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2019-20 Annual Program Review Update Submitted By: Nellie E. Vargas

APRU Complete for: 2019-20

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: 35

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

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 28

I.B.4 # AA and/or AS Degrees Awarded: 17

I.B.5 Trends in # Degrees Awarded:

I.B.6 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 1,789 new job openings in the field by (2019) 6% above the 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 Fremont, 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 were 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.

We have more opportunities for students to access the Practicum class. We have increased the number of seats available for Practicum. The department faculty aligned with CD- 57 with CD- 51A/B to add a practicum option suited to meet the needs of working students.

The department offers programs to prepare the students (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. 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 2019-20, 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 essential.

With the SWI Grant funds received last year (18-19), 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, CD-75 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 Full Time Load as a %: 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--84% in 2018-19, 84% in 17-18, 83% in 2016-17, and 80% in 2015-16. 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. 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 CD-57, 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.

CD-51A and CD-51B 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 can not 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 CD-57 instead of CD-51A. This change will require a review of all certificates and degree programs in 2019 and 2020.

III.A Program Success: The most recent program review data sheet reveals a steady increase of students who identify as Asian--4% increase in 2018 compared to 2016-17. There is a decrease for African-Americans, Pacific Islanders, and Filipino of 1%, Latino/a of 2%, and flat for White identified students.

III.B Enrollment Trends - Equity Lens:

III.C Success, Non-Success and Withdraw Rates: According to the program review data sheet, the overall success rate for non-targeted students averages 91% in 2018-19, 90% in 17-18. For the targeted groups, the student success data reflects the following: in 17-18 64% success rate compared to 54% in 17-18. Latinos/as is 75% in both 18-19 and 17-18 with no gains, Filipinos success rate decreased from is 83% 18-19 to 82% in 17-18. 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-eight degrees were awarded in 18-19 and twenty-five in 17-18. 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 others.

III.D Equity Planning and Support: N/A

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

- The department and the Child Development Center (CDC) continue to work together to create an artistic and comfortable space for students.
- There is clear information posted on the new CDC brochures, bulletin boards as well as the dates for student orientations and class schedules 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 the 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.

The CDTC grant in 2019-2020 continues to support a \$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.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary:

IV.B Assessment Planning:

V.A Budget Trends: The CDE department lost 2 full-time positions in the midst of budget reductions. One full-time faculty position was hired by our department in the 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 Equipment Requests:

V.F Facility Request:

V.G Other Needed Resources:

V.H.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 on 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 to 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.H.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 program report.

V.I Closing the Loop: The department's main tasks this year are our commitment to NAEYC Accreditation better communication and collaboration with the CDC to increase the quality of courses, especially Student Teaching Practicum and Observation. We need to implement a workable plan for students who need CD-51A & 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 the 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.

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