodland (Previous Susan Ramones, Current Brandi Asmus – Woodland and Steven Cox – Yuba), as well, as our Educational Services Analyst, Lani Aguinaldo. ECE Faculty continue to advocate for complete lifting of this Moratorium so these certificates may be finalized. (Active)

Budgetary Impact: None
Timeline/Responsible Party: August 2014/ECE faculty and Curriculum Committee
Perkins Eligible: No
DE Related: No
HSI Related: No

YC - Early Childhood Education Program Review

Program Recommendation: Old - Transfer Degree

Provide a Transfer Degree (ADT) in ECE as soon as it is approved (awaiting approval from the state).

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 10/27/2013
Inactive Date: 10/31/2014
Supporting Evidence : The college must provide an ADT for ECE by the end of this year in order to meet accreditation. It has been submitted to the state and we are now awaiting approval.
Evaluation Plan: A Transfer Degree (ADT) in ECE will be offered at Yuba College.

Plan of Action

Curriculum/SLO - Awaiting approval from the state.
As previously stated, many of our current goals and our ECE degree and certificates are driven by industry workforce regulations and current standards in the field. We align our course work with the CAP (California Curriculum Alignment Project) and the recommendations for the TMC (Transfer Model Curriculum). We are currently moving toward CAP (Curriculum Alignment Project Expansion) which will include alignment with other community college in the area of two Infant Toddler courses, two Special Needs courses, and three Administration courses. Agreement for this alignment work was signed on 9/26/13. The CAP expansion project is funded through California's Race to the Top/Early Learning Challenge Grant. We have and are continuing to expand our ECE Online course offering and are working toward an Online ECE Degree. One of our ongoing issues has been the Moratorium that was placed by Yuba College on Curricunet. This not only slowed our ability to become Cap aligned, but also to complete our TMC Degree for ECE. (Active)
Budgetary Impact: None
Timeline/Responsible Party: By January 2014/State of California, ECE department, Lani Aquinaldo, Curriculum Committee
Perkins Eligible: No
DE Related: No
HSI Related: No

Program Recommendation: Old - Completion of CAP (Curriculum Alignment Project) alignment for ECE

We are currently provisionally aligned with CAP, however, we are awaiting the course outlines for all of the courses (ECE 1A, 1B, 3, 31, 27, 10, 11, and 46's) to be finalized through Curricunet and the Yuba College Board.

Recommendation Priority: 3. High Priority
Request Date: 10/27/2013
Inactive Date: 05/01/2014
Supporting Evidence : WE must provide alignment with other colleges in the state. We are currently provisionally aligned with CAP, however, we are awaiting the course outlines for all of the courses (ECE 1A, 1B, 3, 31, 27, 10, 11, and 46's) to be finalized through Curricunet and the Yuba College Board.
Evaluation Plan: CAP will be finalized through Curricunet and the Yuba College Board and sent in for Final approval by the May 1, 2014 deadline.

Plan of Action

Curriculum/SLO - Complete work for CAP (Curriculum Alignment Project) alignment (moving updated course outlines through Curriculum and the Yuba College Board)
As previously stated, many of our current goals and our ECE degree and certificates are driven by industry workforce regulations and current standards in the field. We align our course work with the CAP (California Curriculum Alignment Project) and the recommendations for the TMC (Transfer Model Curriculum). We are currently moving toward CAP (Curriculum Alignment Project Expansion) which will include alignment with other community college in the area of two Infant Toddler courses, two Special Needs courses, and three Administration courses. Agreement for this alignment work was signed on 9/26/13. The CAP expansion project is funded through California's Race to the Top/Early Learning Challenge Grant. One of our ongoing issues has been the Moratorium that placed by Yuba College on Curricunet. This not only

slowed our ability to become Cap aligned, but also to complete our TMC Degree for ECE. Also a major issue is that we send through and had a new ECE Degree and Certificates sent through our Curriculum Committee that was then approved by our Yuba College Board back in 2010, but because of the issues with Curricunet and the Moratorium we have been unable to get final state approval on several of the certificates that were approved by the board. Many of our students are still waiting for approval of the certificates that they were working toward and that also are required through industry regulations and standards. The ECE Coordinator has met several times and continually stays in contact with the Curriculum Coordinators for Yuba College and Woodland (Previous Susan Ramones, Current Brandi Asmus – Woodland and Steven Cox – Yuba), as well, as our Educational Services Analyst, Lani Aguinaldo. ECE Faculty continue to advocate for complete lifting of this Moratorium so these certificates may be finalized. (Active)

Budgetary Impact: None

Timeline/Responsible Party: May 2014 Deadline/Curriculum and Yuba College Board

Perkins Eligible: No

DE Related: No

HSI Related: No