



▼ Dept - (SSH) Child Development



2018-19 Annual Program Review Update Submitted By: Nellie E. Vargas

APRU Complete for: 2017-18

Program Mission Statement: The mission of the Child Development and Education Department is to prepare a diverse student population including students from Child Development and other majors and departments for transfer within the Behavioral and Social Sciences. The department also provides comprehensive educational opportunities to help students meet professional growth and workforce requirements.

I.A.1 What is the Primary Focus of Your Program?: Career/Technical

I.A.2 Choose a Secondary Focus of Your Program?: Transfer

I.B.1 Number Certificates of Achievement Awarded: 33

I.B.2 Number Certif of Achievement-Advanced Awarded: 10

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 25

I.B.4 # AA and/or AS Degrees Awarded: 19

I.B.5 Strategies to Increase Awards :

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: The EDD predicts that in California, the Jobs for Childcare Workers are expected to increase by 9.7 percent or 9,900 jobs between 2014 and 2024. An average of 990 new job openings per year is expected for Childcare workers. The EMSI Q1 2019 Data Set projected that the proportion of the national workforce in these occupations with an Associate's degree will have an average of 1,964 new job openings in the field by (2019) 6% above National average. Preschool Teachers, Except Special Education, occupations will have a growth of +5.50% during (2019-2024). Childcare workers will have a growth of +1.37% during (2019-2024).

The department faculty must collaborate to create a strategy to address this enrollment decline. However, we believe that there are various reasons why enrollment has declined. Faculty would benefit from time to reflect and strategize on each reason to seek for solutions. Some of the reasons contributing to the decline include:

- 1) The job market has improved which often reduces program enrollment.
- 2) Students are juggling work, school, and life, and there are many who face challenges and have fears in our current political conditions.
- 3) Transportation, particularly from students who come from Oakland, San Jose, Morgan Hill, Gilroy, has become challenging due to the increased traffic.
- 4) There is a lack of a supportive environment in CDE. There is limited space for CDE students to gather in and outside of the buildings.
- 5) There is a lack of information and misunderstanding regarding the viability of Child Development as a lucrative career opportunity.
- 6) The high cost of living in this area.
- 7) Unique challenges of students such as housing, food insecurity and mental health we are unable to meet.

The AA degree of the Child Development and Education Department is accredited by the National Association for the Education of Young Children. The CDE A.A. degree programs was the first accredited programs in California; one of three programs accredited of the 113 community colleges in the California system. This honor does not just earn the department better visibility among all other colleges, but this accreditation also requires the offering of a standards-based curriculum. The department's experience with NAEYC Accreditation has been widely recognized by the ECE community and has been asked to share our experiences.

Our NAEYC Self-Study is due this year (March/ 2019). We need to make sure that we have more opportunities for students to access the Practicum class. Either we need to increase the number of seats available for Practicum. The department faculty is currently working on the alignment of CD 57 with CD 51A/B to add an practicum option suited to meet the needs of working students. In our previous self-study, we had also stated that developing " a mandatory program orientation, 1-unit course, to assist students to plan for their program completion", is critical to the success of our students. An online orientation to Child Development could be a viable option.

The department offers programs to prepare the workforce to work in early childhood settings in various capacities. Certificates are aligned to the child development permit, the "credential" in the state of CA and with State Licensing requirements.

The department faculty plan are discussing the elimination or consolidation of certificate programs. A few faculty members are considering the stackable credentials model as we revisit the program offerings and work on the department's Career & Guided Pathways.

ECE workers need 105 training hours in 5 years to maintain their California State Child Development Permits. The demand for low-cost or free ECE professional training continues to be very high.

With the Perkins Grant in 2018-19, the department continues to offer 3 student orientations, providing information regarding CDE programs, career opportunities, course selection, and job opportunities and assisting CDE students in applying for the child development permit (application completion, review of transcripts, and other identified tasks). Students will benefit from the full implementation of the Faculty (Advising) Mentorship Program. Funds to implement the program is an essential.

With the SWI Grant funds received last year (17-18), the department finalized the new Trauma Informed Care Program (skills certificate) and courses. The Integrated Trauma-Informed Care program (16 units) will prepare ECE practitioners working with high-risk populations. The Skills Certificate includes CD-10G Child Development: The Early Years, CD75 Social-Emotional Development in Early Childhood and two new courses: Trauma and Early Childhood Development (4.5 units), and Practical Applications and Implementation of Trauma- Informed Care & Field Experience (4.5 units)

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: Recommendations of this year's Advisory Committee:

- Build a partnership with high-quality child care program for practicum students placement.
- Need for well- prepared/ trained teachers in the area of infant/toddlers.
- Provide more support and resources to form cohorts of future teachers interested in completing the State Permits.

-Develop awareness of the importance of the teacher's self- reflection and care. To take the time on a daily basis to debrief and reflect on issues relate it with the field.

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 8.4

I.E.2 #Student Employees:

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: 25.8% FT faculty teaching & 63.2% PT faculty teaching

I.E.4 # Staff Employees:

I.E.4 #Staff Employees: 0

I.E.5 Changes in Employees/Resources: N/A

II.A Enrollment Trends: The most recent program review data reveals that the department has experienced a decline of -19.7% for the past 5 years. The Department needs guidance to determine the most effective ways to address this decline. The department has begun to engage in conversations regarding dual enrollment offerings and non-credit education. Capacity to develop new programs is found to be a challenge.

II.B Overall Success Rate: According to the program review data sheet, the overall success rate is increasing over a 5-year period---86% in 2017-18, 84% in 16-17,83% in 2016-17, 80% in 2014-15, and 81% in 2013-14. For the priority groups (African-American, Latinos/as, Filipinos/as and Pacific Islanders) modest gains have been achieved---75% in 17-18, 74% in 2016-17 and in 2015-16, and 68% in 2014-15. Equity minded and culturally responsive curriculum strategies are being implemented to improve success rates. Faculty appreciative advising has been implemented and it is an effective strength based approach strategy to working with students. Strength based advising " help students leverage their backgrounds in learning and encourage asset-driven reflection habits as built upon the Appreciative mindset."

II.C Changes Imposed by Internal/External Regulations: The CDE department has also changed the CD57, Self Assessments for Teachers of Young Children Using Reflective Practices, from 3 units to 5 units fulfilling the State's requirement of the field experience for Child Development Permit. This course allows students to take student teaching practicum at their work sites that accommodate many in-service teachers.

The new 5 units CD57 was offered but canceled on the winter quarter 2019 due to low enrollment. The course is going to be offered again in the spring of 2019.

CD51A and CD51B are required student teaching practicum courses. There are only 20 spaces available for students to fulfill their lab hours. There is a high demand for these courses and many students especially the students getting AA or ADTs cannot graduate without these courses. The division and the department agreed to add another practicum class in the afternoon to accommodate more students. Also, the division and department continue seeking and exploring other alternatives such as allowing students to take CD57 instead of CD51A. This change will require the review of all certificates and degree programs in 2019 and 2020.



III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: The most recent program review data sheet reveals a steady increase of students who identify as Asian--3% increase in 2017 compared to 2016-17. There is a decrease for African-American, Pacific Islanders, and Filipino of 1%, Latino/a of 2%, and flat for White identified students.

III.A.2 Targeted Student Populations: Growth and Decline:

III.B.1 Closing the Student Equity Gap: Success Rates: According to the program review data sheet, the overall success rate for non-targeted students averages 92% in 2017-18, 90% in 16-17. For the targeted groups, the student success data reflects the following: in 17-18 65% success rate compared to 55% in 16-17. Latinos/as is 75% in both 17-18 and 16-17 with no gains,. Filipinos success rate decreased from 84% 16-17 to 82% in 16-17. Pacific Islander student success rate declined by 11% points when comparing 16-17 & 17-18 academic year.

The transfer degree began to be offered in Sept of 2013. Twenty five degrees were awarded in 17-18 and twenty two in 16-17. A two to three year period is the expected time for students to have completed a transfer degree.

The CDE faculty has continued to implement retention strategies: Forming study groups, one-to-one support, connecting students with support services and implementing equity minded and culturally responsive pedagogical practices in the classroom to promote success in addition to active learning teaching activities, multiple intelligence teaching strategies, and project-based approaches.

The CDE faculty is committed to professional development activities to uncover how unconscious bias (implicit bias) contributes to our equity gap. Every quarter the department engages in various professional development activities. The faculty utilizes a variety of community resources to enhance the curriculum- service learning, guest speakers, expert talks, and other.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates:

III.B.3 Closing the Student Equity Gap: 2017-18 Gap:

III.C Action Plan for Targeted Group(s): N/A

III.D Departmental Equity Planning and Progress: These are highlights:

- The department and the Child Development Center (CDC) continue to work together to create artistic and comfortable space for students. The department will continue to request funds for tables and chairs for the outdoor grass area.
- There is clear information posted on the new CDC brochures, bulletin boards as well as the dates for student orientations and class schedule for each quarter.
- Faculty Omni training to improve the layout and update the information on our department website. Students receive clear guidance.
- Artwork and information relevant to adult students in CD Building environment and adult student classrooms: The department has posted NAEYC ACCREDITATION certificate and other professional artworks for adult students.

The department continues to work to narrow the student achievement (equity) gap. The gap is widening. To achieve the institutional goal of narrowing the achievement gap of all student groups to within a 5% variance, the department must create an equity core team to address equity planning and support. The department faculty must set up a schedule of monthly meetings in which student equity and engagement are part of the agenda. The meetings are to include



students and/or student leaders.

CDE student leaders and department faculty launched the CDE Student Club, Child Educator & Advocate Association, in October of 2018. The Club holds weekly meetings led by the Officers. The Club Advisor attends the meetings regularly, offers support and student leadership development opportunities. The Club hopes to increase its numbers. The Club has offered several activities every quarter and participates in campus activities along with the Club advisor.

The CDTC grant in 2018-2019 continues to support \$100 textbook voucher for each qualified student.

To further respond to the equity direction, the department faculty continue our discussions related to textbook adoptions and free or low cost open education resources to provide more affordable options for students.

III.E Assistance Needed to close Equity Gap: Yes

III.F Integrated Plan goals: current student equity data and action plan: 4. Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 100%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 63%

V.A Budget Trends: The CDE department lost 2 full time positions in the midst of budget reductions. One full-time faculty position is hired to our department in 2017-2018 school year. However the need to increase the number of FT faculty is still imperative. Full-time faculty provide essential stability for planning and curriculum functions; greater availability to address students' needs outside of the classroom is particularly important for student success and equity. Full-time faculty are responsible to be actively involved in instructional and professional activities. Our current capacity does not allow us to meet student demands and more active involvement at De Anza, and at our local community, Our involvement and partnerships with the local early learning community help us serve more students and increase enrollment. In addition, full-time faculty do the majority of student advising, very important to student success in a Career/Tech Education program.

V.B Funding Impact on Enrollment Trends: The college's enrollment has been down for the past few years. The CDE department's enrollment, over a period of 5- years, has experienced a steady decline (-19.6%). To address this decline, our faculty must commit to using data when analyzing course offerings, scheduling, and patterns. The proposed direction includes: (1) Review the data, establish benchmarks and metrics for students pursuing certificates/ degrees; (3) Provide professional development opportunities for faculty to support student completion. The department can collaborate with community partners to offer courses and programs to cohorts of students to meet community needs and demand.

Great numbers of the department students are taking courses to achieve their career goal of working in a childcare setting. These students are from a diverse cultural background and with various educational background. Since the department has a Transfer Model for 4 -year college and constantly has been responding to the California state regulations, the faculty do spend lots of hours advising students. The department also has more than 35 different courses and will continue to develop new courses and certificates, such as The Integrated Trauma-Informed Care program. All these tasks and work will require committed full-time faculty to provide essential

stability for planning and curriculum functions and greater availability to address students' needs outside of the classroom. Our current capacity does not allow us to meet the demands of our students each school year and more active involvement at De Anza campus and at local community.

It is time to re-design the Child Development and Education programs. A promising model to consider is the "stackable credentials" model as we revisit the program offerings. Making Credentials Matters (March 2016), written by Jimmie Williamson and Matthew Pittinsky, is a source of information for studying the "stackable credentials" model

<https://www.insidehighered.com/views/2016/05/23/understanding-differences-what-credentials-are-being-stacked-and-why-essay> and California Community College and Guided Pathways.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s): Child Development offers instruction to near 1,500 students yearly. Our ability to serve students requires dedicated full-time faculty. Full-time faculty are important to create a counter-narrative for our most vulnerable populations and our target groups. The department also needs to provide comprehensive educational opportunities to help students meet professional growth and workforce requirements. The progress and success of our students depend on a team of full-time faculty members dedicated to advance the mission to prepare a diverse student population including Child Development majors and students from other majors and departments for transfer within the Behavioral and Social Sciences.

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s): N/A

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: - One conference table (replacement) and 12 chairs (replacement)

- Two outdoor tables (new) and 8 outdoor chairs (new)

- Two storage cabinets (new)

V.E.3 Equipment Justification: The department Faculty and students often use Room CD2-24 for meetings and for student teaching conferences. The request of one conference table and 12 chairs are replacement for the old and broken tables and chairs in this room.

The department faculty provide many hands-on activities for students. The faculty need two storage cabinets to store lots of instructional materials in a secure and organized place.

V.F.1 Facility Request: Social Sciences and Humanities Computer Lab

V.F.2 Facility Justification: Currently, no computer lab on campus can be reserved by faculty in the Social Sciences and Humanities for teaching students in real-time data analysis techniques, online research, library and web-based research, and writing. There is no computer lab available for SSH students working on SSH assignments. The lack of a computer lab will become an increasing disadvantage for SSH students with the termination of student fees and the growing use of electronic documents.

V.G Equity Planning and Support: To evolve the culture of equity mindedness at the Department level, it requires the participation of all faculty. Funds are needed to incentivize adjunct faculty participation on peer work, courageous CDE community dialogue and sessions to share equity practices. The department would benefit from the review of its equity plan or strategy and the development of an equity core team to help advance student equity and success.

V.H.1 Other Needed Resources: - Additional pay for faculty to coordinate the NAEYC Accreditation work and Faculty Mentorship (Advising)

- Funds to pay part time faculty to participate in the required work of NAEYC Accreditation.
- A Career & Technical Education Counselor with expertise in academic Child Development Programs
- Funds to pay professionals for low-cost or free ECE professional trainings
- Funds for alignment and collaborative work between De Anza Child Development Center and the CDE Department.

V.H.2 Other Needed Resources Justification: - Additional pay for faculty to coordinate the NAEYC Accreditation work: The NAEYC Accreditation work requires a dedicated professional to maintain annually what is required, coordinate all required tasks to maintain accreditation, work with faculty to complete key assessment data analysis, develop new of key assessments, review of the conceptual framework, produce the annual report preparation and other activities required to maintain accreditation.

- Funds to pay part time faculty to participate in the required work of NAEYC Accreditation: Additional pay must be offered to adjunct faculty for engaging actively in NAEYC Accreditation work. The engagement requires planning, meetings, and assessing the data. Faculty are also required to have training on new requirements and methods of the Accreditation process.
- Funds to pay a Career & Technical Education Counselor with expertise in academic Child Development Programs: The CDE department courses, certificates, and programs are unique and complicated. To serve and respond to all the requests and needs of the CD students requires continuous training and communication. The college counselors have a general idea about the department's program, but do not have detailed understanding in order to provide necessary suggestions to all the students who are interested in building career in the field of early childhood education (ECE). The department needs funding to train and prepare a ECE knowledgeable counselor to provide advising and career planning services to the students.
- Funds to pay professionals for low-cost or free ECE professional training: The department needs to help the ECE students to be successful with their career. The students need to maintain 105 hours of ECE training in 5 years for their granted Child Development Permit. These funds will be used to provide low-cost or free ECE professional development for our students.
- Funds for collaborative works between De Anza Child Development Center and the CDE department: To maintain our NAEYC AA Degree Accreditation, the department needs to continuously offer courses with NAEYC high standards. Many of the department's courses depend on the supports of our Lab school which is the De Anza Child Development Center.

V.J. "B" Budget Augmentation: The Child Development department will complete the Self-Study phase this spring 2019. In the self-study, program faculty and stakeholders examine program quality together to make improvements. During the process, program faculty analyze and reflect on quality, work with stakeholders both in the program and the community to make changes, collect evidence of the program's alignment with the NAEYC Professional Preparation Standards, gather data, and prepare a Self-Study Report. The self-study report must be submitted in the spring of 2019. Additional pay for faculty to coordinate the NAEYC Accreditation work is crucial. Additional pay must be offered to adjunct faculty for engaging actively in NAEYC Accreditation work.

CD 51/CD 57: Our NAEYC Self-Study is due this year. We need to make sure that we have more opportunities for students to access the Practicum class. Either we need to increase the number of seats available for Practicum, or align CD 57 with CD 51 or change the transfer /certificate/graduation requirement from CD 51 to CD 57. Fund for adding possible teaching load

for opening more seats for CD51/57 should be in the plan.

Funds to pay a CTE Counselor with expertise in Child Development will help increase the enrollment, give students guidance to ensure course completion and degree completion, as well as providing advice on post-graduation job search; all of which would improve and ensure an increasing student success rate.

Funds to pay professionals for ECE training for our students will help our working students to successfully maintain their Child Development Permit. The quality service to our students will help to increase our enrollment rate.

V.K.1 Staff Development Needs: In order to maintain the NAEYC accreditation all the full-time and part-time faculty will have to be involved in teaching a standards-based curriculum, using the standardized rubrics for assignments, and systematically collecting data of student performance. Funds are needed for continuous staff development so all the faculty can be at the same pace.

NAEYC Higher Ed also requires that faculty members stay current and engaged in the field: This would require the Child Development faculty stay trained and engaged in the field by attending conferences and workshops.

The child development center (CDC) has been adopting new ideas of ECE practices. The department faculty need to have continuous conversations with CDC staff and training of the renovated practices the CDC has adopted so both the CDC staff and the CDE faculty can be at the same pace.

V.K.2 Staff Development Needs Justification: There are five key assessments required to be linked to the curriculum of the department. To effectively evaluate the key assessments linked with the NAEYC accreditation work all faculty must receive training on the learning assessment tools and create detailed and appropriate rubrics for assignments. The results of the data analysis need to be included in the annual report submitted in March of each year.

V.L Closing the Loop: The department's main tasks this year are our commitment to NAEYC Accreditation Self-Study, better communication and collaboration with CDC to increase the quality of courses, especially Student Teaching Practicum and Observation. We need to implement a workable plan for students who need CD51A & B. The department will continue to provide better advising for our students, hopefully with a specialized counselor. In addition we will continue to support our student club and provide free training and workshops for our students. The department also will continue to build good relationships with ECE agents in our community so we can connect our students to Early Childhood employers and create high-quality student teaching sites. With the additional resources requested above, the CDE department will increase student success rate by 2%, maintain the NAEYC AA Degree Accreditation, help students get the best possible job opportunities available, and improve the collaboration between CDE department and CDC.

To adjust course offerings based on the decline:

We can begin with faculty commitment to using data when analyzing course offerings and patterns. The all CDE faculty meeting must serve as a space to build the faculty capacity to use data. We need time to meet, dialogue and analyze. We also need training opportunities regarding data analysis.

We must also include:

- a) Clarifying the paths in CDE and establishing a clear road map for the completion of degrees/certificates.
- b) Reviewing and improving the course sequences and how we schedule course offerings aligned to students' goals (improved structure).
- c) Improving collaboration with Counseling. The department has identified the need for a dedicated counselor who works in collaboration with faculty advisors to support students in the following:

- a) Content specific mandated orientation for new CDE majors
- b) Identifying a goal
- c) Completing an educational plan (vocational and/or academic)
- d) A system/platform to issue automatic awards (certificates and AA)

In addition, the department can,

- a) Improve our marketing capacity with support from our Marketing office. The college must help us develop recruitment messages that not only highlight affordability but the holistic value of program experience. We must also develop media that clearly informs and excites students to want to pursue coursework and careers in Child Development. Media that gives an informed picture of linkages between Child Development and other disciplines is one example. A student pursuing a career in business or marketing is more likely to take classes in Child Development if they can see the link with advertising and how having a better understanding of children and human development can help with their work and final product. Students in nursing, counseling, and many disciplines do benefit in their career from having a better understanding of child and human development. We must also develop advertising media that clearly inform students of how coursework and a degree in child development can lead to fulfilling careers beginning with entry-level and continuing up the ladder of success with advanced degrees.

Last Updated: 03/26/2019

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