

2018-2019 Program Review Cycle



Instructional Programs

CAN Program Review (Instructional) - Early Childhood Education (Odd Year)

Program Review Narratives

2018-2019

Instructional Program Review (IPR)

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Executive Summary

0. Executive Summary: The Education and Human Development Department (EHD) has grown significantly since the last program review to address the changing needs of the education workforce and student body. Formerly Early Childhood Education/Child Development, the EHD Department now outreaches to and supports students interested in working in diverse educational settings, including but not limited to Prek-12 and after school programs.

Student success, access and equity continue to be a priority for the EHD Department. Certificates have been revised to provide clear pathways to our AS and ADT degrees to promote transfer and professional development; and more courses have been offered online/hybrid to provide students flexibility in scheduling. Courses are taught by diverse faculty from inter-disciplinary backgrounds. Faculty's diverse background, practical experiences working with children, the Department's ongoing community engagement at the state and local level, and advisory board feedback (consisting of industry experts) ensures the coursework is relevant and responsive to labor market needs. Faculty continue to examine Student Learning Outcomes and Program Learning Outcomes to ensure that collected data is valid and reliable across all courses and delivery format. The goal is to standardize processes as appropriate and to establish meaningful and authentic assessments.

The creation of the Youth and After School (YAS) Certificate encourages collaboration with Kinesiology and other education-related professions (e.g., coaching, nanny, academic enrichment). Cooperative efforts between Cañada campus programs and community connections to promote the YAS Certificate will outreach to more diverse student populations and strengthen the EHD Department's overall efficacy and success. As EHD continues to evolve and expand its focus to include working with children with special needs, faculty will work to establish new certificates in Inclusion Support and Family Development. Other future goals include establishing a student club (e.g., Educators Now) and book club. EHD is planning for increasing visibility on campus as well as increasing involvement in the community.

Program Context

1. Mission: The mission of the EHD program is to provide both academic and practical experience for students interested in working with children, birth to school-age, and their families. With a culturally sensitive and special needs focus, students learn critical thinking skills through the examination of current research and best practices in the field of Education. Students benefit from career exploration and diverse faculty with interdisciplinary expertise.

By offering courses in Career Technical, Transfer and Lifelong Learning, the EHD program aligns effectively with Cañada College's mission by preparing students for the workforce of the future. Students obtain knowledge and skills that meet the diversifying needs of families, as well as collaborate and problem solve in our technologically evolving society. Certificates and degrees prepare students for professions working with children and families in various occupations.

2. Articulation: No known changes to curriculum or degree requirements at the high schools or 4-year institutions.

3. Community & Labor Needs: There is a shortage of qualified early educators and credentialed teachers in San Mateo County. An additional 7000 credentialed teachers are needed to address the shortage in K-12th grades alone (California Department of Education, 2016). The shortage cuts across all grade levels and subjects, including Math and Science.

Students pursuing careers in teaching at community colleges, struggle to transfer to and graduate from 4-year institutions.

Furthermore, TK-12 teachers must receive training beyond the bachelor degree level (Post-BA) to become a credential teacher.

In response to the evolving labor market needs, the formerly named Early Childhood Education/Child Development Department expanded their focus to include students interested in working with school age children and those with special needs in a variety of settings. Specifically, we modified our mission and vision; changed our name to Education and Human Development; revised our certificates, degrees, and course offerings.

In Fall of 2017, the Youth and After School (YAS) Certificate was approved by the Curriculum Committee. The YAS Certificate supports students who work with school age children in a variety of settings. It focuses on providing students with a multidisciplinary background in developmental theory needed to support their work with older, school aged children and youth in before and after school settings, and elementary school classrooms. With this foundation, students can continue to earn an AA-T degree in Elementary Education or Early Childhood Education, and then subsequently a Bachelor's Degree and Teacher Credential.

The EHD Department also continues to participate in San Mateo County Office of Education Teacher Education Pathway conversations. The goal of these conversations is to build a teacher education pathway that will increase the number of early childhood educators and K-12 credentialed teachers in San Mateo County. The EHD department has helped lead the way to support the development of future teachers through collaborative efforts that include the following:

- Discussion with the San Mateo County Office of Education and local high schools to explore the creation of a pilot project designed to attract high school students to teaching careers using Youth Teach To Learn (YT2L) and Educators Rising (formerly Future Teachers of America).
- Conversations with Notre Dame de Namur on the possibility of offering a liberal studies BA degree and teacher credential coursework at Cañada
- Conversations with SFSU Child and Adolescent Development Department to offer the PATH program cohort model at Cañada. This program would offer a BA degree in Child and Adolescent Development with a concentration in early childhood education.
- Inclusion of the Business, Workforce and Design division into the regional joint venture for the Teacher Pipeline project in the Strong Workforce Funding.

Looking Back

4. Curricular Changes: We revised our certificate offerings to streamline career pathways for EHD students. Currently, 2 certificates are available, ECE and Youth and After-School, and each stacks with the ADT in ECE and ADT in Elementary Education respectively.

We also added an additional required course to the ECE certificate, ECE 260 (Children with Special Needs), in response to feedback from students and the community. An increasing number of children are being diagnosed with special needs, and the consensus is that teachers need at least one course in Special Education.

Thirdly, we increased our online course offerings such that students have the option to complete their ECE certificate almost entirely online.

5A. Progress Report - IPC Feedback: Recommendations from the last program review indicated the need to synthesize our program's Mission, Vision and Values. We drafted a more concise summary of each for the current review.

5B. Progress Report - Prior Action Plans: Since our last program review, we have made several changes to our Department. We've changed our name from Early Childhood Education/Child Development to Education and Human Development. This change was done to reflect programmatic growth to serve students interested in working with children of various ages in a variety of settings.

Furthermore, we've expanded our course offerings, modes/methods, outreach and recruitment. The EHD Department added a new EDUC course, EDUC 265: Positive Behavior Support in Inclusive Settings. All of the courses in our certificates have been updated and can now be taught online or contain an online, hybrid component. This increase in online course offerings, along with more community engagements like high school visits and collaborations with the Redwood City Public Library with Cañada's Outreach team, has allowed us to attract more students. We will continue our outreach efforts and to grow our course offerings.

Lastly, we've reclassified our Retention Specialist position to Program Services Coordinator. The reclassification is to reflect the real scope of the position including the role and responsibilities the position has for over 500 students and community members looking to get or upgrade a CA Child Development permit. It took us over 4 years to get the position reclassified. It was an action item in our past two program reviews.

6A. Impact of Resource Applications: N/A- no resources were requested on our last program review.

6B. Impact of Staffing Changes: N/A – no new staff hired**Current State of the Program**

7. Enrollment Trends: Informal analysis of productivity-by-courses data reveals a slight decrease in enrollment that parallels enrollment trends of Cañada College as a whole. Since the last program review, however, enrollment has generally remained steady. Several programmatic changes were implemented that 1) increased program efficiency, 2) increased course delivery options, 3) streamlined certificates and degrees, and 4) expanded training options for EHD students.

We limited the number of sections offered each semester in order to maximize enrollment in each section, and offered more courses online. Currently, students may complete their certificates almost entirely online, except for the culminating Practicum class offered in hybrid format. The priority was to schedule core courses during the day, evening, weekend, and online (or hybrid) to allow students more flexible options. Elective courses were organized according to previous scheduling patterns and in collaboration with our sister program at Skyline College (e.g., schedule elective classes every other semester)

. We also deleted the previous certificate requiring 40+ units, and consolidated our program offerings into two general pathways: 1) Early Childhood Education (ECE), and 2) Youth and After School (YAS). Such streamlining expands our outreach to include students interested in working with older children in after school programs, as classroom aides, nannies, or in a coaching capacity. The goal was to stack the certificates with our degrees. Students completing the ECE Certificate, for example, may continue to complete the ADT in ECE. Similarly, students completing the YAS Certificate may earn an ADT in Elementary Education.

We hope to prioritize enrollment by continuing to increase online course offerings, and exploring various options (i.e., tutoring, Supplemental Instruction, student led club) in order to enhance student success and retention.

(See attached Productivity Charts)

8-A. Access & Completion: Males have consistently been disproportionately under-represented in the ECE and elementary profession. The EHD program's YAS certificate is the most current attempt to outreach to males exploring careers in coaching in sports-related programs, after school programs, and possibly a Multiple Subjects credential to teach in the TK-5 grades. Interdisciplinary collaboration is critical for the success of the YAS certificate, so any support the College provides to facilitate communication and outreach would be helpful. The current priority is to disseminate information across campus, disciplines, and programs, and in the community. The following would be beneficial:

- Approved template for flyers, newsletters, and other related forms to share information
- Simplified processes required to host outreach events on campus
- Flexibility in using grant and/or other discretionary funds to create/purchase outreach materials that promote EHD department

(See Attached Equity Gap Chart)

8-B. Completion - Success Online: Not surprisingly, success and retention rates for traditional on-grounds classes are higher than for fully online courses. EHD students in general are new to cyberspace learning, and experience additional challenges transitioning from Web Access to Canvas. As the EHD department continues to expand their online offerings, however, students are becoming more comfortable in a digital learning environment. Students are learning that online courses are not the same as self-paced correspondence courses, or "easier" than on-campus classes.

EHD faculty collaborate and share online pedagogy in order to facilitate students' engagement and improve their success. Note the slight improvement in the success and retention rates between the 2016-17 and 2017-18 academic years. EHD faculty have also begun to standardize certain aspects of online courses (e.g., online readiness and preparedness assessments; netiquette guidelines; etc.), and to participate in professional development opportunities related to online distance education.

(See Attached Completion- Online Success Chart)

9A. SLO Assessment - Compliance: We have an established 3-year assessment cycle that involves the evaluation of at least one section of each course offered, as well as all PLO's and ISLO's. The EHD program coordinator adheres to the cycle plan and follows-up with faculty

9B. SLO Assessment - Impact: We have begun the process of reviewing current SLO's as our program's focus expands to include elementary-age children and those with special needs, and as we adapt courses to online and hybrid formats according to OEI guidelines. For example, we are specifically reviewing assessment methods for online courses to ensure a degree of standardization with traditional on-campus classes. Data must be reliably comparable when conducting overall programmatic evaluation across all courses, regardless of format.

We have also begun streamlining SLO's to a succinct number of measurable outcomes (i.e., no more than 3), and continue to

work with all instructors (including adjunct) to ensure reliability and validity of collected performance data.

10. PLO Assessment: We have revised Program Learning Outcomes to reflect the growth of the EHD department. PLO assessments are pending, given the transitional changes during the 2017-2018 academic year.

Looking Ahead

11. Program Planning: Objective 1: Teacher Education (Addressing Teacher Shortage and Teacher Pipeline)

Department Needs for Objective #1

- Outreach to those interested in School-Age (i.e., YAS Certificate)
- Room 22-110 wired for data ports and SMART/project screen
- Allocate 22-118 for workshop/computer lab/tutoring and Educators Now Club meetings

Objective 2: Foster and Kinship Care Education (FKCE) Programming (Addressing community needs)

For several years, the EHD department has managed a State-funded grant in partnership with San Mateo County of Human Services. We plan to integrate this program's workshops and offerings more specifically with EHD. The objective is to partner with additional community partners (e.g., CASA) and perhaps with the Foster Youth services on campus.

Department Needs for Objective #2

- FKCE Coordinator (i.e., Instructional Specialist) needs a computer and office
- Room 22-108 allocated to the FKCE Coordinator
- Faculty (S. Santos currently in 22-108) moved to 22-101.

Objective 3: Creation of New Certificates

Department Needs for Objective #3

- Create Family Support Certificate
- Create Inclusive Support Certificate
- Room 22-110 wired for data ports and SMART/project screen
- Allocate 22-118 for workshop/computer lab/tutoring and Educators Now Club meetings

Objective 4: Establish Educators Now Club

Department Needs for Objective #4

- Room 22-110 wired for data ports and SMART/project screen
- Allocate 22-118 for workshop/computer lab/tutoring and Educators Now Club meetings

Program Review Narrative Status: Complete

Objective: Teacher Education: Addressing Teacher Shortage and Teacher Pipeline

Outreach to those interested in School-Age (i.e., YAS Certificate)

Objective Status: 2 - Continuing (PR)

Objective Year: 2019-2020, 2020-2021

Estimated Start Date:

Estimated Completion Date:

Please select the college goals with which this objective aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to

CAN Program Review (Instructional) - Early Childhood Education (Odd Year)

Support Student Learning and Success

Action Plans

2018-2019 - Outreach to those interested in School-Age (i.e, YAS Certificate) (Active)

Who's Responsible for Completing this Action Plan?: EHD Faculty and Staff

Estimated Completion Date:

2018-2019 - Establish a BA program at Cañada College in partnership with 4-year institution (Active)

Who's Responsible for Completing this Action Plan?: EHD Faculty and Staff

Estimated Completion Date:

Resource Requests

Allocate 22-118 for workshop/computer lab/tutoring and Educators Now Club meetings - When the new science building is completed, the EHD Department would like to use the left over space (Room 118 is a computer lab) for their students.

Type of Resource: Facilities

Cost: 5000

Objective: Objective 2: Foster and Kinship Care Education (FKCE) Programming (Addressing community needs)

Support Coordinator of Program and Integrate Program Into Curriculum/College

Objective Status: 1 - New (PR)

Objective Year: 2019-2020, 2020-2021

Estimated Start Date: 01/01/2019

Estimated Completion Date: 01/01/2019

Please select the college goals with which this objective aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County

Action Plans

2019-2020 - FKCE Coordinator (i.e., Instructional Specialist) needs a computer and office (Active)

Who's Responsible for Completing this Action Plan?:

Estimated Completion Date:

2019-2020 - Room 22-108 allocated to the FKCE Coordinator (Active)

Who's Responsible for Completing this Action Plan?: Facilities

Estimated Completion Date:

2019-2020 - Faculty (S. Santos currently in 22-108) moved to 22-101. Room 22-101 allocated to S. Santos (Active)

Who's Responsible for Completing this Action Plan?: Facilities

CAN Program Review (Instructional) - Early Childhood Education (Odd Year)

Estimated Completion Date:

Resource Requests

Computer for FKCE Coordinator - When the new science building is completed, the EHD department would like to start having a stronger representation in building 22.

Type of Resource: Information Technology

Cost: 2000

Faculty moved - from 22-108 to 22-101; faculty in 22-101 (science) relocated to another building. (\$5000 for move) - When the new science building is completed, the EHD department would like to start having a stronger representation in building 22.

Type of Resource: Facilities

Cost: 5000

Room 22-108 allocated to FKCE

- When the new science building is completed, the EHD department would like to start having a stronger representation in building 22.

Type of Resource: Facilities

Cost: 5000

Objective: Creation of New Certificates/Department and Division Support

Technology upgrades for room 22-110 and 12-216

Objective Status: 1 - New (PR)

Objective Year: 2019-2020

Estimated Start Date: 01/01/2019

Estimated Completion Date: 01/01/2019

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2018-2019 - Room 22-110 wired for data ports and SMART/project screen (Active)

Who's Responsible for Completing this Action Plan?:

Estimated Completion Date:

2019-2020 - Upgrade technology in 13-216 including projector and screen. (Active)

Who's Responsible for Completing this Action Plan?:

Estimated Completion Date:

CAN Program Review (Instructional) - Early Childhood Education (Odd Year)

Resource Requests

75" TV Screen - Room 22-110 was designed as an adjunct faculty space for the division of Business, Workforce and Design. The room is also frequently used as a conference meeting from for the college for a variety of events like hiring committees and meetings. The room does not have enough data ports to support a networked printer.

Type of Resource: Equipment (Items Over \$5000)

Cost: 5000

Data ports - Room 22-110 was designed as an adjunct faculty space for the division of Business, Workforce and Design. The room is also frequently used as a conference meeting from for the college for a variety of events like hiring committees and meetings. The room does not have enough data ports to support a networked printer.

Type of Resource: Information Technology

Cost: 5000

Upgrade of technology system - Unclear what is needed, but it is more than just replacing the projector and screen. It is a system issue. The cost estimate is a generous approximation.

Type of Resource: Information Technology

Cost: 15000