Program Review Self-Study

EARLY CHILDHOOD STUDIES MAJOR

MARCH 2018

Department of Early Childhood Studies
Sonoma State University

Table of Contents

Program Review Self-Study Template

Program Name: Early Childhood Studies (ECS)
Department: Early Childhood Studies
School: School Education
Degrees and Academic Certificates Offered, with concentrations/tracks/subplans, where appropriate:
B.A. Early Childhood Studies
Early Childhood Development Concentration
Early Childhood Education Concentration

Minor Early Childhood Studies

I. Overview

Brief Description of the ECS Major

The Early Childhood Studies (ECS) major started in Fall of 2012.

The B.A. with a major in Early Childhood Studies requires completion of a total of 120 units. Units fall into the following categories:

- 50 GE Units (For more information on GE units, see Sonoma State University 50-Unit GE Pattern Worksheet.)
- 43 Major Units (37 Core + 6 ECS Electives)
- 27-36 Units of Electives from across the University (depends on how many courses double-count toward major electives and GE.)

The program offers two concentrations:

1. The Early Childhood Education concentration prepares students for a teaching career in an early education setting, such as child care and preschool programs. This option is also appropriate for students who want to pursue a Multiple Subject or Special Education teaching credential.

2. The Early Childhood Development concentration prepares students for a career working with young children and families in non-education settings. This concentration is appropriate for students who plan to pursue graduate studies in social work, counseling, child life specialist, or other fields that support children and families.

See the list of required core courses and electives in the Major Information Packet online at http://web.sonoma.edu/education/ecs/docs/ecs%20major%20info%20rev%20Feb%202018.pdf

This Self Study focuses on the ECS major. The ECS minor was not reviewed separately, because the courses in the minor are a sub-set of the major courses, and thus included in the major.

a. Describe what makes the degree(s) offered distinct and provide a program mission, if available.

Early Childhood Studies Mission Statement

"The Department of Early Childhood Studies prepares knowledgeable and caring professionals who are committed to contributing to a society through high-quality education and social services for all children and families."

The California State University system offers students two kinds of degrees related to early childhood development and education: early childhood studies and child development. Three campuses offer a degree in Early Childhood Studies: CSU Channel Islands (housed in the School of Education), CSU Pomona (housed in the College of Education and Integrative Studies), and Sonoma State (housed in the School of Education). Seventeen campuses offer a degree in Child Development or Child and Adolescent Development. These child development degrees are housed in Liberal Studies Departments, Schools of Social Sciences, and Schools of Education. As with the SSU Early Childhood Studies program, most of these programs expect their students to work in the field of early care and education, pursue an elementary or special education teaching credential, or pursue graduate school for a career in social services (such as in counseling or social work).

The Bachelor of Arts Degree in Early Childhood Studies at Sonoma State University is dedicated to providing graduates with the knowledge, skills, and dispositions needed to work effectively with children in early childhood (birth to age 8). Students study multidisciplinary theories, research, and best practices, with an emphasis on socio-cultural factors that affect development. They learn how to use theories and research from anthropology, child development, education, health, psychology, sociology, and multicultural studies to promote the cognitive, social, emotional, and physical development of diverse young children. Students study the science of assessing children's growth and development, and they acquire skills in effectively communicating these findings to families and community partners. The program also focuses on preparing professionals to be leaders and advocates on behalf of all children and families.

b. What is the role of this program in the educational mission of the campus? How does it align with the university vision, values, and outcomes?

The degree is aligned with the mission of Sonoma State University and the School of Education. The SSU mission focuses on preparing students to be life-long learners, appreciate diverse cultural perspectives, be active citizens and leaders, be prepared for fulfilling careers, and contribute to the well-being of the world community. The School of Education Mission is as follows:

The School of Education provides transformative educational experiences through teaching, research, and key initiatives. We prepare undergraduates, graduate student, and credential candidates to advocate for social justice in their learning and throughout their careers so that students, schools, and communities flourish." (http://web.sonoma.edu/education/school/mission.html)

The courses that make up this degree are designed to enable students to develop the knowledge, skills, and dispositions they need to meet the objectives of both Sonoma State University and the School of Education. For example, all courses emphasize the importance of critical thinking and clear communication, ask students to consider the perspectives of diverse families and communities, and support students to understand their role as advocates for children and families. In addition, the degree fulfills the criteria set forth by the National Association for the Education of Young Children (NAEYC, 2011). Alignment with these criteria allows the School of Education to react quickly to evolving state requirements for ECE teacher certification since state requirements will themselves be closely aligned with the NAEYC criteria.

c. Describe the ways in which the program serves regional and state needs.

In recent years, much attention has been paid to early childhood development due to increased recognition that development in the first five years affects later development in cognitive, emotional, social, and physical development and health. In addition, it is now recognized that early intervention can make a remarkable difference in the prospects of children with special needs.

One consequence of this attention to early development has been the revision of criteria for preschool teachers. Changes in Federal Head Start requirements and NAEYC accreditation requirements have resulted in many preschool teachers having to return to school to complete a BA degree. In addition to these national trends, California has implemented a quality improvement system that encourages all programs to hire teachers with BA degrees, and the state is revising the existing preschool credential, the Child Development Permit, in ways that will make a BA necessary for lead teachers in preschool programs. At the local level, Sonoma County supports teachers in attaining a BA degree through stipends funded by First 5 Sonoma. Local early childhood professionals requested that this major be developed at SSU, and they have consistently

supported the program by providing field placements for our students and hiring students both before and after they graduate.

The Early Childhood Studies major and minor are aligned with the professional and legislatively mandated standards that govern high-quality Early Care and Education settings. Through these programs, we provide the means for these local professionals to attain the education they need to remain employed and to advance in their profession. This support is especially important for protecting the employment of the very diverse group of teachers and caregivers who make up the local Early Care and Education workforce.

About 60% of the students who choose this major are interested in a career in preschool, elementary, or special education. The major gives these students a strong base in cognitive and developmental science, as well as the opportunity to complete the pre-requisite courses needed to apply to the credential program. Students who complete this major and a Multiple Subject Credential are qualified to teach in the new "transitional kindergarten" classrooms. The multiple subject credential alone does not meet state standards for these classrooms. ECS students thus have more options when seeking employment in the public schools.

The remaining 40% of students in this major hope to work with children in non-education settings, such as social work, physical or occupational therapy, child life programs in hospitals, and counseling. In our exit survey, these students report satisfaction in having had the opportunity to study the development of children as undergraduates before going on to complete graduate school programs that do not necessarily focus on the specific needs of children.

d. Include goals (general statements about what the program aspires to achieve) and student learning outcomes (specific results that arise if goals are being met).

1. *Program Goals*

The Early Childhood program seeks to prepare graduates who:

- Are agents of individual growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society
- Are knowledgeable and thoughtful about the field of early childhood education
- Promote physical, cognitive, social, emotional, and moral growth and learning in their professional work with young children, as well as respecting and encouraging the contributions of families and caregivers in the care and education of children and youth
- Design and carry out inclusive practices that respect human differences and aim to include all children and families
- Continually use inquiry, observation, study, and reflection to improve their professional practices.

2. *Student Learning Outcomes (SLO's), Early Childhood Education Concentration:*

The SLO's of the ECS major are aligned with the Early Childhood Professional Preparation Programs standards set forth by the National Association for the Education of Young Children, (https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/higher-ed/NAEYC-Professional-Preparation-Standards.pdf) . NAEYC is the foremost national professional organization that works to promote high-quality early learning for all young children, birth through age 8. Table 1. Presents the SLO's for the Early Childhood Education Concentration and the Early Childhood Development Concentrations.

Table 1. Student Learning Outcomes of the Early Childhood Studies Major, Education and Development Concentrations

Student Learning Outcomes	
Concentration 1: Early Childhood Education	***Concentration 2: Early Childhood Development***
SLO1. Students are knowledgeable about theories and research related to child development and growth, and they are able to effectively promote child development and learning.	SLO1. Students are knowledgeable about theories and research related to child development and growth, and they are able to effectively promote practices that support optimal child development and health (including mental health).
SLO2. Students understand the components and importance of building family and community relationships in work with young children.	SLO2. Students understand the components and importance of building family and community relationships in work with young children.
SLO3. Students understand the importance of and are able to observe, document, and assess the growth and development of young children; students are able to effectively communicate these findings to families.	SLO3. Students understand the importance of and are able to observe, document, and assess the growth and development of young children; students are able to effectively communicate these findings to families.
SLO4. Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.	SLO4. Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.
SLO5. Students design, implement and evaluate effective curriculum that aligns with state early learning standards for children in programs serving infants, toddlers, and	SLO5. Students identify and evaluate effective practices in programs that promote and protect development and health of infants, toddlers, preschoolers, and children in the middle

preschoolers. SLO6. Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; integrating informed and critical perspectives into their work with young children; and engaging in informed advocacy for young children and their families. SLO7. Students observe and practice their developing skills in different kinds of early childhood educational settings.	childhood years. SLO6. Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; integrating informed and critical perspectives into their work with young children; and engaging in informed advocacy for young children and their families. SLO7. Students observe and practice their developing skills in different kinds of programs that support children and families.

In addition to these Student Learning Outcomes at the Program level, all courses have the following two Learning Outcomes:

- Produce writing that meets the ECS Standards for Critical and Thoughtful Writing (see ECS Student Handbook)
- Demonstrate intellectual rigor in all course assignments, utilizing the ECS Framework for Critical Reflection (see ECS Student Handbook).

e. Provide relevant history/overview of the program with any information about external contexts such as disciplinary accreditation.

As previously mentioned, the Early Childhood Studies major began five years ago and partly in response to requests from the local community that a program be developed to help preschool teachers attain a baccalaureate degree. The major has been very popular with students, growing to over 400 students in its first five years. Also, as previously described, the major is aligned with the National Association for the Education of Young Children professional standards for the field.

The program is not accredited, but the student learning outcomes and course objectives are aligned with the NAEYC accreditation standards. We choose not to seek accreditation at this time because accreditation would only apply to the education concentration, and we would still have to conduct a separate program review for the development concentration. Currently, we do not have sufficient faculty to carry out two different review processes.

II. Outcome of the Previous Program Review

The ECS major is a new program, which started in Fall of 2012, thus this is the first university program review report. Program assessment was built into the major from the start and has been an ongoing process integrated into the life of the major. We continually evaluate different aspects of the program at our department meetings and make the changes indicated by the results of the analysis of the information. Description of the implementation and development of this process, as well as the changes made to the program, will be described in section V.

III. Student Profile

a. Discuss the number of students in the program and trends over the last review period.

In Fall of 2017, the program had a total of 413 Early Childhood majors. Approximately 12% of students were concurrently enrolled in a minor in disciplines such as American Multicultural Studies (1), Art (8), Business Administration (1), Chicano Latino Studies (1), Criminal Justice (1), English (1), German(1), History (1), Philosophy (1), Political Science (1), Psychology (4, in Fall of 2016 Psychology stopped accepting minor students), Sociology (14), Spanish (12), Theatre Arts (2), Women and Gender Studies (2), Women's Health (1). (see list of minors). This diversity of minors coincides with our expectation that the major would encourage students to pursue additional studies and broaden their knowledge base. The Sociology minors are students who plan to study Social Work. We are pleased that 12 students are Spanish minors, which aligns with our mission to promote social justice and cultural/linguistic diversity.

Table 2. Number of students in the ECS major over the last four years. Counts include students in study abroad (IP and NSE)

	Actively Enrolled		
	All Plan Primacies		
		Primary Plan (Major)	Secondary Plan (Secondary Major)
Fall 2013	157	152	5
Spring 2014	180	174	6
Fall 2014	282	275	7
Spring 2015	292	278	14
Fall 2015	343	335	8
Spring 2016	381	370	11
Fall 2016	416	403	13
Spring 2017	441	427	14
Fall 2017	413	404	9

Source: Blackboard Analytics Enrollment by Major Report

Table 2 shows that enrollment grew at a rapid rate, from 157 students in Fall of 2013 to 413 students in Fall of 2017, being the third largest major on campus at that time. (see Sonoma State Quick Facts). This growth resulted in a considerable increase of the workload of tenured/tenure-track faculty and an expansion of the number of adjunct faculty. Impaction was declared in Fall of 2017, to slow down the enrollment growth and maintain the quality of the program, given that only 6 faculty members are tenured/tenure-track, and the actual number is lower due to sabbatical and family leaves. Faculty characteristics will be further discussed in the section about faculty.

b. Discuss the number of degrees conferred in the program and trends over the last review period.

From Fall of 2013 to Summer of 2017 a total of 241 ECS degrees were conferred. (see Table 3)

Table 3. Number of ECS degrees conferred over the last four years.

	Graduate Count Awarded
Spring 2013	1
Spring 2014	5
Summer 2014	2
Fall 2014	5
Spring 2015	43
Summer 2015	6
Fall 2015	8
Spring 2016	57
Summer 2016	6
Fall 2016	25
Spring 2017	79
Summer 2017	4
Grand Totals	241

Source: Blackboard Analytics Enrollment – Graduate Count by Degree

Over a period of four years, the number of students who graduated increased from 5 students in Spring of 2014 to 79 in Spring 2017. Careful advising, personalized mentoring of students, weekly face to face classes, and an administrative process for helping seniors get seats in the courses they need contribute to high four-year graduation rates.

c. Discuss student demographic trend data that is relevant for the program. Demographics to discuss may include numbers of under-represented students, first-generation students, low-income students, balance among genders, numbers of non-traditionally-aged students, or others that are significant.

First-Generation Students: The percentage of First-Generation students in the major has increased from 15% in Fall of 2013 to 27% in 2017. (see Table 4). This percentage is higher than the 22% of first-generation students at SSU (see Sonoma State Quick Facts). This positive trend suggests that we are reaching our goal, to attract underrepresented minorities and low-income students.

Table 4. Student demographic trend data
First-Generation Students

Term	Total ECS Enrollment	First Gen	First Gen %
Fall 2013	157	23	15%
Spring 2014	180	28	16%
Fall 2014	282	53	19%
Spring 2015	292	54	18%
Fall 2015	343	67	20%
Spring 2016	381	82	22%
Fall 2016	416	109	26%
Spring 2017	441	111	25%
Fall 2017	413	110	27%

Source: Blackboard Analytics Enrollment by Major Report and SSU_LC_FIRST_GEN_QUERY

Low-income students: The percentage of Pell-Eligible students ranges between 31% (Fall 2013) and 38% (Fall 2017). This percentage is slightly higher than the percentage at Sonoma State (34%) (http://web.sonoma.edu/aa/ra/students/firsttimefreshmen/ftffinaid.html).

Table 5. Student demographic trend data
Pell-Eligible Students

Term	Total ECS Enrollment	Pell Eligible	Pell Eligible %
Fall 2013	157	48	31%
Spring 2014	180	58	32%
Fall 2014	282	100	35%
Spring 2015	292	98	34%
Fall 2015	343	126	37%
Spring 2016	381	141	37%
Fall 2016	416	143	34%
Spring 2017	441	147	33%
Fall 2017	413	159	38%

Source: Blackboard Analytics Enrollment by Major Report
and SSU_FA_PELL_ELIGIBLE query

Balance among genders: Early Childhood Studies is traditionally a female-dominated field. As expected, the percentage of male students is low, ranging between 3.5% and 6.1%. Male students have expressed an interest in the major, and last fall there were 19 students in the program, which is an increase from the seven men enrolled in Fall of 2013 (see table 6).

Table 6. Student demographic trend data

Gender Breakdown

	Female (F)		Male (M)	
Fall 2013	150	95.5%	7	4.5%
Spring 2014	169	93.9%	11	6.1%
Fall 2014	268	95%	14	5%
Spring 2015	278	95.2%	14	4.8%
Fall 2015	325	94.8%	18	5.2%
Spring 2016	363	95.3%	18	4.7%
Fall 2016	397	95.4%	19	4.6%
Spring 2017	425	96.4%	16	3.6%
Fall 2017	393	95.4%	19	4.6%

Source: Blackboard Analytics Enrollment by Major Report

Underrepresented students: In Fall of 2017, 39.2% of ECS majors were of Hispanic descent, 5.1% Asian, 1.7% Black/African American, and 39.7% were Caucasian (the remaining students were American Indian, Native Hawaiian, ethnicity unknown, or two or more races). The percentage of Hispanic students has increased from 24.8% in Fall of 2013 to 39.2 % in Fall 2017. (see Table 7)

Table 7. Student demographic trend data

Ethnicity

	All IPEDS Ethnicity																	
	American Indi Alaska Nativ		Asian		Black/African American		Hispanic of any race		Native Hawaiian/ Oth Pac Island		Non-Resident Alien (IPEDS)		Race and Ethnicity unknown		Two or More Races		White			
Fall 2013	1	0.6%	7	4.5%	4	2.5%	39	24.8%					23	14.6%	8	5.1%	75	47.8%	157	100%
Spring 2014	2	1.1%	9	5%	5	2.8%	44	24.4%					25	13.9%	8	4.4%	87	48.3%	180	100%
Fall 2014	1	0.4%	12	4.3%	5	1.8%	79	28%	1	0.4%			36	12.8%	16	5.7%	132	46.8%	282	100%
Spring 2015			13	4.5%	4	1.4%	80	27.4%	1	0.3%			36	12.3%	18	6.2%	140	47.9%	292	100%
Fall 2015			15	4.4%	4	1.2%	103	30%	2	0.6%			39	11.4%	19	5.5%	161	46.9%	343	100%
Spring 2016			17	4.5%	4	1%	119	31.2%	2	0.5%			43	11.3%	18	4.7%	178	46.7%	381	100%
Fall 2016			24	5.8%	5	1.2%	151	36.3%	1	0.2%	1	0.2%	39	9.4%	18	4.3%	177	42.5%	416	100%
Spring 2017			25	5.7%	6	1.4%	157	35.6%	2	0.5%			44	10%	19	4.3%	188	42.6%	441	100%
Fall 2017			21	5.1%	7	1.7%	162	39.2%	3	0.7%			34	8.2%	22	5.3%	164	39.7%	413	100%

Source: Blackboard Analytics Enrollment by Major Report

This percentage is considerably higher than the percentage of Hispanic students at SSU, which in 2016 was 27.6% (see SSU Facts Pocket Book). This is an encouraging trend, suggesting that

this major is welcoming to Hispanic students. We would like to see an increase in the percentage of African American students, which is slightly lower than the 2.2% at Sonoma State University.

d. Discuss educational trends of students in the program (numbers and percentages first-time freshmen and transfer students or numbers of graduate students; information about academic preparation of students, and the need for remediation).

First Time Freshmen students: Table 8 shows that the retention rate for the ECS major has increased from fall 2013 to Fall of 2016, from 82% to 87%. We carefully advise students, and designed a one unit course (EDEC 478) to introduce students to the major, which we believe has helped students stay on track in the major.

Table 8. Retention trends for first-time freshmen.

All ECS FTF

Start Term for Cohort	FTF Cohort	Returned Next Fall	Retention %
Fall 2013	50	41	82%
Fall 2014	57	46	81%
Fall 2015	58	50	86%
Fall 2016	55	48	87%

Transfer students: The percentage of transfer students in the ECS major was 20% in Fall of 2016, and 23% in Spring of 2017 (see table 9), which is considerably higher than the 10% transfer students enrolled at SSU as a whole (http://web.sonoma.edu/aa/ra/quick-facts/).

Table 9. Percentage of transfer students in SSU and in the ECS major, in Fall of 2016 and Spring of 2017

	Fall 2016	Spring 2017
ECS Transfers %	20%	23%

Source: Office of Reporting and Analytics, SSU

This positive trend may be attributed to the fact that students who completed early childhood courses at the Junior College level, receive credit at Sonoma State University for lower division courses of the major. This alignment (CAP 8 alignment) was built into the major, and it applies to 91 community colleges in California. A high percentage of our transfer students has completed the equivalent of our lower division core courses.

We find that transfer students are well prepared and often stand out positively. They participate actively in class, are highly motivated to work hard, submit professional work, and are knowledgeable about child development and early childhood education.

The most pressing academic need is to support students in their professional writing and in critical thinking.

e. Describe the reasons that students give for choosing the program (range of courses, time to degree, career goals, civic engagement, social justice, subject matter is interesting, etc.).

Students gave their reasons for choosing the program on the Exit Survey, which they complete at the end of the semester in which they graduate (see Results of Exit Surveys). The responses for Spring of 2017 (n= 55) fall into five categories

- Career goals:

  Teacher (preschool, elementary): *"I have always been interested in why people do the things they do. I also understand the power of education and want to start with the youngest of us in order to make a difference in their fundamental relationship with the world. I want to teach"*

  Social Work: "*I selected this program because I want to work with children and their families as a social worker."*

  Counseling, therapist*: "I selected this major because I am passionate about early childhood and I want to work with children. I plan to become a child therapist. I want to get my masters in Clinical Counseling in Mental Health."*

  Special Education: "*I have worked with children with disabilities since I was 6 years old, and wanted to continue my work."*

  Preparation for pediatric nursing: *"I selected this major as an alternate major after not getting into nursing major. I have always known that I wanted to be a pediatric nurse and I felt a background of early childhood development would help aid me in this profession."*

- Opens possibilities for many professions working with children and families: *"I selected this major because it was very general, and I could use this major to become a teacher, counselor etc. I just knew I wanted to work with children, so this major was perfect for me."*

- Interest in subject matter*: "I have a passion for children's development and how I can best foster a healthy emotional development."*

- Social Justice: *"I like working with children and hope to one day work with them to help better their lives."*

- Quality of Program: *"For the money! Just kidding, Sonoma State has a near-cutting edge program in terms development and bridging the gap between learning and working."*

The responses to the previous Exit Surveys (see results for Spr 16, Fa 16, Spr 15, Fa 16, Spr 14) fall into categories very similar to the ones listed above. Students added more details about their professional goals, such as Child Life Specialist, Occupational Therapy, Speech Pathology, Marriage and Family Therapy.

f. Describe student/alumni achievements (e.g., community service, research/scholarship publications, awards and recognitions, other professional accomplishments, etc.).

We don't have information about these achievements. Anecdotally our community partners informally tell us that our students are well prepared to be preschool teachers and they like to hire them. According to our colleagues across the School of Education, our students seem to do well in the Multiple Subject and Education specialist credential programs as well.

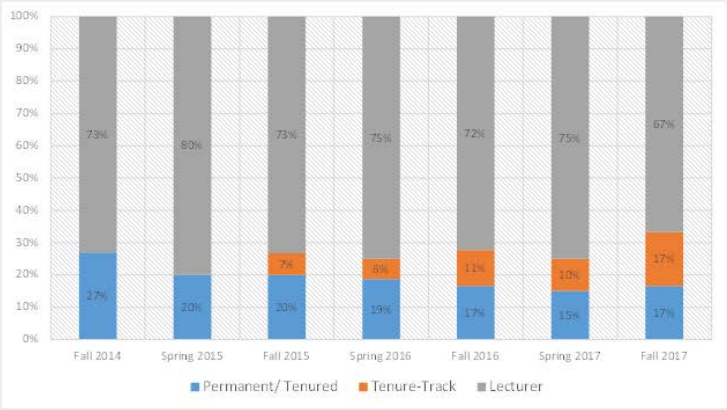
IV. Faculty Profile

a. Describe faculty rank and tenure make-up in the program (numbers and percentages of the whole for tenure-track faculty, tenured faculty, full professors, lecturers). Discuss trends during the review period (new faculty hires, retirements, separations, etc.).

When the major started, and before we became a stand-alone department, the program had only two tenured faculty members: Dr. Chiara Bacigalupa and Dr. Johanna Filp-Hanke. This arrangement resulted in a heavy workload, including course design, lecturer mentoring, student advising, teaching, and service to the department, school, and university. Gradually we were able to hire more tenure-track faculty, reaching a total of six tenured/tenure-track faculty in Fall of 2017. (see table 10)

Table 10. Numbers and percentages for tenured, tenure-track and lecturers)

Term	Tenured	Tenure-Track	Lecturer	Total
Fall 2014*	3	0	8	11
Spring 2015	3	0	12	15
Fall 2015	3	1	11	15
Spring 2016	3	1	12	16
Fall 2016	3	2	13	18
Spring 2017	3	2	15	20
Fall 2017	3	3	12	18



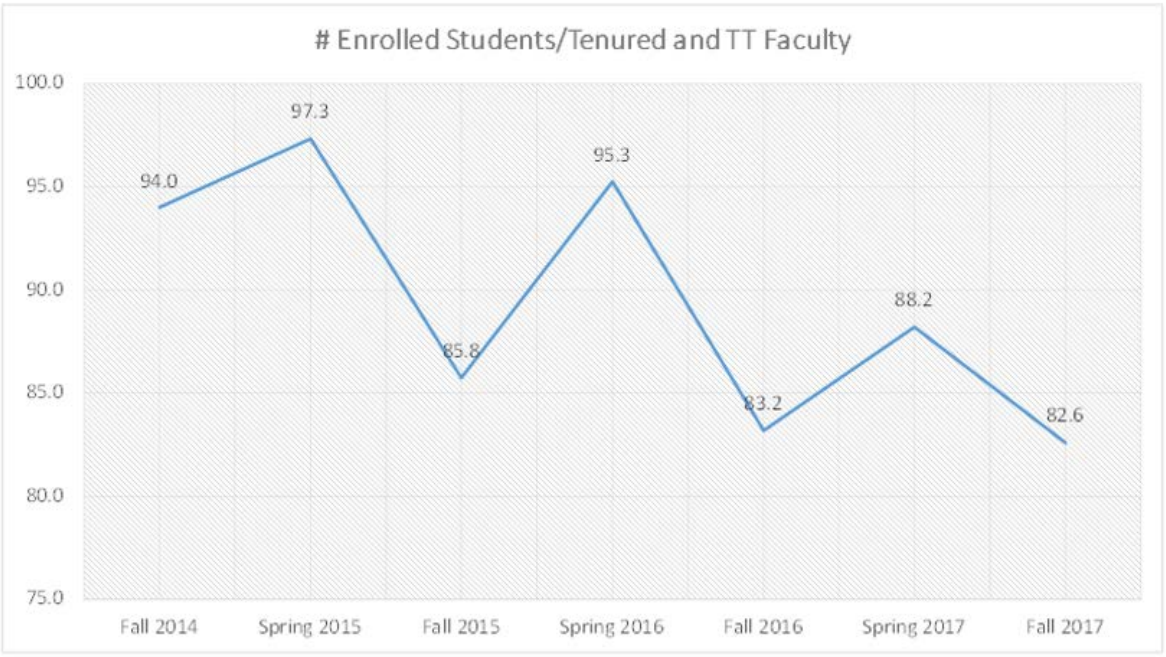
Source: Faculty Data Crunch, Fall 2014 - Includes 2 Tenured Faculty processed after census

The actual number of tenured/tenure-track faculty available is lower than the numbers in the table indicate. One tenure-track faculty member was on family leave of absence during the Fall 2016-17 academic year; in Spring of 2017 one full professor was on sabbatical leave, and another full professor was on sabbatical during fall of 2017. We hired a new tenure track Associate Professor, who will start in Fall of 2018. This will help with the workload and student advising as well as with school and university service. The percentage of temporary faculty is higher in the ECS major (67%), that on-campus overall (60.2%). (https://www.sonoma.edu/about/facts).

In Fall of 2017, there were five tenure/tenure-track faculty advising 413 major students, 52 minor students, and 20 graduate students. Table 11 shows that the student-faculty ratio for advising is 1/80 students which is high and places an extra burden on faculty members. In fact, the ratio is higher, because in Fall of 2017 we had only four tenure track/tenured faculty available for advising. The advising load is higher than that for other majors on campus. For example, in Fall of 2017 Psychology had ten tenure track/tenured professors for 608 students (1/60 ratio). History had nine tenure/tenure track faculty advising 186 students (1/20 ratio).

This heavy advising load has been temporarily mitigated by the Dean, who pays for three adjunct faculty members to help with advising. However, this arrangement is not ideal, nor is it sustainable. In the section about advising, we discuss advising in more detail. All faculty work hard and make sure the quality of the program is maintained, but this level of demand and need that cannot continue.

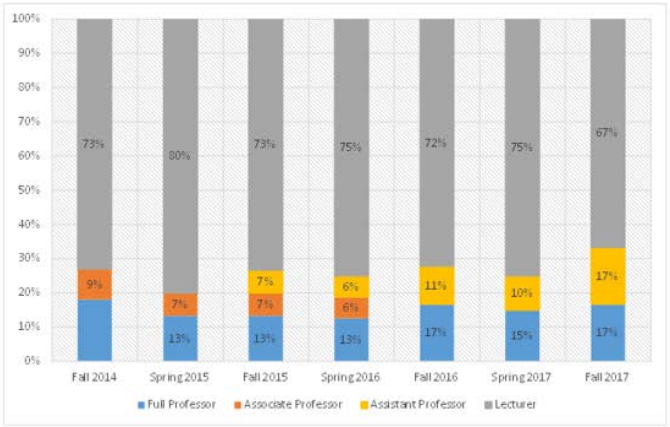
Table 11. Student-Faculty Ratio for Advising. Ratio calculated for # of students/# of tenured/tenure track faculty.



Source: Faculty Data Crunch and Blackboard Analytics Enrollment by Major report. Fall 2014 includes 2 faculty processed after census.

Table 12. Number and percentages for full professors, associate and assistant professors, and lecturers.

Term	Full Professor	Associate Professor	Assistant Professor	Lecturer	Total
Fall 2014*	2	1	0	8	11
Spring 2015	2	1	0	12	15
Fall 2015	2	1	1	11	15
Spring 2016	2	1	1	12	16
Fall 2016	3	0	2	13	18
Spring 2017	3	0	2	15	20
Fall 2017	3	0	3	12	18

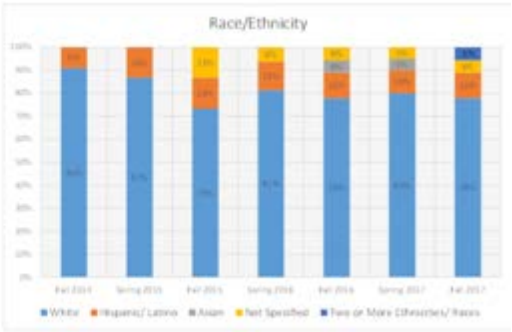


Source: Faculty Data Crunch. Fall 2014 includes 2 faculty processed after census.

b. Describe the demographic trends for faculty during the review period, including factors such as race/ethnicity and gender. Discuss efforts to improve diversity in the faculty ranks.

Gender. Early childhood studies has traditionally been a female-dominated profession, and this is reflected in the gender composition of our faculty, with only one male professor.

Table 13. Faculty Demographic Trends: Race/Ethnicity and Gender.



Ethnic and racial diversity: Concerted efforts have been made to increase the ethnic and racial diversity among our faculty, and we have made slight progress., such as hiring tenure track faculty members who are non-White and are bi-cultural and bilingual. For our tenure-track searches, we send our POA to early childhood doctoral programs at universities known for attracting minority students. This has resulted in excellent applications from candidates from underrepresented minorities every year for the last four years, but when offered the position, the candidates have chosen to take faculty jobs elsewhere. The significant factor for turning down a position at SSU seems to be the high cost of living in the area.

c. Discuss proportion of faculty with terminal degree.

All tenured/tenure-track faculty members earned a Ph.D.
Among the 12 lecturers (Fall 2017), one person holds an Ed.D, and the remaining eleven lecturers earned a master's degree in early childhood education or child development. Approximately 60% of our lecturers earned their M.A. in early childhood education at SSU, which has had a positive impact on the program. There is a commonality in our values and philosophical beliefs, which in turn translates into a coherent program for our students.

d. **Discuss faculty specialization and alignment to program curriculum, program mission, and program quality.**

Faculty CV's are presented online. Tenured/tenure-track faculty specializations are closely aligned with the program mission and support a high-quality curriculum. Though each faculty member specializes in teaching specific courses, we are flexible and believe in always learning together and are able to design and teach new courses related to our field. A brief bio of the ECS Department's tenured and tenure-track faculty background can be found online at www.sonoma.edu/education/ecs/home/faculty-staff.

Research interests and areas of expertise of tenured/tenure-track faculty are topics such as moral development, advocacy, literacy development, linguistics, curriculum development, socialization, play, dual language learners, language development, parenting strategies, family engagement, social-emotional learning, cross-cultural comparisons of parenting strategies, and children and technology.

In our searches, we list commitment to social justice as a required qualification, and in addition, the areas of specialization of ECS faculty support our social justice mission. For example, Dr. de Korsak is researching dual language learning, and Dr. Nagase is studying cross-cultural comparisons of parenting strategies.

A newly hired tenure-track faculty member, will join the department in Fall of 2018. Her expertise is in infant-toddler development, social-emotional child development, and infant mental health. This area of specialization is needed for the child development concentration.

e. Discuss methods used by the department to assess teaching effectiveness.

Tenure Track faculty in the ECS department are assessed according to the University's RTP Policy. This includes yearly reviews for the first six years (until tenure) and a subsequent review after 5 years as a tenured faculty member. RTP reviews are based on Student Evaluation of Teaching Effectiveness (SETE) reports[1], peer observations, and any other relevant materials that are collected by the department or the faculty member (such as e-mails or other personal communications, nominations for the Faculty excellence award, etc.).

Lecturers with a 3-year contract are reviewed every three years, following SSU policies. For the 3-year evaluation, the faculty member is required to submit a written self-assessment and two peer observations. These documents, along with the SETE reports, provide evidence for the review. In addition, the instructor and the department chair can submit relevant and non-anonymous materials to the review file.

[1] Students complete a Student Evaluation of Teaching Effectiveness (SETE) for every course taught in the Department of Early Childhood Studies. We do not have any courses with enrollments that are too low for SETE results.

Lecturers with a 1-year contract are reviewed briefly every year by the department chair. Faculty members are encouraged to submit a written self-assessment and to request a peer observation. These documents, if submitted, and the SETE's provide evidence for the review. Again, the instructor and the department chair can submit relevant and non-anonymous materials for this review.

Faculty members who teach different sections of the same class meet at least once a semester to review the previous semester and plan for the next semester. Faculty members typically discuss student engagement, grading criteria, readings, ideas for activities, the effectiveness of assignments in meeting learning objectives, etc. These meetings provide faculty members with on-going, informal feedback on their teaching practices. These meetings can provide more formal data on teaching effectiveness when faculty members use insights gained in these meetings to inform their annual self-assessment.

f. **Discuss faculty scholarship/creative activity, as well as external funding and professional practice and service (if relevant) in the program and faculty participation in professional development opportunities related to teaching and/or assessment.**

Dr. Chiara Bacigalupa has focused her scholarship and service work on the local community. During the last five years, she served as a First 5 commissioner and helped to found an annual, local conference for preschool teachers and child care providers. Her last published piece was an account of parent perceptions of the photo documentation done by the campus lab school. Dr. Bacigalupa has participated in campus professional development initiatives, such as the Digital Critical Project and is currently helping to pilot the Canvas Learning Management System. Dr. Bacigalupa has developed at least eight courses for the major, shepherded the proposal for the major through the SSU and CSU approval processes, and is in her sixth year as Department Chair. She is primarily responsible for curriculum development of EDEC 178 Introduction to the ECS Major, EDEC 201 Foundations of Early Care and Education, EDEC 247 Physical Development and Health, EDEC 347 Community Service for Children and Families, EDEC 405 iPlay Child Development in the Digital Age, EDEC 412 Brain Development, EDEC 411 Infanta and Toddler Development, and EDEC 435 Leadership and Advocacy on Behalf of Children and Families.

Dr. Kristina de Korsak has given professional development conferences for First 5 (Yolo, Capay Valley, and Sierra County) with themes such as assessment, curriculum, language development, and meeting the needs of diverse learners. She has presented her research at the Early Learners conference, TexED bilingualism, Zero to 3, Simms Mann Think Tank, and other national and international conferences. She developed a new online learning module to help students become successful in online classes and has taken a leading role in the implementation of the new ECE online certificate program. She is currently piloting CANVAS for the campus and was one of the first instructors to use Moodle when it rolled out. She also has given professional development

presentations on campus for online and hybrid learning. She has been primarily responsible for curriculum development of EDEC 270 Children and Families in Diverse Societies, EDEC 410 Language Development, and EDEC 420 Child Development in the Family School, and Community.

Dr. Charles Elster is a literacy expert with a distinguished career. Previous to joining the Early Childhood Studies department, he served as Department Chair of the Literacy Studies and Early Elementary Department. He is primarily responsible for curriculum development of EDEC 237 Creating Environments in Early Care and Education, EDEC 437 Integrated Curriculum in Early Childhood Classrooms, and EDEC 407 Multicultural Children's Literature.

Dr. Johanna Filp-Hanke has been the assessment representative for the Department of Early Childhood Studies since the program began five years ago. She helped set up the assessment system, collected and analyzed data, and organized the final portfolio presentation day. She helped with the preparation of the proposal to CCTC, to apply to be a waiver program for the Elementary Education Teaching Credential. She presented workshops about attachment play, and brain development and play to the Early Learners Conference, and she was invited by the U.S. Embassy in Chile to give workshops to early childhood professionals. Dr. Filp-Hanke is primarily responsible for curriculum development of EDEC 220 Observing Child Development in the First 8 Years, EDEC 406 Positive Guidance, EDEC 409 Play in Early Childhood, EDEC 447 Social and Emotional Development, EDEC 460 Introduction to Research in Early Childhood, and EDEC 478 Senior Portfolio.

Dr. Ayumi Nagase has been involved with an international family project, the Berkeley Parenting Self-Efficacy (BPSE) project and an interdisciplinary project on family life and market labor in contemporary Japan. Both research projects explore cultural differences in child-rearing beliefs, specifically the role of parenting practices in mediating the link between family relationships and children's positive growth. After submitting three papers last year, they are developing another manuscript, and the preliminary results were presented at the 2017 biennial meeting of the Society for Research in Child Development. In terms of professional development, Dr. Nagase has been part of the Partnerships for Education, Articulation, and Coordination through Higher Education (PEACH), a state-wide collaborative effort to enrich academic professional and educational programs for both the current and future ECE workforce.

Dr. Sheri Schonleber's scholarship and creative endeavors include the continuation/completion of a research project with a colleague and former co-author in Hawai`i (An investigation of a culturally relevant pedagogy to integrate the sciences in a K-3 Hawaiian immersion Program: Providing equity and access in science for diverse young students) and the beginning of a research project with a local preschool (One small space: Using the ecological sciences and play-based activities to engage children with the natural world and support the development of complex thinking, and early literacy). She is participating with a small team of US early childhood experts to train practitioners and develop a model infant and toddler curriculum for a Chinese early

childhood program located in Shanghai, China.She currently has a manuscript in progress and has submitted a proposal to present at a national conference in the fall of 2018 (the National Association for the Education of Young Children). Her service to the community includes work with a local preschool serving diverse young children and active membership as the new university representative to the Child Care Planning Council of Sonoma County (CCPC). She has been primarily responsible for curriculum development of EDEC 408 Science, Literacy, and Play.

g. Describe awards and recognition for faculty in the areas of teaching, scholarship, and service.

- Dr. Chiara Bacigalupa was selected as Commissioner for First Five of Sonoma County.
- Dr. Kristina de Korsak was Simms-Mann faculty fellow.
- Dr. Johanna Filp-Hanke was invited by the U.S. Embassy in Chile as U.S. expert on Early Childhood Education.

V. Assessment

a. Confirm that the Program Learning Outcomes are easily accessible in the catalog and on the program website (provide link).

Program Goals and Student Learning Outcomes SLO's are listed in the Early Childhood Studies B.A. information Packet and the ECS Student Handbook, both available online on the ECS website. (see http://web.sonoma.edu/education/ecs/)
They are not listed in the 2017-2018 SSU catalog and will be added to the 2019-2020 catalog.
The specific list of SLO's is presented in section V.c.

b. Explain the relationship of SLOs to WASC Core Competencies (written and oral communication, quantitative reasoning, critical thinking, and information literacy) or Institutional Learning Outcomes (ILOs).

*Written communication:*Key required courses in the major have a wide range of written assignments that are aligned with specific SLO's, including the shortest discussion posts in Moodle to the complicated research reports in the upper division coursework. These assignments are designed to hone students' writing skills, and are evaluated using the Standards for Critical and Thoughtful Writing (see Student handbook page 49). For additional support as students develop their writing skills, we recommend that they also frequently visit the SSU Writing Center (http://www.sonoma.edu/writingcenter/).

All signature assignments and course assignments are evaluated using the Professional Writing Rubric. (see rubric)

Oral Communication: In all ECS courses students are required to make oral presentations to the class, in addition to participating in small group class discussions and reporting back to the class. For example, in the introductory course, EDEC 201, students prepare a career study and present it in class. In EDEC 420 Child Development in the Family, School, and Community, students prepare a creative project about child development theories and their practical implications and present the project to the class. In EDEC 460, Introduction to Research in Early Childhood Studies students prepare a research poster or an infographic about a topic they researched, and present it to the whole class. This attention to oral communications culminates in EDEC 478 with the Presentation of their Senior Portfolio to a group of faculty members and professionals from the community. (see assessment rubric)

Quantitative reasoning: All ECS students have to complete 50 units of GE courses, which include at least four units of Mathematical Concepts and Quantitative Reasoning. Students also learn to evaluate, at a beginning level, the quantitative aspects of early childhood research.

Critical Thinking: A key goal of the Early Childhood Studies Department is to support students as they continue to develop their critical thinking skills. Professionals who work with children and families will be called upon throughout their careers to carefully consider, evaluate, and respond to important problems, questions, and issues. Therefore, in all ECS courses, we expect that students use and build upon the skills they learned in their freshman critical thinking class (Area A3 of the SSU GE pattern).

In addition, the Early Childhood Studies Framework for Critical Reflection is used in all ECS core courses and guides the assessment of student work as well as the design of learning activities. This framework indicates key concepts students should consider as they complete readings and assignments for their ECS coursework (see page 46 of ECS Student Handbook). Students are introduced to the Critical Reflection Framework in EDEC 178 Introduction to the Early Childhood Studies Major and Portfolio.

All signature assignments are assessed on critical thinking using a common rubric. (see rubric)

1. *Information Literacy:*Starting their freshmen year, students gradually identify and apply principles and strategies to find, evaluate and use a variety of research resources, both print and electronic. They demonstrate their ability to use a variety of research sources, both print and electronic in English 101, and in all EDEC courses. They interpret research, putting to use their findings and interpretations to construct their own reports and narratives in English 101, EDEC 420, EDEC 460, and EDEC 435. They understand the importance of citing research sources, using recognizable and accepted conventions for doing so in EDEC 178, ENGL 101, EDEC 201, and all EDEC courses.

c. Please provide a program curriculum matrix or map identifying in which required courses in the curriculum each PLO is introduced, practiced, and demonstrated and/or assessed.

Program Goals and Student Learning Outcomes were defined for the major.

The required courses for the major are listed and described in the SSU Catalogue

(http://www.sonoma.edu/sites/www/files/2017-18-11edec.pdf)

The following table presents where Student Learning Outcomes (SLO's) are introduced, developed and mastered in required courses for the Early Childhood Education Concentration (Table 14) and for the Early Childhood Development Concentration (Table 15).

Table 14. ECS Student Learning Outcomes addressed in each of the required ECS Courses for the Early Childhood Education Concentration, indicating where they are introduced (I), are developing (D), and are mastered (M)

SLO	**Lower Division Coursework**					**Upper Division Coursework**					
	178	**201**	**220**	**237**	**270**	**420**	**432**	**435**	**437**	**460**	**478***
1		I	D	I	I	M	D		M	D	M
2		I	I	I	D	D	D	M	D	D	M
3		I	D	D			D		M	D	M
4		I	I	D	D	D	M		M	D	M
5		I	I	D	I		D	M	M	D	M
6	I	D	I	D	I	D	D	M	M	M	M
7	I		D	D			D		M		M

In EDEC 478, students collect work from the preceding classes in a portfolio and reflect upon their growth in relation to each SLO.

SLO 1. Students are knowledgeable about theories and research related to child development and growth, and they are able to promote child development and learning

SLO 2. Students understand the components and importance of building family and community relationships in early care and education.

SLO 3. Students understand the importance of and are able to observe, document, and assess the growth and development of young children and communicate their findings with families.

SLO 4. Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.

SLO 5. Students design, implement and evaluate effective curriculum that matches state early learning standards for children in programs serving infants, toddlers, and preschoolers.

SLO 6. Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards, engaging in continuous collaborative learning to inform practice, understanding where to find professional resources, integrating informed and critical perspectives into their work with young children, and engaging in informed advocacy for young children and families.

SLO 7. Students observe and practice their developing skills in different kinds of early childhood settings.

Table 15. ECS Student Learning Outcomes addressed in each of the required ECS courses for the Early Childhood Development Concentration, indicating where they are introduced (I), are developing (D), and are mastered (M)

SLO	**Lower Division Coursework**					**Upper Division Coursework**						
	178	**201**	**220**	**247**	**270**	**347**	**420**	**432**	**435**	**447**		**478***
1		I	D	D	I		M	M		M		M
2		I	I	I	D	D	D	D	M	M		M
3		I	D	D								M
4		I	I	D	D	D	D	D				M
5		I	I	D	I	M			M	M		M
6	I	D	I	I	I	D	D	D	M	D		M
7	I		D			M						M

In EDEC 478, students will collect work from the preceding classes in a portfolio and reflect upon their growth in relation to each SLO.

SLO 1. Students are knowledgeable about theories and research related to child development and growth, and they are able to effectively promote child practices that support optimal child development and health (including mental health)

SLO 2. Students understand the components and importance of building family and community relationships in early work with young children

SLO 3. Students understand the importance of and are able to observe, document, and assess the growth and development of young children and communicate their findings with families.

SLO 4. Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.

SLO 5. SLO5. Students identify and evaluate effective practices in programs that promote and protect development and health of infants, toddlers, preschoolers, and children in the middle childhood.

SLO 6. Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards, engaging in continuous collaborative learning to inform practice, understanding where to find professional resources, integrating informed and critical perspectives into their work with young children, and engaging in informed advocacy for young children and families.

SLO 7. Students observe and practice their developing skills in different kinds of programs that support children and families.

d. **How does the program ensure alignment between learning outcomes for individual courses and the PLOs?**

The ECS major has defined Program Goals, which are presented in section I.

More specific Program Learning Outcomes have not been defined, and this is one of the future tasks for the program.

We defined Student Learning Outcomes, which were presented in the previous section. Course objectives are listed in each syllabus and aligned with the respective SLO. (see course syllabi)

This example for EDEC 237 Designing environments for children illustrates how course objectives are connected to SLO's.

" At successful completion of this course, students will be able to:

1. Describe and explain principles of early childhood curriculum design and implementation, including developmentally appropriate practices, constructivist learning, emergent curriculum, child-centered curriculum, integrated curriculum, ecoliteracy, and the value of play as a major curricular element. (Addresses SLO 1, SLO3, SLO4, SLO6)

2. Identify and describe appropriate indoor and outdoor materials and equipment that support optimal group and individual learning and development for all children. (Addresses SLO1, SLO4, SLO5)

3. Create an observation-based, emergent curriculum using a web of possibilities for activities and the environment that supports a range of developmental, cultural, and linguistic backgrounds. Create curriculum opportunities that reflect developmentally

appropriate learning objectives in foundational content areas and developmental domains. (Addresses SLO1, SLO4, SLO5, SLO7)

4. Describe guiding principles for the creation of language-rich learning environment that fosters oral language, written language and literacy. Identify and describe the unique language and literacy needs of children who are dual language learners, as well as illustrate how to meet those needs (Addresses SLO 1, SLO4, SLO5, SLO7)

5. Identify key ways in which the indoor and outdoor environments function as an essential component of the curriculum. Use the Early Childhood Environmental Rating Scale (ECERS) to evaluate an existing early childhood environment. (Addresses SLO4 and SLO5)

6. Describe the role of the teacher in guiding children's interactions with the environment and the importance of positive relationships and supportive interactions between teacher and child. (Addresses SLO1, SLO4,SLO5, SLO7)

7. Describe key principles of child guidance and illustrate how a carefully planned environment can support positive behavior. (Addresses SLO1, SLO2, SLO4, SLO7)

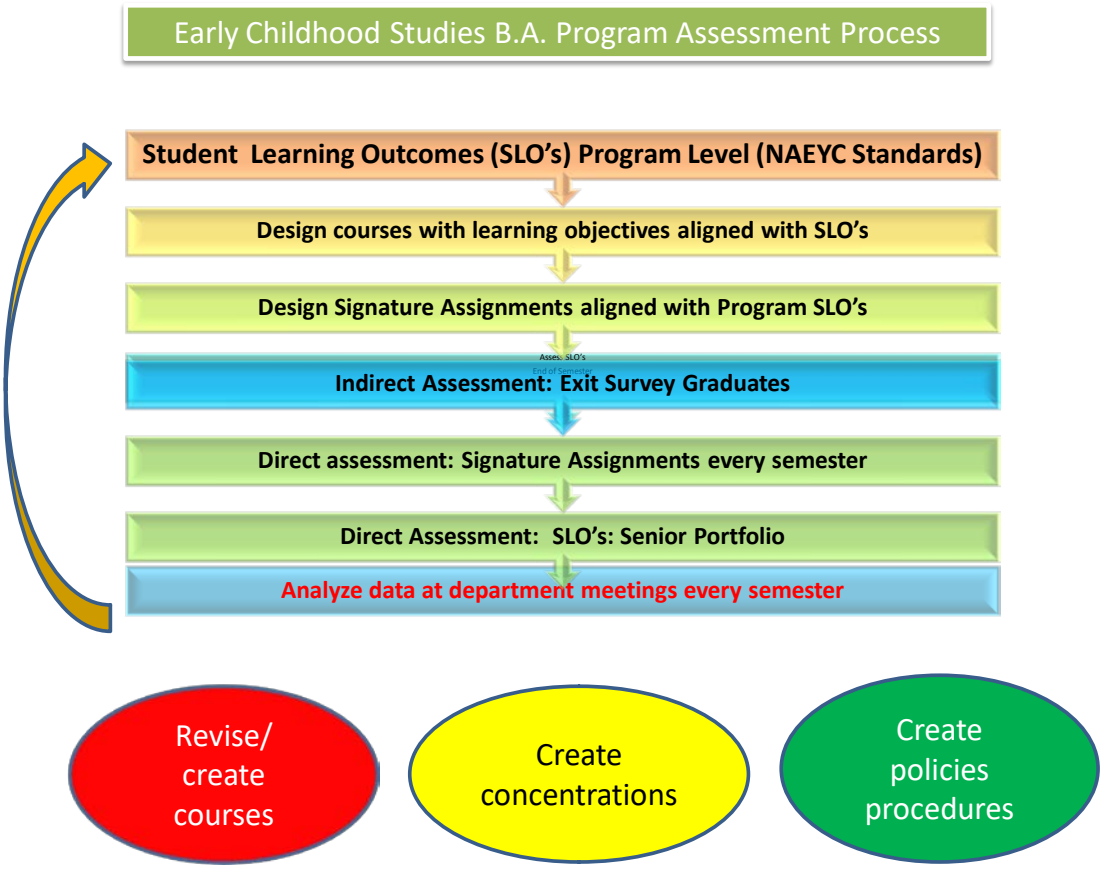
8. Utilize observation, documentation, and evaluation of children in naturalistic settings. Use those observations to develop appropriate curriculum possibilities for expanding children's learning in a variety of curriculum content areas. (Addresses SLO3, SLO5, SLO7)

9. Design a family involvement component that reflects knowledge of the teacher's role in creating a strong home-school connection that supports children and their families. (Addresses SLO2, SLO6)"

e. How do your program faculty collect and analyze data on student progress toward PLOs?

Program assessment was an important component of the design of the major. We have been engaged in continual assessment and program revisions from the beginning of the major. Figure 1 represents the major components and procedures of the assessment.

Figure 1. Assessment process of the Early Childhood Studies major. Direct and indirect assessments, feedback loops and resulting changes



After program goals were formulated, SLO's were defined. The SLO's guided the program and course design. Direct assessments are Signature Assignments and Senior Portfolios. Indirect assessments are the Exit Surveys for graduating students.

Assessment data were collected and then discussed and analyzed at Department meetings, where decisions were made regarding course or program changes. (see Department Meeting Minutes for Assessment Discussions.) Changes were planned and implemented at the course and program level, and these in turn are continually assessed.

The implementation of the assessment process has taken time and much effort on the part of faculty and staff. Only in Fall of 2016 were we able to begin to systematically collect

assessment data for the signature assignments. There have been facilitating factors and obstacles.

Facilitating factors: The design and continuous implementation of program assessment was facilitated by the fact that at its inception the program had only three tenure-track faculty members, as well as a group of committed and collaborative lecturers. We were committed to assessment and monitoring of program quality. As new faculty members joined the department, they were introduced to the existing assessment culture.

Another facilitating factor is that the Dean of the School of Education provides released time for an assessment rep for each department. The ECS department has an assessment rep, who receives 3 units per academic year to help with the collection and analysis of data, senior portfolios, and other assessment-related tasks. Without this release time, it would be impossible to implement the assessment program. In addition, the department chair received six units per semester, instead of the usual four units, to provide time to implement the new program. Thus, the chair was able to dedicate time to create and support the assessment process.

Obstacles: Consistent collection of the assessment data was complicated because portfolio software combined with the collection of signature assignment and assessment data was not available through the learning management system Moodle or any other university-wide software.

We experimented for two years with myefolio, because it provided the following features:

- FERPA compliant
- Students could store their work
- Students could build their portfolio
- Students uploaded their signature assignments
- Faculty could assess signature assignments
- Signature assignments were stored for the department archives
- Assessment data was stored in EXCEL

The cost per students was approximately $40 per year. We tried out the software for four semesters, but discontinued its use because students and faculty found that it was not user-friendly. Livetext was considered but not used, because it was too expensive for students and for the department.

Two years ago we created a system that is free for students and entails a minimum cost for the department:

- Assessment data of signature assignments are collected using google forms.
- Signature Assignments are stored in the online storage software called Box, available through SSU IT.
- Students build their portfolio on Weebly. The Department purchases a campus edition and provides accounts to students. The websites are private and password protected. No sensitive personal student information or grades are included in the portfolio.

As a result of this process, we have been able to consistently collect data for SLO's for Spring and Fall of 2107. Exit survey data are available for all graduating seniors for all five years that the major has been in existence.

1. **Direct Assessments**:

Student achievement of each SLO is measured through signature assignments and the ECS Senior Portfolio.

*Signature Assignments***:**

Key required courses in the major include signature assignments that are aligned with specific SLO's. Signature assignments, guidelines, and assessment rubrics were collaboratively designed by faculty, and they are consistently used in each section of a course. When students complete the signature assignments, they are assessed by course instructors using the rubrics, and data are entered into google forms, which are then downloaded into EXCEL for analysis.
Table 16 presents a summary of the signature assignments in different ECS courses and the SLO's they address

Table 16. ECS Student Learning Outcomes and Signature Assignments for each SLO in the Education and in the Development Concentration.

Concentration 1: Early Childhood Education	***Related Signature Assignments***	***Concentration 2: Early Childhood Development***
SLO1. Students are knowledgeable about theories and research related to child development and growth, and they are able to effectively promote child development and learning.	EDEC 460 -- Annotated Bibliography	SLO1. Students are knowledgeable about theories and research related to child development and growth, and they are able to effectively promote practices that support optimal child development and health (including mental health).
SLO2. Students understand the components and importance of building family and community relationships in work with young children.	EDEC 270 -- Theories in Action: Community Organization Analysis	SLO2. Students understand the components and importance of building family and community relationships in work with young children.
SLO3. Students understand the importance of and are able to observe, document, and assess the growth and development of	EDEC 220 -- Child Study and Final Reflection	SLO3. Students understand the importance of and are able to observe, document, and assess the growth and development of

young children; students are able to effectively communicate these findings to families.		young children; students are able to effectively communicate these findings to families.
SLO4. Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.	***Education:*** EDEC 437 – Reflection on Integrated Unit ***Development:*** EDEC 447 – Case Study	SLO4. Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.
SLO5. Students design, implement and evaluate effective curriculum that aligns with state early learning standards for children in programs serving infants, toddlers, and preschoolers.	***Education:*** EDEC 237 – Early Childhood Environment Plan ***Development:*** EDEC 247 Healthy Children Plan	SLO5. Students identify and evaluate effective practices in programs that promote and protect development and health of infants, toddlers, preschoolers, and children in the middle childhood years.
SLO6. Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; integrating informed and critical perspectives into their work with young children; and engaging in informed advocacy for young children and their families.	EDEC 435 – Advocacy Plan	SLO6. Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; integrating informed and critical perspectives into their work with young children; and engaging in informed advocacy for young children and their families.
SLO7. Students observe and practice their developing skills in different kinds of early childhood educational settings.	Include logs from the field courses. ***Education***: EDEC 220, 237, and 437	SLO7. Students observe and practice their developing skills in different kinds of programs that support children and families.

	Development: EDEC 220, 347	
In addition to the above SLO's, students in the ECS Major are expected to meet the following learning objectives: 1. Produce writing that meets the ECS Standards for Critical and Thoughtful Writing (standards are on page 19-20). 2. Demonstrate intellectual rigor in all course assignments, utilizing the ECS Framework for Critical Reflection (framework is on page 21-22).	EDEC 220 – Research Paper and Assignment from an upper division course completed in your last year Rubric[2]	In addition to the above SLO's, students in the ECS Major are expected to meet the following learning objectives: 1. Produce writing that meets the ECS Standards for Critical and Thoughtful Writing (standards are on page 19-20). 2. Demonstrate intellectual rigor in all course assignments, utilizing the ECS Framework for Critical Reflection (framework is on page 21-22).

ECS Senior Portfolio:

Throughout the course of study as an ECS major, students prepare a portfolio in an electronic format using an online website builder. This process begins when students take EDEC 178 (where they learn how to access the department's student subscription and how to build a professional portfolio) and culminates during the last semester in the course EDEC 478: ECS Senior Portfolio. (see Portfolio Guidelines online)

The portfolio is a collection of a student's work that demonstrates the student's growth over time as an early childhood professional. A portfolio identifies what an emerging professional knows, and the areas in which she/he is still developing. It reveals the student's understanding of professionalism in work with young children and their families by connecting the student's work to the teacher preparation standards set forth by the National Association for the Education of Young Children (NAEYC), the California Early Childhood Educator Competencies, and the student learning outcomes of the Early Childhood Studies baccalaureate program at Sonoma State University. The portfolio provides documentation of additional skills associated with a B.A. degree, specifically those represented in the SSU General Education learning outcomes, such as critical thinking, oral communication skills, and breadth of knowledge across various disciplines.

[2] This signature assignment was designed at the end of Fall 2017, and will be implemented in Spring of 2018

Signature Assignments and Reflections

A significant component of the portfolio is represented by the signature assignments that demonstrate knowledge, skills, and professionalism related to each of the SLO's. Each assignment addresses ECS SLO's and will be completed in one of the core courses. Most courses (except EDEC 178, EDEC 420, and EDSP 432) have a signature assignment.

Senior Portfolio instructors evaluate student reflections and report back at department meetings about how well the students are able to provide evidence in their portfolios of having achieved the SLO's. This information is used to adjust different aspects of the program. For example, we found that students did not explicitly refer to the importance of play, which resulted in changes in each of the courses to make the role of play more visible. Revisions to the SLO's to emphasize play and diversity were also made. Student reflections in the portfolio are evaluated using a common rubric. (see rubric)

Indirect Assessments:

Senior Exit Survey. At the end of their final year, students respond to an exit survey, where they rate the extent to which they believe they have achieved each SLO, as well as report on their degree of satisfaction with other aspects of the program. The topics addressed are:

- Reasons for selecting the major
- Plans after graduation
- Extent to which they feel prepared in regards to the different SLO's
- Satisfaction with field experience
- How the major influenced professional goals
- What values and dispositions were developed
- Strengths and weaknesses of the program.

(Exit Survey results from Spring 2014 through Fall 2017are available online)

Faculty members review the exit survey results every semester, at department meetings (see Department Meeting minutes) The community advisory board, which meets every spring, also reviews the exit survey results and makes recommendations.

f. Please summarize the findings from direct and indirect assessment of student learning, identifying particular areas of strength or challenge for student learning. For direct assessment, please describe the methodology for sample selection and size. (Note: direct assessment includes capstone projects, pre-tests and exit tests for majors, exams, or signature assignments identified in the curriculum matrix; indirect assessment includes student evaluations of the program (not faculty), exit surveys, focus groups, employer or stakeholder surveys or focus groups, graduation and retention rates.)

1. **Direct Assessments**

Signature Assignments

All signature assignments submitted by students have been stored online in Box starting Fall 2016. This allows for independent reviews of the student papers. Another advantage of this storage is that student papers are available for assessments related to WASC accreditation. For example, for the last accreditation signature assignments from the research class were shared with the WASC program preparation team, in order to evaluate writing and critical thinking.

The signature assignments were evaluated by each instructor, using a common rubric. The rubric was designed collaboratively by all relevant faculty member to measure the SLO associated with the signature assignment. Different sections of a course use the same assignment guidelines and an assessment rubric. Each instructor entered the assessment scores on Google forms. 100% of the papers were evaluated.

Assessment scores were obtained for all signature assignments for Fall 2016 and Spring of 2017. These were the two semesters for which we were able to consistently collect data. We are still collecting data for Fall 2017.

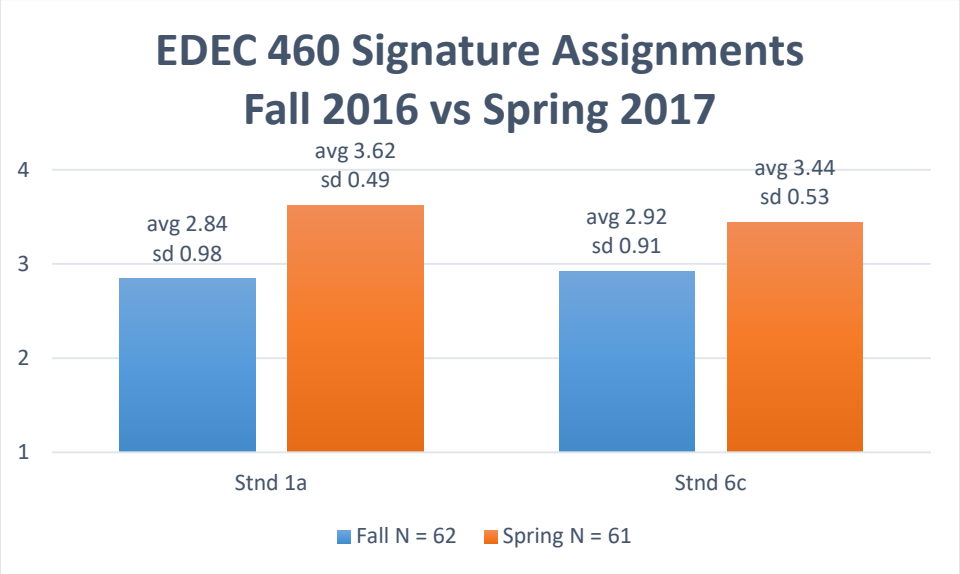
Each SLO is associated with specific NAEYC standards.

The scores were as follows 1= Below Expectations, 2= Approaching Expectations, 3= Meets Expectations, 4= Exceeds Expectation.

The following tables present the results for each SLO.

Student Attainment of SLO1

Table 17. Results for assessment of signature assignment for SLO1. *Students are knowledgeable about theories and research related to child development and growth, and they are able to effectively promote child development and learning.*



NAEYC Standard 1a: Knowledge of child development theories

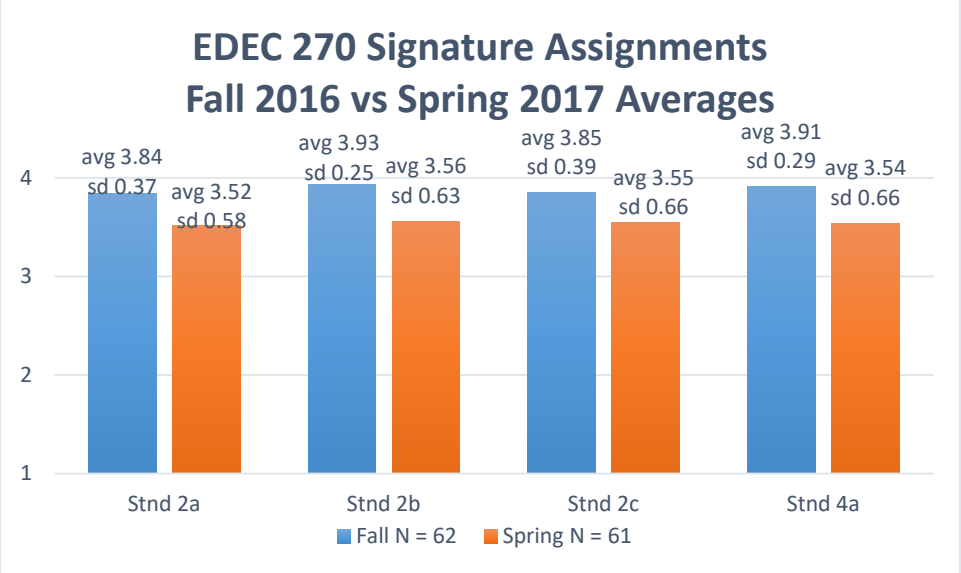
NAEYC Standard 6c: Integrating multiple perspectives

The signature assignment was the Annotated Bibliography in EDEC 460. (see assessment rubric)

In Fall of 2016 scores were slightly below meeting expectations (2.84 and 2.92). The results were analyzed at department meetings, and plans were made to emphasize theory more in all courses. Scores increased in Spring of 2017, falling between meeting and exceeding expectations (3.62 and 3.44) Theory knowledge has been a challenging topic for our students, and we are continuing our efforts to support student learning of theories.

Student Attainment of SLO2

Table 18. Results for assessment of signature assignments for SLO2. *Students understand the components and importance of building family and community relationships in work with young children.*

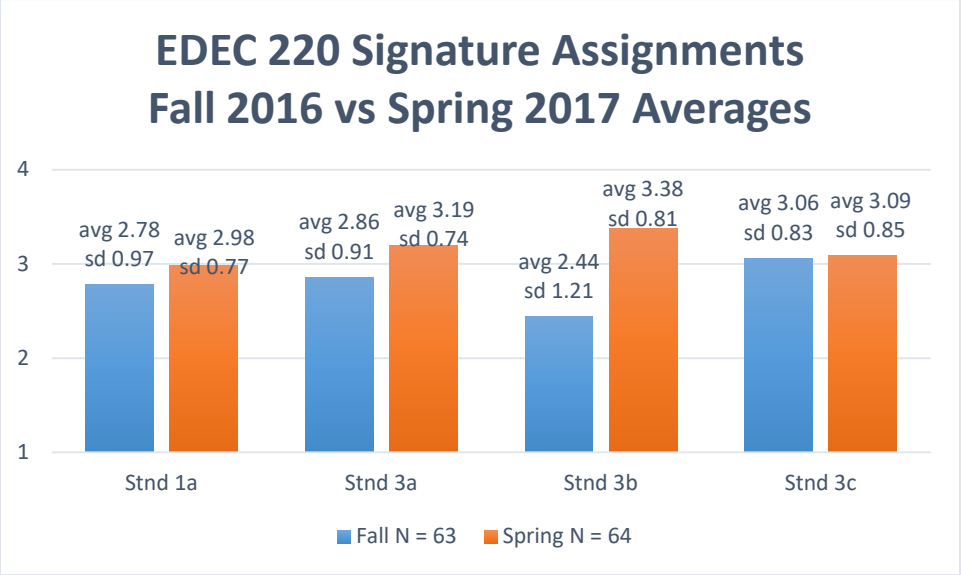


Standard 2a: Building family and community relationships. Family and community characteristics
Standard 2b: Supportive and reciprocal family relationships
Standard 2c: Involving families in child development
Standard 4a: Understanding positive relationships and supportive interactions

The signature assignment was the Theory to Action project in EDEC 270 (see guidelines and rubric) Average scores for the standards associated with this SLO all ranged from meeting expectations to close to exceeding expectations.

Student Attainment of SLO3

Table 19. Results for assessments of signature assignments for SLO3 *Students understand the importance of and are able to observe, document, and assess the growth and development of young children; students are able to effectively communicate these findings to families.*



Standard 1a: Young children's characteristics
Standard 3a: Assessment, goals, benefits, and uses
Standard 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
Standard 3c: Practicing responsible assessment

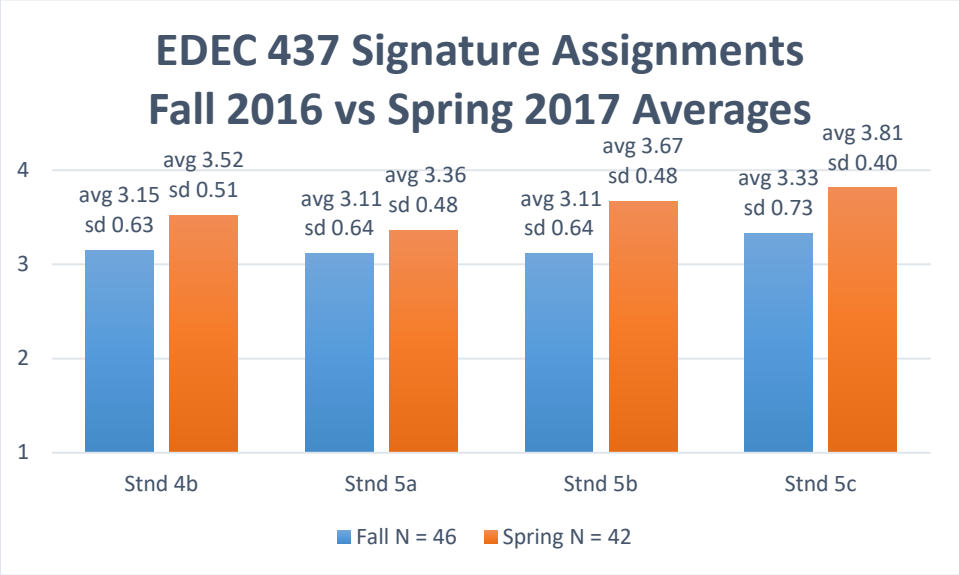
The signature assignment was the Child Study in EDEC 220 (see guidelines and assessment rubric)

Scores ranged from 2.44 for Standard 3b in Fall of 2016 to 3.38 for the same standard in Fall of 2017. Overall, the average scores in 2017 indicate that students met the standards.

Student Attainment of SLO4

The signature assignment for SLO4 differed depending on whether students were in the development or in the education concentration. **Table 20** shows the results for the education concentration.

Table 20 Assessment results of signature assignment for SLO4 *Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.*

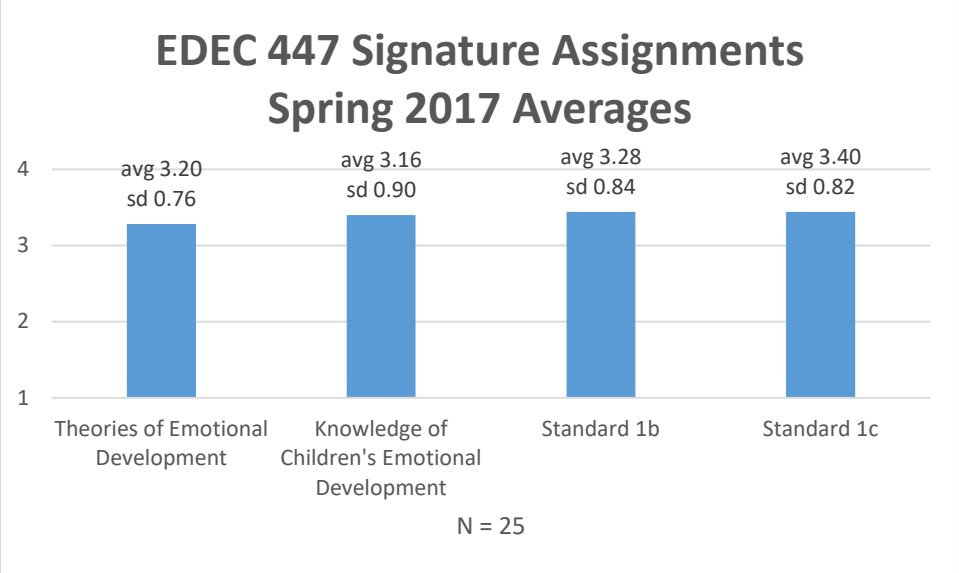


Standard 4b: Using developmentally effective strategies and tools in diverse settings: special needs, language, ethnicity, race, gender.
Standard 5a: Understanding content knowledge and resources
Standard 5b: Knowing and using central concepts, inquiry tools, and structures of content areas.
Standard 5c: Designing, implementing, and evaluating meaningful, challenging curricula

The signature assignment was the design of an integrated curriculum plan. (see guidelines and rubric)
All average scores are at meeting expectations or slightly above.

Scores for development concentration are available for Spring of 2017, the semester EDEC 447 was first offered. The signature assignment is the Case Study (see guidelines and rubric)

Table 21. Assessment results for signature assignment for SLO4. *Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.*



Standards

Theories of Emotional Development

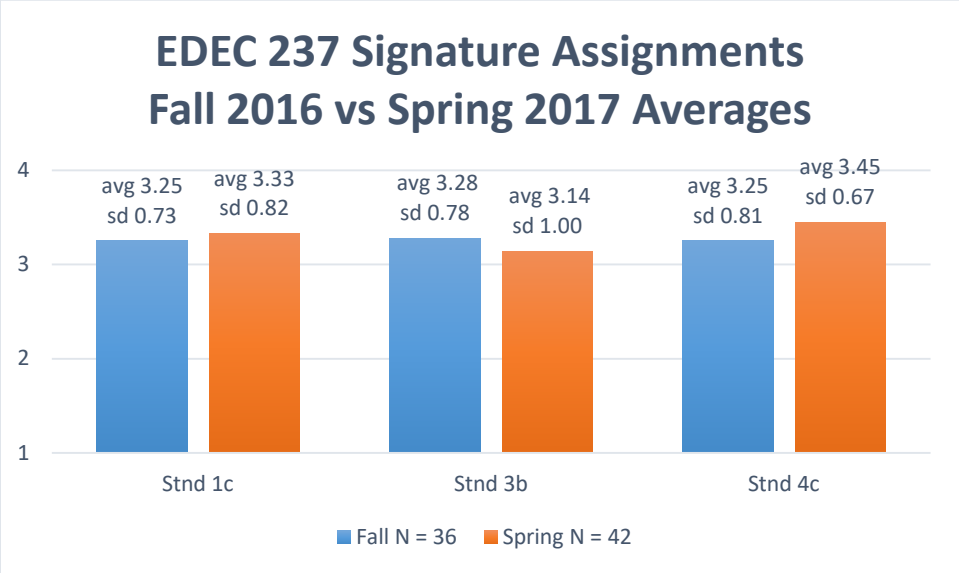
Knowledge of Children's Emotional Development

Standard 1b Knowing and understanding the multiple influences on early development and learning

Standard 1cUsing developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

Student Attainment of SLO5

Table 22. Assessment results for signature assignment for SLO5. *Students identify and evaluate effective practices in programs that promote and protect development and health of infants, toddlers, preschoolers, and children in the middle childhood years*. (Early Childhood Development Concentration)

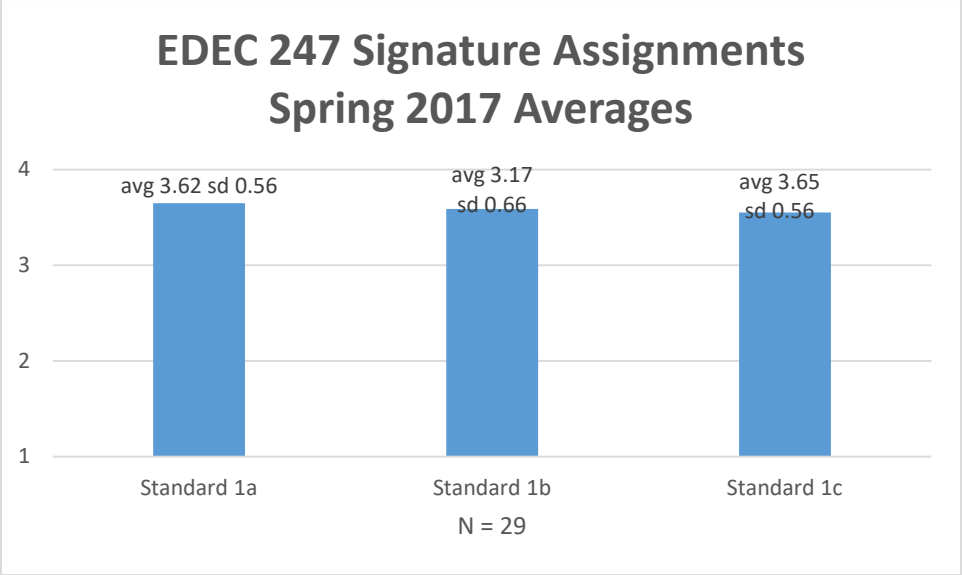


Standard 1c: Use developmental knowledge to create learning environments
Standard 3b: Use appropriate assessments
Standard 4c: Developmentally appropriate teaching/learning approaches for infant, toddlers, and preschool

The signature assignment for the education concentration was the design of a learning environment.(see guidelines and rubric). All scores reached expectations or were slightly above this level. One of the strengths of this course is that many students in this class complete their field experience at the SSU Children's School, and the instructor for the course is a master teacher at the Children's School. This greatly benefitted student learning.

The signature assignment for the development concentration is the Healthy Children Plan in EDEC 247. This course started in Spring of 2017. (See guidelines and rubrics)

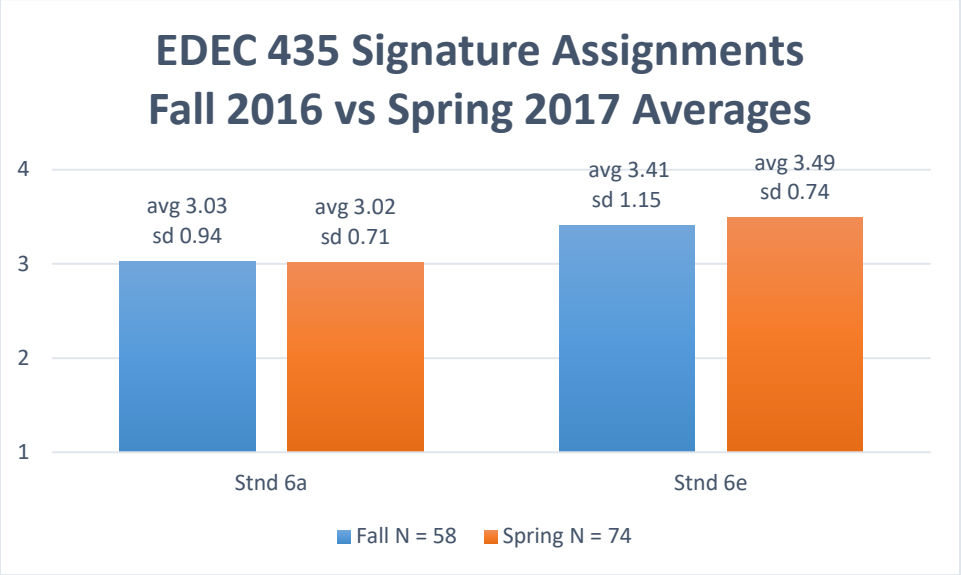
Table 23. Assessment results for signature assignment for SLO5 *Students design, implement and evaluate effective curriculum that aligns with state early learning standards for children in programs serving infants, toddlers, and preschoolers*. (Early Childhood Education concentration)



Standard 1a Knowing and understanding young children's characteristics and needs, from birth through age 8.
Standard 1b. Knowing and understanding the multiple influences on early development and learning
Standard 1c.Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children development and learning

Student Attainment of SLO6

Table 24. Assessment results for SLO6. *Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; integrating informed and critical perspectives into their work with young children; and engaging in informed advocacy for young children and their families.*



Standard 6a: Professional ECE involvement
Standard 6e: Engaging in advocacy
No fall scores for Standards 6b and d

The signature assignment was the Advocacy Plan in EDEC 435 (see guidelines and rubric)

All average scores were at 3 or above (3= meets expectations)

Student Attainment of SLO 7

SLO7 is *Students observe and practice their developing skills in different kinds of early childhood educational settings of different kinds of programs that support children*. This SLO is achieved through the field experience students have in EDEC 220, 237 and 437 for the Education concentration, and in EDEC 220 and EDEC 347 for the Development concentration. Students who successfully completed these courses also successfully completed the SLO. The results of the exit survey, where students evaluate their field experiences will be discussed in the section about indirect assessments.

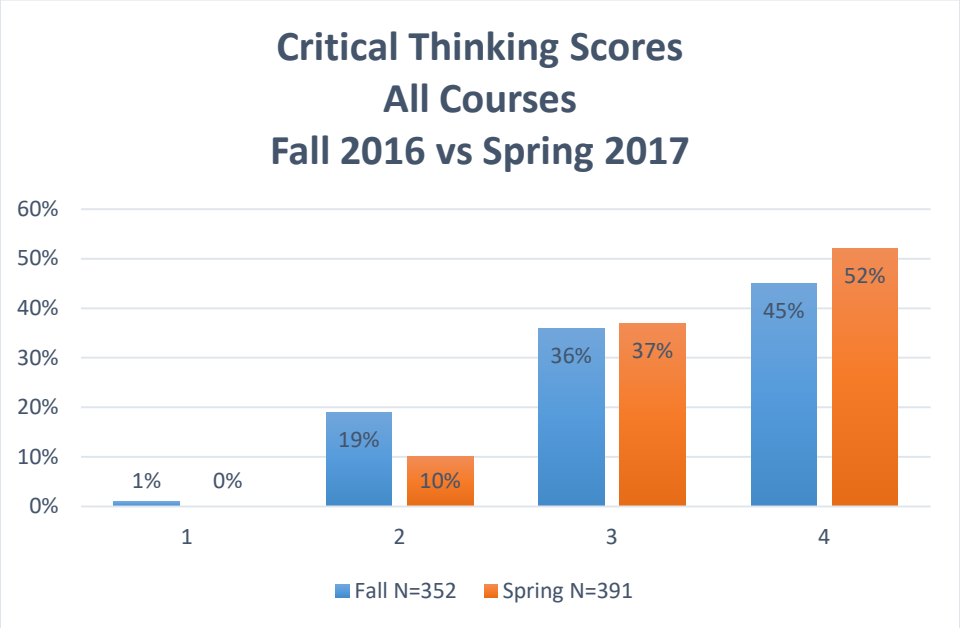
In sum, assessment results for all SLO's show that students have reached expectations. We will continue analyzing results in the future and will make adjustments in order to address areas of challenge.

Critical Thinking and Critical Writing

As mentioned earlier, critical thinking and professional writing are emphasized in all core courses. Critical thinking was assessed in all signature assignments, using a common assessment rubric. (see rubric)

Table 25 presents the results for all signature assignments of Fall 2016 (N=352) and of Spring 2017 (N=391).

Table 25. Percentages of students who obtained a score of 1 (below expectations), 2 (approaches expectations), 3 (meets expectations), and 4 (exceeds expectations) on critical thinking assessment.

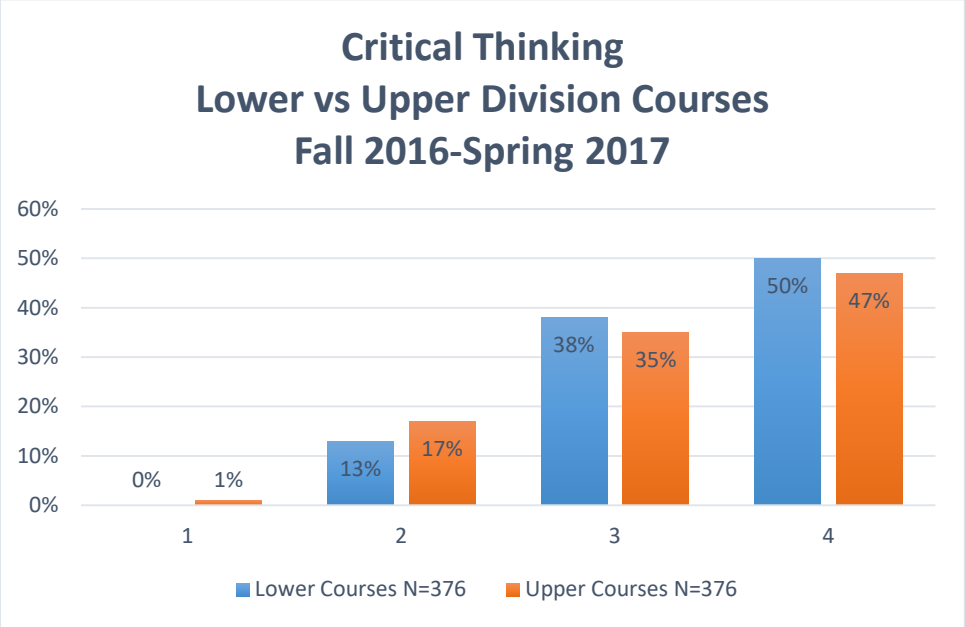


In Fall of 2016 20% of the students approached expectations, which is not satisfactory for our standards. We have discussed at department meetings how we can support students' development of critical thinking. The results improved in Spring of 2017, with only 10% of the students falling into category 2 (approaching expectations). It is encouraging to see that close to half the students in both semesters were able to exceed expectations.

Being aware that the development of critical thinking is a long-term process, a year-long Freshmen Learning Community was developed by Dr. Chiara Bacigalupa, EDEC 160 Social Justice in Early Childhood and Adolescence. The goal is to introduce our students from the very beginning to critical thinking and to social justice issues in childhood. It is a two-semester course, and it satisfies GE area A3. The course started on an experimental basis in Fall of 2017.

We were interested in finding out whether there was an improvement in critical thinking scores over the academic career of our students, and for this reason, we compared the scores obtained in lower division ECS signature assignments with upper division courses. The results are presented in Table 26.

Table 26. Comparison of critical thinking scores in lower division vs upper division signature assignments.



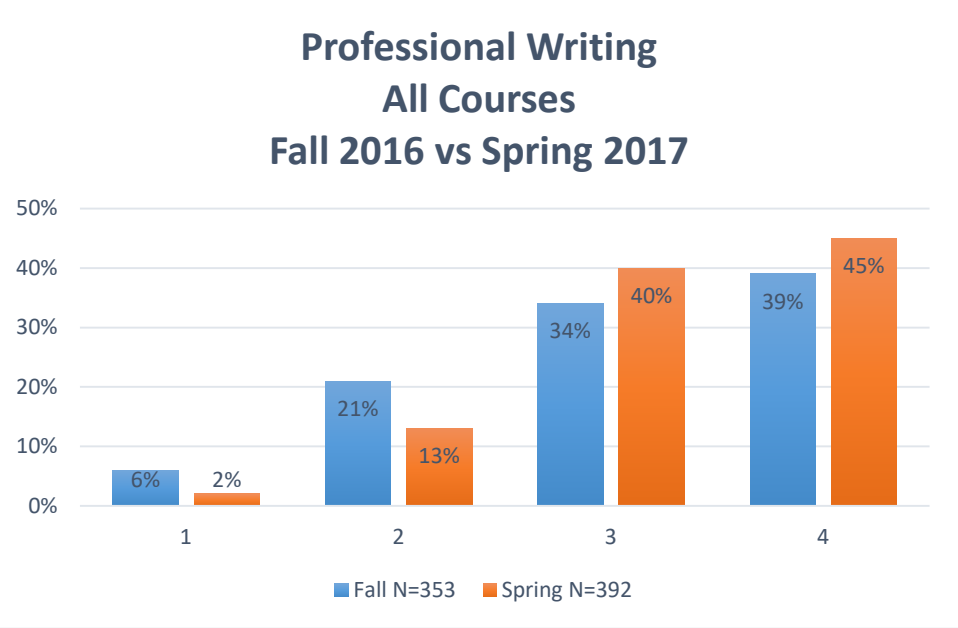
The results were discussed at one of our department meetings, and we did not detect an improvement over time, which made us realize that we were evaluating critical thinking in relative terms, according to what we would expect at each level. We saw the need to assess growth over time and designed a new signature assignment for EDEC 478 Senior Portfolio. Students will evaluate their own growth in critical thinking and writing, by comparing an assignment from the introductory course EDEC 201, with an upper division paper from any course, which in their opinion reflects their best writing and critical thinking. This will begin in spring of 2018. Department faculty will continue to discuss ways in which we might measure an absolute change in critical thinking ability over the course of the program. One idea is to use a standard critical thinking test to measure student ability in their first year and then again in their fourth year.

\

Professional Writing

Table 27 shows the results of the writing assessment of all signature assignments.

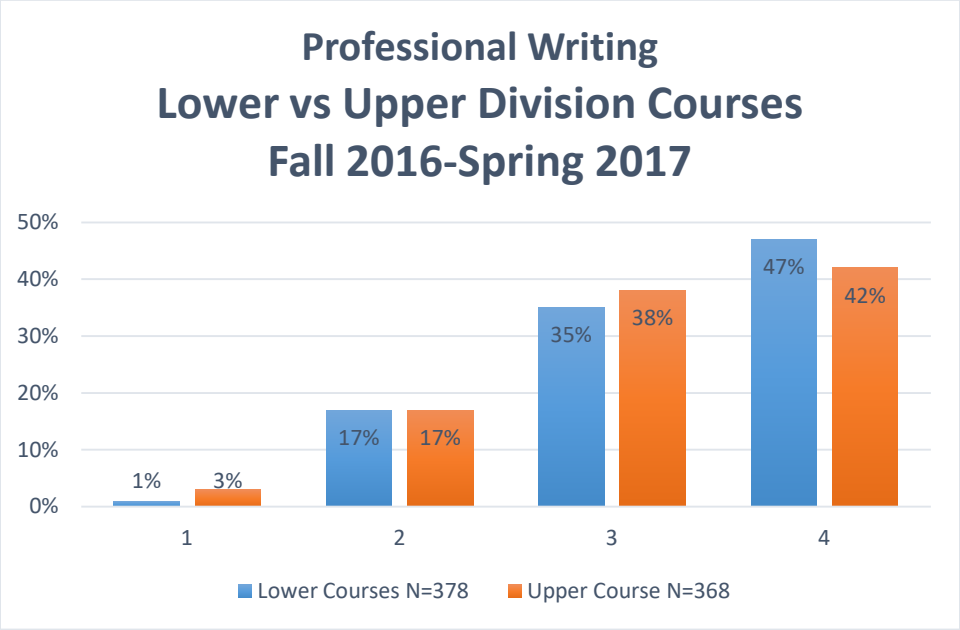
Table 27. Percentage of students who earned a score of 1 (below expectations), 2 (approaching expectations), 3 (meets expectations), and 4 (exceeds expectations) on the assessment of professional writing in their signature assignments.



The percentage of students who scored 2, ranges between 13 and 21%. Many students struggle with professional writing, particularly multilingual students, whose first language is a language other than English. We do encourage them to get help at the Writing Center and at the Learning Center, but we have not been very successful. Part of the reason is that most of our students work, sometimes full time, have a family, or take care of a family member, and they don't have the time to attend mentoring sessions. Some courses in the major have a teaching assistant to help with writing, but we have found that students don't go to office hours to get help. We are now planning on requiring students to meet with the TA to revise their writing, for which they will receive credit.

We compared writing scores in lower vs upper division signature assignments (see Table 28), and the results follow trends similar to those observed for critical thinking. The new assignment in EDEC 478 refers to critical thinking and writing. The ECS faculty will continue to discuss ways to measure changes in writing over the course of the program.

Table 28. Scores for Professional Writing obtained in lower vs upper division signature assignments. Percentage of students who scored 1(below expectations), 2 (approaching expectations), 3 (meets expectations), 4 (exceeds expectations)



Lower Divison Courses: EDEC 220, 237, 247, and 273

Upper Divison Courses: EDEC 435, 437, 447, and 460

2. **Direct Assessments. Senior Portfolios**

Student Portfolios: All graduating students prepare a senior portfolio in EDEC 478 Senior Portfolio. One example of a portfolio can be found at http://nhinguyen2017.weebly.com/

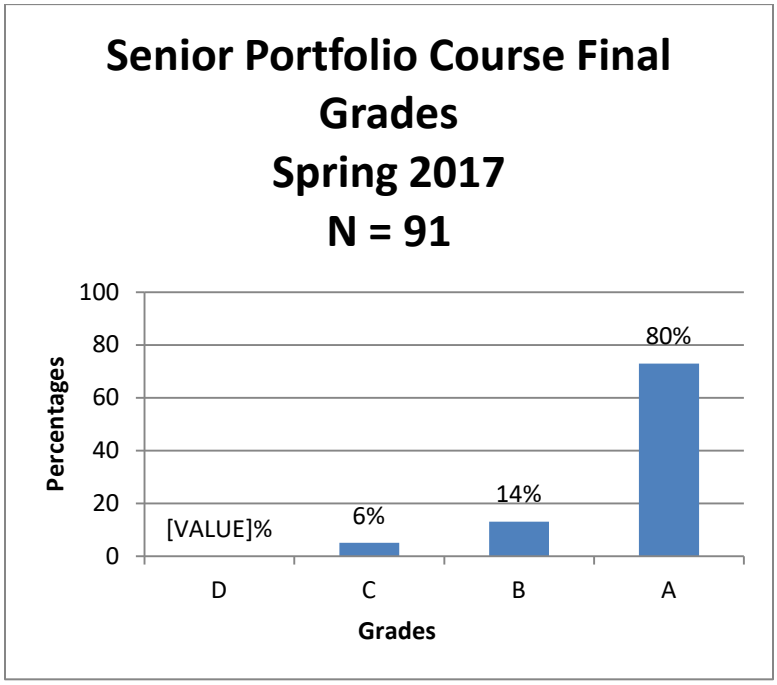
(the portfolio is shared with permission of the student, the password is SSU 478)

To see a sample of portfolios of students who graduated in Spring of 17, our largest graduating class to date, please go to https://sonoma.box.com/s/pmoso05ptt7y5hn4c6lhv9y4wxo7ewup

Grades in Senior Portfolio course. In Spring of 2017, ninety-one students successfully completed the Senior Portfolio course.

The final grades are presented in Table 29.

Table 29. Final grades in the Senior Portfolio course for Spring of 2017



Students performed well in the Senior Portfolio class (EDEC 478), with 80 % of students earning a grade of A. Nobody earned a grade of D, and only 6% obtained a C. After reviewing and discussing these data we wondered whether we were providing too much support to students, by giving them extensive feedback and allowing them to resubmit their reflections. We understand that providing opportunity for practice prior to mastery is important to support student learning. However, given that the portfolio represents an assessment of student growth, we decided to give extensive feedback to only the first reflection. After that, students would just receive general feedback and a score. No resubmission and no specific feedback will be given. We will compare future results to the Spring of 2017 information.

SLO Reflections

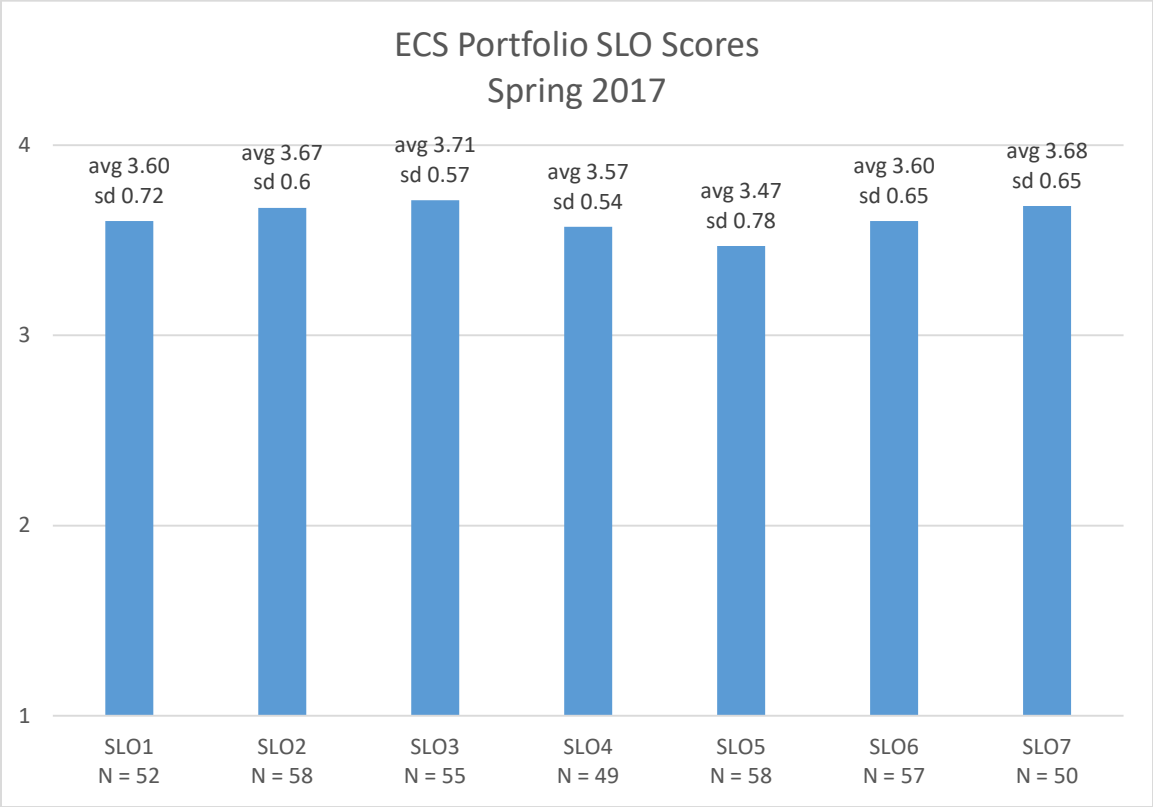
Table 30 presents the average score and SD for student reflections about each of the SLO's. (see rubric for SLO reflections)

Students write these during their final semester at SSU, and at the end of the semester, they add them to their Senior Portfolio.

Some students failed to submit a reflection during the semester and just added a reflection to their final portfolio. This is the reason for the different values of N. Reflections are assessed using a common rubric (see rubric for SLO Reflections).

Table 30. Average scores and SD for the seven SLO reflections for the Senior Portfolio. Responses are for approximately 54% of the students who completed EDEC 478 in Spring of 2017.

1= Below expectations, 2= Approaching expectations, 3= Meet expectations, 4= Exceeds expectations.



All average scores fall between 3 and 4, suggesting that students met expectations.

Grades for final portfolio presentations

At the end of the semester of EDEC 478 students formally present their portfolio to faculty members of the major and to members of the Community Advisory Board, who assess the student presentations. The focus is on content and on professional oral presentation.

(see Assessment Rubric for Final Portfolio Presentation)

It is a formal event, held in one of the Ballrooms of the Student Center. Students form groups of four, and one or two faculty members or board members assess their presentation.

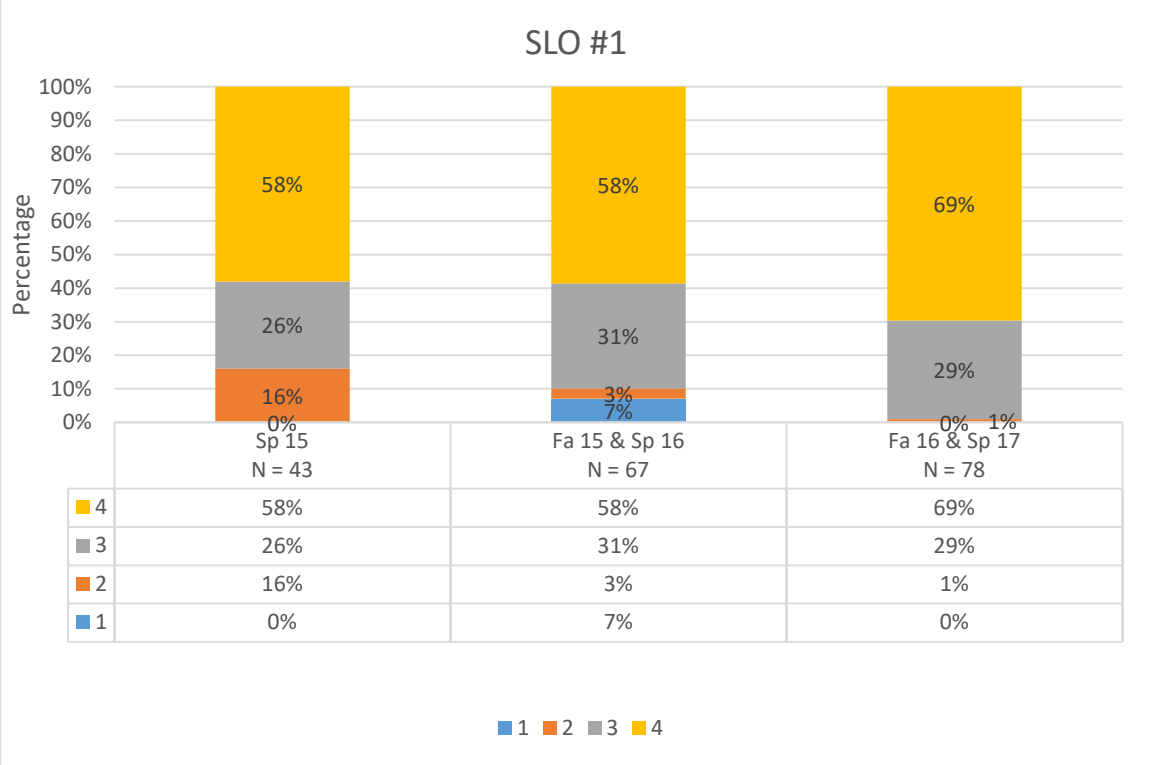
In Spring of 2017, the average grade for a sample of 53 students was 92% (SD= 7.04) and the median was 95%. Students prepare well for this event and earn high grades.

3. **Indirect Assessment Exit Survey:**

Graduating students were asked to complete an Exit Survey during the final portfolio presentation session of EDEC 478. The response rate was approximately 54%, even though all students were required to complete the survey. During Fall of 2017, we attempted to improve this response rate, by requesting that faculty check that each student had completed the survey.

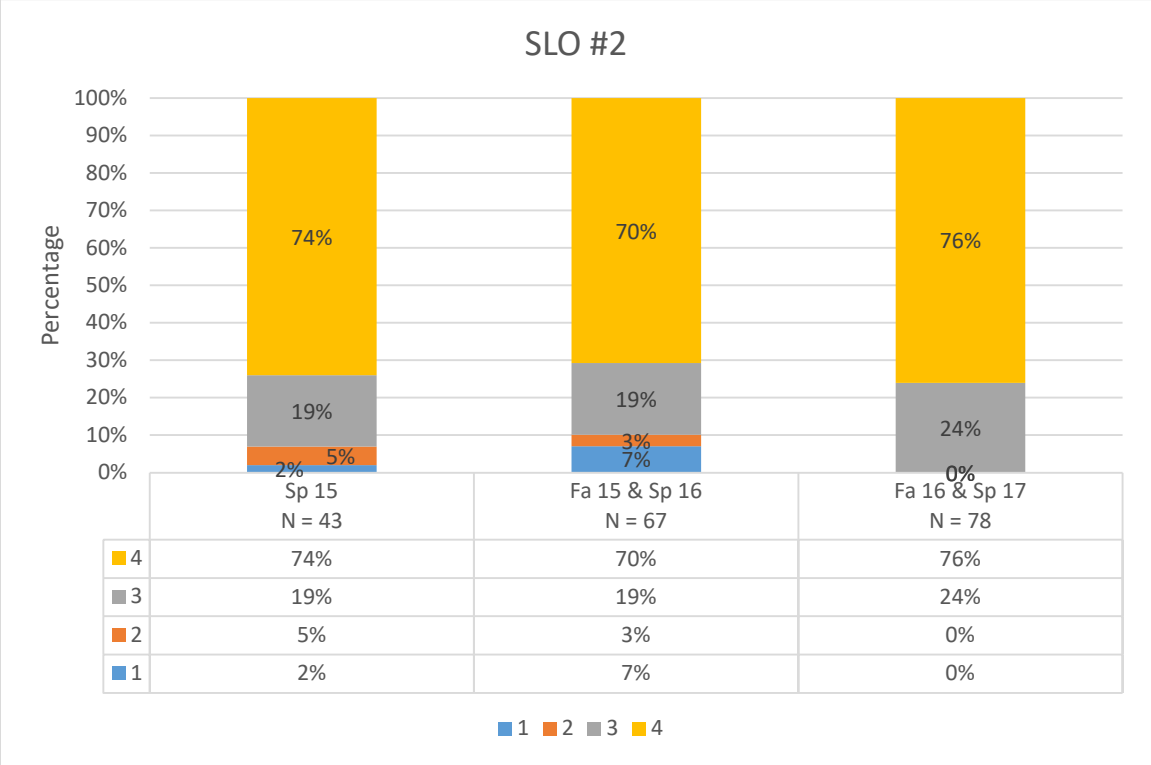
Tables 30 through 34 presents the percentage of students who rated the degree to which they felt the program prepared them to achieve the SLO's. Data are for Sp 2015, academic year of 2015-2016 (Fall 2015+Spring of 2016), and academic year 2016-2017 (Fall 2016+Spring of 2017)

Table 31. Percentage of students who felt that the program prepared them very well (4), prepared them (3) somewhat prepared them (2), or did not prepare them to achieve Student Learning Outcome #1 ***(*** *Students are knowledgeable about theories and research related to child development and growth, and they are able to promote child development and learning*)



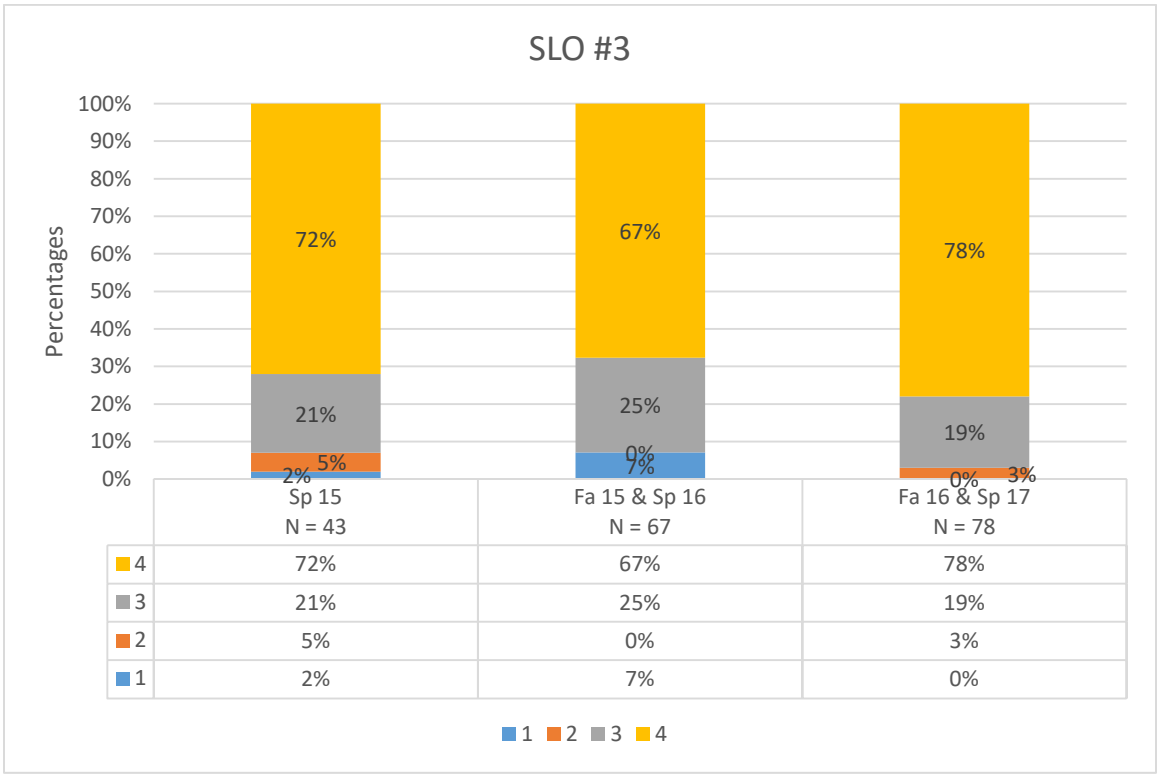
	Sp 15 N = 43	Fa 15 & Sp 16 N = 67	Fa 16 & Sp 17 N = 78
4	58%	58%	69%
3	26%	31%	29%
2	16%	3%	1%
1	0%	7%	0%

Table 32. Percentage of students who felt that the program prepared them very well (4), prepared them (3) somewhat prepared them (2), or did not prepare them to achieve SLO 2 *(Students understand the components and importance of building family and community relationships in early care and education.)*



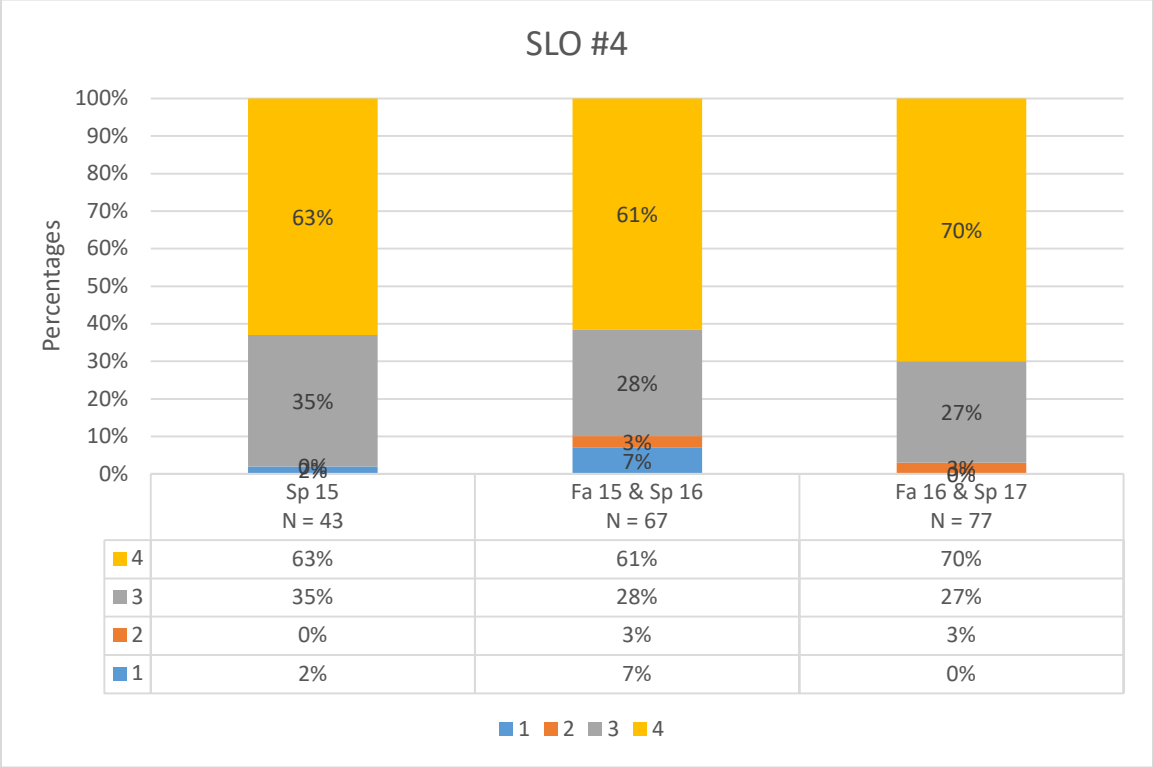
	Sp 15 N = 43	Fa 15 & Sp 16 N = 67	Fa 16 & Sp 17 N = 78
4	74%	70%	76%
3	19%	19%	24%
2	5%	3%	0%
1	2%	7%	0%

Table 32. Percentage of students who felt that the program prepared them very well (4), prepared them (3) somewhat prepared them (2), or did not prepare them to achieve SLO 3 *(Students understand the importance of and are able to observe, document and assess the growth and development of young children and communicate their findings with families).*



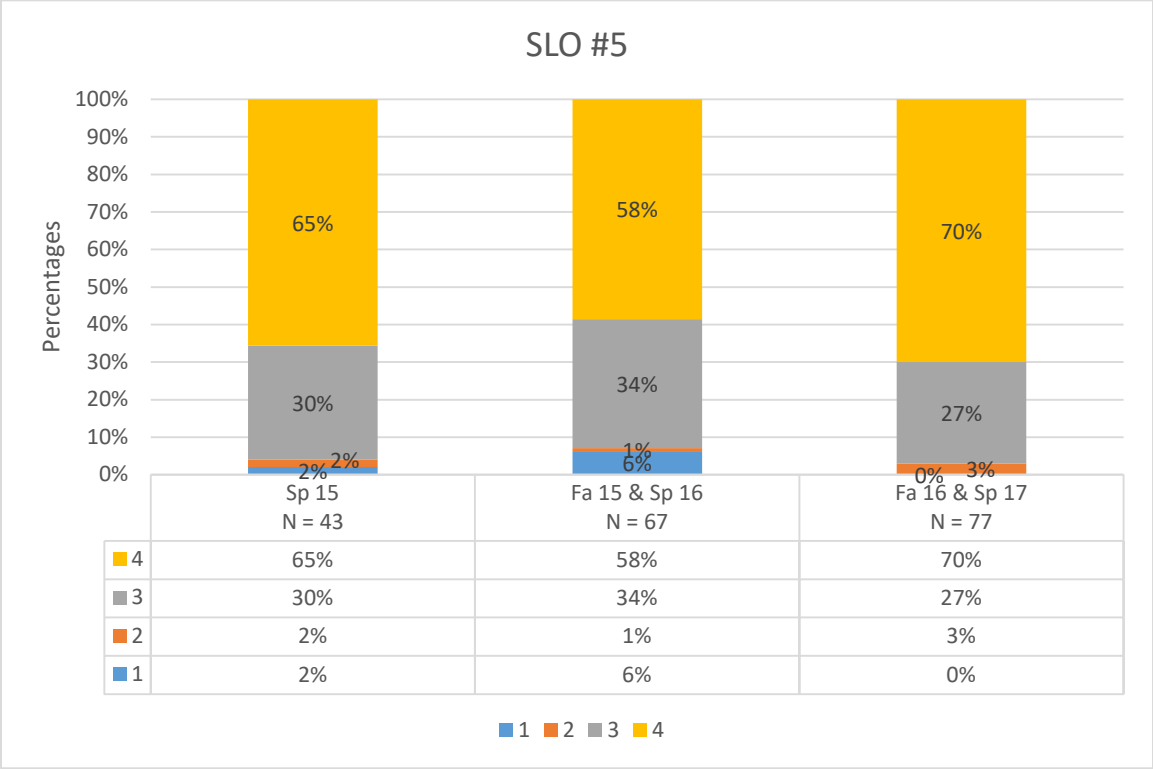
	Sp 15 N = 43	Fa 15 & Sp 16 N = 67	Fa 16 & Sp 17 N = 78
4	72%	67%	78%
3	21%	25%	19%
2	5%	0%	3%
1	2%	7%	0%

Table 33. Percentage of students who felt that the program prepared them very well (4), prepared them (3) somewhat prepared them (2), or did not prepare them to achieve SLO4 *(Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices).*



	Sp 15 N = 43	Fa 15 & Sp 16 N = 67	Fa 16 & Sp 17 N = 77
4	63%	61%	70%
3	35%	28%	27%
2	0%	3%	3%
1	2%	7%	0%

Table 34. Percentage of students who felt that the program prepared them very well (4), prepared them (3) somewhat prepared them (2), or did not prepare them to achieve SLO 5 *(Students are able to design, implement, and evaluate effective curriculum that matches state early learning standards for children in programs serving toddlers, preschoolers, and K-3.)*



	Sp 15 N = 43	Fa 15 & Sp 16 N = 67	Fa 16 & Sp 17 N = 77
4	65%	58%	70%
3	30%	34%	27%
2	2%	1%	3%
1	2%	6%	0%

Table 35. Percentage of students who felt that the program prepared them very well (4), prepared them (3) somewhat prepared them (2), or did not prepare them to achieve SLO6 *(Students are able to see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; integrating informed and critical perspectives)*

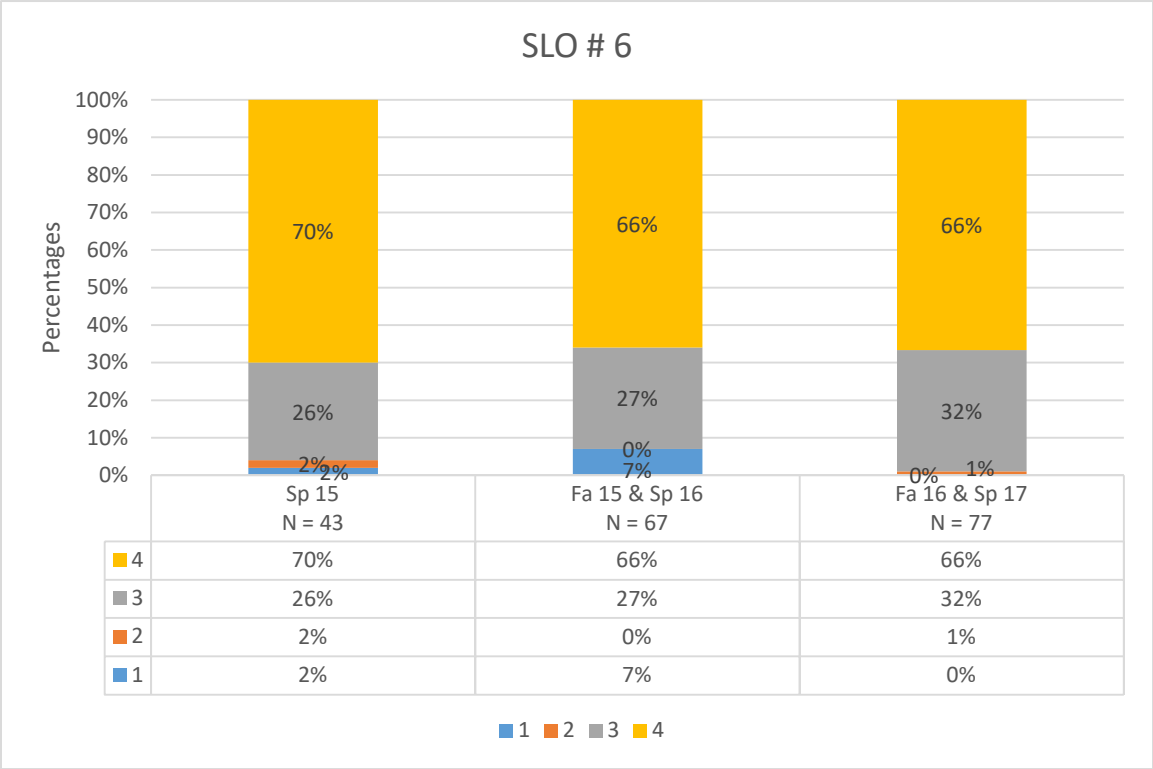
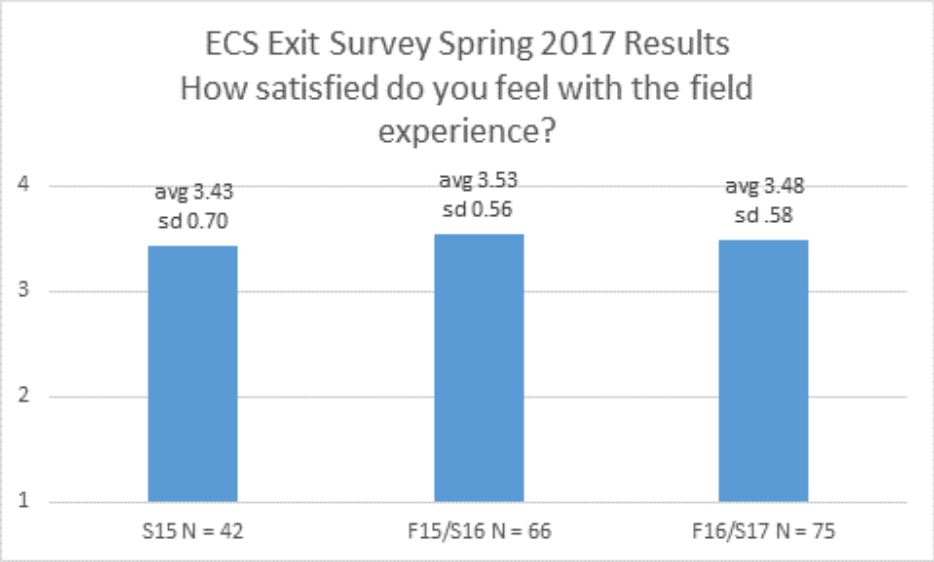


Table 36. Student satisfaction with their field experiences.

1= not satisfied, 2= Somewhat satisfied, 3= satisfied, 4= very satisfied



In general, students felt that they were well prepared or prepared for all SLO's. Between 58% and 78% of the students felt that they were very well prepared. The lowest percentage was observed for SLO1 (58%). This SLO refers to students' knowledge and understanding of child development theories. Plans were made to more explicitly focus on theories in all ECS core courses, and the percentage of students who felt very well prepared increased to 70% (Fa 16+Sp17).

A small percentage indicated that they felt somewhat prepared or not prepared. These numbers ranged between 1% and 16% (SLO1, Spring 15) and decreased over time. This probably is due to the fact that the Spring 15 cohort experienced the early phases of the implementation of the program, where some glitches were bound to occur, and which were resolved in the ensuing semesters.

Results for direct and indirect assessments of SLO's follow similar trends.

g. Discuss changes to curriculum as a result of assessment findings made during the review period.

Assessment results were continually analyzed, discussed and revisions were planned and implemented. The following are the changes made since its beginning in Fall of 2012.

1. *Program Revision: Create Concentrations (Nov. 2015)*

Based on student self-reports of their intended careers, about 40% of the students in the ECS major intend to pursue a career in a field outside of education, such as working with children with special needs in non-education settings, counseling children and families (requires graduate studies), working as a child life specialist in hospital settings (not nursing), or working in private or government agencies that serve children and families (e.g. child care resource and referral offices, US Government Food and Nutrition Services, etc.). These students who do not intend to pursue a career in education indicated on our exit survey and in conversations with their advisors that they would prefer a non-education track that focuses less on curriculum and more on child development.

The following changes were made:

- Creation of two concentrations in the Early Childhood Studies major. Students are required to choose either Concentration 1: Early Childhood Education or Concentration 2: Early Childhood Development
- Addition of seven courses to the list of electives (in common for both concentrations)
- Creation of three special courses for the Early Childhood Development concentration
- Requirement of students to complete a 1-unit course that introduces them to the portfolio requirement for the major, as well as to the ethical and professional obligations that apply to their fieldwork.
- (See proposal: Create Concentrations)

2. *Declare impaction*

Starting Fall of 2017 the Early Childhood Studies major declared impaction because it reached 440 enrolled students. In view of the low number of tenure-track faculty, the growth of the program had to be stopped, in order to ensure its quality.

The impaction criteria are as follows:

- Transfer students and continuing students wishing to sign up for the major are required to have a GPA of at least 2.5.
- First Time Freshmen are admitted according to the impaction criteria published at SSU Admissions Impacted Major Criteria for First Time. http://admissions.sonoma.edu/how-apply/impacted-majors/first-time-freshman-impacted-major-criteria

3. *Application to CCTC for Approved Subject Matter Preparation Program status.(Dec. 2017)*

(see https://www.ctc.ca.gov/commission/reports/data/app-sub-matt-prog)

This application is in process. Having an approved Subject Matter Preparation Program means that the coursework of the Education Concentration of the ECS B.A. provides students with the subject matter competency required to apply to a Multiple Subject Teaching Credential program in California. Students who complete this track are not required to pass the CSET, a subject matter competency test required for admission to a Teacher Preparation program in California. This waiver will benefit a significant number of students who plan on becoming elementary school teachers, but who are unable to

apply to the credential program due to the limited resources available for them to pass the CSET (discussed later at the section IV-B: what our students are doing after graduation and/or program completion).

Many of these students are knowledgeable and would be excellent teachers, but they either are not good test takers, or English is their second or third language, which makes it harder for them to succeed on this high-stakes test. We hope that this waiver program will ease access to the Teaching Credential program for underrepresented minority students.

4. *Creation of a Freshmen Learning Community Course, EDEC 160 A/B (May 2017)* Social Justice in Early Childhood and Adolescence, created by Dr. Chiara Bacigalupa. Approved as an experimental course. (see Proposal for EDEC 160 A/B)

5. *Adjustments in course syllabi*, to emphasize contents related to our mission and our student learning outcomes: social justice, diversity issues, the role of play, dual language learners, and the inclusion of children with special needs.

6. Transform Special Topics courses into regular ECS electives, update list of ECS electives. (Proposal presented in Fall of 2017)

7. *Creation of policies and procedures for the new ECS Department:*
   - ECS Student Handbook
   - Policy for Approving Existing Faculty to Teach EDEC Courses.
   - Policy for Using Teaching Assistants in EDEC Courses.
   - Department Policy on Hybrid and On-Line Courses.
   - Criteria for Graduation with Distinction
   - Student Survey for Blended or Fully Online Courses
   - Permission Number Instructions
   - Field Trip Forms and Info

h. Discuss plans to develop or change assessment strategies over the next review period and to provide a summary of key limitations that inhibit effective assessment of PLOs.

The following are some of the planned actions:

- Define Program Outcomes. At present we have defined program goals and Student Learning Objectives. Will focus on defining one or two program learning outcomes and express them in measurable outcomes.
- Continue with the present program assessments and find ways to ease the task for faculty.
- Promote and assessing critical thinking and professional writing.
- Calibrate and collaboratively score signature assignments
- Collect more information about senior portfolios.
- Limitations that inhibit effective assessments:
  - Direct assessment of signature assignments has added to faculty workload. Faculty find it too much of a burden to assess signature assignments using the

rubrics, entering the data in google form, and uploading actual student work to Box.
- Need to find a portfolio platform for students where they can store their work, build portfolios, and keep their work beyond their graduation.
- Need to find an inexpensive software tool to store and analyze assessment. At present we are using Google Forms, Excel, and Box.

VI. Program Quality and Integrity

a. Discuss program demand by analyzing trends over the review period in student applications, admits, and enrollments.

As discussed in section III, the program has grown steadily. We cannot continue growing unless we can increase the number of tenured/tenure-track faculty members. We would like to increase the percentage of African American students, but we see that this is hard to achieve, because they are in general underrepresented at SSU.

b. Discuss disciplinary changes, including market research, or changes in career prospects for graduates that might affect student demand or the curriculum in the next five years.

Early Childhood issues have been in the limelight for several years, and there is a consensus about the importance of high-quality early interventions, support for families, and high-quality early childhood professionals. (Also see America for Early Ed, https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/america-for-early-ed-federal-agenda.pdf). Unfortunately, the pay for early childhood teachers is low nationwide, with early childhood educators earning as little as $ 28,500 a year. (For example, see the article in the NYT: Why are our most important teachers paid the least?)

In California, the demand for students with a B.A. degree in Early Childhood Studies has increased, because of the demands for teachers for Transitional Kindergarten. Teachers for this age group need a solid understanding of child development and early childhood education, demonstrated by holding a child development teacher permit, which our B.A. students can apply for. In addition, the requirement that Head Start teachers hold a B.A. degree has resulted in an increased demand for the ECS B.A. degree.

c. Discuss retention trends and time to degree for first-time freshmen and transfer students or graduate students (compare to all students at the same level and disaggregate for significant student demographic groups identified above). Discuss plans for improving retention and graduation rates.

The retention rate for First-time Freshmen (FTF) ranged from 82% for the fall of 2013

cohort, to 87% for the fall 2016 cohort (see Table 37). Retention rates increased gradually over time. Retention rates for SSU are available for 2014, and they are similar to the ECS retention rates for that year.(see http://asd.calstate.edu/csrde/ftf/2014htm/son.htm)

Table 37. Retention Trends for First-Time Freshmen

All ECS FTF

Start Term for Cohort	FTF Cohort	Returned Next Fall	Retention %
Fall 2013	50	41	82%
Fall 2014	57	46	81%
Fall 2015	58	50	86%
Fall 2016	55	48	87%

Ethnicity Breakdown of FTF Cohort

Start Term for Cohort	Asian	Black/African American	Hispanic of any race	Native Hawaiian/ Oth Pac Island	Non-Resident Alien (IPEDS)	Unknown	Two or More Races	White	Total
Fall 2013	8%	2%	32%	0%	0%	14%	4%	40%	100%
Fall 2014	4%	0%	47%	0%	0%	7%	5%	37%	100%
Fall 2015	5%	2%	36%	2%	0%	12%	2%	41%	100%
Fall 2016	5%	0%	38%	0%	2%	7%	5%	42%	100%

Ethnicity Breakdown of 'Returned Next Fall'

Start Term for Cohort	Asian	Black/African American	Hispanic of any race	Native Hawaiian/ Oth Pac Island	Non-Resident Alien (IPEDS)	Unknown	Two or More Races	White	Total
Fall 2013	10%	0%	29%	0%	0%	17%	5%	39%	100%
Fall 2014	4%	0%	46%	0%	0%	9%	7%	35%	100%
Fall 2015	4%	2%	36%	2%	0%	14%	2%	40%	100%
Fall 2016	6%	0%	33%	0%	2%	6%	6%	46%	100%

Source: Blackboard Analytics Retention by Major Report

Four-year graduation rate for the Fall 2013 cohort was 44% (see Table 38), which is higher than the rate for all SSU students, which was estimated at 33%.[i3]

Table 38. Four Year Graduation Rates for First-Time Freshmen

All ECS FTF

Start Term for Cohort	FTF Cohort	Graduated within 4 Years	4 Year Graduation %
Fall 2012	8	6	75%
Fall 2013	50	22	44%

Ethnicity Breakdown of FTF Cohort

Start Term for Cohort	Asian	Black/African American	Hispanic of any race	Native Hawaiian/ Oth Pacific Islander	Non-Resident Alien (IPEDS)	Unknown	Two or More Races	White	Total
Fall 2012	0%	0%	14%	0%	0%	0%	0%	86%	100%
Fall 2013	8%	2%	32%	0%	0%	14%	4%	40%	100%

Ethnicity Breakdown of 'Graduated within 4 Years'

Start Term for Cohort	Asian	Black/African American	Hispanic of any race	Native Hawaiian/ Oth Pacific Islander	Non-Resident Alien (IPEDS)	Unknown	Two or More Races	White	Total
Fall 2012	0%	0%	0%	0%	0%	0%	0%	100%	100%
Fall 2013	9%	0%	18%	0%	0%	23%	0%	50%	100%

Source: Blackboard Analytics Graduation Rates by Major

[3] This number was calculated by the Office of Reporting and Analytics at SSU, but by January 2017 it was not official yet because it has not been posted by the Chancellor's Office.

The percentage of first time freshmen who graduate in four years in the ECS major is higher than the rate for all SSU students. This is in part due to the high quality advising offered to students, close mentoring relationships between faculty and students, personalized relationships with students in the classroom, and careful course scheduling and permission codes for graduating students.

Students meet several times during the semester with their advisor to plan their coursework, and advisors are available to help students who seem to be falling behind. Students sign up for a meeting online, which facilitates access to the advisor. We teach the students to use the degree planner and other advising tools.

Faculty establish personal mentoring relationships with students, keep a close eye on students who fall behind, and provide extra support for them.

The department chair makes sure that students who are in their last semester in the B.A. will have a seat in the Early Childhood courses they need to graduate. This is achieved through the granting of permission codes for students who need a given course in order to graduate on time. The permission codes requests are evaluated by the advisor, who makes the request to the department chair.

In Spring of 2017 we created a biweekly Newsletter for students, with important advising information, job opportunities, interesting community news and student news. Students gradually have began to read it and rely on it for information. It is a useful communication tool, which we were able to design and use thanks to the temporary hiring of Elizabeth Jones, the Administrator Coordinator for the ECS major.

d. Discuss student perceptions of the program, including satisfaction with the major, instruction, advising, and course offerings, as available

Formal and informal feedback from students shows that they are satisfied with the program. The following are some of the responses students gave on the Student Exit Survey of Spring of 2017, which they complete at the end of their studies. (56 out of the 91 students who graduated responded (see Exit Survey Spring 2017)

Students, in general, are highly satisfied with the major; they feel that the major contributed to their personal and professional goal and enjoyed the relationship with faculty.

- I gained a better understanding of the importance of an inclusive classroom, and through this program, I have gained the skills in order to be an advocate for children.
- I have developed the value and attitude towards making sure every child regardless of their culture, their language, or ability has access to the best early childhood programs that support and value them as individuals.

- I have learned acceptance and to go into every classroom situation with an open mind and understanding that children may have struggles that are not seen right away.
- I have learned how important it is to teach to the whole child, to create curriculum based in play, and to value and represent each individual and culture within the classroom. I am so thankful to have had such amazing teachers who really care to instill us with the skills and knowledge to start us on our journey of working with young children.
- I loved the program, it was hard work. I can't think of anything off the top of my head I would change.
- This program allows students to build genuine relationships with the faculty and receive feedback that is constructive as well as congratulatory; this makes a difference in the students' lives.

Instruction

Comments about the instruction were overall very positive. Students appreciated the quality of the faculty and the combination of in-class teaching with field experiences.

Strengths

- All of the instructors are incredibly knowledgeable and helpful. Fieldwork was also really beneficial
- Field Observations were very important because we got to observe and volunteer at the same time. Being hands on.
- Heavy emphasis on theorists and field placements and lesson plan writing.
- I learned the most out of my field observations and was able to apply the concepts that I learned in my courses during these observations.
- I think the strengths of this program is the integration of curriculum and the exposure to cultural diversity and inclusion.
- Professors responding to student needs, flexibility of classes availability, and the instructors and their know-how in the field of study.

Suggestions

- Maybe having a few more teachers

Advising

No questions about advising were asked on the Exit Survey. However, there is indirect evidence that students are satisfied with advising because this topic was mentioned only twice when students were asked about their perception of strengths and weaknesses of the program. One student mentioned that the 15-minute slot for advising was too short. We agree with this opinion, but this design is a consequence of the small number of tenure-track faculty available to do advising. A second comment asking for "better advising on the requirements" is not specific enough for us to understand the exact nature of the issue.

- Adviser meetings only allot 15 minutes to meet which is never enough time.
- I think some better advising on the requirements.

A question about advising was added to the Exit Survey, and information will be available in the future.

Course offerings

In general, students are very satisfied with the course offerings. They appreciate the variety of courses, the focus on theory and practice, and the focus on diversity. Their suggestion to offer more courses not focused on teaching resulted in the creation of two concentrations in the major: Early Childhood Development and Early Childhood Education. These concentrations were offered starting Fall of 2016, but many students graduating in May of 2017 were not able to take advantage of these concentrations because it would have delayed their graduation.

In response to the need for more major electives, eight new EDEC elective courses have been added.

Strengths

- Play and theorists were constantly repeated throughout my courses. I feel like I now know the importance of it
- The design of the program where information is covered through a number of different lenses is brilliant
- The diversity of classes offered How easy it is to get needed classes
- The diversity of the courses. It doesn't feel like we do the same thing over and over again. The field experiences are helpful. There is a lot of them but I think they are all beneficial.
- The wide range of knowledge we learn! This major encompasses everything we need to know as future ECE professionals.
- They really emphasize the multicultural curriculum and supporting the learning needs of every child regardless of race, culture, family structure, ability, etc.

Suggestions for improvement

- Have classes for other fields not just teaching
- More classes on special needs and bilingual students
- The two career paths will be very helpful, more career development options
- Offer more classes loved them all!! Offer more sections of the courses; registering for these courses was always very stressful.
- Make more courses that just don't focus on teaching
- Have more options for major electives. Half of the electives were not offered during the 2 years I was here, and a quarter of the electives that were offered were not opened to ECS students. Electives in other departments

e. Discuss what your students are doing after graduation and/or program completion. What is your program doing to support students in achieving their goals during their time at SSU and/or after they leave? Are there activities, curriculum, or co-curriculum that your program would like to add in order to help students meet their goals?

According to the data of the Spring 2017 Exit Survey, which students complete at the end of their final semester in the program (n=56), 57% of the students plan to go into teaching, either in early education or school-age, after-school child care n=10), in elementary education (n=17), or in special education (n=6). The remaining 44% of the students plan to work with children and families in a non-education setting or pursue graduate school in a variety of fields, such as pediatric nursing, marriage and family therapist, lactation consultant, child life specialist, social work, counseling, and psychology. These trends are similar to the ones observed in all Exit Surveys completed by students. (see all Exit Survey Results).

The program supports students in achieving their goals by making sure that they complete the prerequisites for the programs they wish to pursue after graduation. For example, for the Multiple Subject Teaching Credential, students complete the 45 hours of observation in an elementary school setting, they choose the credential pre-requisite courses as their ECS elective courses, and we make sure that they complete all the exams required for application to the credential programs (CSET, CBEST, legal seminar). We are also applying to become a Multiple Subject Waiver program so that students don't have to take the CSET exam, which is expensive and challenging for students who don't test well, or whose first language is not English. For other graduate programs, we guide them to choose university electives that will satisfy prerequisites. For example, for occupational therapy, they need to have a course in human anatomy, and we ensure that they take that course as a university elective.

f. Discuss disciplinary ratings for the program, if available.
Disciplinary ratings are not available

VII. Instruction, Advising, and Resources in the Program

a. Discuss data related to instruction (Headcount in major, FTES, SFR by instructor type, participation in hybrid and online instruction).

A discussion of data related to instruction is presented in Section IV.

The actual number of tenured/tenure track faculty available is lower than the numbers indicate. One tenure track faculty was on family leave of absence in Fall of 2016 and Spring of 2017; in Spring of 2017 one full professor was on sabbatical leave, and another

professor was on sabbatical during fall of 2017. We hired one more tenure track faculty member, who will start in Fall of 2018. This will help with the work load and student advising as well as with school and university service. Temporary faculty are hired to teach, and cannot fulfill those roles. The percentage of temporary faculty is higher in the ECS major (67%), that on campus overall (60.2%). (https://www.sonoma.edu/about/facts)

All ECS core courses and ECS electives have weekly face to face meeting, and some courses have a hybrid component, which may not exceed 30%. If a faculty member wishes to teach a course more than 30% in an online format, a proposal has to submitted to the department, where the request will be reviewed. (See Online Teaching Policy). EDEC 420, was approved to be taught completely online during summer session, because it was needed as a prerequisite for the Elementary Teaching Credential and as an area E, upper division GE course.. This course will be revised, because it no longer is a pre-requisite for the Elementary Teaching Credential program, and will not be an area E GE course in the future.

Tenure track and tenured faculty, as well as adjunct faculty teach all ECS core and elective courses.

b. Discuss participation of faculty in delivery of General Education (disaggregate by tenure system faculty and lecturers).

EDEC 420 Child Development in the Family, School, and Community is a GE course in area E. It has several sections, usually about six per semester. At present, faculty who teach this course are lecturers, because there are only six tenured/tenure-track faculty members in the program. However, a tenure-track faculty member is responsible for mentoring all lecturers who teach the course. This mentoring includes ensuring that the general education objectives are met. In addition, every semester a meeting is held with all tenure-track faculty and lecturers to assess the strengths and weaknesses of the course and to adjust readings and assignments. (See Department Meeting Minutes).

EDEC 160 A/B Social Justice in Early Childhood and Adolescence was approved on an experimental basis for GE area A3. Dr. Chiara Bacigalupa, Professor, and Department Chair designed the course and taught one section in its first year (2017-18) (see proposal). Three sections of the course are planned for 2018-19.

c. Discuss pedagogical methods (activities and assignments) used in the program and reflection on their purpose, relationship to learning outcomes, and educational effectiveness.

The pedagogical methods used are inspired by the constructivist approach to learning and teaching and aim to fulfill the social justice mission of the Department and the School of Education. The following are some of the methods used: (also see slides about "What we do)

- Active student engagement in class: analysis of videos to apply knowledge acquired in the course, design of mini-projects applying knowledge, group poster work where students have to walk from poster to poster to answer questions in groups, coming up in class with critical thinking questions about the course readings using the critical thinking question stems.
- Electronic devices are not allowed in class, except in situations where students conduct research or access online resources. Research shows that student learning is improved when taking notes by longhand.
- Students reflect on their own learning and help each other use these reflections to set goals.
- Debates: Students participate in scaffolded debates about controversial issues in early childhood studies.
- Building on existing knowledge: Each new course content is introduced by activating the existing background knowledge of students, to promote students' ability to make connections with their existing understanding of issues and construct the new knowledge.
- Critical thinking: In all ECS courses we use the critical thinking wheel to guide student assignments and group discussions
- Field experiences: Field experiences facilitate the integration of theory and practice. For example, students use different observation techniques to observe a child and prepare a Child Study, interview a family who has a child with special needs, design the ideal environment for a preschool classroom, and identify community resources for children and families
- Multiple representations: Student assignments allow students to express their strengths. Some examples are visual representations, video, group presentations, infographic presentations, drawings, and sculptures.
- Reflect on the impact on the broader system: We encourage students to think beyond their own professional practices to see how what they do impacts the broader system of society. For example, in the advocacy course (EDEC 435) they design an advocacy project and carry it out in the community. One student had a letter published in the Press Democrat, commenting on the lack of maternity leave and paternity leave in the U.S.
- Culturally appropriate curriculum: We teach and practice that a "one size fits all" curriculum" does not promote learning and equity. We invite students to always consider how a given strategy impacts the different groups in our society, focusing on income and minority status. Who loses, who wins?
- Hidden curriculum: We ask students to consider the ways in which non-visible features of a classroom might affect how they view a topic and how they learn. For example, the arrangement of desks may hamper a true give-and-take of ideas or reliance on all-white authors ignores the contributions of all ethnic groups to an area of study.
- Universal Design: We use universal methods that support first-generation students, such as visual supports, scaffolding the use of a professional language, and assignments that support their learning. We also provide choices in some assignments to motivate students.

- Diversity: We discuss children with special needs, dual language learners, families from underrepresented minorities. These themes are reinforced in each of our courses, and students are held accountable for using these ideas appropriately across courses through the signature assignments that are aligned with the Student Learning Outcomes.
- Writing proficiency: We have teaching assistants in the courses that are writing intensive in order to assist students who need additional support in writing and preparation of assignments
- ESL students: We support students whose first language is a language other than English, by giving them an opportunity to resubmit their work, if they go to the Writing Center and bring proof that they went.
- Avoid discrimination: We considered the effects impaction could have on minority students when we declared impaction for the ECS program and made sure that minority students would not be inadvertently left out. Each year we will analyze the student demographics to make sure we aren't discriminating against minorities, low income, and first-generation students.
- Support transfer students. We aligned the program with the early childhood courses at the community college level, so that transfer students, who tend to be first-generation college students, can easily move into the major and have their lower division early childhood coursework recognized for our ECS major.
- Scholarships: We are looking for funding to offer scholarships to students: In the summer of 2017 one student, who didn't have the means to attend summer school, received a scholarship in order to take up for one of our elective courses.
- Support with CSET exam. We help students who need to take the CSET test, required to apply for the credential program, to get support from the School of Education's test support program.

d. Discuss relevant learning experiences outside the classroom offered to students in the program (e.g., internships, community-based learning, research experience, study abroad, etc.).

- Field Experiences: Four of the core courses in the program have an associated field experience, where students observe and participate in local programs for children and families and apply the ideas learned in the class work. Field placements are in preschools, public schools (Transitional Kindergarten to grade three), and in community organizations that serve the needs of children and families. We don't have the resources to create a robust field experience program, where students are systematically supervised in the field by ECS faculty members, but given the resources, this is an area we would improve immediately.
- Study abroad: We support students in study abroad programs and help them to choose courses that can be applied to the ECS major. For example, we have identified the courses offered by the Child Development Program in Denmark and the Early Childhood Program in Australia, that can be applied to the ECS major.
- Service learning: During Summer of 2017 Dr. Schonleber designed and offered a service-learning course called Exploring Nature with Children. Students worked in a local preschool, where they implemented the lesson plans developed in class.

Educational tools were purchased with the funds of a donation from the Biagi Foundation; these tools were donated to the preschool for future use.
Other faculty members have integrated service learning into EDEC 270 and EDEC 420, such as by working with a local preschool to build a school garden.

- Community experiences: In EDEC 201 students shadow a professional in the early childhood field. In EDEC 435 students attend meetings of the ECE community, and in EDSP 432 students observe in a full inclusion classroom and interview parents.
- Research experience: Due to lack of resources we have not been able to engage students in this activity. Dr. Filp-Hanke currently mentors undergraduate research about foster youth, conducted by one of the ECS minors who is a McNear scholar. It is the goal of our three newest faculty members to include students in their developing research projects.

e. Compare program curriculum with at least three comparative institutions.

As indicated in Section 1.d., three campuses in the California State University system offer degrees in Early Childhood Studies and seventeen campuses offer degrees in child development. For the purpose of this review, we will focus on the two campuses that offer an Early Childhood Studies degree that is housed in a School of Education (Channel Islands and Pomona), since this combination most closely matches our own program. For the third comparison school, we chose a Child Development Program that is offered through a School of Education (San Diego).

The following chart summarizes the main curriculum features of these majors, as presented on the program web pages.

	Early Childhood Studies School of Education **Sonoma State University**	Early Childhood Studies School of Education **CSU Channel Islands**	Early Childhood Studies College of Education and Integrative Studies **CSU Pomona**	Child Development School of Education **San Diego State University**
Undergraduate Degrees Offered	B.A. in Early Childhood Studies Minor in Early Childhood Studies	B.A. in Early Childhood Studies	B.A. in Early Childhood Studies	B.S. in Child Development Minor in Child Development
Units for B.A./B.S.	Lower division: 17 (sem) Upper division: 27 (sem) GE: 50 (sem)	Lower Division: 47-48 (sem) (30 of which are in the major) Upper Division:	Lower Division Major: 36 (qtr) Upper Division Major: 43 (qtr) Emphasis	Lower Division (pre-major): about 18 (sem) in the major plus additional courses in

	University Electives: 27-36 (sem) Total: 120 semester units	49 (sem) GE/University Electives: 23-24 (sem) Total: 120 semester units	(within major): 20-24 (qtr) GE/University Electives: about 80 (qtr) Total: 180 quarter units	psychology, sociology, and statistics Upper Division: 49 (sem) GE/University Electives: 53 (sem) Total: 120 semester units
Comments	Two concentrations: Early Childhood Education or Early Childhood Development. Students take 8 units of different core courses depending on concentration, and further differentiate their programs through choice of major electives.	The major prescribes most of the specific general education courses students must take to complete an ECS degree. Core courses in major draw heavily from education and include emphases in language development and children with special needs.	New program (fall 2017). Includes four emphases. Requirements include specific courses for each age group (infants, toddlers, preschool), different curriculum areas, and program administration.	Includes two specializations: Child Development Specialist and Family Development Specialist. Students choose upper division "specialization" courses. Two certificates are also offered – one in family life and one in early care and education. Students can also choose to take a course on "the hospitalized child."

All four programs expect students to either enter the teaching profession or to continue on to graduate school in order to pursue a career in social services. In all four programs, the concentrations, emphases, and specializations reflect the wide array of careers that students might choose to enter.

The programs have similar lower division requirements, most likely because they try to align with the Child Development core courses in the California Community College system. The Channel Islands and Pomona programs offer more major courses at the lower division level than does the SSU ECS program. The Channel Islands program includes many specific GE courses, resulting in less student choice as to how they complete their general education requirements. Additional lower division courses in the major at both Channel Islands and Pomona focus on preschool curriculum, especially literacy and language development.

In comparison to SSU, the other three programs offer more major courses at the upper division level. These additional courses tend to focus on preschool curriculum, children with special needs, administrative skills for running early care and education programs, or topics related to careers in social work, counseling, or child life (specialists who work with hospitalized children).

All four programs include field experiences at both the lower and upper division levels, but they differ in whether the field experiences are offered as stand-alone courses or are integrated into coursework.

Overall, when compared with these programs, the SSU ECS program has more limited offerings related to attaining specific skills related to working as preschool teachers, administrators in early care and education settings, or specific social service careers, such as child life specialist. The SSU program's more limited offerings are due, to some extent, to the fact that it was founded in the aftermath of the great recession and there was a need to limit the number of courses offered. However, the more limited offerings were also part of a deliberate attempt to stay true to the goals of a liberal arts institution. In addition to focusing coursework on broad and generalizable concepts that form the basis for more specialized work in graduate school, we designed a program that offered students the flexibility to take courses across disciplines and to have the choice to study abroad, minor, or double major without those choices affecting their time to graduation.

Given the rapidly evolving world of early care and education, the department does recognize a need to give students additional experience in the areas of literacy and STEM curriculum, dual language development, and children with special needs. Currently, we try to meet that need by offering department electives every year that focus on these topics. The department is hesitant to make any immediate changes to the curriculum, since the California Department of Education (CDE) is expected to release revised criteria for the Child Development Permit, and any changes to our curriculum will need to account for the new CDE criteria. However, once we know what the new permit requirements are, we will look at the entire curriculum again, with an eye towards improving the student experience in the areas identified.

f. Comment on the adequacy of faculty to maintain program quality, including the following:

1. **Number of full-time faculty and the ratio to part-time/lecturer faculty**
   As mentioned in Section IV, Faculty profile, the number of tenured/tenure-track faculty is low for the high number of students. In Fall of 2017 67% of the instructors were lecturers, 17% Full Professors, and 17% Assistant professors This negatively impacts the work of faculty, who are faced with multiple demands in terms of advising, service, teaching, scholarship. We have worked hard to protect the quality of the program, but this workload is not sustainable over the long term.

2. **Student-faculty ratio for teaching and advising**

Tenure-track and tenured faculty each advise approximately 50 students, which we believe is the most that can be accounted for by the 3-unit service load (which also includes committee work) allotted by the university system. Newly hired tenure-track faculty in their first probationary year don't advise students during their first semester at SSU. The Dean has provided support so that three adjunct faculty can help with advising. Otherwise, the advising load would be too high for tenured/tenure-track professors (without support, the ration would be 1:82.6 in Fall of 2017, see section IV).

One faculty member is responsible for advising of ECS minors and ECE graduate students.

The SFR for the Program was 22.29 in Spring of 2017.

3. **Faculty workload (including department, school, university, and community service)**

When the ECS program started there were two tenured professors in the program. We now have hired three more tenure-track professors, and one professor from the Literacy Studies and Elementary Education Department joined the Early Childhood Studies Department when it was created. During spring of 2017, there were four tenured/tenure-track professors (one faculty member on sabbatical leave, one faculty member on family leave). During fall of 2017, there were five tenured/tenure-track faculty members (with one on sabbatical leave).

Our greatest challenge is meeting the advising needs of the department. With the support of the Dean, we are able to hire three lecturers to help with advising, resulting in advising loads of 50 students per faculty member. While this is a better advising load than we have had in the past, it is too many students per person to meet student need, and paying lecturers to assist is not sustainable.

Another area of need is sufficient representation on university committees. Because we are the only undergraduate major in the School of Education, our need for representation on some university committees is different from that of the rest of the school. For example, the School has been unable to send a representative to the Advising Subcommittee, and because we are the only department to engage in undergraduate advising, it makes sense that the representative would come from our department. However, with faculty already serving on other important committees, we have not had representation recently.

Another area impacted by the lack of faculty is our relationships with our community partners. Community relationships are vital to our work, but maintaining those relationships has been at the expense of individual faculty members. For example, Dr. Bacigalupa was a Commissioner for First 5, while also a member of the Child Care Planning Council of Sonoma County and a member of the advisory board for the Child Development Department at Santa Rosa Junior College. On top of her department and university service, this load was not sustainable. With recent hires, we have been able to

spread the community service commitments among more faculty, but there are still some important areas that remain untended, such as regular check-ins with the programs who host our student field placements.

4. **Faculty review and evaluation processes**

The faculty review process is adequate. We have been following the University RTP policy and at present we are working on a specific RTP policy for the ECS Department. A range elevation policy for adjunct faculty is also under construction.

5. **Availability of faculty mentoring programs**

New tenure-track faculty participate in the University mentoring program for new faculty. At the Department level, each new faculty member is assigned a faculty mentor (a tenured professor) with whom they meet regularly and who provides support for course development and university questions.

The Department Chair orients new lecturers, informing then about university and department policies, evaluation procedures, and explaining the requirements of the course they are expected to teach. In addition, each of the tenure-track faculty members is responsible for mentoring lecturers in specific courses.

6. **Availability of and participation in professional development opportunities**

All faculty have access to professional development through the SSU Faculty Center. In addition, the department receives funds from the Provost that is used for professional development activities of tenure-track faculty. The bulk of these funds go to assistant professors.

7. **Time allocation for course development, research, scholarship**

Resources are limited. Our new tenure-track faculty members are able to carry out some research because they get a course release for the first four semesters.

After the period when faculty receive the course release, faculty members spend a minimum of 60% of their time on teaching, but the reality is probably that faculty spend about 90% of their time on teaching and service, and then complete their research obligations by using their own time, especially over breaks and the summer. Some of the reason for so much time spent on teaching and service is that the department is relatively new and there is a lot of start-up work to be completed, but part of the reason is simply that a 12-unit course load is demanding and requires much time to be done well.

g. Comment on student support offered in the program and at the institutional level, including the following:

1. Analysis of advising system in the program (who is responsible for freshmen, majors, prospective majors, graduating students, and GE advising? Who does career advising? Who works with at-risk students?). How is successful advising documented and measured in the program?

All tenure-track faculty advise students in all areas including GE advising. Faculty take turns advising graduate students. New tenure-track faculty start advising in their second semester, which adds a considerable burden to their work as new faculty. They are mentored by the department chair, which adds workload to the chair. Each advisor has an online sign-in sheet, where students can reserve a time to meet.

We don't have the resources to do in-depth career advising, however, we do ensure that students are taking the needed pre-requisites for graduate programs or for the elementary teaching credential program.

All faculty members work with at-risk students. Attendance of students is monitored, and follow up emails and messages are sent to ensure students are receiving the help they need. Students who fall behind in their work are supported, to ensure they can graduate in time.

2. **Analysis of advising and career resources on campus (are resources adequate to meet the needs of your students?)**

It is difficult to know the extent to which students choose to use campus advising and career resources. Nor do we know whether career services is able to help ECS students with their specific needs. We do know that in Spring of 2017 we requested a resume writing workshop for our graduating students, and were told that they did not have the personnel to help us.

3. **Analysis of the availability and need for tutoring, supplemental instruction, writing support, and TA training for students in the program.**

Students get help at the Writing Center, Tutoring Center and Learning Center. We need more support to help students with writing. Training of teaching assistants to help students with writing would also be useful. We provide some of this training for our TA's, but it would be useful if the University could also provide some support. Some students do seem to receive excellent support from the Writing Center, but others have reported that they did not have enough time with a writing tutor and that they did not understand the instruction they were given.

4. **Discuss the intersection of the GE curriculum with program requirements.**

   It is difficult for students to find seats in courses in area C and in ethnic studies. In some cases, they had to delay graduation because these courses were not available for them in a timely fashion. For students who do not wish to take a foreign language, Area C3 can also be difficult to complete.
   There is also an urgent need for one unit courses in area B for transfer students, who often fall short.

   Students in this major have no trouble filling Area D and Area E because a popular major elective fulfills Area D and a major requirement fills Area E, both at the upper division level.

5. **Discuss the adequacy of orientation, transition, and transfer programs**.

   Freshmen and transfer orientations are well organized. We have found that students do not retain the information because they are focused on the social aspects of orientation and because there is information overload. We frequently repeat information that students should have heard at orientation in our one-on-one advising sessions. It is not clear what can be done about this need to repeat information.

6. **Discuss the adequacy of financial support (scholarships, fellowships, teaching/research assistantships, etc.)**

   Scholarship and fellowship support is inadequate. However, the scholarship application deadline historically has not been convenient, as it was too close to the beginning of the spring semester and students had a hard time getting letters of recommendation during winter break.

   We would like to have funds to pay Teaching Assistants. At present they earn instructional credit, but many of them would prefer to be paid so that they can use units for courses.

7. **Discuss the adequacy of health, wellness, and psychological support services**.

   The Counseling and Psychological services at SSU are excellent, but they are understaffed and have a long wait list. A creation of a crisis line for SSU students would be useful.

8. **Discuss the support in the department and at the institutional level for research or engagement in the community (fieldwork, internships, community engagement).**

   There are no funds are available to support field placement or supervision of fieldwork. This is a hurdle for accreditation with NAEYC and does affect the quality of our field placements.

9. **Discuss the support the department and the university provides to ensure the success of first-generation, low-income, and under-represented students**.

   Class sizes are relatively small, and we offer personalized support to all students. We would like to offer scholarships targeted at students in our major, but don't have the funds. All syllabi for department courses direct students to the university writing and tutoring centers.

10. **Discuss the availability and success of the institution's remedial coursework for students in the program.**

    We are only aware of remedial math and writing courses offered to incoming first-year students. These seem to be available to the students who need them. We believe students could use ongoing writing support, and we do not feel that we are particularly well positioned to provide it.

11. **Comment on the adequacy of library and information resources (including library holdings to meet both curricular and research/scholarship needs of students and faculty)**

    The library and information resources are very good. Librarians have purchased the books and online videos we have requested. The academic journals online are an excellent resource for research and scholarly work. The librarians are always ready to help and offer workshops to our students.

12. **Comment on the adequacy of technology resources in support of pedagogy and research/scholarship for students and faculty.**
    - Support for Moodle has improved, but we need more consistent support
    - We need 24/7 phone support or chat support for Moodle
    - We need more support for creation of online courses
    - We need 24/7 Moodle support for students
    - We need a digital portfolio platform for SSU students

13. **Comment on the adequacy of instructional space and facilities, including the following, as appropriate:**
    - Classroom space:

      We appreciate that our department has priority for offering courses in International Hall 200A. This space makes a huge difference in our ability to offer our students authentic experience with early childhood materials and tools. Even with this arrangement, however, many faculty make due with classrooms spaces that are inadequate to our needs. In particular, tab arm desks, crowded rooms, and the need to haul teaching materials to different rooms do not allow for the kinds of active pedagogy that all ECS faculty use.

We are concerned that some classrooms cannot be locked in the event of a campus lockdown.

- Instructional laboratories and studios:

  Our ideal classroom would have movable tables, counter space, storage cabinets, and a large sink. Even our priority classroom in IH200A does not meet all of these criteria.

  A lab school with observation mirrors and large rooms would also be a great benefit for our students. The Children's School serves as a model program, but the facility is too small to accommodate the needs of the program. Because a limited number of students can observe at one time, it cannot accommodate all of our students. A larger Children's School, which would greatly serve the needs of our students and of SSU students in general.

- Research/scholarship laboratories, studios, offices

  As we add tenure-track faculty, we will need additional office space. We are currently conducting a faculty search, and it is not clear where this faculty member will have their office. We also need additional office space for adjunct faculty. Adjunct faculty who work on similar schedules often have to share an office, which makes meeting with students difficult.

- General office space

  Our only other wish with regards to office space is that offices be cleaned more regularly. We brought our own vacuum cleaner, dust swiffers, and mop in order to keep things tidy.

- Student study spaces

  Students regularly mention the difficulty with studying in the dorms. Some also find it difficult to study in the library, because the library can be busy. We would like to see more informal spaces where we could go to "hang out" with students.

- Access to instructional technology in classrooms

  The installation of projectors and connections for laptops in all classroom has been a great improvement. The wireless connection still needs more capacity. When all students are connected, the connection slows down and they can be bumped off out of online quizzes or other in-class activities.

- Access to alternate learning/universal design classrooms

- IH200A has an echo, which makes hearing difficult.
  The walls in Stevenson are very thin, and the noise from neighboring classrooms interferes with the ability to hear well. Some classrooms are overcrowded.

14. **Comment on the adequacy of staff support, including clerical and technical staff, to support program operations**

    The program has an Administrative Coordinator, but this is not a permanent position. It is imperative that the position be permanent. Elizabeth Jones, the present administrative coordinator is outstanding. She helped improve the communication with students, by creating a biweekly newsletter; she answers inquiries about the program, organizes and administers the paperwork for field placements, coordinates department files, helps with orientation, and helps with permission codes for the courses. Other School of Education staff members are also very helpful and efficient. We consider all of them vital to our ability to do our work.

15. **Comment on department needs and trends for operational budget over the review period.**

    Budget and expenditures from 2013-2017 can be found online.
    The budget has increased from 2013-14 to 2016-17, reflecting the increased expenditures for tenure-track faculty, and adjunct faculty. We appreciate that we were able to hire three tenure-track faculty since the program began, and at the same time, we urgently need more tenure-track faculty who can help with teaching, advising, and service.

VIII. Summary Conclusion (Interpret the significance of the findings presented in the above sections in relation to each of the aspects below).

The following sections were prepared with the input of all tenure track / tenured faculty, and some of our full time adjunct faculty. We met for a brain storming session, after everybody read the Self Study document. These ideas are preliminary, and will be refined after we receive the report from the External Reviewer and hold our end of the semester retreat to create a plan for the next four years

a. What are the program's strengths and weaknesses? Are program goals and student learning outcomes being achieved at the expected level?

Strengths:

- Expert and dedicated faculty members who are high-quality instructors and committed to social justice

- Student learning outcomes were achieved at the expected levels
- High four-year graduation and student retention rates
- Critical thinking integrated into all courses in the major
- Effective and continual assessment and improvement of program
- Curriculum addresses needs of students and professionals
- Community programs and schools love to hire our graduates
- Diversity of students in the major is higher than the trends on the SSU campus
- Have increased diversity in tenure track faculty body
- Faculty eager to collaborate and work on improving our practice and thinking
- Students form a close knit community
- Support from the Dean to hire adjunct to help with advising
- All tenure track/tenure faculty advise students, as part of their service unit load
- Bi-weekly Student Newsletter keeps students informed about advising issues, course offerings, recent news in the ECS field, job opportunities, and other issues. It also contributes to community building
- Created policies, procedures, and student handbook, which is continually updated

Challenges:

- Need robust field experiences, akin to student teaching of elementary teacher programs
- Need a lab school
- Need more tenure-track professors
- Need time and resources for research and to support student research
- Need software for program assessment: online portfolio, storage, and analysis of assessment data
- Find funds for scholarship for students
- Help students get into courses not offered by the ECS department Many departments only accept their own major in their courses
- Tuition is too high. Students have to work, and cannot commit fully to classroom activities
- DACA students are fearful, and sometimes don't come back to school

Specific tasks to be completed:

- Add SLO's and program goals to catalogue description of major
- Create Handbook for Lecturers
- Create Adjunct Range Elevation policy
- Write specific RTP policy for the ECS department
- Review Development Concentration
- Add a question about advising to Exit Survey

b. Where are the program's opportunities for improvement?

- Continue focusing on social justice into each of the core courses and major electives
- Find more ways to support first generation students

- Design an undergraduate major elective with a strong writing component
- Review articulation and connection among courses for both tracks
- Strengthen development track with more specific courses
- Support faculty in working with multilingual students
- Support students in their vocational choices and career plans
- Support students in creating and Early Childhood Student Club
- Create a one unit course: What do early childhood professionals do?
- Set up a yearly professional development day. (Some of the topics could be Spanish for child care workers, critical thinking, brain research, mindfulness, learn about recent ECE policies at the state level, an academic book club, what new ideas are emerging in the field, etc…)

c. Discuss the program's action plan for the next five years. Findings from the prior sections of the self-study serve as the foundation for building an evidence-based plan for program improvement. Include the following elements:

1. **What are the goals for the program over the next few years?**
2. **How will the program specifically address any weaknesses identified in the self-study?**
3. **How will the program build on existing strengths?**
4. **What internal improvements are possible with existing resources?**
5. **What improvements can only be addressed through additional resources?**
6. **Are there possible collaborations that may improve program quality?**

We will elaborate the details for this section after receiving the report from the External Reviewer and after the ECS retreat, to be held at the end of May 2018. In order to complement the ECS program goals and student learning outcomes defined so far, we will formulate desired program outcomes.

IX. List of Document Folders

Assessment Discussions

Course Syllabi

Department Meeting Minutes

Department Policies

EDEC 478 Grades

Exit Surveys

Faculty CV

Senior Portfolios

Signature Assignments

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