🏛 Dept - (SSH) Child Development › Department › Program Review

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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 Achievment Awarded: 38

I.B.2 Number Certif of Achievment-Advanced Awarded: 8

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 9

I.B.4 # AA and/or AS Degrees Awarded: 18

I.C.1. CTE Programs: Impact of External Trends: The California EDD predicts for the period 2008-2018 the number of openings for preschool teachers to increase by over 8% and for special education teachers of young children to increase by nearly 20%.
In California, the number of Childcare Workers is expected to grow slower than average growth rate for all occupations. 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, plus an additional 3,000 job openings due to net replacement needs, resulting in a total of 3,990 job openings.
The EMSI Qi2016 Data Set report for San Jose-Sunnyvale-Santa Clara predicts a projected increase of 3.4% in jobs between 2012-2022. Preschool teachers jobs will be in more demand.

Job placement is one area the Child Development and Education(CDE) Department is paying particular attention to. The Workforce Education Office, with the Career Education Coordinator, has been working with the department to offer employment/job search services. Some of the activities that have been conducted are: Job fairs and seminars or workshop to assist students in the job search and hiring process, and dedicated faculty advising hours posted quarterly on the CDE website. The Department metrics have been established to help us focus on strategies to improve job placement rates.   The metrics include an achievable goal of 65% and an ideal goal of 67%; the current standard rate is 58%.   Collaborating with the Workforce Education Office is critical to improving job placement.

The AA degree of the Child Development and Education Department is accredited by the National Association for the Education of Young Children. The department faculty continue to work on the rubrics of Naturalistic Observation (CD10G and CD10H) and Portfolio (CD50) to apply to the standards of the Accreditation. The CDE department is the only department among 113 community colleges that has been accredited by NAEYC AA Degree. This honor does not just earn the department a 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.

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 is very high.

With the Perkins Grant in 2016-17, the department has developed a CDE Faculty Advisor program and offered faculty training to: a) provide information regarding CDE programs, career opportunities, course selection, and job opportunities (in coordination with the campus Career Development Coordinator); b) referral of students to appropriate campus services, linking students to services; c) coordinate with the Counseling Department for essential services; and d) assist CDE students in applying for the child development permit (application completion, review, review of transcripts, and other identified tasks).

With the SWP Grant in 2017-2018, the department will initiate two projects School Age Certificate Program (24-26 units) and Integrated Trauma-informed Services. The School Age certificate will meet entry-level professional requirements for teachers in early childhood programs and fulfills requirements to qualify as a Teacher in School-Age programs in centers licensed by the California Department of Social Services. The Integrated Trauma-informed Services prepare ECE practitioners working with high risk populations. Develop a Certificate of Achievement in Trauma-Informed Care that will include CD10G, CD75, and new courses: Understanding the Impact of Trauma in Young Children (4 units), and Practical Applications and Implementation of Trauma Informed Care (5 units)*.

I.C.2 CTE Programs: Advisory Board Input: Recommendations of this year's Advisory Committee:
- Encourage students to apply for State Child Development Permits earlier so they can get ECE jobs.
- Provide more resources for Students to find training hours that are free so more students can renew permits successfully.
- Hire students Tutors, ESL geared towards Child Development, and create more study groups to support students.

I.D.1 Academic Services & Learning Resources: #Faculty served: 0

I.D.2 Academic Services & Learning Resources: #Students served: 0

I.D.3 Academic Services & Learning Resources: #Staff Served: 0

I.E.1 Full time faculty (FTEF): 8.5

I.E.2 #Student Employees: 1

I.E.3 % Full-time : 28.1% FT faculty teaching & 66.9% PT faculty teaching; the ratio of PT:FT has increased

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 -10.9% for the past 4 years.

II.B.1 Overall Success Rate: According to the program review data sheet of 2015-16, the overall success rate for all students averages 80% over a four year period; 83% in 15-16, 76% in 12-13, 81% in 13-14, and 80% in 14-15. For the priority groups (African-American, Latinos/as, Filipinos/as and Pacific Islanders) the average is 74% in 15-16; 66% in 12-13, 77% in 13-14 and 68% in 14-15. Deliberate strategies were implemented to improve success rates since 2013-14.

II.B.2 Plan if Success Rate of Program is Below 60%: N/A Note: 60% is viewed as a low standard. A minimum "C" grade in each major course is required. The CDE Program will analyze disproportional impact for priority groups closer to the 60% rate.

II.C Changes Imposed by Internal/External Regulations: According to the inputs of the Advisory Committee, ECE employers prefer teachers working with infants and toddlers to complete the requirements of 5 quarter units of CD58, Infant and Toddler Development. The CDE department faculty will need to provide that information to the students who plan to work with infants and toddlers and encourage students to complete CD58.

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 accommodates many in-service teachers.

III.A Growth and Decline of Targeted Student Populations: The most recent program review data sheet reveals that in 2015-16, the department has experienced an increase of by Asian by 3%, Pacific Islanders by 1%, and Filipino by 1%. The enrollment of African Americans and Latino both decreased by 1%. Asian (41%) and Latinos (32%) are the largest populations served by the program.

III.B Closing the Student Equity Gap: According to the program review data sheet of 2015-16, the overall success rate for all students averages 83% in 15-16. For the targeted groups in 15-16, African-American is 66%, Latinos/as is 74%, Filipinos is 83%, Pacific Islander is 65%. In year 2013-14, deliberate strategies were implemented to improve success rates. The success rate in 15-16 has increased 15% with African American students, 13% increase with Filipino students, and 6% increase with Latino students. There is a 10% success rate increase with the younger students (19 or less) in 15-16.

The transfer degree began to be offered in Sept of 2013. Nine degrees were awarded in 15-16. A two-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 pedagogical practices in the classroom to promote success such as active learning teaching activities, multiple intelligence teaching strategies, and project-based approaches.

The CDE faculty has also been researching on the literature relating to faculty advising. The advising training sessions for faculty will be conducted in early April. The department will collaborate with the counseling office and create academic checklists related to the specific Child Development Degree programs/CTC Permits and the Faculty Advising handbook.

The CDE faculty is committed to engaging in professional development activities to uncover how unconscious bias contributes to our equity gap. Every quarter the department engages in various professional development activities. One activity the department faculty do on a consistent basis is Conversation-Application & Reflection Project (CAR) . The faculty introduce many influential ECE professionals from diverse background to students in order to connect students with the role models from their own cultural groups.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: N/A

III.D Departmental Equity Planning and Progress: Several highlights regarding equity provided by students of CDE department in spring 2015 have been focused and improved.

- Space for students to gather and to build community; add tables and chairs to grass area between Child Development (CD) Building 1 and Building 2 as well as the reception area in Building 1: The department and the Child Development Center (CDC) have been working together to create artistic and comfortable space for students. The department has a final design for the grass area and will request funds for tables and chairs for the outdoor grass area and the reception area.

- Clear information about schedules and events at the reception area of CD Building 1: The department has placed two big bulletin boards at the reception area of the Child Development Building. There are clear information and websites posted on the bulletin boards as well as the dates for student orientations and class schedule for each quarter.

-CDE student volunteers(peer advisors) at the reception area of CD Building 1: The faculty teaching CD12 and other core courses have asked students to volunteer at the reception area for answering questions, especially to the newcomers regarding course taking sequence and registration.

- 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 CDTC grant in 2016-2017 continues to support $100 textbook voucher for each qualified student.

To further respond to the equity direction, the department faculty have be engaged in discussions related to textbook adoptions particularly for course offerings with more than one section. The selection of textbooks has focused not just on how well they are aligned to the Department's Conceptual Framework, but also on affordable options for students and open educational resources.

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 granted 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 (an issue brought up by the Advisory Committee this year). Our involvement and partnerships with the local early learning community helps 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 school year. The CDE department's enrollment has also been going up and down. A great numbers of the department students are taking courses to achieve their career goal of working in childcare setting. These students are from 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, such the unit increase of CD57 and CD58, the faculty do spend lots of hours advising students. The department also have more than 35 different courses and will continue to develop new courses and certificates, such as School-Age program and Integrated Trauma Informed Services in 2017-2018. 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 over 3,000 students each school year and more active involvement at De Anza campus and at local community.

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

V.C.2 Justification for Faculty Position(s): The CDE department lost two full-time positions in the midst of budget reductions. One full-time faculty position will be replaced in 2017-2018 academic year. Currently, the Department has 2.4 FTEF; 5.7 Part-time FTEF.   The department full-time load was 3.5 in 2012-13 and 2.4 in 14-16.

Child Development offers instruction to over 3,000 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 long desk (replacement) and 2 desk chairs (replacement)
- 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: These requests respond to students' needs for spaces to gather and to build community according to Department Equity Planning and Progress in IIID. section. The department will build a comfortable space for students at the reception area (One long desk and 2 desk chairs) and rearrange the spacey outdoor area between CD Building 1 and CD Building 2 to provide tables and chairs for students to gather and study.
The department Faculty 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
- 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: Additional essential resources are needed to ensure student success and equity. The CDE department of De Anza College is the only department among 113 community colleges that has been accredited by NAEYC AA degree. This honor does not just earn the department a better visibility among all other colleges, but this accreditation also requires the offering of a standards-based curriculum. The department curriculum is monitored according to the high standards of NAEYC. The Accreditation process also promotes the collaboration between the CDC and the CDE, constant information exchanges among faculty, and teaching innovation shared among faculty. To maintain this accreditation the department needs a coordinator works 2-4 hours weekly on this task.

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.

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.

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.L Closing the Loop: The department faculty will commit to better communication and collaboration with CDC to increase quality of courses, especially Student Teaching Practicum and Observation. The department will provide better advising for our students, hopefully with a specialized counselor. In addition we will create a space between CD Building one and two where students can use and interact, building a better sense of unity within the department. 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. With the additional resources requested above, the CDE department will increase student success rate by 2% (83% in 2015-16), maintain the NAEYC AA Degree Accreditation, and help students get the best possible job opportunities available.

Submitted by: Li Wei Sun

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APRU Complete for 2016-17: Yes

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