

SHORELINE COMMUNITY COLLEGE

FINAL REPORT– 6/16/10

**EDUCATION PROGRAM
REVIEW**

SPRING 2010

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PURPOSE

The purpose of the program review process at Shoreline Community College is continuous quality improvement. This process is scheduled on a five year cycle across all instructional areas at the college.

This process serves to meet standards established by the State Board for Community and Technical College Education and the Northwest Commission on Colleges and Universities. Relevant accreditation standards are listed below:

4.A Assessment

- 4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data – quantitative and/or qualitative, as appropriate to its indicators of achievement – as the basis for evaluating the accomplishment of its core theme objectives.
- 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly-identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.
- 4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes.
- 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

METHODOLOGY

First Committee Meeting

(orientation to process with full-time faculty, division dean, workforce dean, institutional researcher, and consultant)

Qualitative Information Collected

- College website, planning guides, brochures
- Schedule of Classes
- Class Cancellations and Wait Lists
- Full-Time Faculty Input (written assignment)
- Samples: Course Syllabi + Master Course Outlines
- Student Focus Group (current students)
- Student Surveys (online + former students)
- Full-Time Faculty Interviews
- Division Dean Interview
- Advisory Committee Interviews + Meeting Minutes
- Employment Information/Projections
- Programs at Other Colleges (degrees/certificates/schedules)

Quantitative Information Collected

- Faculty teaching loads (full-time and part-time)
- Division budget figures
- Annualized FTES, Headcount, and % of Enrollment
(by program and by certificate + degree)
- Student demographics (age, gender, ethnicity,
academic disadvantage + economic disadvantage)
- Completion of degrees and certificates
- Student grade distributions
- State comparative data on S:F ratios
- State employment data on former students

METHODOLOGY (continued)

Consultant Preparation of Report

- Compile/analyze data + information
- Write findings/recommendations
- Email draft report to committee for review
- Meet with committee to discuss report
- Finalize report and distribute to committee

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FACULTY REMARKS

The following comments are included at the request of faculty: (1) They only received a two week notice prior to the start of this revised program review process, which posed difficulty in their schedules and gave them limited preparation time; and (2) the program has been dramatically impacted by having one of the two full-time instructors take sabbatical leave in the previous year. They believe that some of the results reported for the program would have been different if both full-time instructors had been able to share program responsibilities in the year prior to the review.

EDUCATION PROGRAM REVIEW REPORT - Spring 2010

ELEMENTS REVIEWED, FINDINGS and ANALYSIS

1. ASSESSMENT OF LEARNING

(Course syllabi, master course outlines, faculty + student feedback)

TOOLS TO ASSESS PROGRAM OUTCOMES

- 1.1 At the present time there is **no formal system for measuring and tracking aggregate data to assess achievement of program outcomes**. Faculty monitors student performance in their classes and receives feedback informally from advisory committee members and graduates to assess program outcomes. Faculty indicates that class outcomes support program outcomes and thus passing a class is an indicator for assessing program outcomes. The internship class provides helpful samples of student work for this purpose. Follow-up with former students consists of occasional conversations or email contacts. Exit interviews or surveys for graduating students could also provide information about program outcomes. **Student respondents gave very positive reactions when asked how well their learning needs were met and how well prepared they were for employment in the field.**
- 1.2 The advisory committee representative believes program outcomes are appropriate, but the focus of the program could be more specifically defined (i.e. what level is emphasized – 0 to 3 years of age, elementary education?) Faculty has not received much helpful information about student data trends in the past, but the hiring of a new institutional researcher may provide institutional data that better supports assessment of program outcomes in the future.

TOOLS TO ASSESS GENERAL EDUCATION OUTCOMES

- 1.3 Master course outlines identify general education outcomes that are addressed in each course. Faculty recognizes common types of assignments throughout the curriculum that would provide samples of student work to evaluate for this purpose. However, **specific guidelines and/or performance levels for assessing student achievement of general education outcomes have not been clearly defined by the college.** Education faculty is skilled at assessing student learning in their discipline; and they utilize a wide variety of assessment methods. Since many courses and assignments or projects include multiple learning outcomes it is sometimes difficult to isolate and collect assessment data on individual general education outcomes. **Although it is assumed that passing grades demonstrate satisfactory achievement of general education outcomes, this area of assessment could be further refined.**
- 1.4 Faculty is concerned that the college does not provide clear criteria for content

that fulfills the **human relations requirement** in professional-technical programs. This makes it difficult to ensure that embedded content meets accreditation standards for related instruction (general education in prof-tech courses) and it compromises meaningful assessment in this area. This raises questions about curriculum committee processes, since there is no panel of content experts for the human relations requirement (one exists for the multicultural requirement).

EVIDENCE OF ACTION BASED ON ASSESSMENT FINDINGS

1.5 Faculty continually evaluates student learning as well as curriculum currency. Various grant activities and community partnerships have required tracking student achievement and conducting follow-up activities. One example is **development of a math course** that applies concepts to early childhood education. This was created to resolve difficulties that education students encountered in other college math courses that meet the QR requirement.

General Education Outcomes

Learning Outcome	Assessment Measure	Data Collected	Evaluation of Data	Actions Taken
Quantitative Reasoning	EDUC 118 – homework assignments	Homework graded, grades recorded. No aggregate data collected, other than grades. Of 14 enrolled students Winter 2010, 11 passed, one withdrew, one “vanished”, one failed to turn in enough work in a timely manner to earn a passing grade. These outcomes are representative of previous student cohorts in this new class	Students who receive a passing grade in this course are deemed to have met the QR learner outcomes, as this course is considered a core course for Professional-Technical students.	Student pass rate is appropriate; those who did not pass were largely due to personal circumstances that lead to lack of attendance in the course. The level of support in this course is substantial, student success rates are high. The Math Learning Center has also been a support system for students. Students are often invited to modify and resubmit work based upon feedback.
	EDUC 115 and EDUC 204 also have homework and/or quiz assessments regarding understanding of standardized test score interpretation.	Homework and/or quiz responses.	Not collected in a specific manner for reporting purposes.	
Communication	All our courses have Communication outcomes assessed on an	Feedback is given to students and grades recorded	Communication outcomes are monitored on an ongoing basis in a	Students are often invited to modify and resubmit work based upon

	<p>ongoing basis: research reports, written “mock-ups” of newsletters and brochures, class presentations that are verbal and/or visual, respectful dialogs in small group discussions and online discussions. Both written and oral communication is evaluated intensely in our classes.</p> <p>Students pursuing a degree take the core communication course of Eng 101.</p>	<p>on assignments. Assignments tend to have many learner outcomes embedded in them.</p> <p>No data collected on pass rates for this class.</p>	<p>qualitative manner with all students, but data has not been collected and aggregated. Because strong communication skills are central to competency in the discipline of education, ongoing feedback to students regarding communication skills is central to much of our work.</p>	<p>feedback.</p> <p>Some students have been referred to counseling when communications in coursework indicate some potential underlying needs for support of this nature. Some students have been counseled by faculty regarding their communication skills in relation to the profession, and have been encouraged to take additional courses such as ESL, Speech and Communications, and Writing skills courses.</p>
<p>Multicultural Understanding</p>	<p>EDUC 117 is a core course in MC understanding, so a passing grade in this class indicates that core outcomes have been met. MC understanding outcomes are integrated into all of our courses.</p>	<p>This class was offered 2 times in 2009-2010. 42 out of 50 students passed the course, indicating that basic competencies were attained. 7 of the 9 students who did not pass had grades that reflected W, NC or V; that is not enough work was done to assign a decimal grade.</p> <p>Assignments</p>	<p>Individual assignments are evaluated and feedback is given to students in a narrative fashion, as well as in a quantitative fashion (number of points earned).</p> <p>In the course of verbal interaction, informal as well as written verbal feedback is given.</p>	<p>Students are often invited to modify and resubmit work based upon feedback.</p>

		<p>are geared toward evaluation and feedback on multicultural understanding outcomes.</p> <p>Embedded in many of these same assignments are outcomes related to general intellectual abilities, communication, information literacy and global awareness, as well.</p> <p>Assignments include written work, small group interactions, role playing, verbal and visual presentations, verbal and written discussions (online).</p>		
Information Literacy	<p>EDUC 115, &202, &204, 117, and 265, in particular. This outcome is embedded in all courses</p>	<p>Research papers, group research projects, critique of online (in particular) resources in education, evidence of critical thinking regarding multicultural perspectives in information is a strong focus in many such assignments.</p>	<p>Individual and group assignments are evaluated and feedback is given to students in a narrative fashion, as well as in a quantitative fashion (number of points earned). Data specific to this learning outcome is not collected in the aggregate.</p>	
General Intellectual	<p>All courses promote and assess</p>	<p>Discussion topics,</p>	<p>The majority of the assignments in our</p>	<p>Students are generally provided</p>

Abilities	critical thinking skills, interdisciplinary connections and integrated approaches to analyzing new situations.	presentations, role playing activities, position papers, development of lesson plans for children.	program have these skills at their core; if these skills are not demonstrated sufficiently, students do not receive passing grades!	with feedback, and encouraged to modify work and resubmit, when these skills are determined to not be displayed to a sufficient degree in their assignments.
Global Awareness	EDUC&115, 116, 117, 140, 150, 202, 215,265.	Assignments related to linguistic equity, immigrant and refugee considerations in working with families and children, multi-cultural perspectives in child development and child rearing; multicultural perspectives on the role of teachers	Discussions, research papers, position papers, development of lesson plans and bibliographies that reflect linguistic and cultural diversity, on the impact of global and competitive economies on policy decisions in American education systems, reflections papers on the impact of immigration, trauma of refugee status and how that affects parent-teacher and teacher-child interactions and curriculum development.	Students are generally provided with feedback, and encouraged to modify work and resubmit, when evidence of awareness, knowledge and skills are determined to not be displayed to a sufficient degree in their assignments.

2. PROGRAM INFORMATION

(Website, catalog, planning guides, program descriptions, and promotional materials)

ACCURACY

- 2.1 The website says **book costs** for every degree and certificate are “variable and approximately \$200 per quarter”. Curricula vary greatly among degrees and certificates, thus individualized cost estimates would be more helpful to students.
- 2.2 **The annual class schedule on the website shows 3 courses are offered once per year whereas the planning guides show 11 courses offered once per year. Although schedules are subject to change, this is a pronounced discrepancy.**
- 2.3 Communication at the college is problematic because old or erroneous information continues to surface on both printed and electronic documents (including links on electronic copies of course syllabi).

RELEVANCY

- 2.4 **Program descriptions on the website and brochure** provide information about a range of career pathways and transfer options. Student responses in the review process were mixed about helpfulness of program information. Some were very pleased while others rated program information in the mid-range. Comments include the suggestion to highlight areas of emphasis in the program (i.e. early childhood versus early elementary, embedded multicultural concepts, etc.). **Also some students want planning guides to indicate when courses are offered and to provide mapping of the preferred sequencing of courses.**
- 2.5 Website content describes impressive **program participation in grant activities** and partnerships that reflect current developments in the field of early learning. Content also includes sections regarding faculty concerns about the demands of securing and managing significant grants. While these issues are important and truthful, they are best conveyed to administrators instead of the college website where they might raise questions or concerns for students.
- 2.6 Website content provides **salary information**, which is helpful to students. Sources of this information are undated or absent, which leaves some doubt about validity.

CURRENCY

- 2.7 The website section labeled “**Current Programs**” describes some program activities in future tense (i.e. to be initiated or to be completed for 2008 or 2009). Since this is now 2010, the language appears out-of-date and raises questions about what has transpired in the last one or two years. **The responsible personnel and process for website updating are not clear to faculty.**

CONGRUENCY

- 2.8 Website content provides a **consistent presentation of headings** for each program option (i.e. quarterly costs, program outcomes, etc.). General education requirements are consistently identified, as are courses that embed human relations content.
- 2.9 Curriculum planning guides for degrees and certificates on the program website use consistent symbols to identify **courses offered once per year, except for the Home Care Provider Certificate which does not identify courses offered once per year and uses a different symbol for embedded human relations.**

ACCESSIBILITY

- 2.10 The Education Program is **not listed separately in the website A-Z directory** like other programs. This omission may pose difficulty for potential students seeking quick access to program information; however the link to professional-technical programs does provide access. Faculty and students think the college website has problems including unclear pathways. **Faculty would like a program website, but need technical support to create and maintain this.**
- 2.11 The **college catalog** is in limited supply and presents more abbreviated content than the website. **Printed information** is available in the form of program

brochures and curriculum planning guides available in the Advising Center and other offices across the campus. Faculty has not been informed whether new program brochures will be provided in the future.

- 2.12 **Students hear about the program** from a variety of sources including word-of-mouth, the quarterly class schedule, and the Worker Retraining Office.

3. STUDENT DATA TRENDS

NOTES:

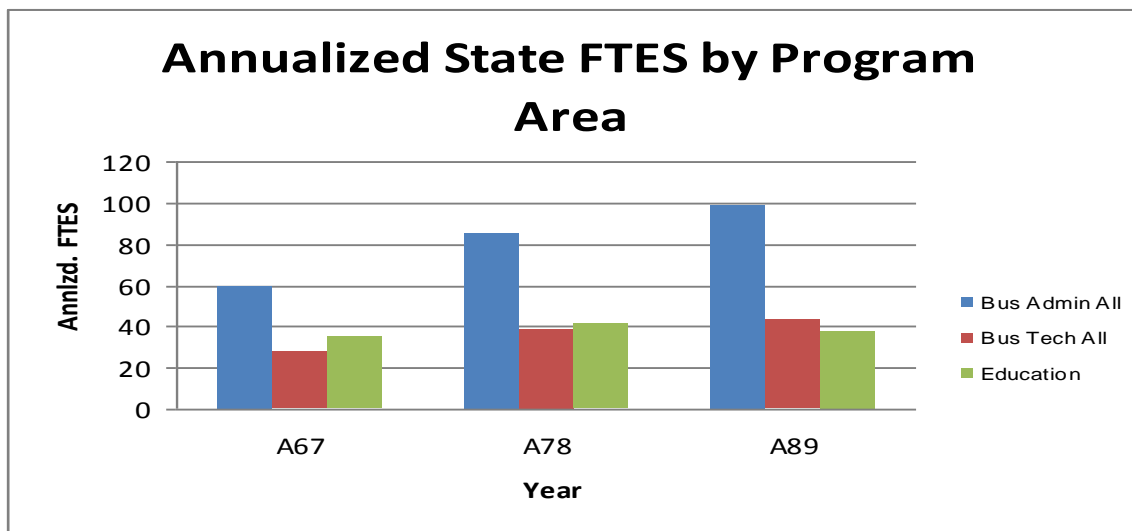
- Problems with **accuracy of student program intent codes** raise concerns about some of the institutional data used in this review (estimated 15-30% of student intent codes are erroneously reported)
- **Program data initially provided for this review did not include students with transfer intent.** Therefore, demographic analyses in this report focus mainly on students with a prof-tech intent, and should not be regarded as a reflection of the total students in all courses with the EDU designation.
- **Since transfer students generate significant enrollment for this program and the college, faculty requested a second set of data including both workforce and transfer students (included in the Appendix).** Findings from that data support different conclusions about program enrollment, cost, student demographics and completion rates. Comprehensive analysis of all the new data (see Appendix) was not possible since it was received after the quarter ended and the report was almost finished. **However, new data showing FTES and enrollment counts for both prof-tech and transfer students was added to the report and portions of the narrative were revised to reflect findings based on that data.**

THREE-YEAR ENROLLMENT - ANNUALIZED FTES

3.1 Annualized FTES of **prof-tech students for the Education Program dropped slightly** from 2007-08 to 2008-09 (based on program intent codes). Upon further examination this may reflect a data problem, rather than an actual enrollment decline. During 2007-08 the program coordinator made special efforts to ensure students had correct coding, but she was not able to continue this extra work in 2008-09 which is an indication that coding problems are contributing to under-representation of program enrollment.

3.2 The decision of the college to **discontinue the SLPA** (Speech Language enrollments of Education courses; as these students often took Education courses as electives. The last of these students will be seen in the program this spring and summer. The resulting decline in enrollments has been offset, to some degree by students responding to the economic recession, an increased number of courses offered online, and changed status of the math and multicultural courses which attract students from outside the program.

- 3.3 Other factors that support enrollment include good word of mouth about the program, the number of transfer courses offered in the program, strong faculty teamwork and flexibility, and personalized help for students.
- 3.4 Factors that negatively impact enrollment include: **changing industry standards provide less incentive or reward for a 2-year degree** (child care workers can settle for on-the-job mentoring and Head Start lead teachers must have a bachelor's degree). Many 4-year schools have created ECE degrees that compete for potential students and don't make it easy for community college students to transfer credits. Workforce students do not typically complete internship because the state does not require it.
- 3.5 Annualized state FTES including both **prof-tech and transfer students in education was similar in 06-07 and 08-09 with an intervening increase in annualized FTES during 07-08** (refer to comments in section 3.1 above).

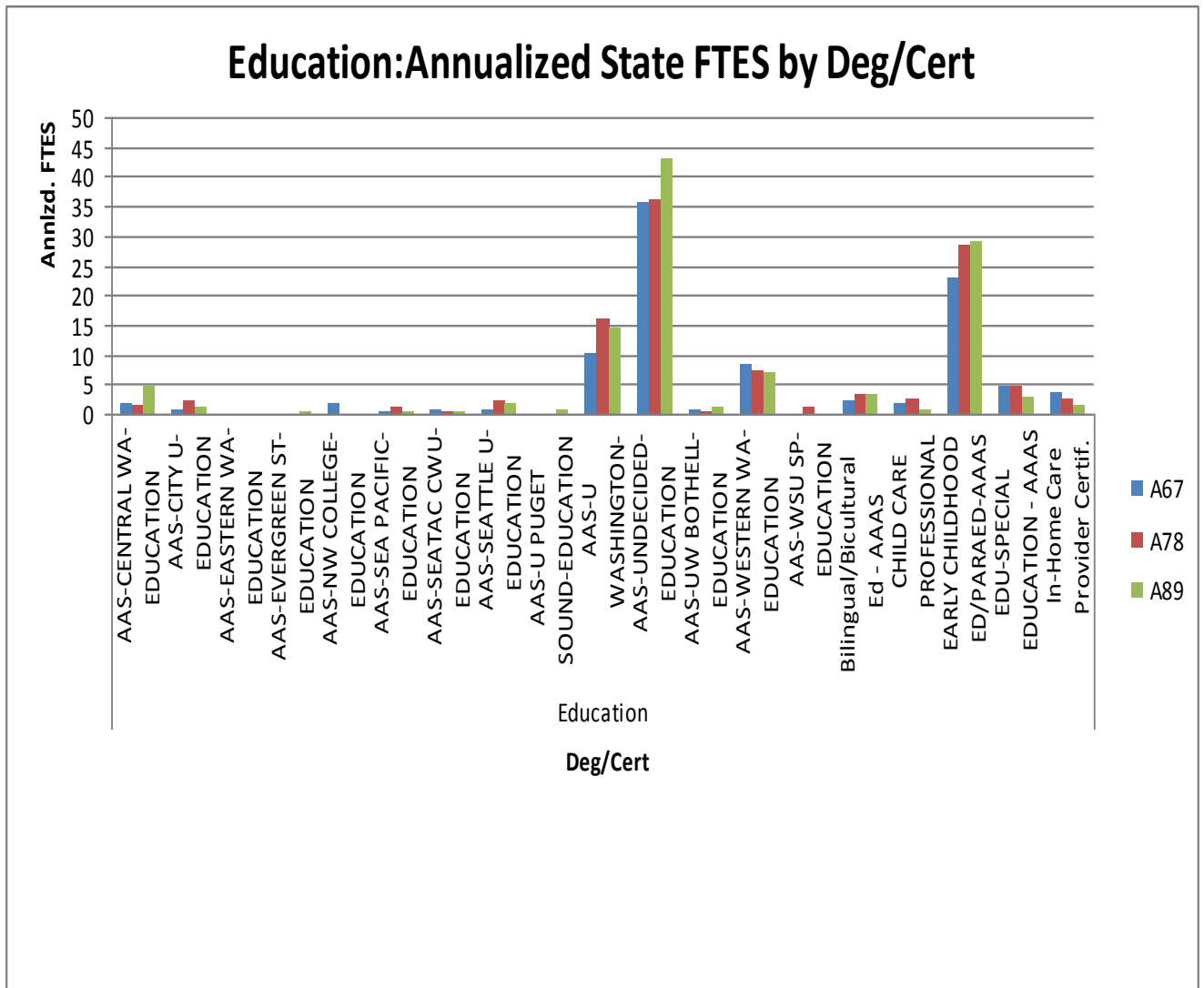


Note: This data reflects programs under review during spring 2010. AnFTES shown here include both workforce and transfer students.

Sum of Annlzd FTES	YEAR		
	06-07	07-08	08-09
BUS	149.04	147.71	151.62
EDU	38.83	47.01	38.73
BUSTC	99.47	94.97	109.58

- 3.6 The following graph and data chart represent **annualized FTES (including prof-tech and transfer students) for all degrees and certificates in education**. These show the three largest areas of enrollment in the Education Program are: the AAS-undecided Education, followed by the AAAS-Early Childhood Education/Paraeducator (SCC), and finally the AAS-UW-Education.

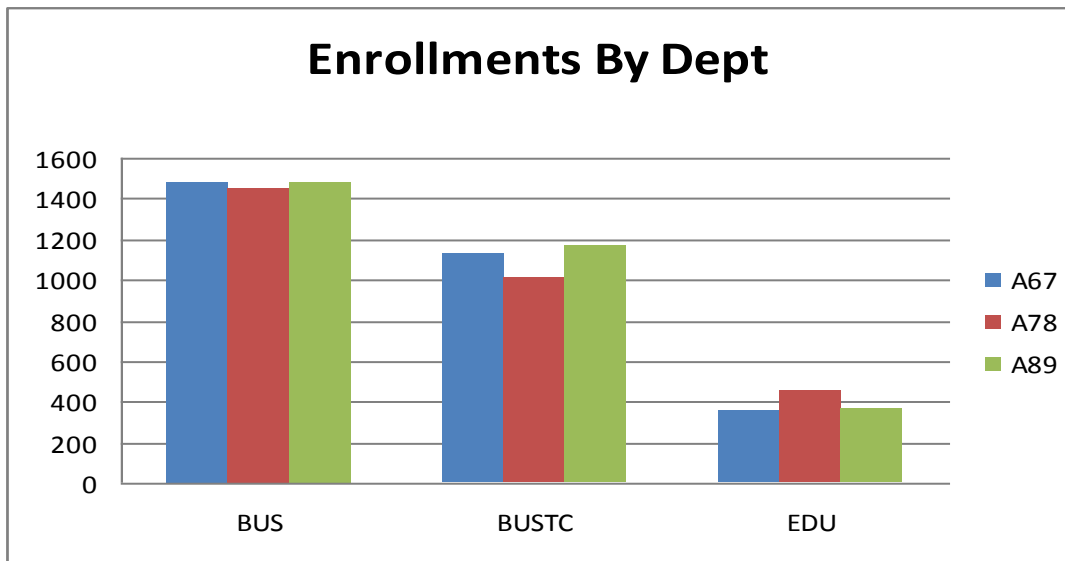
This clearly substantiates the claim by education faculty that transfer students are a major portion of their enrollment.



Education Program	Year		
EPC_TITLE	A67	A78	A89
AAS-CENTRAL WA-EDUCATION	1.89	1.40	4.91
AAS-CITY U-EDUCATION	0.58	2.33	1.00
AAS-EASTERN WA-EDUCATION	0.11	0.13	
AAS-EVERGREEN ST-EDUCATION	0.04		0.33
AAS-NW COLLEGE-EDUCATION	1.89		
AAS-SEA PACIFIC-EDUCATION	0.22	1.22	0.33
AAS-SEATAC CWU-EDUCATION	0.60	0.27	0.22
AAS-SEATTLE U-EDUCATION	0.71	2.31	1.93
AAS-U PUGET SOUND-EDUCATION			0.80

AAS-U WASHINGTON-EDUCATION	10.07	16.01	14.59
AAS-UNDECIDED-EDUCATION	35.73	36.27	43.09
AAS-UW BOTHELL-EDUCATION	0.82	0.33	1.27
AAS-WESTERN WA-EDUCATION	8.47	7.19	6.78
AAS-WSU SP-EDUCATION		0.93	
Bilingual/Bicultural Ed - AAAS	2.20	3.38	3.29
CHILD CARE PROFESSIONAL CERTIF	1.84	2.53	0.80
EARLY CHILDHOOD ED/PARAED-AAAS	22.94	28.40	29.29
EDU-SPECIAL EDUCATION - AAAS	4.76	4.67	3.09
In-Home Care Provider Certif.	3.48	2.40	1.31
	96.36	109.78	113.03

3.7 Enrollment counts (not headcounts) for each of the programs reviewed spring 2010 are shown in the following chart: Education Program enrollment counts were similar between 06-07 and 08-09 with a peak in 07-08 (which parallels the pattern for AnFTES).



Sum of Enrollment	06-07	07-08	08-09
BUS	1486	1452	1482
BUSTC	1125	1010	1165
EDU	353	452	359

STUDENT TO FACULTY RATIOS FOR PROGRAM

- 3.8 Official figures from the State Board indicate the following student to faculty ratios for the last three years in the Public Support category, which includes Early Childhood Education and Teaching. The Shoreline Community College Education Program has shown an **upward trend in prof-tech S:F ratios over 3 years.** (S:F data is not yet available for fiscal year 2009-10).

	06-07	07-08	08-09
Shoreline CC	14.18	15.77	16.61
State average	22.61	22.17	22.27

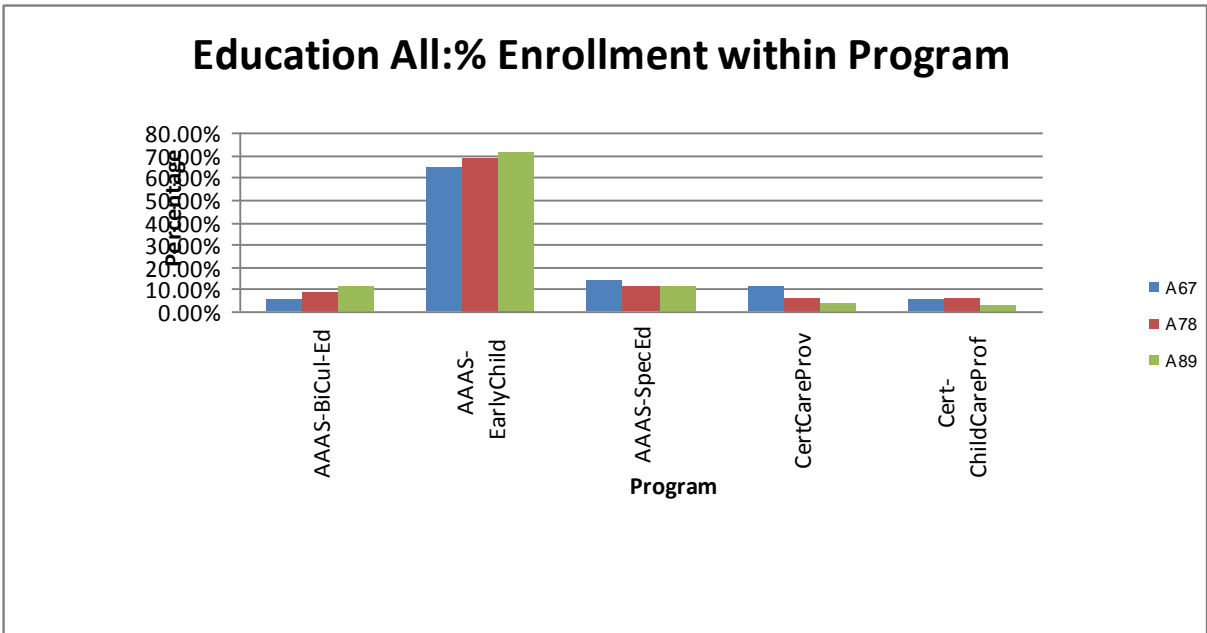
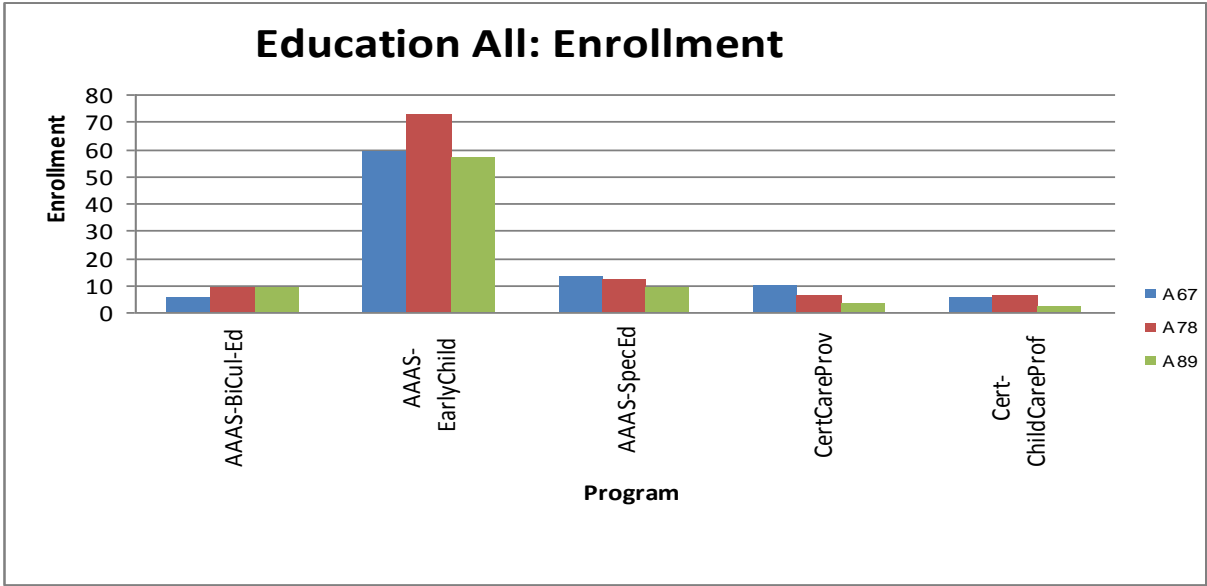
It is important to note that state board figures shown in the above chart **under-represent actual enrollment and student-to-faculty ratios in this program** for two reasons: (1) coding problems exclude some students from the prof-tech enrollment count, and (2) the state figures **exclude transfer students which are a significant percentage of program enrollment.**

- 3.9 Comparison with institutional data for all education courses (including both workforce and transfer students) shows **much higher student-to-faculty ratios:**

FTEs/Faculty	05-06	06-07	07-08
FT Fac	27.7	23.2	28.1
PT Fac	5.4	3.8	5.8
All Fac	22.3	19.3	22.2

DEGREES AND CERTIFICATES: ENROLLMENT COUNT AND PERCENTAGE OF PROF-TECH STUDENT ENROLLMENT

- 3.10 The **majority of prof-tech student headcount (71%) in 2008-09 focused on the AAAS degree in Early Childhood Education.** This percentage has increased each of the last three years (from 2006-07 through 2008-09). Despite a decline in headcount for this degree last year (from 2007-08 to 2008-09), it retains the highest percentage of program enrollment headcount.
- 3.11 Although dramatically smaller, the next highest enrollment areas for prof-tech students are the AAAS in Special Education and AAAS in Bilingual Education.
- 3.12 The AAAS in Special Education and both certificates (Care Provider and Child Care Professional) are in decline. **Demand for the two certificates appears very minimal.**



ENROLLMENT

AAAS-BiCul-Ed	5	9	9
AAAS-EarlyChild	59	73	57
AAAS-SpecEd	13	12	9
CertCareProv	10	6	3
Cert-ChildCareProf	5	6	2
Grand Totals	92	106	80

PERCENTAGES

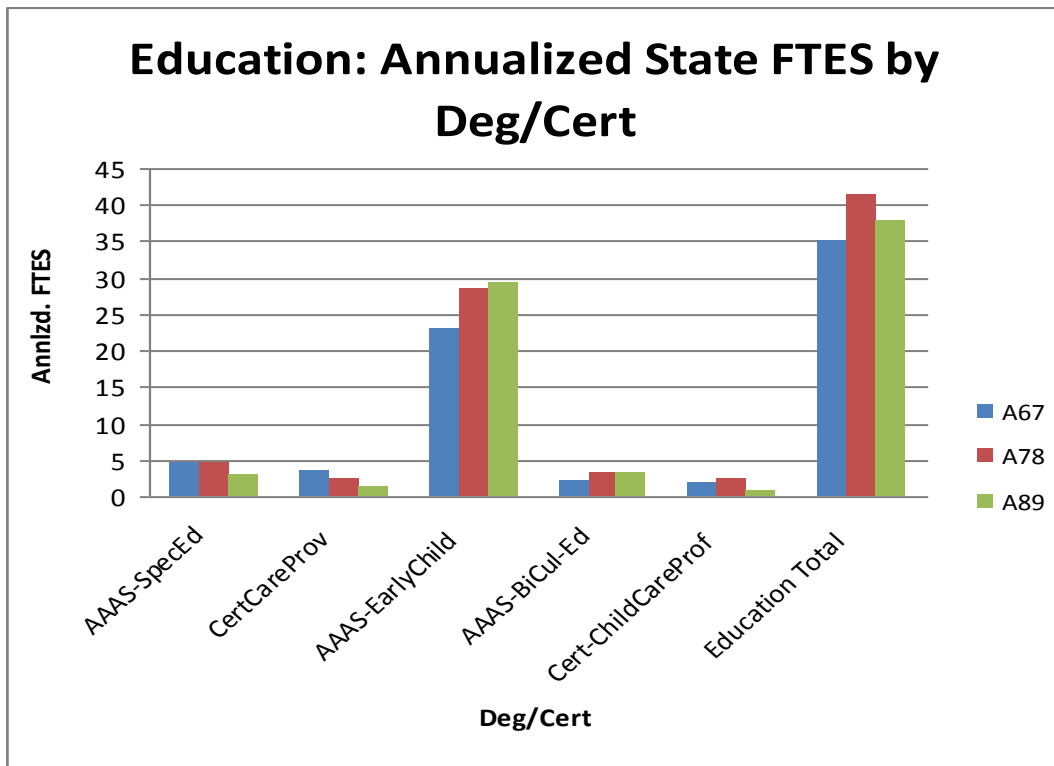
AAAS-BiCul-Ed	5.43%	8.49%	11.25%
AAAS-EarlyChild	64.13%	68.87%	71.25%
AAAS-SpecEd	14.13%	11.32%	11.25%
CertCareProv	10.87%	5.66%	3.75%
Cert-ChildCareProf	5.43%	5.66%	2.50%

PROF-TECH DEGREES + CERTIFICATES: ANNUALIZED STATE FTES

3.13 The following analysis should be viewed with caution. Coding problems and omission of transfer students leads to under-representation of actual student enrollment. Currently available institutional data shows that annualized state FTES for the **AAAS in Early Childhood Education** have increased each of the last three years (2006-07 through 2008-09). This option generated 77.5% of AnFTES generated by prof-tech students in the program during 2008-09.

3.14 The AnFTES for **AAAS in Special Education and Care Provider Certificate** have decreased every year for three years (2006-2009).

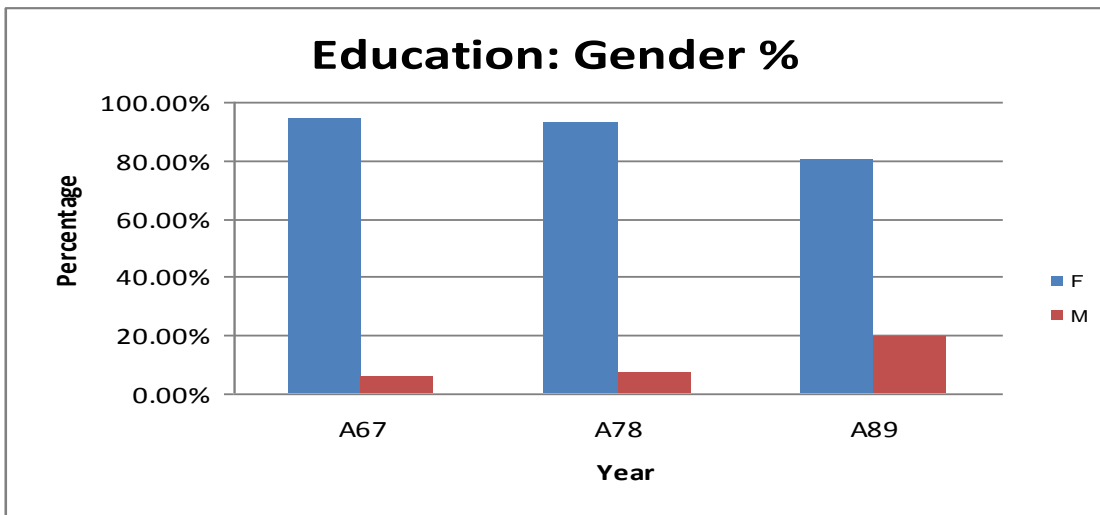
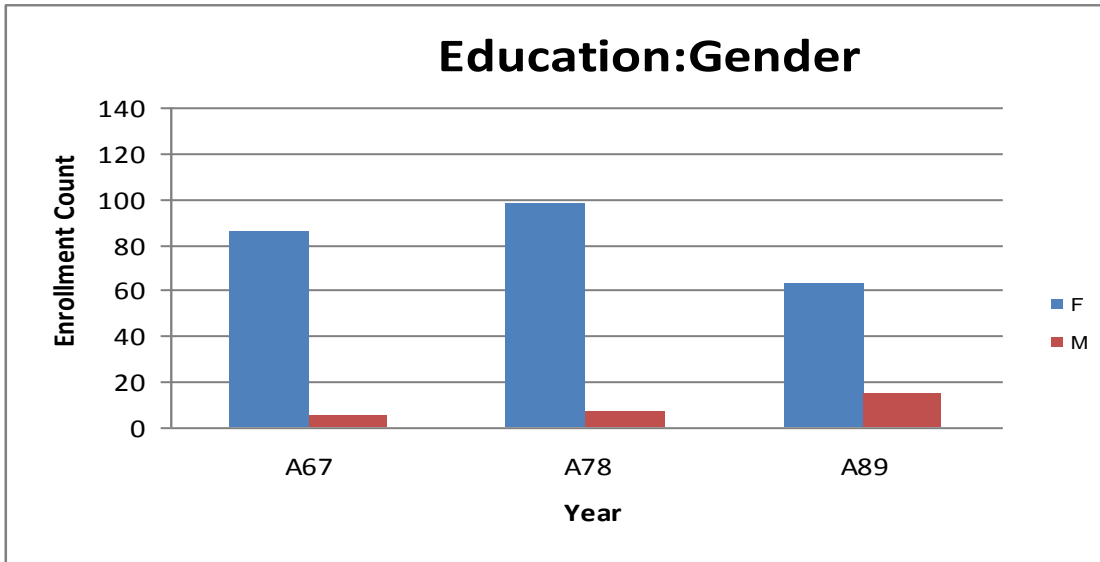
3.15 Annualized FTES for the AAAS in Bicultural education decreased between 2007-08 and 2008-09, but maintained a higher level than 2006-07.



	A67	A78	A89
AAAS-SpecEd	4.75	4.66	3.08
CertCareProv	3.47	2.39	1.31
AAAS-EarlyChild	22.94	28.40	29.29
AAAS-BiCul-Ed	2.20	3.37	3.28
Cert-ChildCareProf	1.84	2.53	0.80
Education Total	35.22	41.37	37.77

PROF-TECH STUDENT GENDER: ENROLLMENT COUNT + PERCENTAGE

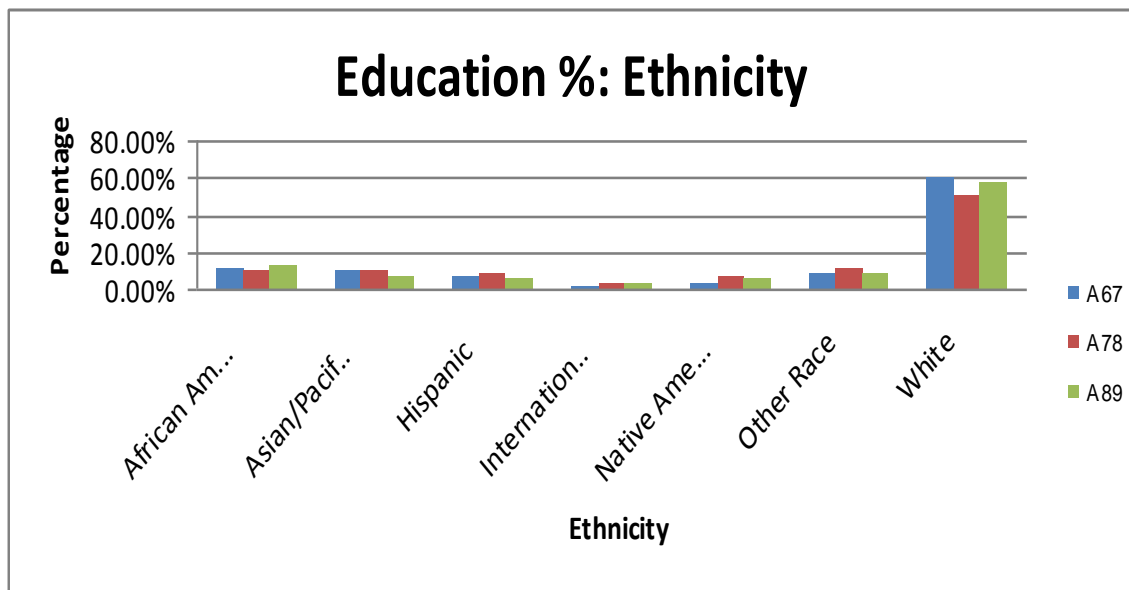
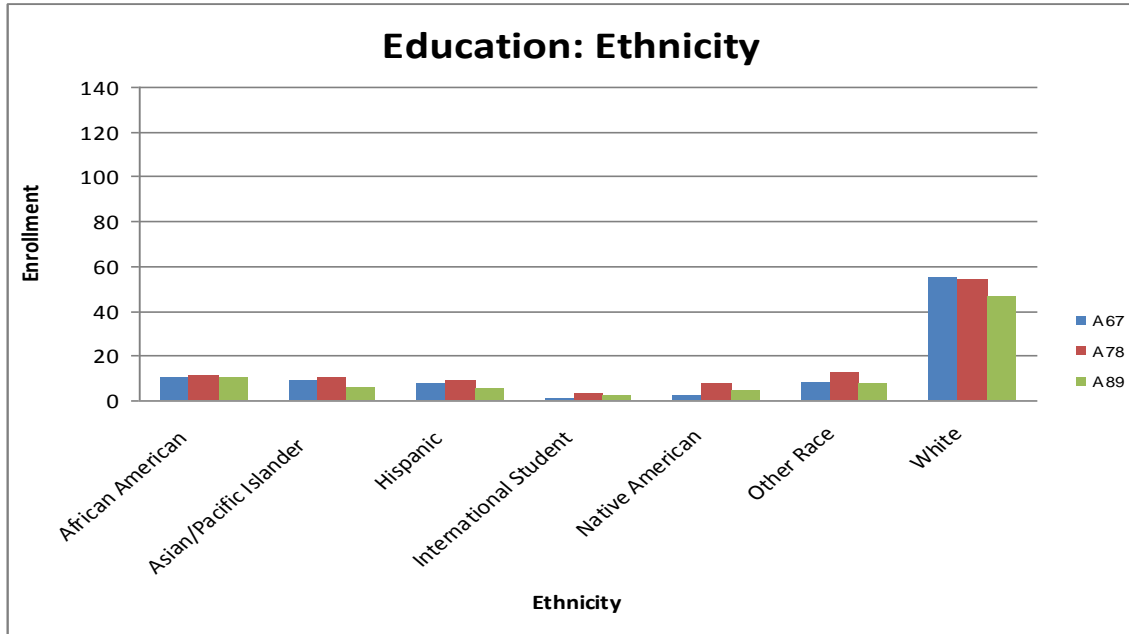
3.16 For education **prof-tech students** in the three years between 2006-07 and 2008-09 the number and percentage of females has declined (down to 80.77%) while the number and percentage of males has been increasing (up to 19.23%). This is a very positive step towards gender equity in a female dominated field. (Note: Data on transfer students is provided in the Appendix).



ENROLLMENT			PERCENTAGES				
	06-07	07-08	08-09		06-07	07-08	08-09
F	86	98	63	F	94.51%	93.33%	80.77%
M	5	7	15	M	5.49%	6.67%	19.23%
	91	105	78				

PROF-TECH STUDENT ETHNICITY: ENROLLMENT COUNT + PERCENTAGE

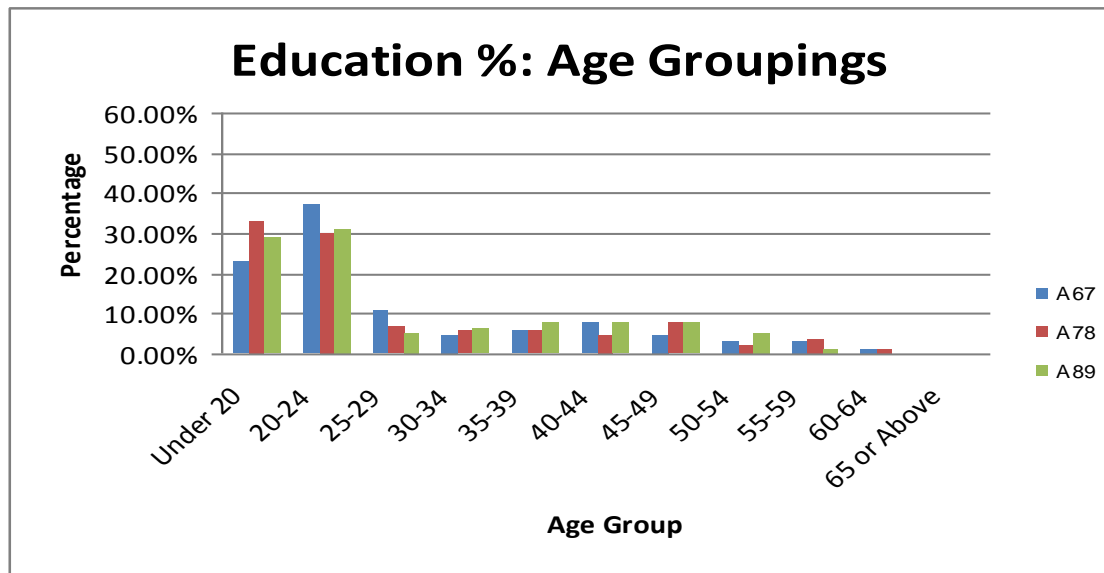
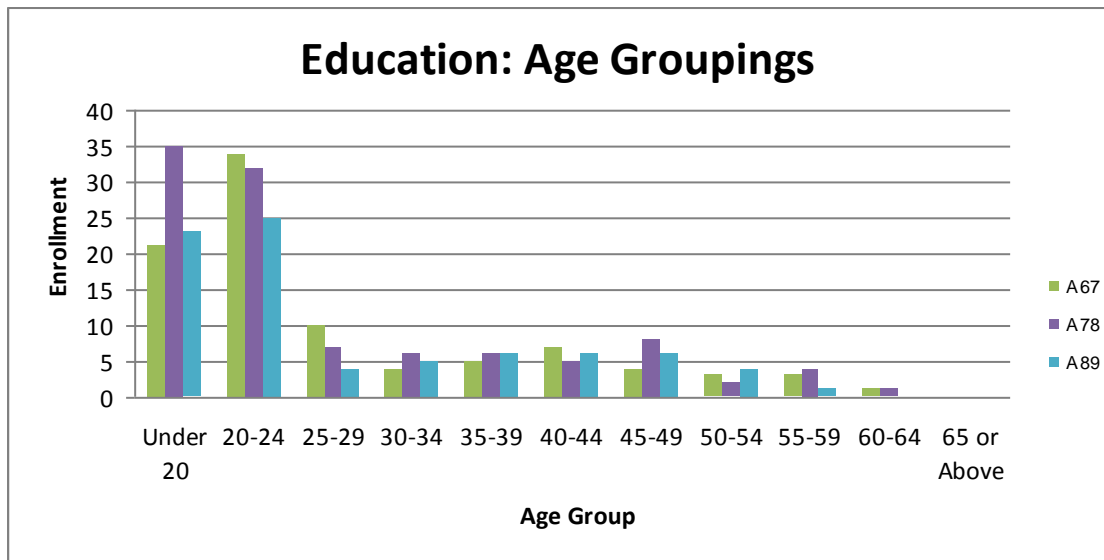
- 3.17 In the last three years from 2006-07 through 2008-09 **prof-tech student headcount in all non-Caucasian ethnic categories** increased and then **subsequently declined**. (Note: Data on transfer students is provided in the Appendix).
- 3.18 Compared to 2006-07, several groups of prof-tech students had a higher percentage in 2008-09 including: African American, International students, Native Americans, and Other Race. **The percentage of white students** increased from **50.9% in 2007-08 to 57.5% in 2008-09**, which means the total percentage of **non-white prof-tech students declined during that period from 49.1% to 42.5%**.
- 3.19 Various grants and community partnerships increased program visibility and stimulated more participation by **under-represented groups** of students. The surge of new students who need many hours of academic advising (both transfer and workforce) and career guidance has greatly impacted faculty.
- 3.20 In the past this program had a larger number of students from diverse groups due to **grants that received federal and city funding**. This contributed to a **more diversified student population and enabled the program a larger variety of classes, which included a bilingual/bicultural track**. College cutbacks and budget reductions did not provide the same level of support that were necessary to **continue this level of programming and has resulted in a reduction of students**. This includes evening courses, off-campus courses that target specific populations (child care providers in central and south King county who were participants in the grant-funded programs of past years, and who are working at completion of their degrees), or those courses that are not essential to graduation (elective courses or courses that are offered as one of several choices). The most immediate effects are reflected in the cancellation of EDUC 140 K-3 Instructional Methods for spring quarter, and the inability to offer the 3-course sequence that makes the Bilingual/Multicultural degree option unique.



ENROLLMENT				PERCENTAGES			
Ethnicity	A67	A78	A89	Ethnicity	A67	A78	A89
African American	10	11	10	African American	10.87%	10.38%	12.50%
Asian/Pacific Islander	9	10	6	Asian/Pacific Islander	9.78%	9.43%	7.50%
Hispanic	7	9	5	Hispanic	7.61%	8.49%	6.25%
International Student	1	3	2	International Student	1.09%	2.83%	2.50%
Native American	2	7	4	Native American	2.17%	6.60%	5.00%
Other Race	8	12	7	Other Race	8.70%	11.32%	8.75%
White	55	54	46	White	59.78%	50.94%	57.50%
	92	106	80				

PROF-TECH STUDENT AGE: ENROLLMENT COUNT + PERCENTAGE

- 3.21** Students under 20 and those 20 to 24 years comprise the largest portion of prof-tech student enrollment in the program. (Note: Data on transfer students is provided in the Appendix).
- 3.22** From 2007-08 through 2008-09 declines occurred in the youngest age groups (under 20, 20-24, and 25-29 years of age). However, prof-tech student enrollment increases from 2007-08 through 2008-09 occurred for several older age groups: 30-34, 35-39, 40-44, and 50-54 years. The number of older, mid-life students (worker retraining) has increased



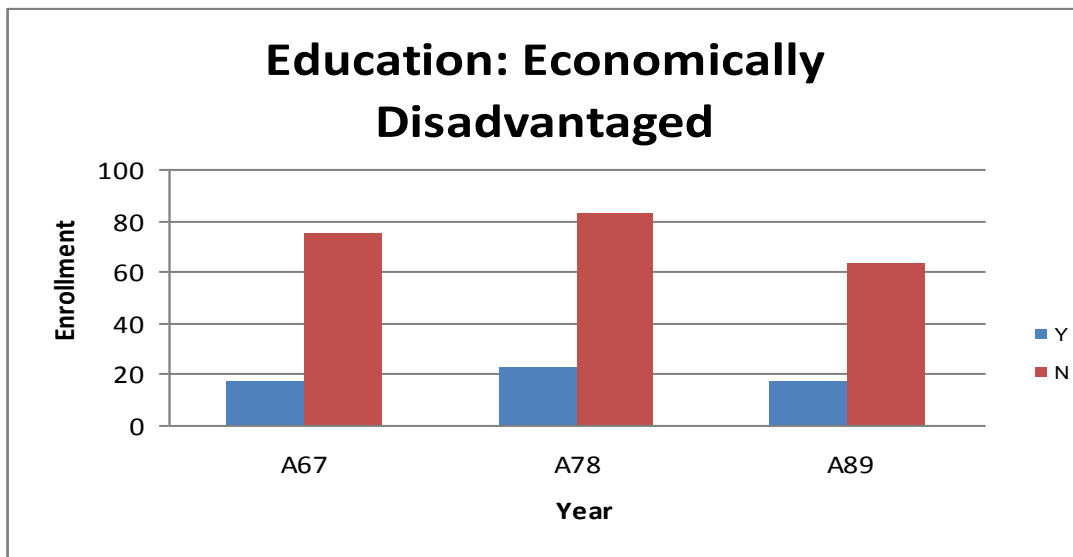
ENROLLMENT

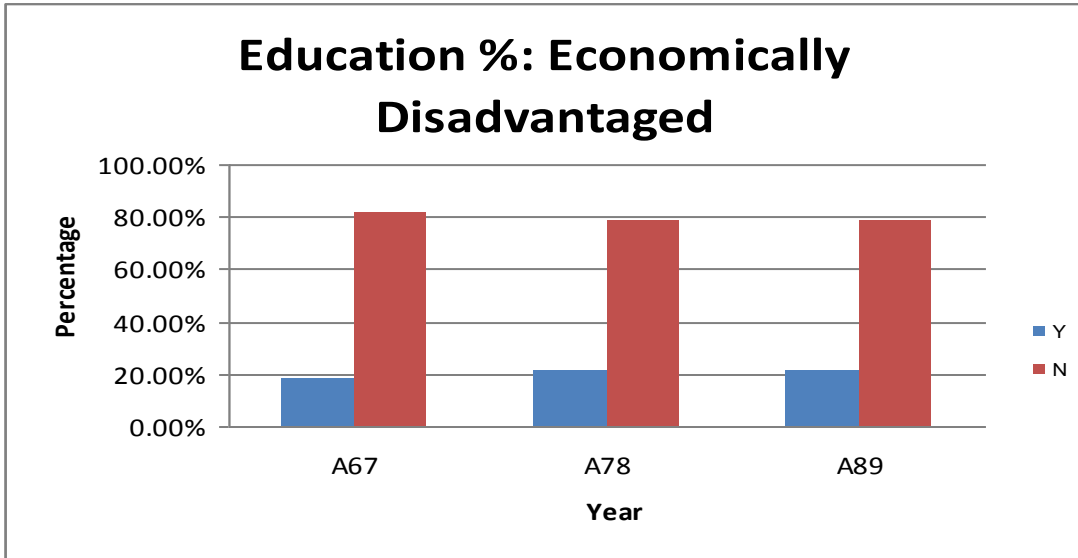
PERCENTAGES

		A67	A78	A89			A67	A78	A89
Education	Under 20	21	35	23		Under 20	22.83%	33.02%	28.75%
	20-24	34	32	25		20-24	36.96%	30.19%	31.25%
	25-29	10	7	4		25-29	10.87%	6.60%	5.00%
	30-34	4	6	5		30-34	4.35%	5.66%	6.25%
	35-39	5	6	6		35-39	5.43%	5.66%	7.50%
	40-44	7	5	6		40-44	7.61%	4.72%	7.50%
	45-49	4	8	6		45-49	4.35%	7.55%	7.50%
	50-54	3	2	4		50-54	3.26%	1.89%	5.00%
	55-59	3	4	1		55-59	3.26%	3.77%	1.25%
	60-64	1	1			60-64	1.09%	0.94%	0.00%
	65 and +					65 and +	0.00%	0.00%	0.00%
Education Total		92	106	80					

PROF-TECH STUDENT ECONOMIC STATUS: ENROLLMENT COUNT + PERCENTAGE

3.23 Compared to 2006-07 the percentage of economically disadvantaged prof-tech students **increased from 18.5% to 21.3% in 2008-09**. (Note: Data on transfer students is provided in the Appendix).

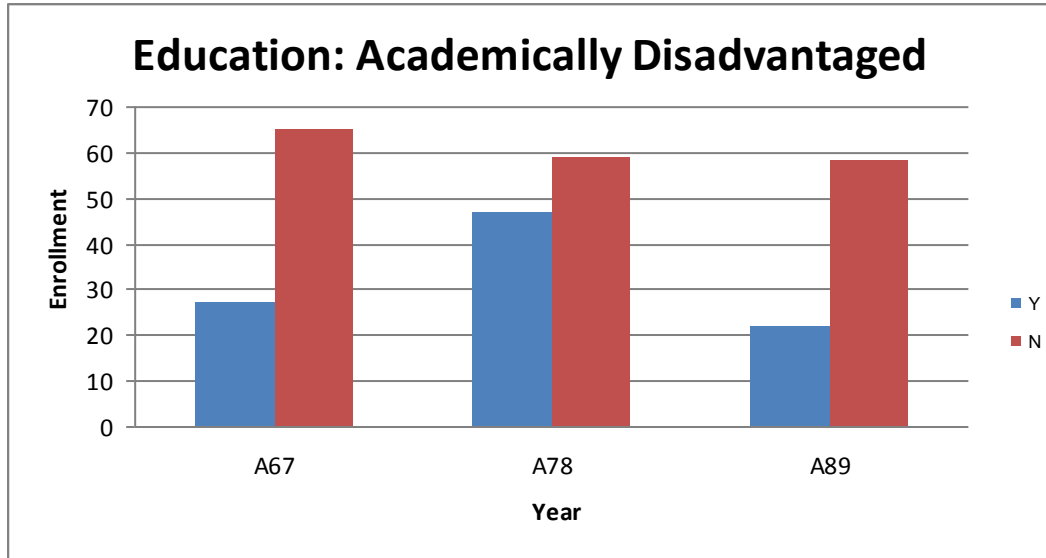




	ENROLLMENT				PERCENTAGES		
ECON_DISAD	A67	A78	A89		A67	A78	A89
Y	17	23	17		18.48%	21.70%	21.25%
N	75	83	63		81.52%	78.30%	78.75%
	92	106	80				

PROF-TECH STUDENT ACADEMIC STATUS: ENROLLMENT COUNT + PERCENTAGE

3.24 The percentage of academically disadvantaged prof-tech students has fluctuated in the last three years. It rose dramatically from 29% in 2006-07 to 44% in 2007-08. Then the following year (2008-09) it **declined to 27.5%**, which is the lowest level for that three-year period. (Note: Data on transfer students is in Appendix)

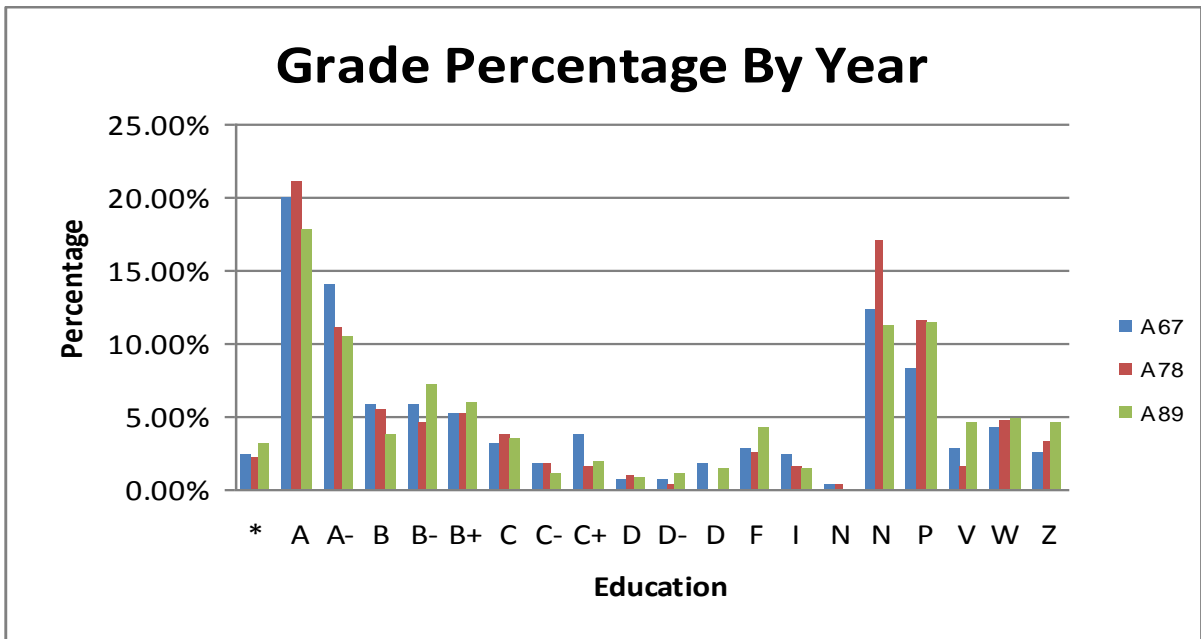
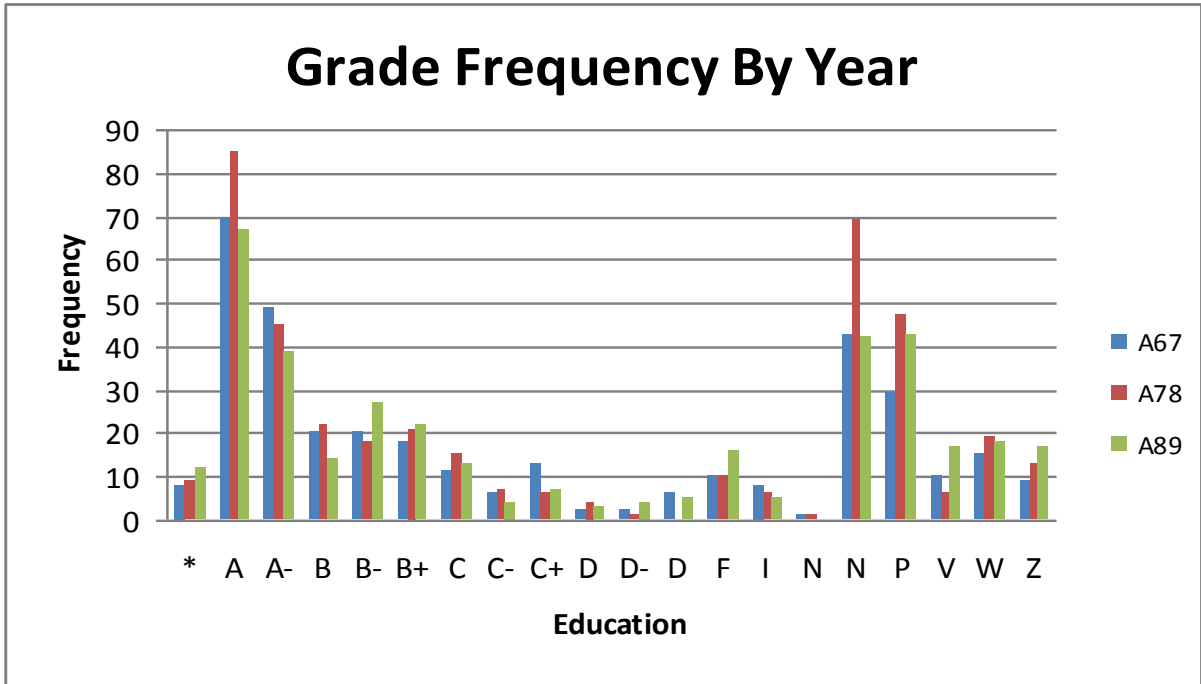


ACAD_DISAD	ENROLLMENT				PERCENTAGE		
	A67	A78	A89		A67	A78	A89
Y	27	47	22	Y	29.35%	44.34%	27.50%
N	65	59	58	N	70.65%	55.66%	72.50%
Total	92	106	80				

PROF-TECH STUDENT GRADES: FREQUENCY AND PERCENTAGE BY YEAR

- 3.25** Overall, data indicates that from 2006-07 through 2008-09 **prof-tech student grades tended to decline and drop-out rates tended to increase** in the program. (Note: Data on transfer students is provided in the Appendix).
- 3.26** During the three years from 2006 through 2009, positive trends include an increase in B grades (from 15.5% up to 17%) and **fewer I, N, and NC grades** earned by prof-tech students.
- 3.27** Less favorable outcomes for prof-tech students include a **significant decrease in A grades (from 34% down to 28%)** as well as **more grades in the lower range (D grades rose from 2.8% to 3.2%; and F grades rose from 2.8% to 4.27%)**. Also, percentages of grades in **withdrawal categories (V, W, Z)** increased. This outcome is due to the increase in unemployed students actively seeking work who withdraw when they obtain jobs. Another contributing factor is that the college drops students for non-payment of tuition when third party payers are late in submitting funds (i.e. scholarships from other organizations).

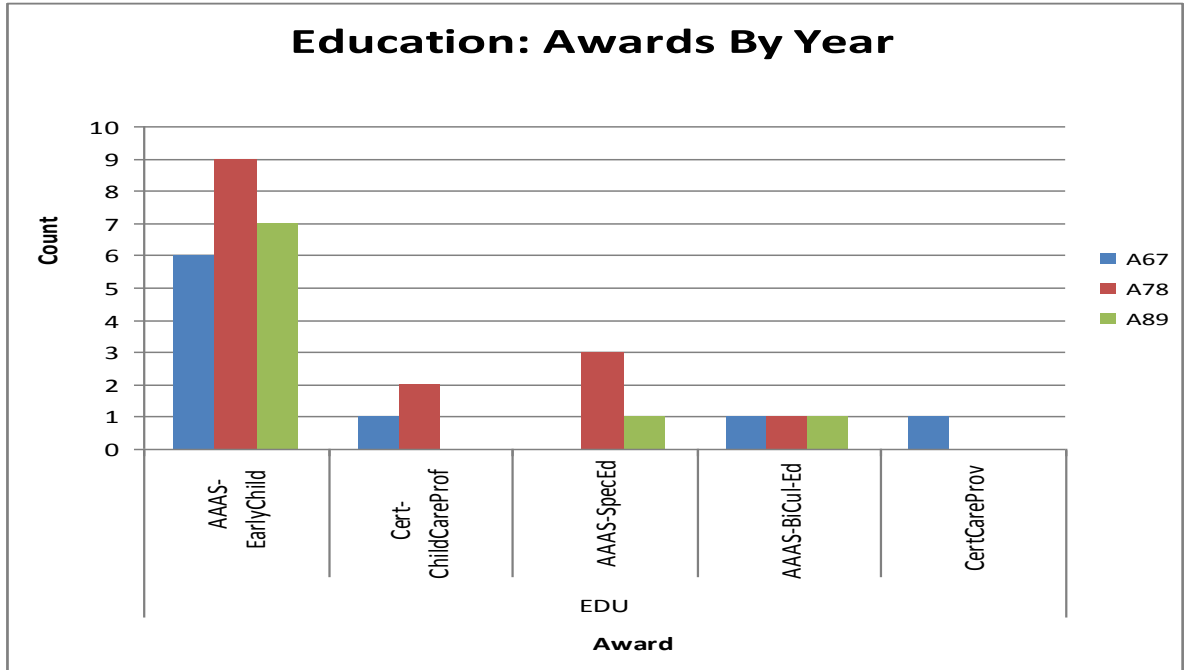
3.28 Faculty note that students tend to have the most success in courses that match their learning style (some students do well in online classes and others need more face-to-face contact with faculty and classmates). Also, general education classes outside of the department pose difficulty for some prof-tech students because they may not see direct application to their work.



ENROLLMENT				PERCENTAGES			
Grade	A67	A78	A89	Grade	A67	A78	A89
*	8	9	12	*	2.29%	2.23%	3.20%
A	70	85	67	A	20.00%	21.04%	17.87%
A-	49	45	39	A-	14.00%	11.14%	10.40%
B	20	22	14	B	5.71%	5.45%	3.73%
B-	20	18	27	B-	5.71%	4.46%	7.20%
B+	18	21	22	B+	5.14%	5.20%	5.87%
C	11	15	13	C	3.14%	3.71%	3.47%
C-	6	7	4	C-	1.71%	1.73%	1.07%
C+	13	6	7	C+	3.71%	1.49%	1.87%
D	2	4	3	D	0.57%	0.99%	0.80%
D-	2	1	4	D-	0.57%	0.25%	1.07%
D+	6		5	D+	1.71%	0.00%	1.33%
F	10	10	16	F	2.86%	2.48%	4.27%
I	8	6	5	I	2.29%	1.49%	1.33%
N	1	1		N	0.29%	0.25%	0.00%
NC	43	69	42	NC	12.29%	17.08%	11.20%
P	29	47	43	P	8.29%	11.63%	11.47%
V	10	6	17	V	2.86%	1.49%	4.53%
W	15	19	18	W	4.29%	4.70%	4.80%
Z	9	13	17	Z	2.57%	3.22%	4.53%

PROF-TECH DEGREES + CERTIFICATES: AWARDS COUNT BY YEAR

- 3.29** The majority of academic awards earned by prof-tech students (6 – 9 per year) in the Education Program are **AAAS degrees in Early Childhood Education**. This area has declined slightly from 2007-08 through 2008-09. (Note: Data on transfer students is provided in the Appendix.)
- 3.30** Very few other AAAS degrees have been completed in the last two years: 2007-08 (4 degrees awarded) and 2008-09 (2 degrees awarded).
- 3.31** Demand for the **certificates** is minimal. Only two certificates were completed in 2007-08 and none were recorded in 2008-09.



FORMER STUDENTS: EMPLOYMENT

3.32 For 2007-08 state estimates indicate **favorable employment rates for program completers (from 88% to 100%)**. This finding is based on 8-13 ECE former students; however the count is much smaller for Special Education and Teacher Assistant categories.

STATE ESTIMATED EMPLOYMENT RATES

	Early Leavers 06-07	Early Leavers 07-08	Completers 06-07	Completers 07-08
Early Child Educ	90%	73%	73%	88%
Spec Educ	100%	57%	NA	100%
Teacher Asst	76%	57%	NA	100%

4. ACCESS AND SUCCESS OF UNDER-REPRESENTED STUDENTS

ENROLLMENT

4.1 Specific institutional data was not available on enrollment, retention, success, or completion rates of under-represented students for the Education Program.

- 4.2 **The Education Program serves several special populations:**
- (1) **domestic diversity** (typical ethnic groups) – Students are successful in completing certificates/degrees with appropriate support;
 - (2) **international diversity (ESL students)** – These students do fairly well, but degree completion is an issue due in part to difficulty with general education courses that do not support cultural and language differences;
 - (3) **disabled students** – They have some success, but not always comfortable with the way other students relate to them on campus.
- 4.3 Completion of **grant activities** has reduced support for underserved groups and therefore student diversity has declined (fewer students of color).
- 4.4 When the program loses students it is often because **basic survival needs** are not addressed. The college lacks a strong support system for students in crisis.

5. CURRICULUM

GENERAL OBSERVATIONS

- 5.1 The program offers a **variety of educational options for students** (3 AAAS degrees, an AA degree, and 2 certificates) to support both academic transfer and workforce training students. Curricula are well aligned with state teaching requirements, child care licensing standards, and national Head Start performance standards. Faculty are conscientious about adapting the program to reflect external changes in requirements and standards for the field.
- 5.2 A commitment to **multicultural perspectives** is apparent throughout the curriculum. This is a distinguishing characteristic of the program and provides excellent preparation to work in this field. As further validation of this fact, the anti-bias course has been approved to fulfill the core course requirement for multicultural understanding in professional-technical programs at the college.
- 5.3 Considerable **curriculum innovation** reveals faculty commitment to excellence. Their leadership has sharpened program focus on best practices for literacy programs, infused current scientific research in education courses, developed dual-language models for ESL students, and promoted math and science integration into early learning curricula.
- 5.4 **Human relations content is embedded** in various courses listed on the planning guides. Embedding this related instruction into a professional-technical course requires that content and learning competencies be clearly identified. Accreditation standards necessitate this analysis when separate human relations courses are not required. Typically the expectation is for a minimum of 30-33 hours of human relations content in each degree and certificate of 45 or more credits. This content is not clearly identified for the Education Program.
- 5.5 Budget cuts for King County and City of Seattle programs that support high-quality child care programs has resulted in **fewer students who are seeking AAAS degrees**, a requirement for NAEYC accredited centers. This has

triggered a “re-focus” of Shoreline’s degree-oriented program toward more short-term certificates to address the needs of students who are seeking basic credentials as required by state licensing for child care. Hence, faculty decided on the current initiative to create two new short-term certificates.

- 5.6 Pending **changes in state policy and direction regarding early care and learning** resulted in much time spent during the fall of 2009 by faculty reviewing proposed changes, providing ongoing feedback to the Department of Early Learning regarding proposed changes, and offering input to state legislators regarding these changes and how they might impact higher education as well as delivery to children and families in this area. The policy directions being set by DEL tend to focus on on-site mentoring models for child care centers, rather than pursuit of credits in higher education.

DISTANCE LEARNING

- 5.7 Distance learning is becoming **more prominent in this program** as more online and hybrid courses have been developed (11 courses to date). Each quarter the program offers online classes, which will undergo more development over time.
- 5.8 Distance learning provides flexibility and works well for some students but is less effective for those with lower **computer literacy and a learning style** requiring more personal and immediate interaction. Hybrid courses help students increase their computer literacy so they can transition to fully online courses. Faculty would like budget support to offer courses in both online and face-to-face formats
- 5.9 **Student ratings** of these types of courses are generally favorable and comments indicate satisfaction with the flexibility of Blackboard and teacher responsiveness. **An excellent development is the new articulation agreement which provides a pathway for education students to complete a baccalaureate degree online.**

ASSESSMENT OF STUDENT LEARNING

- 5.10 A wide **variety of strategies** are used to assess student learning including: tests, quizzes, journal entries, participation in on-line and in-class group discussion, and written assignments such as reflection papers, vocabulary definitions, observations of child behavior, research topics, case studies, lesson plans, and final papers. Authentic assessment of student abilities and job-related performance is prevalent, which provides faculty and students with relevant feedback about attainment of key competencies.

COURSE MODIFICATIONS IN LAST TWO YEARS

- 5.11 Curriculum development activities include the following:

Activity	List	Explanation for Activities Undertaken
Courses Added	none	EDUC 118 Math in Early Education was added in 2008, after being developed through a grant. This course meets the QR outcomes for Prof.-Tech. programs.
Courses Deleted	none	

Courses Modified	EDUC150,&202, &204; 210, 215, 265, 290, 296	Courses moved to hybrid or to online. This has been done to support increasing student demand for flexibility in scheduling and access to courses.
Curriculum Guides Developed	<p>All curriculum guides changed spring '09</p> <p>Two new certificates in process; one new Transfer program in process</p>	<p>Spring '09: All curriculum guides (Advising sheets) modified to incorporate new status of EDUC 118 and EDUC 117 as core courses for degree completion.</p> <p>In Process:</p> <ul style="list-style-type: none"> • Early Care and Learning Basics: Short term (15 credits) professional certificate for lead teachers in small child care centers. • Early Care and Learning Teacher: Short term (30 credit) certificate for lead teachers in larger child care centers; • Early Childhood/Child and Family Studies DTA advising sheet (90 credits) to prepare students who wish to pursue a BA in this field, pursuant to completion of Mayville MOU (below) <p>Winter '10 Completed:</p> <ul style="list-style-type: none"> • MOU and articulation agreement with Mayville State University in North Dakota to articulate with their online degrees in Elementary Education, Early Childhood Education and Early Childhood.
Advisory Committee Recommendations	<p>Continue developing career pathways and enhancing hybrid and online offerings.</p> <p>Enhance partnerships with other programs</p> <p>Articulation Agreements with local high schools</p> <p>Evening Classes</p>	<p>Activity noted elsewhere on this chart is a reflection of this recommendation.</p> <p>Continue to strengthen partnership between Education Program, Parent Education Program and Parent Child Center (which provides internship opportunities)</p> <p>Revisit Articulation Agreement with Shorewood and Shorecrest High Schools to encourage enrollment of high school students into Education. (The challenge with this in the past has been how it impacts articulation of our transfer classes with the 4-year schools of education; articulation with high schools would need to be done exclusively with non-transfer courses – we have very few of those.)</p> <p>Look into possibilities to build an evening program for paraprofessionals in childcare, head start and other ECE programs. (Due to the current financial situation and resulting need for high enrollment in classes, this would take some serious marketing and outreach, grant funding or identification of a cohort of students of sufficient number to make this happen. Our attempts at evening offerings in recent years have not met with</p>

		much community response.)
Other Development Activities	EDUC 117	<p>This course was approved in spring of 2009 to meet the core course requirements for Multicultural Understanding Outcomes for Prof.-Tech. programs at Shoreline. Enrollment has increased significantly, as a result. We are able to fill two sections of this course online each year, now.</p> <p>Spring 2009- Fall 2009 Faculty (Betty Peace-Gladstone) facilitated the beginnings of a partnership with Children's Home Society to pursue the expansion of Early Head Start into north King County. She facilitated a connection and dialog with the Parent Child Center and the Parent Co-op Preschool program regarding this possibility. The Parent Co-op Preschool program entered into a partnership with the Children's Home Society toward this end. This will, hopefully, help with future Head Start partnerships, in terms of potential students in the Education Program.</p>
Non-Traditional Delivery Courses	See "Courses Modified"	

PLANNED COURSE CHANGES/ADDITIONS

5.12 These proposed curriculum additions are described in the above chart:

- Establish two certificates: Early Care + Learning Basics (15 credits)
- Early Care + Learning Teacher (30 credits)
- Early Childhood/Child and Family Studies - DTA

6. FACULTY

SUFFICIENCY OF FT AND PT FACULTY

6.1 The program has two full-time faculty who have both been awarded sabbatical leaves (one last year and another scheduled to begin next fall quarter). In 2008-09 several part-time faculty were hired as sabbatical leave replacements. Typically the program has only one or two sections taught by part-time faculty; and data for 2009-10 provides a more accurate picture of program faculty.

FACULTY	FALL 2008 – SPR 2009	FALL 2009 – SPR 2010
	Annualized FTEF	Annualized FTEF
Full-Time Faculty	1.11/yr	1.89/yr
Part-Time Faculty	.67/yr	0.00
Total FTF + PTF (FWS)	1.78/yr	1.89/yr
Ratio of FTF to PTF	62% FTF (38% PTF)	100% FTF
	SUM 2008	SUM 2009
All Faculty - Summer	33.33 AnFTEF	33.33 AnFTEF

- 6.2 An annualized total of **1.89 full-time equivalent faculty** taught Education classes in the current academic year (2009-2010). This represented a slight increase (6%) from the previous year (2008-09), which was atypical due to sabbatical leave of a full-time instructor. The percent of full-time faculty remains extremely favorable (i.e. 100% in 2009-10).

RESOURCES FOR COORDINATION WORK

- 6.3 Faculty find that **workload issues** prevent this program from growing and changing to meet the potential that it has; and thus they see the need for a part-time program coordinator. Both faculty teach full loads every quarter (including online courses with high enrollment and overloads) and advise over 100 transfer and professional-technical students. The number of transfer students makes the advising load huge, and considerable work is required to monitor and update transfer DTA advising sheets. This workload limits their ability to network, market the program, create new partnerships and pursue potential program growth. It is extremely challenging for the faculty to keep abreast of and responsive to a rapidly changing industry without some allowance for program coordination. This strain has prompted faculty to request sabbatical leaves for professional/personal renewal.

PROFESSIONAL DEVELOPMENT ACTIVITY

- 6.4 The full-time Education faculty actively pursues a variety of professional development activities including college committee work, participation in professional association events and advisory committees, state policy and legislative work related to their field, scholarly reading and presentations.
- 6.5 Faculty finds that available **professional development money is inadequate** to support attendance at important conferences (state or national).

Professional Development Activities	Betty Peace-Gladstone	<ul style="list-style-type: none"> • Attend and participate in professional organization meetings of the ECTPC (Early Childhood Teacher Preparation Council). • Active as a “Key Communicator” regarding ongoing input into policy initiatives by the Washington State Department of Early Learning (DEL). • Co-Facilitated Native American Heritage Month 3-day symposium on campus, including topics on Indian Education, Indian Child Welfare and Equity and Social Justice Issues. • Co-presented feedback to Rep. Ruth Kagi regarding pending DEL Early Learning Plan. • Member, National Indian Education Association. • Provided in-kind advisory committee work to United Indians of All Tribes Early Learning Programs (Spring and Summer '09). • Member, Campus Diversity Action Committee (through fall of 2010), Employees of Color Caucus • Continued self-education on Math and Early Learning
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	Tasleem Qaasim	<p>through reading.</p> <p>MLKLC Representative Employees of Color Caucus College Council Co Advisor of African Student Club Human Rights Advisory Committee Coordinate Education Advisory Committee Published Book; "Walking Still" Member of Poets West Book Readings WPEB 88.1 L.A. Times Book Festival Life Enrichment Center NW African American Museum</p>
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7. RESOURCES

ADEQUACY OF FISCAL RESOURCES

- 7.1 Fiscal resources are tight due to ongoing budget reductions for the college which limit expenditures to bare necessities. Reassigned time for program coordination and the assistant dean have been eliminated. Cancellations are more likely for classes with lower enrollment due to fiscal constraints. Professional development funds established by the faculty agreement are available annually but do not provide adequate support for the costs of attending state or national conferences.

INFORMATION TECHNOLOGY, SPACE, AND LAB EQUIPMENT

- 7.2 Students give mixed ratings for program resources and facilities. One student suggested a classroom space dedicated to education resources that would portray an effective and realistic learning environment for young children. Another student expressed concern that smokers do not use Kiosks and there are clouds of second-hand smoke on walkways across campus.
- 7.3 Faculty indicated that past grants have provided many excellent new resources (supplies, equipment, etc). They have been able to upgrade the classroom and purchase math manipulatives plus other materials for the program.

PURCHASES (PLANS AND NEEDS)

- 7.4 Faculty would like more materials for online teaching and student learning

8. REVENUE POTENTIAL

POSSIBILITIES FOR REVENUE GENERATION

- 8.1 Faculty have worked very hard to secure grants and community partnerships; and in the last few years generated some of the highest revenue on campus.
- 8.2 Faculty feel very **maxed out at this time**, but they are willing to explore potential grants and contracts provided there is support for the extra work involved. They are continually looking for realistic opportunities to generate revenue, but the current political climate does not present much.

9. PARTNERSHIPS

ACTIVE PARTNERS

- 9.1 Primary focus of the **advisory committee** has been curriculum and enrollment. One committee member stated that the committee functions well, but it would be helpful to **review its purpose and possible roles. She suggested the committee might provide assistance with program publicity.**
- 9.2 Faculty and the advisory committee representative agree there is a need for **increased membership, especially someone from the school district to represent paraeducators.** The advisory committee typically meets once or twice per year with small attendance (1 or 2 participants outside the college). The 2009-10 membership roster lists 3 employees from the field and a labor representative. While these are excellent members, participation is inconsistent. This should be addressed by adding new members from a variety of work settings (especially employers) in order to meet state board rules and increase input. A system of rotating membership terms would give a mix of experienced and new members.

TARGETED NEW BUSINESS OR INDUSTRY PARTNERS

- 9.3 Faculty have established **many community contacts and find it challenging** to maintain current working relationships with their limited time. Thus, there are no current plans to target new industry partners.

10. SCHEDULE OF CLASSES

ALIGNMENT WITH NEEDS OF TARGET POPULATION

- 10.1 **Student feedback on class scheduling is extremely favorable.** The increasing number of online offerings provides convenience and accessibility for adult students, many of whom are employed or have family responsibilities. A few comments indicate the desire for more online classes and smaller class sizes. Class cancellations have been minimal this year (one per quarter).

- 10.2** The annual class schedule indicates **three courses** in the program are offered once per year (EDUC 118, 140, 250). Planning guides, however, show **eleven other courses are offered only once per year** (EDUC 124, 125, 126, 150, 160, 204, 210, 215, 265, 290, 296). It states that schedules are subject to change, but students are better served by reducing **discrepancies between the annual schedule and planning guides**. The website needs regular updating.
- 10.3** Approximately **one third to one half of the required courses** in the program's degree and certificate options are offered only once per year (i.e. Bilingual AAAS 6 of 12 courses, Child Care Cert. 3-4 of 13 courses, ECE AAAS 9 of 15 courses, In-Home Care Cert. 5 of 9 courses, Spec Ed AAAS 10 of 16 courses). Students might progress more quickly if some courses were offered more often, but this would require additional resources and part-time instructors. Without grant funding the program now offers fewer classes. The most immediate effects of this are reflected in the cancellation of EDUC 140 K-3 Instructional Methods for Spring quarter, and the **inability to offer the 3-course sequence that makes the Bilingual/Multicultural degree option unique**.
- 10.4** **Evening classes** have been offered, but demand was weak. Also, some classes have been offered at off-campus sites when resources permitted.
- 10.5** **Clustering** works well for internships, but not for other courses because class sizes become unwieldy. There is no way to determine students who need the class to graduate and thus faculty take overloads to avoid turning them away.

ANNUAL COST

- 10.6** The 2009-10 annual instructional costs (salaries and benefits) for the Education Program were approximately **\$ 168,493**.

	Salary	Benefits	Salary + Benefit Totals
FTF Annual Contracts - 2	\$ 118,978.11	\$ 37,186.33	\$ 156,164.44 *
FTF Summer	\$ 10,478.88	\$ 1,849.52	\$ 12,328.40
Total FTF + Summer	\$ 129,456.99	\$ 39,035.85	\$ 168,492.84

* NOTE: This is estimated, because the last payment for the year is 6/25/10.

PLANNED CHANGES

- 10.7** Next year (2010-11) fewer courses will be offered while a full-time instructor is taking sabbatical leave.

11. SUPPORT SERVICES

COORDINATION WITH SUPPORT SERVICES

- 11.1** Faculty does all they can to support student success, but find that the college **lacks a strong safety net for students in crisis**.

EFFECTIVENESS OF SUPPORT SERVICES

- 11.2 Faculty believe the **advising they provide to students is individualized** and helpful, which is confirmed by student respondents. A few student comments expressed the desire for more faculty availability during office hours.
- 11.3 Students appreciate the math lab, writing lab, and use of computers. They also value career guidance from faculty and the list serve developed by Betty to inform students about job openings and scholarships.

GAPS IDENTIFIED

- 11.4 A need for **career guidance** was expressed by one student respondent, whereas other students rated this highly. Students were split in rating how well they were **informed about employment opportunities in their field**. Half the respondents gave the highest rating while the other half gave the lowest rating. It appears that students think job placement services are not readily available on campus.
- 11.5 All students complained strongly about the **lack of public parking on campus and poor management of the library computer lab**
- 11.6 Students express strong concerns about customer service (including lost paperwork and poor communication) from the **Financial Aid Office**. In some cases this has had detrimental effects on students.

12. FACILITIES

ADEQUACY AND PLANS TO UPGRADE:

- 12.1 See section on Resources. There are no plans to upgrade program facilities.

13. PROGRAM BUDGET OVERVIEW

FTES EARNED

- 13.1 Refer to section on Student Data Trends (3.5).

SOURCES OF INCOME

- 13.2 The primary source of income is the **state general fund operating budget**. Periodically the program or faculty may qualify for supplemental support from federal workforce education funds (i.e. Carl Perkins allocation to the college) for a variety of purposes including professional and curriculum development.

PAST YEAR COSTS VERSUS FTES EARNED

- 13.3 Detailed information about instructional costs (salaries and benefits) is provided in the previous section 10.6 (Annual Costs). The previous year (2008-09) was atypical because of extra costs due to sabbatical leave. Based on a more **typical year (2009-10) the annual instructional costs decreased to around \$ 168,493.**

Annualized FTES reported in this review under-represents prof-tech students due to coding problems. Given this extenuating factor, it is reasonable to estimate the instructional cost of the Education Program (including both workforce and transfer students) is around \$ 4,100 per AnFTES (equal to \$ 1,360 per FTES).

Note: Division data for 07-08 shows cost per FTES as \$ 1,419, which equates to around \$ 4,257 per *annualized* FTES.

13.4 Annual operating budgets and end-of-year balances are shown in the chart below for 2007-08, 2008-09, and 2009-10 (incomplete at the time of this writing). Funding for salaries and benefits has varied (partly due to sabbatical leave) over the last three years. Funding for goods and services has remained constant.

	2007-08		2008-09		2009-10	April 2010
	Budget	Balance	Budget	Balance	Budget	Current Balance
Salaries + Benefits	\$ 179,761	\$ 1,880	\$ 203,750	\$ 7,599	\$ 171,915	\$ 51,585
Goods + Services	\$ 1,980	\$ 250	\$ 1,980	\$ 1,021	\$ 1,980	\$ 977

14. COMPARISON WITH OTHER PROGRAMS

STRENGTHS:

14.1 Students indicate several reasons for selecting this program instead of similar programs at other colleges in the region:

- the only college in area that offers a variety of online EDU classes
- better financial aid than NSCC
- high quality faculty
- multicultural understanding emphasized in the curriculum
- transfer options plus skill development for workforce students

DIFFERENCES

14.2 Competition for students is high because other community colleges in the region offer early childhood education programs. In addition, four-year schools are establishing more ECE programs and transfer is not easy for students. The following chart compares 2008-09 **student-to-faculty ratios** for early childhood education programs offered by local community colleges:

Community College	S:F Ratio for 2008-09
State CTC average	22.27
Bellevue College	19.39
North Seattle CC	19.04
Everett CC	18.86
Shoreline CC	16.61 (under-represented)
Edmonds	16.13

NOTE: Chart reflects only prof-tech students and excludes transfer students.

14.3 As shown in the chart below, **certificates and degrees for early childhood education vary among colleges in the region. The Shoreline CC Education Program is distinctive in the region for the AAAS degree in Special Education and the unique AAAS degree in Bicultural/Bilingual Education, which is not offered by any of the colleges.**

BELLEVUE	AA - Early Childhood Educ AA - Early Childhood SpecEd	Cert - ECE (45 cr) Cert – ECE Spec Ed (50 cr) Cert - Infant/Toddler Care (21 cr)
EDMONDS	ATA - Early Childhood Educ AAS-T – Early Childhood	Cert – Early Childhood (45 cr)
EVERETT	ATA - ECE AAS – option II - ECE AAS – option II – Elem Educ AAS – option II – Sec Educ ATA – Educ Paraprof	Cert - ECE (60 cr)
NORTH SEATTLE	AAS - ECE	Cert – ECE (35 cr) Cert – ECE (accelerated) (35 cr) Cert – Assistant (8 cr)
SEATTLE CENTRAL	AAS-T - Child + Family Studies	Cert - Child + Family Stud. (45 cr)
SHORELINE	AAAS: - ECE AAAS – Early SpecEd AAAS - Bilingual/Bilcult Ed	Cert - Child Care Profess. (55 cr) Cert - In-Home Care Prov. (48 cr)
LAKE WASH. TECHNICAL	AAS - Child Care Manager	Cert – Child Care Manager (74 cr)

14.4 Following is a **comparison of Fall 2010 quarter class schedules** among local colleges. A planned reduction in course offerings for fall 2010 makes the **Shoreline CC Education Program class schedule one of the smallest in the area, but the program has found a niche offering online courses that draw high student interest.** Everett CC and Bellevue College currently offer a larger number of distance learning courses.

Despite fewer class sections, enrollment in these is generally strong (average class size of 19 - 20 students according to data provided by the division dean). The program serves many education transfer students as well as prof-tech students, which is also a distinctive feature.

Comparison of Class Schedules: Fall 2010

College	Online Sections	Hybrid Sections	Campus Only Day	Campus Only Eve	Total Sections
Bellevue	11	0	3 (Indep Study)	3 + 2 Sat	9
Edmonds	1	1(eve)	0	9 + 4 Sat	15
Everett	4	8	3	1 - practicum	16
LWTC	1 (WAOL)	0	0	3	4
North Seattle	1	0	0	8	9
Seattle Central	0	0	2	4, 1 Sat + 1 FSaSun	8
Shoreline	2	3	0	0	5

15. EMPLOYMENT PROSPECTS

INDUSTRY REPRESENTATIVES

15.1 The **advisory committee** representative believes that there will **always be a need for employees in child care, although many places are cutting back at this time.** ECAP and Head Start all require some type of credential, so program graduates with degrees will have opportunities in those areas. School districts are cutting back on special education positions, but some are always needed.

15.2 The Workforce Education Office was unable to schedule an industry focus group spring quarter, but this remains a goal for the future.

STATE AND LOCAL EMPLOYMENT PROJECTIONS

15.3 The Washington State industry outlook projections from the WSTEB High Skills/High Wages Report 2008 identify service industries among the fastest growing (projections to 2030).

15.4 Workforceexplorer.com identifies **high demand in both King and Snohomish counties** for all positions related to AAAS degrees and certificates in education. **The jobs most frequently mentioned are child care provider, pre-school teacher, and child care lead teacher.**

15.5 Projections for growth in education are very good, except for special education which appears to be more limited.

CONSULTANT'S ANALYSIS OF FINDINGS

Analysis of programmatic findings are included throughout this report and referenced in the following section entitled Consultant's Recommendations.

Institutional Issues are reflected in some of these program findings. The following items warrant administrative attention at the college:

- Accuracy of student **intent codes** for validity of statistical data
- Access to **program data** for annual review by VP, dean, and faculty
- Criteria and tracking system to **assess general education outcomes**
- Curriculum Committee lack of **criteria for human relations** requirement
- Curriculum Committee **lack of response for faculty request** to drop program prerequisites from planning guides (EDU program has no prerequisites)
- System for **follow-up of former students** (workforce and transfer)
- Personnel + system to maintain currency, accuracy, and functionality of **college website** and to update program brochures
- **Planning sheets** with inaccuracies/typos that have not been corrected
- Customer service problems in the **Financial Aid Office**
- Lack of **notification to students when automatically moved from wait lists** to registration in classes (causes problems and dropping of classes)
- Lack of **notification to students before being automatically dropped** from online classes for non-payment (in cases of late third party payment such as scholarships)
- Poor management of **library computer lab**
- Weak support systems for **students in crisis**
- Limited number of persons of color on counseling staff or personnel with multicultural training to **serve students of color**
- **Career guidance services** are minimal on the campus
- Lack of point person and coordination of service to provide **credit for prior learning** (this was mentioned to students but has not been established yet)

Program Strengths are numerous and include (but are not limited to):

- **Faculty** possesses considerable expertise in their discipline, incorporates current research/professional issues, maintains community connections, and demonstrates creative program development and good teamwork.
- The ongoing development of **online courses** increases student access and promotes enrollment for the program.
- Classes that attract **transfer students** have waiting lists and over-enrollments on a consistent basis, especially the online sections.
- An exceptionally strong focus on **multicultural understanding** and social equity issues related to education permeates all classes. The Bilingual/Bicultural degree is unique and approval of the anti-bias course to meet the college's multicultural requirement for professional technical programs is excellent.
- The program serves one of the most **diverse groups of students** at the college, which strengthens interactive learning and multicultural understanding. The percentage of male students is increasing, which promotes gender equity.
- Faculty initiative for **grants and contracts** has generated revenue to support classes for under-served populations and has also supported the acquisition of new equipment and learning resources.
- The **annualized FTES** for the Early Childhood Education degree have increased every year for the last three years. In addition, the average **student-to-faculty ratio for all education courses** is strong (19-22+ students) due to the combination of prof-tech and transfer students taking these classes.
- The program is designed to **articulate with 4-year colleges**. All courses are based on a 5 credit design and integrate early childhood principles up through 8 years. Students who begin with a certificate or AAAS are able to articulate their coursework toward a baccalaureate degree. A recently approved memorandum of understanding enables graduates to complete an online baccalaureate degree.
- Courses **integrate transfer students and workforce students** so that transfer students with strong college/academic skills also learn practical skills; and workforce students are supported to develop college/academic skills that encourage them to further their education.
- Faculty provides **intensive career and academic counseling** to support students, many of whom stay in touch for years, and often support the program by providing new internship possibilities, sending faculty job announcements, etc. Faculty provides considerable **advising to transfer students** and has helped many students who need to transition into related fields
- Out of 8 students, all indicated a **high likelihood of recommending the program** to others (5 gave top rating and 3 gave above average ratings).

CONSULTANT'S RECOMMENDATIONS

(cross referenced with elements)

ASSESSMENT OF LEARNING (Section 1.1 – 1.4)

- Create and implement a system to assess **program outcomes** (including follow-up on former students) and document actions taken based on findings. Investigate availability of Perkins funds to support this effort.
- Create and implement a system to assess **general education outcomes and document follow-up actions** based on findings

PROGRAM INFORMATION (Section 2.1 – 2.12)

- Provide administrative assistance to help faculty **address findings on accuracy, currency, congruency, and accessibility of program information on the website.** Regular updating of information is needed to better serve students and the program. It is especially important for the Education Program to be listed in the A-Z directory on the college website.
- Provide support from the Workforce Education Office for updating program **brochures** (incorporating faculty input)

STUDENT DATA TRENDS (Section 3.1 – 3.28)

- Utilize a variety of strategies to increase **enrollment in hybrid and face-to-face classes that do not tend to attract transfer students (specifically EDU 118, 140, 150, 160, 215, 204, 210, 265, 290, and 296).** Perkins funds might be used to support marketing efforts, including development of materials for distribution.
- Given the **increased number of failing or drop out/withdrawal grades (F, V, W, and Z) for prof-tech students** it is advisable to collaborate with student services personnel about an early alert system or interventions (especially to prevent college from dropping students with third party payment of tuition). Given the high percentages of both economically (21%) and academically disadvantaged (28%) students, retention efforts are essential. Other strategies might include seeking Perkins funds for student tutoring and/or establishing ECE scholarships in collaboration with the Foundation, outside donors, and advisory committee.
- Utilize strategies to attract more **male students** (Perkins funds might be available to finance targeted brochures and posters for gender equity)

CONSULTANT'S RECOMMENDATIONS **(Continued)**

CURRICULUM (Section 5.4 + 5.5 + 5.12))

- Clearly identify **human relations content embedded** in Education courses and ensure sufficient hours of related instruction to meet accreditation standards
- Continue the development/approval process for **new certificates** that reflect changing industry standards and needs. Clearly define target populations and evaluate **viability of certificates and degrees with minimal student demand**.
- Continue to seek **more articulation agreements** for transfer to 4-year schools.

FACULTY (Section 6.1 – 6.3)

- Provide reassigned time for **program coordination**, if possible. If the college cannot do this, explore other considerations or trade-offs to support the faculty. This is greatly needed in the Education Program, especially when one of the two full-time instructors is on sabbatical leave.

PARTNERSHIPS (Section 9.2)

- Increase the **number of active advisory committee members** by appointing new members who agree to attend meetings on a regular basis and include more employers and people from different work settings (paraeducators, etc.). Utilize a tracking system to identify inactive members; and establish rotating membership terms for a mix of former and new members. Seek advisory committee help to improve program visibility and enrollment as appropriate.

SCHEDULE OF CLASSES (Section 10.2 + 10.3)

- Continue to **expand the number of online and hybrid courses**, including a fully online degree, as college resources permit.
- Explore **different approaches to class scheduling** (i.e. bi-annual offerings) to help students complete degrees and certificates in a timely manner.

SUPPORT SERVICES (Section 11.1 – 11.6)

- Ensure that student **requests for counseling or crisis intervention** are addressed quickly. Due to the large percentage of disadvantaged students, it might be helpful to give students quarterly reminders about support services at the college.

APPENDIX

SUMMARY OF RESPONSES

- **STUDENT SURVEY + FOCUS GROUP**
- **FACULTY INPUT SURVEY**
- **ADVISORY COMMITTEE INTERVIEW**
- **COMPARISON OF GROUP RATINGS**

ENROLLMENT + DEMOGRAPHIC DATA (including transfer students)

EDUCATION PROGRAM SUMMARY OF STUDENT RESPONSES SPRING 2010

Notes: Some students did not respond to every item. This resulted in variable numbers of ratings and comments for different questions. DL = online students; F2F = face-to-face (std focus group); Grad = former students

Number of quarters student attended Shoreline CC:

	13-15 qtr	10-12qtr	7-9 qtr	4-6 qtr	1-3 qtr
DL		1		1	
F2F	1	1		1	
Grad	1			1	
Total	2	2		3	

How well has the program met your individual learning needs?

Rating	5 - high	4	3	2	1 - low)
DL	2				
F2F	3	1			
Grad	2				
Total	7	1			

- I love the program, classes, choices. Students in this program are free to express their opinions. However, I would like more regular, on-campus classes with face-to-face communication.
- I am learning a lot, but prefer more discussion. Online classes make it more difficult to get quick answers to questions. The math class uses some “manipulatives” which really develop understanding of concepts. That is difficult to do at home if your class is fully online.
- This is my last and most difficult quarter. I really like the flexibility I have with online classes.

How well does the program prepare you for employment in the field?

Rating	5 - high	4	3	2	1 - low
DL	1				
F2F	1	2			
Grad	2				
Total	4	2			

- The program tends to focus more on early childhood than early elementary. I would like more focus on skills needed for a support role in K-3. Many of my classmates are transfer oriented.

- I am not sure because I haven't completed enough of the program yet. Internship should be helpful. So far it has been great, but I would like more preparation for a lead teacher role (i.e. state standards/regulations).
- I am getting a lot of information, but would like more depth in some of the introductory courses. Examples: Intro to Education class and Language + Literacy class should be broken into two parts (A + B) so that we have more depth in the concepts covered. In the literacy course we need more information about strategies to use with children in certain situations (case studies that give concrete examples of best practices). Without this I lack confidence.

How helpful is **program information** on the college website or in printed materials you have seen?

Rating	5 - high	4	3	2	1 - low
DL		1	1		
F2F	1		1	1	
Grad	1		1		
Total	2	1	3	1	

- I did not find any information to clarify the program emphasis (i.e strong multicultural focus, more focus on early childhood than early elementary, etc.)
- I didn't use any materials, I talked directly to a faculty advisor
- I am working on a certificate and degree. The planning guide did not tell me when courses were offered. I was delayed in getting my degree by a year – it affected my financial aid and employment.

How did you **hear about this program** and get information?

- *DL Std: SCC class schedule quarterly booklet*
- *Former Std: I heard about the program from a tennis mentor of mine while finishing up high school and he highly recommended Shoreline CC as an option for my initial college experience.*
- *Former Std: From Prof. Betty Gladstone she was my counselor and was very helpful regarding education program and future career paths.*
- *While attending the ASL program at Seattle Central Community College – SCCC, an instructor informed me that Shoreline Community College – SCC, had an excellent Education program, where I could either obtain my Special Education A.A.A.S Degree, and/or be able to transfer to UW, where the credits SCC were transferable.*
- *I talked to librarian at this college.*
- *I learned through North Seattle that financial aid was better at SCC*
- *I was laid off and got info. from the Worker Retraining Office*

How effective are **online and hybrid courses** in this program?

Rating	5 - high	4	3	2	1 - low

DL	2				
F2F	1	1	2		
Grad	1	1			
Total	4	2	2		

- DL Std: The online classes are fantastic and the professors I have had have been great at helping and getting me the information I need. Just wish there were more EDU classes online and Math classes.
- If a class is just text based, then it is fine. When an education class requires scanning pictures and putting them into any assignment, it is difficult for the student without a scanner.
- Online classes force you to read and be disciplined, which is good. Some students need more help learning blackboard.
- I agree with other comments

What do you like about the program structure and courses?

- DL Std: The structure is great and easy to follow. Blackboard is a fantastic tool and I like how each professor can personalize their classrooms online.
- Former Std: I really appreciated how the instructors took the time to build relationships with each student. I felt extremely supported and always was made well aware of my alternatives as an aspiring educator. The structure of the program always made sure that I had the knowledge that I needed before pursuing the next level within the program. The instructors made sure that I followed the plan of courses step by step and I appreciated the guidance because I later found out why it was necessary once I began teaching.
- I really like the flexibility to fit/obtain my education from anywhere into my busy lifestyle. I have enjoyed both types of distance learning, online and hybrid courses. For me, the structure of the courses is similar to traditional classroom instruction and assignments, and if I need help, it is always available and just an e-mail away. I could access/contact my instructor and/or blackboard assistance easily. This structure has helped me in advancing my teaching career and, according to my personal scheduling needs.
- I would like the faculty to provide mapping of the recommended sequencing of courses. This would help us plan our class schedules appropriately.
- Former Std: The structure of the program is great, specially if students start from the beginning and finish the program well rounded program and up-to-date information and lessons for today's world. Professor Betty and Tasslim had a great deal of knowledge that was relevant to every day problem.

What aspects would you like to change?

- DL Std: More classes available.

- Former Std: I'm not so sure that I would change anything about the program. I feel as if other students who pursue the program will have the same if not a better experience than I did. The instructors are outstanding and I am even able to rely on them today as a private university student for resources and help. I feel that Shoreline CC has a very special and intimate program for its Education students and I believe that if anything more, maybe there should be a couple more courses offered within the education field to help prepare students for the university experience even more. ☺
- Former Std: Better facilities, program should have a couple of classrooms dedicated to education resources and should portray what a real classroom should look like to show students a great classroom environment.

How adequate are the program resources and facilities (information technology, lab equipment, space, supplies)?

Rating	5 - high	4	3	2	1 - low
DL	1				
F2F	1	1	2		
Grad	1			1	
Total	3	1	2	1	

- DL Std: I was able to access the lab when I needed help with math, writing and using the computers. Nor did I have any problems obtaining information when needed.
- These are great, except for parking
- The library computer lab is horrible. There is no control of the environment: loud noise, no place to sit, students on cell phones or playing games instead of studying. Homeless people sleeping or taking chairs.
- Library computer lab is really bad. The child care center is nice. Another issue is that smokers are not using Kiosks.
- Lack of public parking for students is a deterrent to taking classes on campus.

Based on your experience in the program, how well does the class schedule meet student needs?

Rating	5 - high	4	3	2	1 - low
DL	2				
F2F		3			
Grad	2				
Total	4	3			

- DL Std: More online classes.
- Former Std: Great because most students in the program work in after-school programs, this allows students to have a balanced schedule

- Flexibility is nice for online classes. Some classes are too large because students enroll from cancelled classes. Then the teacher becomes overloaded and can't respond as readily (2 other students agreed with this)

What changes in the class schedule are needed?

- Former Std: I'm not sure I'd recommend any changes, especially because when I attended there were online/hybrid courses that were offered within the program in the event that I had a work schedule that interfered with my class schedule. I was very comfortable.
- Former Std: none
- NONE
- It would help to have teaching assistants or smaller class sizes.

How effective is the system of student advising?

Rating	5 - high	4	3	2	1 - low
DL					
F2F	3		1		
Grad	2				
Total	5		1		

- Moved to self-advising after having condescending advisor in nursing
- I have never seen an advisor. I don't trust them to give correct information so I research it myself (I was given wrong advice initially at student orientation and took classes I didn't need - frustrating and expensive).
- My experiences with faculty advising have been positive.

Which support services are highly effective for students?

- Math lab, writing lab and the use of the computers, to name a few.
- DL Std: Being able to do most of my transactions online works best for me. I've been able to add/drop classes online and the more classes offered online the more well rounded my education can be.
- Former Std: The instructors always put the texts up for check out in the student library in the case that we weren't able to afford them or couldn't purchase them in time. The computer lab has more than sufficient resources, including the library, which was laden with anything we needed to prepare for any assignments or independent study. Also, our instructors were always available to us during office hours and even gave us their personal phone numbers in the event that we needed them for immediate assistance.
- Former Std: Job placement, scholarships, training, and career advising

Where do you see gaps or unmet needs in services?

- Former Std: I didn't.

- **Former Std. none**
- This is a huge pet peeve of mine: The supply of existing public parking spaces. Often times, we have to wait in the parking lot, to get a parking space, which most times, result in the students being late for class.
- **Library computer lab needs enforcement of rules.**
- Financial aid office needs improved customer service. They don't make it easy. Paperwork is lost, communication is poor, and they are not helpful. Advance communication about credit limits or possible termination (or reduction) of aid is not provided.
- **I can give examples of unfriendly, unhelpful, and offensive language by financial aid staff. They sent me a letter with another person's name on it and could not tell me where my letter went.**
- It appears that they cannot handle the increased demand for services. Their attitudes and quality of service have suffered

How helpful was information you received about the field when you were deciding to enter the program?

Rating	5 - high	4	3	2	1 - low
DL					
F2F	2	1	1		
Grad	2				
Total	4	1	1		

- DL Std: In the SLPA program Susan Sparks gave me ample information on the program.
- **Betty is good about giving job opening information**
- I have not been told about standardized test for teaching credential.
- **The program does not focus on K-3. Information about West-B test could be given in the internship class.**

What career guidance have you received in the program?

- My advisor was a wonderful mentor/instructor that helped me to explore several career development opportunities in education.
- **DL Std: Only information on what is available in SLPA Blackboard**
- Former Std: I received guidance that led me to a successful 3-year career in teaching preschool. I have now been accepted into a private university where my associates degree from Shoreline CC was highly accepted and got me into their Bachelor's program in Human Development, and will later help guide me into their Master's program in Education. My associates degree in Education from Shoreline CC has also gotten me into Seattle Public Schools where I am currently substitute teaching all over the district while I'm putting myself through school. ☺
- **Former Std: Future jobs, training, scholarships, grants, career choices**
- My advisor was a wonderful mentor/instructor that helped me to explore several career development opportunities in education.
- **I am really disappointed. There is not enough of this (even in**

Internship. The textbook does not give enough help in planning your career. It focuses mainly on preparing a portfolio. Internship should be geared toward a student's career goal.

How informed are you about employment opportunities in this field and how to approach your job search?

Rating	5 - high	4	3	2	1 - low
DL					
F2F	1				3
Grad	2				
Total	3				3

- Former Std: Internet Ads or from Prof Betty.
- Because of our intimate relationship with the campus and befriending some of the most dedicated, compassionate individuals I have ever met, I was fortunate to have been included, by e-mail, in the opportunities of employment in my career field.
- All three students agree on a low rating of 1
- Funding has been eliminated for job placement services. The faculty try to help by sharing information about current job openings they know about.

Why did you select this program instead of a different college?

- DL Std: Only college in area that offered SLPA program and a variety of online EDU classes.
- Former Std: Once again, the program there at Shoreline CC came highly recommended to me out of high school. Also, Shoreline CC, though maybe not so relevant, has a junior college tennis team which I played on successfully for 2 years and also helped finance my education there.
- Former STD: Program has a great multicultural curriculum and unbiased information that is relevant to today's education scenarios
- This college came as a referral from one of my instructors at SCCC who touted that this was one of the best education programs, with excellent teachers whose mission it was to fulfill my educational and training needs.
- I liked Betty – her broad experience and her views. Close to home.
- Financial aid was not available at North Seattle CC
- I had a bad experience in financial aid at Edmonds CC. The funding sources at SCC are helpful for my needs

Based on your experience, how likely are you to recommend this program?

Rating	5 - high	4	3	2	1 - low
DL	2				
F2F	1	3			
Grad	2				
Total	5	3			

- And I do, to everyone I meet.

Other comments:

- DL Std: SCC has been a wonderful experience
- DL Std: I have only taken two classes in the program and decided to go another direction so I answered the questions that were appropriate with my experiences.
- Former Std: I have already recommended this program to others, of which my cousin is currently attending. After my experience at Shoreline CC, I would be selfish to keep the joys and knowledge of the program to myself and not recommend it to others.
- For me, investing in education or retraining started with tough choices. Should I move into classes that retained or improve my career field as a Pediatric nurse, or would it suffice to take a series of short courses or workshops from a community college and change my vocation? As a consumer I needed to look at the quality of programming, how long it would take, as well as, how it ties into the local economy. I was overjoyed to have found a college that had quality advisors/instructors that offered advice and guidance on a transitional education program and courses.
- 3 students agree on a rating of 3; and think overall the program is good, but there is room for improvement
- For me, investing in education or retraining started with tough choices. Should I move into classes that retained or improve my career field as a Pediatric nurse, or would it suffice to take a series of short courses or workshops from a community college and change my vocation? As a consumer I needed to look at the quality of programming, how long it would take, as well as, how it ties into the local economy. I was overjoyed to have found a college that had quality advisors/instructors that offered advice and guidance on a transitional education program and courses.

EDUCATION FACULTY RESPONSES

May 10, 2010

Participants: Betty Peace-Gladstone (FT faculty)
Tasleem Qaasim (FT Faculty)
Karen Demetre (interviewer)

Assessment of Student Learning:

How do you evaluate **attainment of program outcomes**
(tools/measures used and performance levels expected)

- **Program outcomes are assessed for individual students and individual classes, but there is no aggregate analysis. This is a future goal.**
- **The best way to assess program outcomes is through samples of student work during internship (students must complete 3 to 5 courses prior)**
- **Common assignments throughout the program can be reviewed to assess student achievement of program outcomes (i.e. observations, curriculum activity plans, case study analysis, journal writing, etc.)**

What are your perceptions or thoughts about **assessment of general education outcomes** in your program?

- **Master course outlines indicate general education outcomes addressed.**
- **Many courses and assignments/projects reflect multiple outcomes, and this embedding makes it more challenging to collect assessment data about individual learning outcomes based on grades**
- **Students cannot pass a course without achieving outcomes**

What are some examples of **follow-up action** taken by faculty based on findings from assessment of student learning?

- **One example is development of the math class for education students. Many of our students were struggling with quantitative reasoning as taught in college math courses for the QR requirement. Our course applies math concepts to early childhood education and helps more students persist**
- **Another example is development of our anti-bias course which meets the college multicultural course requirement. This class also applies concepts to early childhood education and supports student success.**

Program Information:

How could **program information** be improved in the website or promotional materials? (accuracy, relevance, currency, accessibility)

- We are not sure whether new program brochures might be printed
- **The college website is very poor. Pathways are not clear**
- We would like to have our own program website, but need technical support to create and maintain this
- **Communication at the college is problematic because old or erroneous information continues to surface on both printed and electronic documents (including links on syllabi)**

Student Data Trends:

What information have you received about **student data trends**? (enrollment, retention, success, completion, employment)

- Data was provided recently in relation possible RIF at the college
- **The program mainly attracts female students and we would like to improve gender equity but public perceptions of males in this field are problematic**

What **factors are supporting enrollment** and what factors are negatively impacting enrollment?

- **Factors that support enrollment include: the increasing number of online courses, the economic recession, good word of mouth about the program, the multicultural focus of the curriculum, the number of transfer courses offered in the program, strong faculty teamwork and flexibility, plus faculty efforts to help students develop their potential**
- **Factors that negatively impact enrollment include: changing industry standards provide less incentive or reward for a 2-year degree (child care workers can settle for on-the-job mentoring and Head Start lead teachers must have a bachelor's degree). Many 4-year schools have created ECE degrees that compete for potential students and don't make it easy for community college students to transfer credits. Workforce students do not typically complete internship because the state does not require it.**

Where in the curriculum do **students experience the most success** and where are they the least successful?

- **Students tend to have the most success in courses that match their learning style (some students do well in online classes and others need more face-to-face contact with faculty and classmates)**

- Some students have difficulty in general education classes outside of the department, such as English and science course requirements.

Access and Success of Under-represented Students:

What are the **special groups of students** served by your program and how successful are they?

- We serve several special populations: (1) **domestic diversity** (typical ethnic groups) – these students are successful in completing certificates and degrees with appropriate support; (2) **international diversity** (ESL students) – these students do fairly well, but degree completion is an issue due in part to difficulty with general education courses that do not support cultural and language differences; and (3) **disabled students** – they have some success, but not comfortable with how some students relate to them
- When we lose students it is often because basic survival needs are not addressed. There is not a strong support system for students in crisis.

How have your **students changed in recent years?** (characteristics and preparation for program)

- Completion of grant activities has reduced support for underserved groups and therefore student diversity has declined (not many students of color).
- The number of older students (worker retraining) has increased

Curriculum:

What are your perceptions about the effectiveness of **online and hybrid courses** in your program? - Rate 5 to 1 (high-low).

- Rating – variable (4 or 5 for some and 2-3 for others)
Distance learning provides flexibility and works well for some students but is less effective for those with lower computer literacy and a learning style that requires personal and immediate interaction
- Need budget to offer courses in both online and face-to-face formats
- Hybrid courses help students increase computer literacy so they can transition to fully online courses

What **changes are planned for courses or program curricula** including DL, hybrid, pre-requisites, and co-requisites?

- Appropriate funding opportunities might help us develop new curricula
- Two new short-term certificates are pending

- Development of a lab school will be explored in the future

Faculty:

How adequate are **institutional resources for faculty** and what are your unmet needs? (number full-time and part-time faculty, coordination work, and professional development) - Rate 5 to 1.

- Rating - 3
- **Ongoing support is needed for program coordination (preferably reassigned time) in order to adapt to changing industry needs**
- **Next year when Betty is on sabbatical leave we will offer fewer courses, but need more part-time faculty to teach and advise students**
- **Professional development money is inadequate to support attendance at important conferences (in state or national).**

Resources Facilities:

How adequate are **program resources** (information technology, space, lab equipment, supplies, support staff) and what are your unmet needs? - Rate 5 to 1

- Rating - 5
- **Past grants provided excellent resources (supplies, equipment)**
- **We have a new, upgraded classroom, math manipulatives, etc.**

What are the plans for **future facility or equipment upgrade**, if any?

- **For the future we need more materials for online teaching/learning**

Revenue Potential:

What ideas do you have for **developing revenue potential** via continuing education, contracts, or grants in your area?

- **In last few years the program generated some of the highest revenue**
- **Faculty are very maxed out at this time, but are willing to explore potential grants and contracts provided there is support for the extra work involved**
- **Faculty are constantly looking for realistic opportunities to generate revenue, but the current political climate does not present much**

Partnerships:

How well does the technical **advisory committee function** and what improvements would you suggest? – Rate 5 to 1.

- Rating - 4

- The advisory committee functions fairly well (members from a variety of work settings). We need increased membership (especially from the school district to represent paraeducators)

What **other industry contacts and partnerships** are currently utilized by faculty in this program or are targeted for the future?

- We have many contacts and it is a challenge to maintain all those.

Schedule of Classes:

Based on your experience in the program, how well does the **class schedule meet student needs?** – Rate 5 to 1.

- Rating - 5
- We tried offering evening classes, but there was no demand
- We have also offered some classes at off-campus sites
- Class cancellations have been minimal this year (one per quarter)
- Clustering works well for internships, but not for other courses because class size becomes unwieldy (no way to determine students who need class to graduate and to avoid turning them away we overload class)
- Without grant funding we now offer fewer classes

What **changes in the class schedule** are planned or needed?

- Next year we will offer fewer courses while Betty is on sabbatical

Student Support Services:

How effective is the system of **student advising?** – Rate 5 to 1.

- Rating 5
- Advising we provide to our students is very personal and effective
- It is a tremendous amount of work advising so many workforce and transfer students (up to 100 per faculty member)

Which **support services** are highly effective for students and where do you see gaps or unmet needs?

- Career guidance is embedded into the program and advising
- Betty provides a list serve for job openings and scholarships
- Job placement services are not readily available on campus

Comparison with Other Programs:

What makes your **program unique or different** from similar programs in the surrounding area?

- As stated above: multiculturalism, transfer options, student advising

What **competition does your program face** from other institutions?

- **The region is saturated with early childhood education programs**
- **Four-year schools establishing ECE program and transfer is difficult**

Summary

What are your **highest priorities** for program development?

- **Continue to develop online courses and improve skills in this modality**
- **Update and continue to improve quality of existing courses**
- **Be flexible and creative in adapting to changing community needs**

EDUCATION ADVISORY COMMITTEE RESPONSE

May 14, 2010

Interviewee: Barbara Matlock (8 yrs on committee)
Interviewer: Karen Demetre, Consultant

Assessment of Student Learning:

How is attainment of program outcomes assessed? (tools/measures used and performance levels expected)

I was not aware of the program outcomes and have not seen the program brochure that shows these. The advisory committee has not specially discussed program outcomes, but after reading them I believe that the program is meeting these outcomes. One suggestion is that program outcomes should be more specific on the focus of the program (i.e. what level is emphasized – 0 to 3 year or 0 to 8 years? What level are students prepared for in special education or paraeducator roles?) The committee has spent a lot of time discussing curriculum options and enrollment issues. They might be able to help more with program publicity and marketing strategies in the future.

Curriculum:

What are the major strengths of this program?

Emphasis on multicultural understanding is a significant strength. Faculty are competent and open about adapting to changing community needs.

Based on your experience as a TAC member, how well is the program curriculum aligned with industry needs? Rate 5 to 1 (high-low).

Rating – 5

Faculty are constantly checking on industry needs. Shoreline's location is a problem for some potential students. Also, many child care workers lack financial resources to attend college and this population needs additional support to gain access to education.

What recommendations do you have for the program to better meet emerging industry needs?

Nothing – the program is doing a good job addressing industry needs

Resources and Facilities:

How adequate are program resources (information technology, space, lab equipment, supplies) and what are the unmet needs? Rate 5 to 1.

Rating - ?? I don't know how to rate this. The advisory committee has not toured the facility or discussed program resources. I would like to have a tour to see the classrooms, teaching aids, etc.

Partnerships:

How well does the technical advisory committee function and what improvements would you suggest? - Rate 5 to 1.

Rating – 4

The committee needs more members, but those who attend do contribute. Coordination of agendas and meeting announcements is effective. Faculty always listen to our advice and follow-up on recommendations. It would be good to have members from a variety of work settings and to have some former students as well. I suggest you canvas the local community to find stakeholders who may feel a connection or interest in the college (check child care centers, home care providers, churches, etc). Also, you could ask students to suggest employers in the field who might want to join the advisory committee. Members need a review of the functions and possible roles for this committee.

Comparison with Other Programs:

What makes this program unique or different from similar programs in the surrounding area?

The multicultural focus is unique and very strong. The Shoreline program is not well known for its transfer options or distance learning (like Edmonds CC).

Employment Prospects:

How would you describe the regional employment outlook for graduates of this program? (high demand areas? low demand areas?)

There will always be a need for employees in child care centers, although many places are cutting back. ECAP and Head Start all require some type of credential, so program graduates with degrees will have opportunities in those areas. School districts are cutting back on special education positions, but some are needed.

Questions or final comments

The faculty should explore job opportunities for paraeducators in local school districts. Students would benefit from job shadowing experiences at different age levels. Students could be surveyed about their employment goals

I think Betty has done a very good job of trying to keep the advisory committee going.

COMPARISON OF GROUP RATINGS

SPRING 2010

Program Information:

How helpful is program information on the college website or in printed materials you have seen?					
Rating	5 - high	4	3	2	1 - low)
STD	2	1	3	1	
FAC				2	

- Student ratings are mixed and higher than faculty as regards helpfulness of program information.

Curriculum:

What are your perceptions about the effectiveness of online and hybrid courses in your program? - Rate 5 to 1 (high-low).					
Rating	5 - high	4	3	2	1 - low)
STD	4	2	2		
FAC		2		2	

- Student ratings are mixed, but generally favorable about the effectiveness of online and hybrid courses. Faculty ratings are divided on this matter.

How well is the program preparing students for employment and aligned with industry needs?					
Rating	5 - high	4	3	2	1 - low)
STD	4	2			
TAC	1				

- Student and advisory committee ratings are positive and fairly well aligned regarding student preparation for employment and alignment with industry needs.

Resources Facilities:

How adequate are **program resources** (information technology, space, lab equipment, supplies, support staff) and what are your unmet needs? - Rate 5 to 1

Rating	5 - high	4	3	2	1 - low)
STD	3	1	2	1	
FAC	2				
TAC			?		

- Student ratings are generally favorable, but somewhat mixed. Faculty give high ratings for facilities.

Partnerships:

How well does the technical **advisory committee function** and what improvements would you suggest? – Rate 5 to 1.

Rating	5 - high	4	3	2	1 - low)
FAC		2			
TAC		1			

- Faculty and advisory committee ratings are consistent on functioning of the committee, and agree there is room for improvement.

Schedule of Classes:

Based on your experience in the program, how well does the **class schedule meet student needs?** – Rate 5 to 1.

Rating	5 - high	4	3	2	1 - low)
STD	4	3			
FAC	2				

- Both student and faculty ratings are positive on class scheduling.

Student Support Services:

How effective is the system of **student advising?** – Rate 5 to 1.

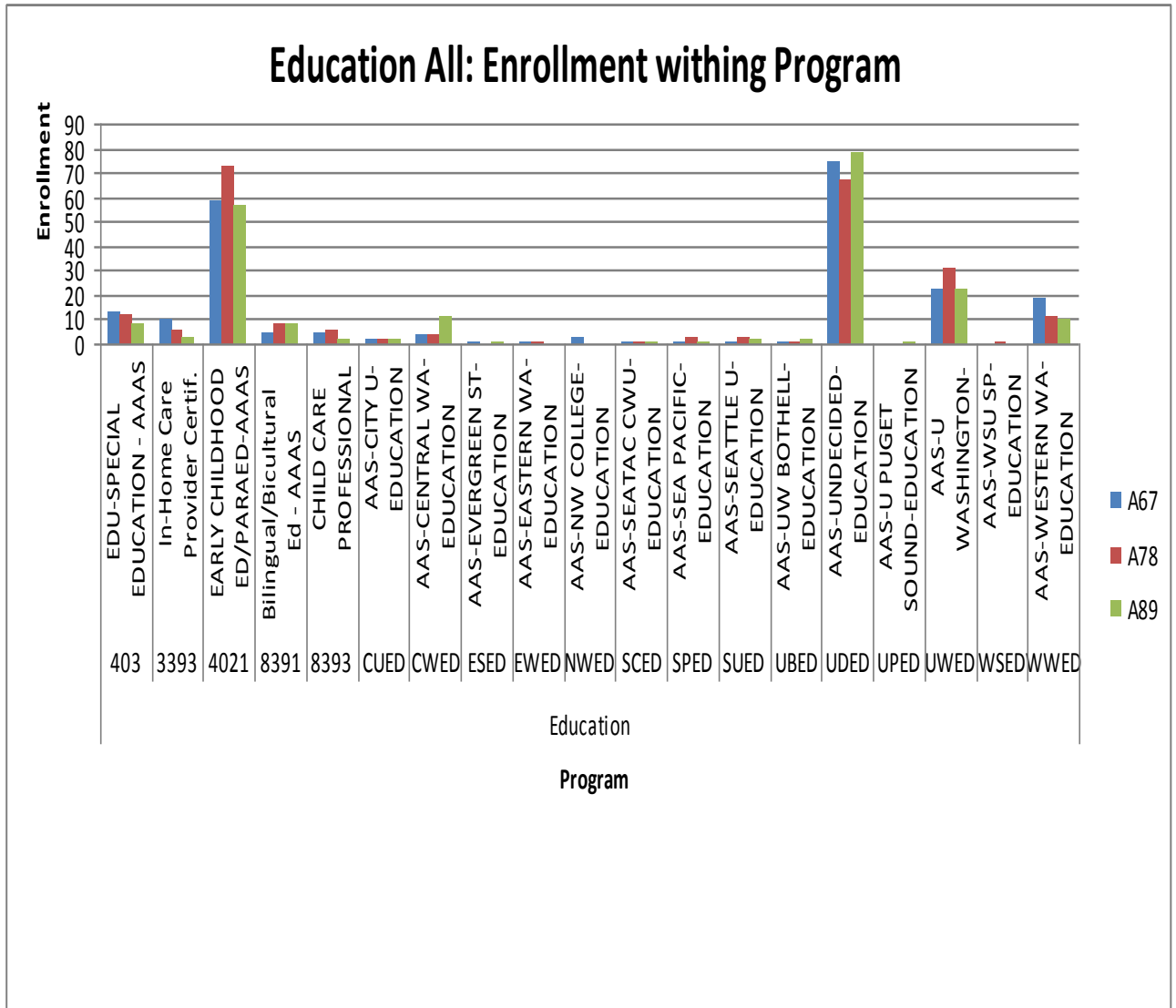
Rating	5 - high	4	3	2	1 - low)
STD	5		1		
FAC	2				

- Most student and faculty give favorable ratings to advising

ENROLLMENT + STUDENT DEMOGRAPHIC DATA (including transfer students)

ENROLLMENT WITHIN PROGRAM (incl. transfer students)

Note: Chart shows enrollment counts, not headcounts

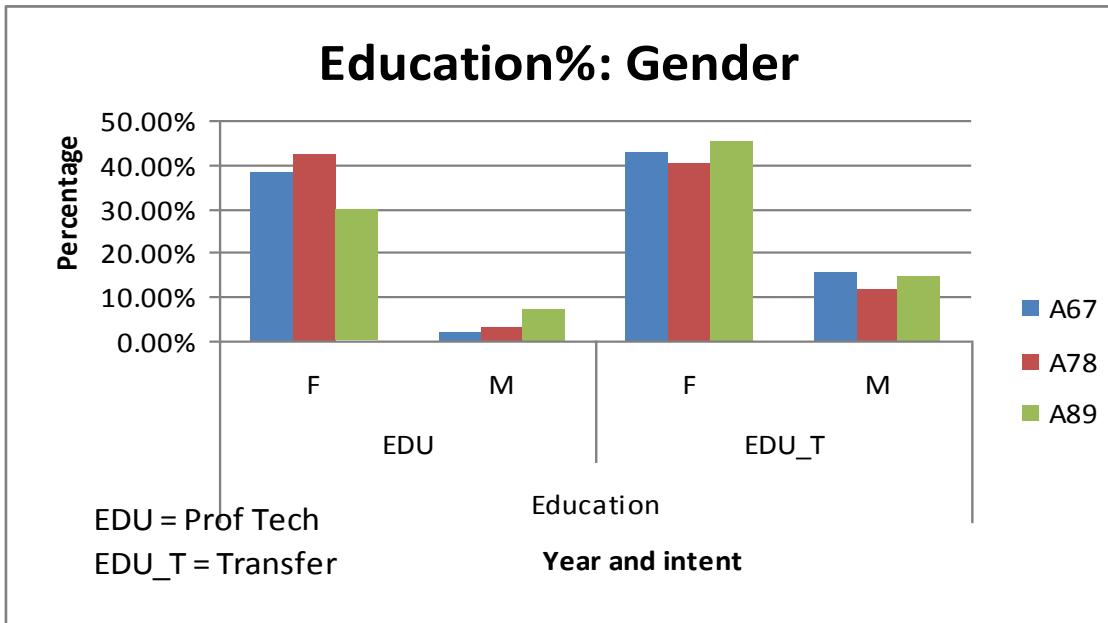
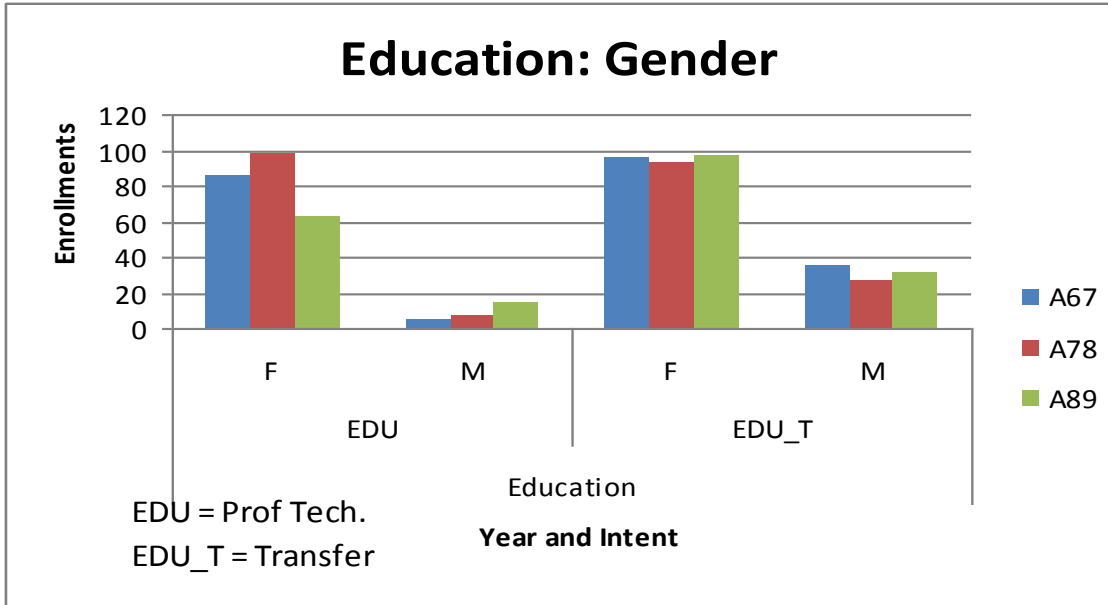


UDED	AAS-UNDECIDED-EDUCATION	75	67	79
UPED	AAS-U PUGET SOUND-EDUCATION			1
UWED	AAS-U WASHINGTON-EDUCATION	23	31	23
WSED	AAS-WSU SP-EDUCATION		1	
WWED	AAS-WESTERN WA-EDUCATION	19	11	10
Education Total		224	231	213

ENROLLMENT PERCENTAGES

Prog	Program	EPC_TITLE	A67	A78	A89
Education	403	EDU-SPECIAL EDUCATION - AAAS	5.80%	5.19%	4.23%
	3393	In-Home Care Provider Certif.	4.46%	2.60%	1.41%
	4021	EARLY CHILDHOOD ED/PARAED-AAAS	26.34%	31.60%	26.76%
	8391	Bilingual/Bicultural Ed - AAAS	2.23%	3.90%	4.23%
	8393	CHILD CARE PROFESSIONAL CERTIF	2.23%	2.60%	0.94%
	CUED	AAS-CITY U-EDUCATION	0.89%	0.87%	0.94%
	CWED	AAS-CENTRAL WA-EDUCATION	1.79%	1.73%	5.16%
	ESED	AAS-EVERGREEN ST-EDUCATION	0.45%	0.00%	0.47%
	EWED	AAS-EASTERN WA-EDUCATION	0.45%	0.43%	0.00%
	NWED	AAS-NW COLLEGE-EDUCATION	1.34%	0.00%	0.00%
	SCED	AAS-SEATAC CWU-EDUCATION	0.45%	0.43%	0.47%
	SPED	AAS-SEA PACIFIC-EDUCATION	0.45%	1.30%	0.47%
	SUED	AAS-SEATTLE U-EDUCATION	0.45%	1.30%	0.94%
	UBED	AAS-UW BOTHELL-EDUCATION	0.45%	0.43%	0.94%
	UDED	AAS-UNDECIDED-EDUCATION	33.48%	29.00%	37.09%
	UPED	AAS-U PUGET SOUND-EDUCATION	0.00%	0.00%	0.47%
	UWED	AAS-U WASHINGTON-EDUCATION	10.27%	13.42%	10.80%
	WSED	AAS-WSU SP-EDUCATION	0.00%	0.43%	0.00%
	WWED	AAS-WESTERN WA-EDUCATION	8.48%	4.76%	4.69%

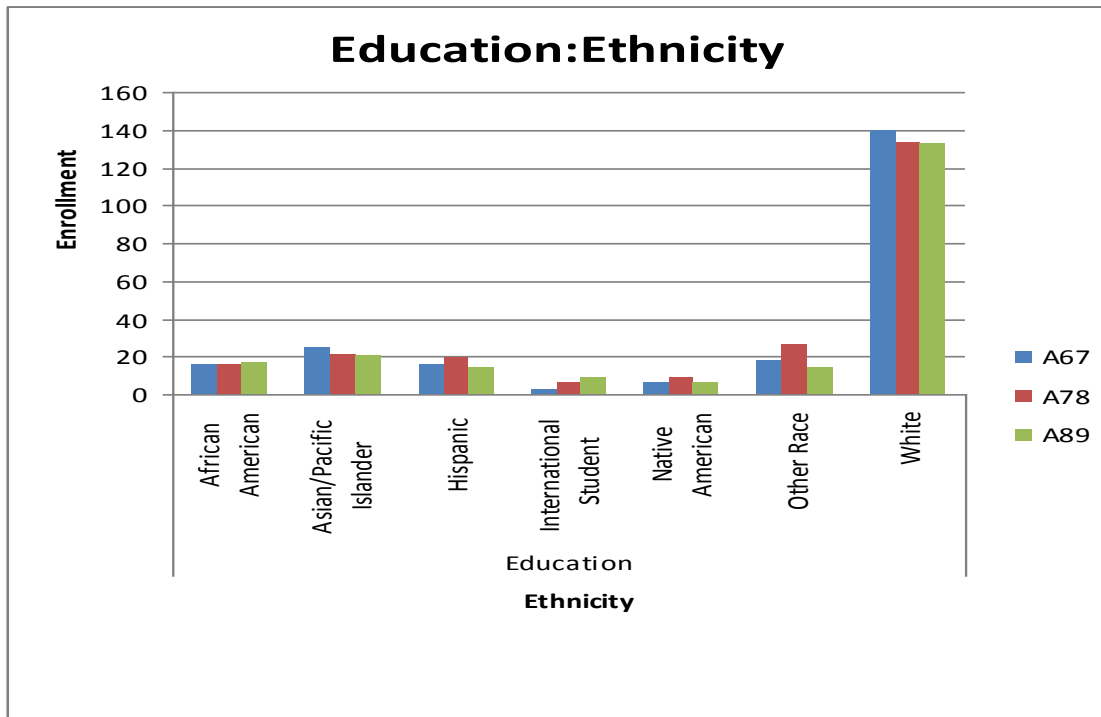
STUDENT GENDER (including transfer students)



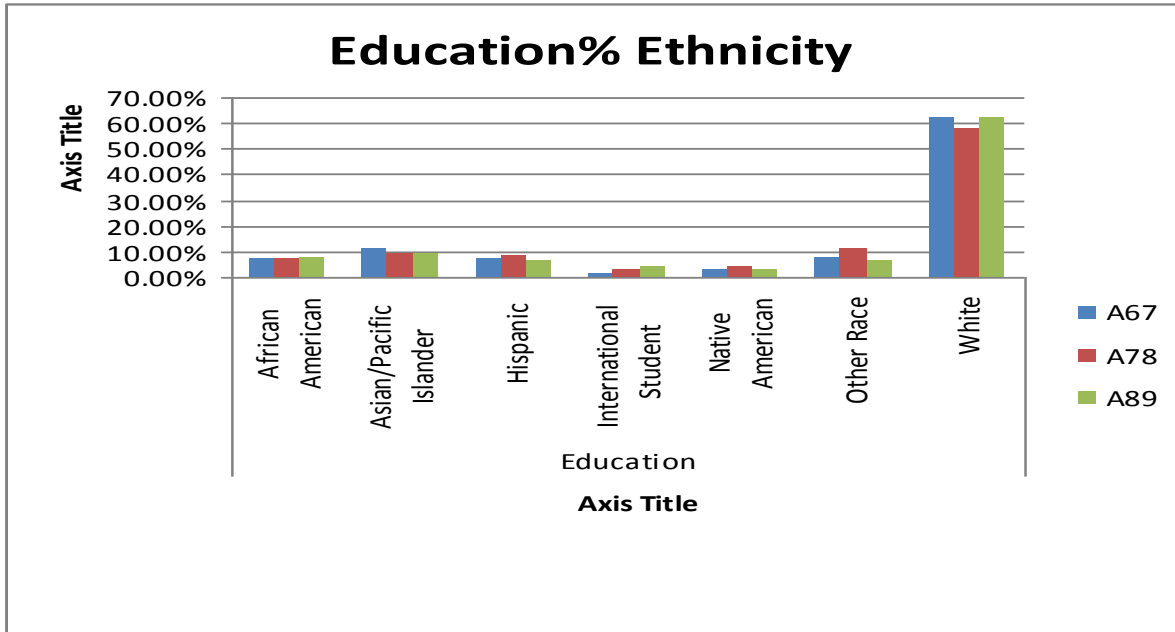
STUDENT GENDER (continued)

Prog	Group2	Gender	A67	A78	A89
Education	EDU	F	86	98	63
		M	5	7	15
	EDU_T	F	96	93	97
		M	35	27	31
Education Total			224	231	213
Education	EDU	F	38.39%	42.42%	29.58%
		M	2.23%	3.03%	7.04%
	EDU_T	F	42.86%	40.26%	45.54%
		M	15.63%	11.69%	14.55%

STUDENT ETHNICITY (including transfer students)



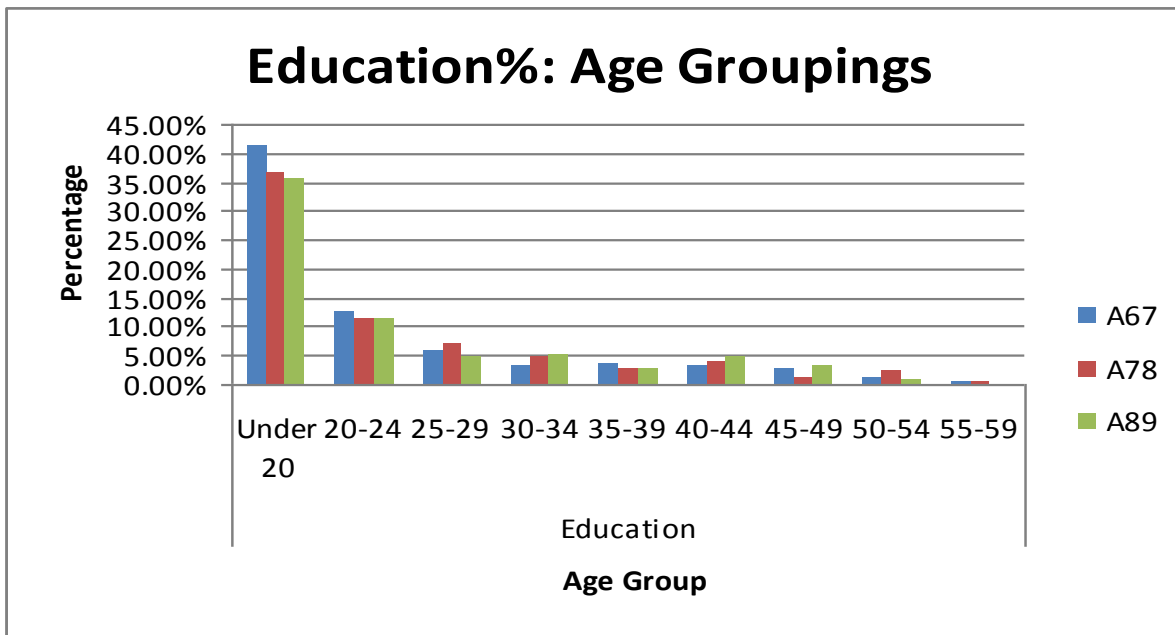
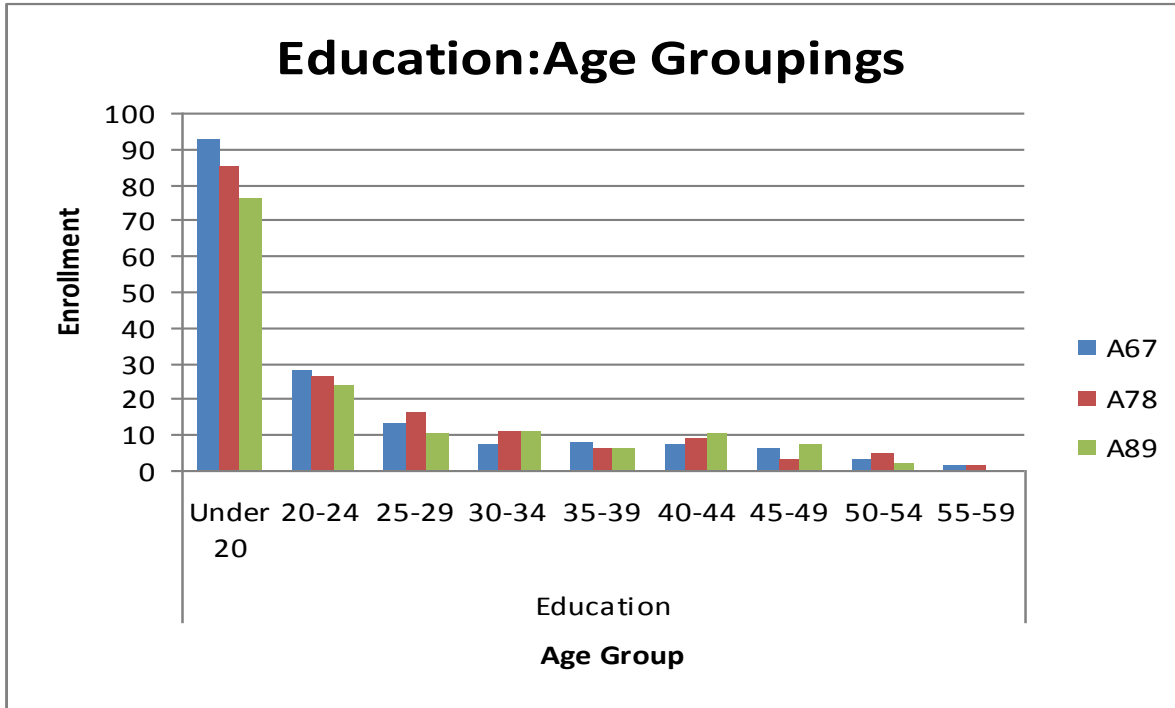
STUDENT ETHNICITY (continued)



Count of NewSid Prog	Ethnicity	Year		
		06-07	07-08	08-09
Education	African American	16	16	17
	Asian/Pacific Islander	25	21	20
	Hispanic	16	19	14
	International Student	3	6	9
	Native American	6	9	6
	Other Race	18	26	14
	White	140	134	133
Education Total		224	231	213

Prog	Ethnicity	A67	A78	A89
Education	African American	7.14%	6.93%	7.98%
	Asian/Pacific Islander	11.16%	9.09%	9.39%
	Hispanic	7.14%	8.23%	6.57%
	International Student	1.34%	2.60%	4.23%
	Native American	2.68%	3.90%	2.82%
	Other Race	8.04%	11.26%	6.57%
	White	62.50%	58.01%	62.44%

STUDENT AGE (including transfer students)

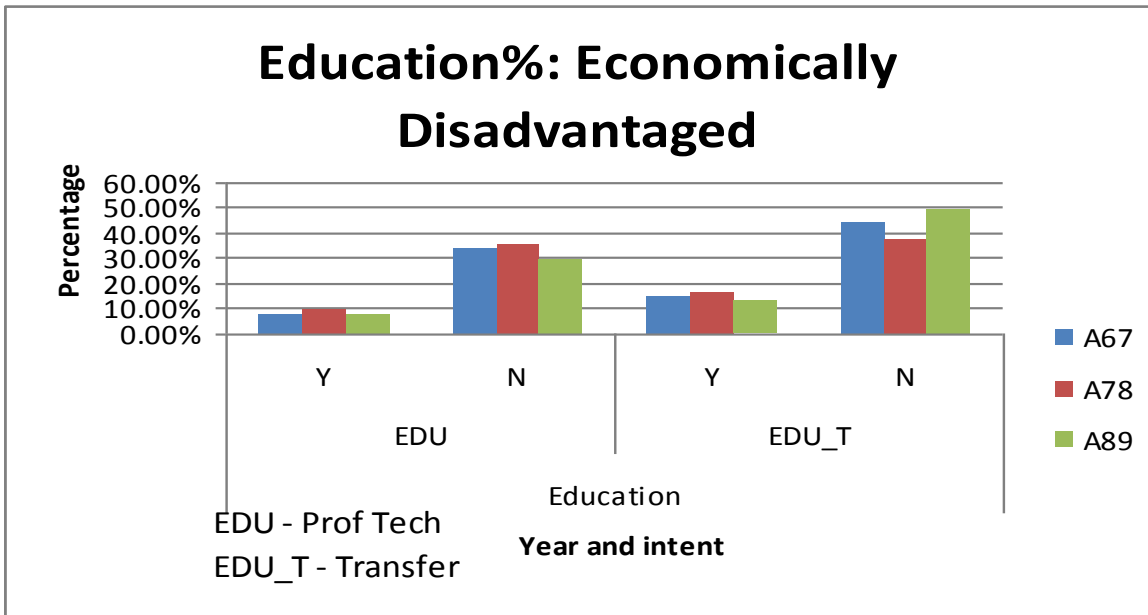
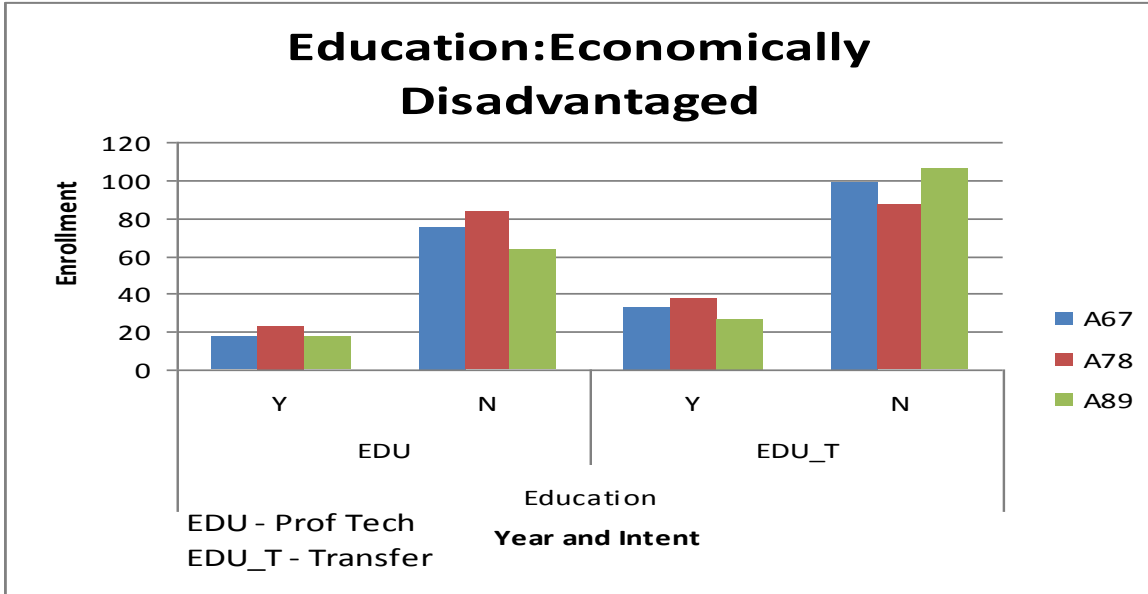


Prog	AgeDesc	A67	A78	A89
	Under			
Education	20	58	69	67
	20-24	93	85	76
	25-29	28	26	24
	30-34	13	16	10
	35-39	7	11	11
	40-44	8	6	6
	45-49	7	9	10
	50-54	6	3	7
	55-59	3	5	2
	60-64	1	1	
Education Total		224	231	213

Prog	AgeDesc	A67	A78	A89
	Under			
Education	20	25.89%	29.87%	31.46%
	20-24	41.52%	36.80%	35.68%
	25-29	12.50%	11.26%	11.27%
	30-34	5.80%	6.93%	4.69%
	35-39	3.13%	4.76%	5.16%
	40-44	3.57%	2.60%	2.82%
	45-49	3.13%	3.90%	4.69%
	50-54	2.68%	1.30%	3.29%
	55-59	1.34%	2.16%	0.94%
	60-64	0.45%	0.43%	0.00%

STUDENT AGE (continued)

ECONOMICALLY DISADVANTAGED
STUDENTS (including transfer students)



ECONOMICALLY DISADVANTAGED STUDENTS (continued)

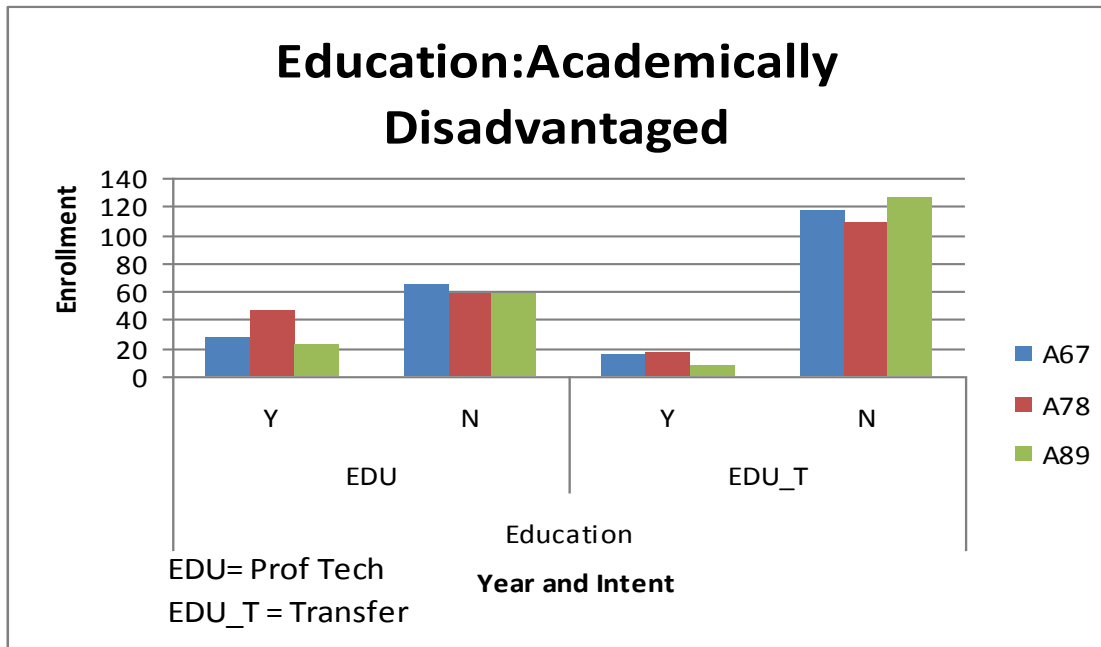
Count of NewSid

Year

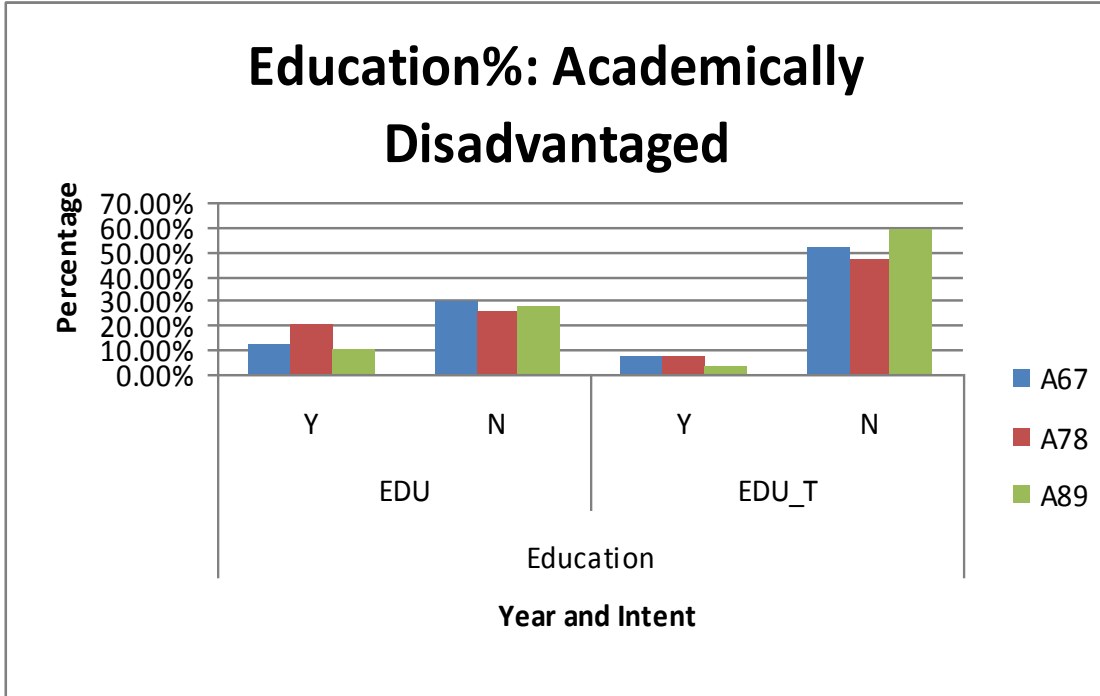
Prog	Category	ECON_DISAD	A67	A78	A89
Education	EDU	Y	17	23	17
		N	75	83	63
	EDU_T	Y	33	38	27
		N	99	87	106
Education Total			224	231	213
Grand Total			224	231	213

Prog	Category	ECON_DISAD	A67	A78	A89
Education	EDU	Y	7.59%	9.96%	7.98%
		N	33.48%	35.93%	29.58%
	EDU_T	Y	14.73%	16.45%	12.68%
		N	44.20%	37.66%	49.77%

ACADEMICALLY DISADVANTAGED STUDENTS (including transfer students)



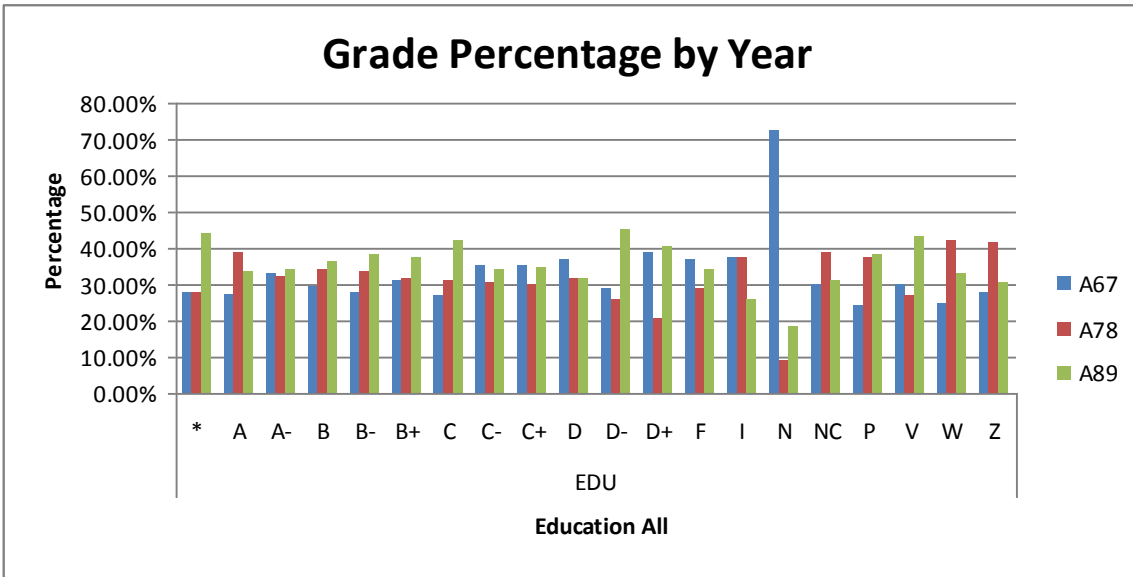
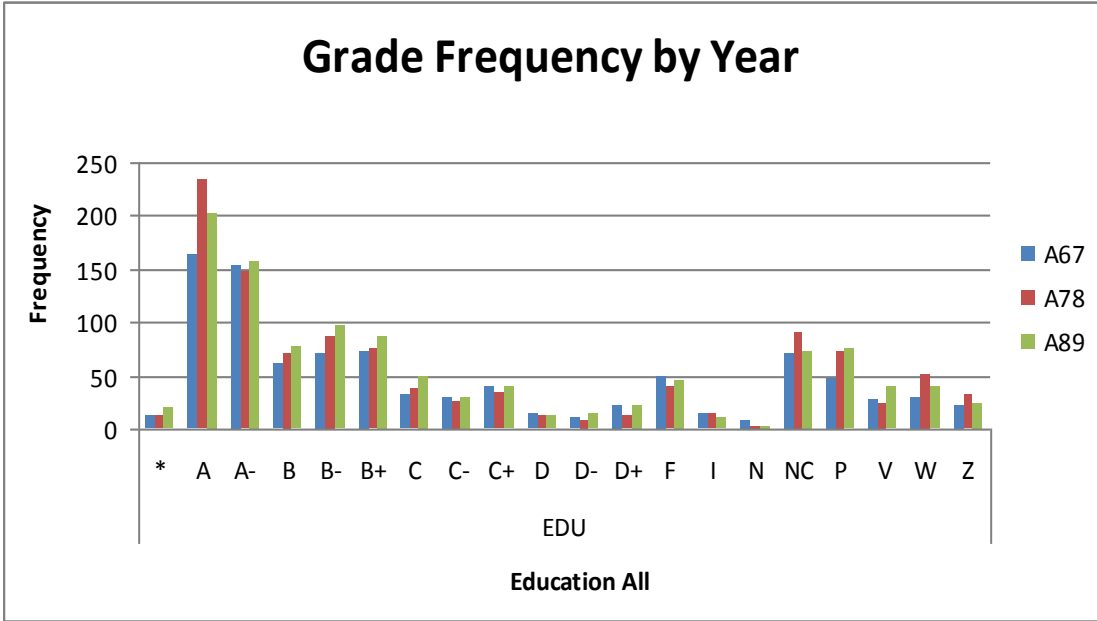
ACADEMICALLY DISADVANTAGED STUDENTS (continued)



Count of NewSid			Year		
Prog	Category	ACAD_DISAD	A67	A78	A89
Education	EDU	Y	27	47	22
		N	65	59	58
	EDU_T	Y	15	17	7
		N	117	108	126
Education Total			224	231	213
Grand Total			224	231	213

Prog	Category	ACAD_DISAD	A67	A78	A89
Education	EDU	Y	12.05%	20.35%	10.33%
		N	29.02%	25.54%	27.23%
	EDU_T	Y	6.70%	7.36%	3.29%
		N	52.23%	46.75%	59.15%

STUDENT GRADES (including transfer students)



STUDENT GRADES (continued)

Count of Grade		Year			
Grouper	Grade	A67	A78	A89	Grand Total
EDU	*	12	12	19	43
	A	163	234	203	600
	A-	153	148	157	458
	B	62	71	76	209
	B-	71	86	97	254
	B+	72	74	87	233
	C	32	37	50	119
	C-	30	26	29	85
	C+	40	34	39	113
	D	14	12	12	38
	D-	9	8	14	31
	D+	21	11	22	54
	F	50	39	46	135
	I	13	13	9	35
	N	8	1	2	11
	NC	70	91	73	234
	P	47	72	74	193
	V	27	24	39	90
W	30	51	40	121	
Z	21	31	23	75	
EDU Total		945	1075	1111	3131
Grand Total		945	1075	1111	3131

STUDENT GRADES (continued)

Count of Grade		Year		
Grouper	Grade	A67	A78	A89
EDU	*	27.91%	27.91%	44.19%
	A	27.17%	39.00%	33.83%
	A-	33.41%	32.31%	34.28%
	B	29.67%	33.97%	36.36%
	B-	27.95%	33.86%	38.19%
	B+	30.90%	31.76%	37.34%
	C	26.89%	31.09%	42.02%
	C-	35.29%	30.59%	34.12%
	C+	35.40%	30.09%	34.51%
	D	36.84%	31.58%	31.58%
	D-	29.03%	25.81%	45.16%
	D+	38.89%	20.37%	40.74%
	F	37.04%	28.89%	34.07%
	I	37.14%	37.14%	25.71%
	N	72.73%	9.09%	18.18%
	NC	29.91%	38.89%	31.20%
	P	24.35%	37.31%	38.34%
	V	30.00%	26.67%	43.33%
	W	24.79%	42.15%	33.06%
Z	28.00%	41.33%	30.67%	