



COMPREHENSIVE PROGRAM REVIEW REPORT

Education & Human Development

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

Our Education and Human Development Program is currently developing a formal mission statement. This Fall 2025 semester, Cañada College hosted a retreat and meetings with district Early Childhood faculty and staff to develop shared mission, vision, and values. This collaborative effort is critical, as many of our students are served across multiple colleges, and we aim to ensure alignment throughout the district. The shared mission, vision, and values will guide both our academic programs and our Child Development Lab Centers (CDLCs).

Grant funding enabled us to engage a facilitator for a retreat that included program coordinators, CDLC coordinators, and full-time faculty, resulting in the creation of a draft shared vision and mission statement. The next step in this process is to distribute the draft to all staff and part-time faculty in the district who teach ECE or EDUC courses for feedback.

Following the collection and integration of feedback, the revised statement will be shared with the college administration and our advisory committee for additional input before final adoption and dissemination.

The Education and Human Development Program is closely aligned with the college's mission. We believe that education is transformative—not only for our adult students, but also for the children in their care and the families they support. Our program's core values closely reflect those of the college in the following ways:

Social Justice and Racial Equity: We prepare future educators to actively challenge bias, stereotypes, and discriminatory practices while fostering culturally responsive classrooms that honor every child and family.

Transforming Lives: Our program is built on a culture of care. We meet students where they are, provide clear academic and career pathways, and connect them with opportunities—such as mentorship, fieldwork, and community partnerships—that equip them to transform their own lives and the lives of the children and families they serve.

Community Partnerships: We create multiple entry points into higher education through certificates, degrees, and transfer pathways, ensuring that community members can pursue their educational and career goals.

Academic Excellence: We encourage students to explore critical issues in child development, pedagogy, and social justice, fostering inquiry and self-reflection that drive their professional and personal growth.

Sustainability: The Education and Human Development (EHD) Program supports Cañada College's dedication to sustaining the health of the planet as part of advancing social justice and building strong communities. We integrate environmental responsibility into our curriculum, practices, and partnerships

Transparency and Authenticity: We build trust by keeping our commitments to students and community partners, maintaining reliability and consistency in all aspects of the program.

Adaptability and Resilience: We continually update our curriculum, pathways, and partnerships to reflect the changing demands of the early childhood education field and the socio-economic realities of our region.

Student Centered: We cultivate an environment where students feel heard, respected, and empowered to share their perspectives, actively contributing to program development and classroom dialogue.

Cultural Empathy: Our program incorporates reflective practices, culturally responsive pedagogy, and anti-bias education to help students recognize and address their own assumptions and biases.

1.3 Create a student-first course schedule- We strive to meet the needs of both traditional non non-traditional students. We have day and evening hybrid courses and offer most courses online as well.

Program Review

1.4 Create new degrees and certificates- The EHD Department is continuously creating new certificates based on industry needs and demands. We currently have 3 Associate degrees and four certificates, which we are always reviewing and modifying as needed.

1.6 Create short-term, stackable certificate programs- Our certificates are either stackable or can be easily used to acquire new certificates with a few additional courses.

1.9 Strengthen Cañada's participation in the California Virtual Campus- The EHD Department has created two courses that have gone through the Peer Online Course Reviewer Process and have been added to the California Virtual Campus, and plans to submit others for review in the coming years.

1.19 and 2.5 Reduce or eliminate the cost of textbooks- At least 90 % of our current courses have adopted OER or ZTC.

3.4- Increase dual enrollment opportunities for high school students- We currently offer 3 sections of Early Childhood education Courses at Hillsdale High School and are having conversations to offer courses in Half Moon Bay.

3.8 Strengthen transfer support services to increase transfers- Our college has been inviting 4-year partners to come to courses and to host workshops to provide information about transfer opportunities in education and early ed.

3.10 Centralize and coordinate employer relationships to scale opportunities for students- We have very close relationships with many local employers and have been working on providing information and opportunities for more programs to be Practicum sites for students needing work experience.

4.2 Build student housing and a Childcare Center- We have been working with our administration to research, imagine, and create a timeline for a new Child Development Laboratory Center.

4.8 Increase student access to tutoring and other academic supports- Our department was able to hire two student assistants that are able to help support students with assignments, technical help, and share resources.

4.12 Offer key courses in multiple modalities- Our key courses are offered as both hybrid and online options.

Our program has partnered with many of these services in recent semesters by having programs come to speak to the class about services or by touring the various programs on campus. Last semester, our Child, Family, Community courses hosted Personal Counseling, Sparkpoint, and the Dream Center. The students were also provided with a workshop by the library in the past couple of years for assistance with conducting credible research.

Our program also offered a presentation on all the upcoming changes to our program and degrees, certificates, and credentials to the academic counselors.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

California's Early Childhood Education (ECE) system is undergoing significant transformation, driven by policy reforms, expanded access, and evolving workforce requirements. These changes reflect a statewide commitment to providing high-quality early learning experiences for all children while addressing longstanding workforce challenges. Key developments include the introduction of Universal Prekindergarten (UPK), the PK-3 ECE Specialist Instruction Credential, and reforms to the Child Development Permit (CDP) system.

Our department maintains ongoing communication with neighboring four-year institutions, the California Department of Education, and the California Commission on Teacher Credentialing. Based on this guidance, we have learned that the courses and degrees we currently offer provide an effective and appropriate pathway for students at this time.

Program Review

Additionally, we have invited guest speakers to share information with our students about the various educational and career pathways available in early childhood education, helping to broaden their understanding and support informed decision-making.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes." CTE programs: identify the dates of your most recent advisory group meeting, its membership, and describe your advisory group's recommendations for your program.

The adoption of Universal Prekindergarten (UPK) and Transitional Kindergarten (TK) has created unprecedented demand for qualified educators. Enrollment in TK programs more than doubled between the 2021–22 and 2023–24 school years, creating immediate staffing pressures. In response, California implemented the PK-3 ECE Specialist Instruction Credential in 2024, authorizing educators to teach preschool through third grade. The credential requires 24 units in Early Childhood Education, along with additional coursework and clinical practice

Complementing this, the California Child Development Permit system is undergoing substantial reform. The current six-tiered system will transition to a four-tiered structure within the next two years, increasing both required experience and education for each level.

Cañada College plays a pivotal role in addressing these workforce needs, particularly in San Mateo County, where demand for qualified educators is high. By leveraging accessibility, flexibility, and strong community connections, the college expands pathways into the field, supports professional growth, and strengthens workforce retention.

Through certificates, associate degrees, and transfer pathways aligned with the PK-3 ECE Specialist Instruction Credential and Child Development Permit requirements, Cañada College ensures students meet state standards and local workforce needs. Flexible scheduling, online courses, and accelerated programs make these pathways accessible to working adults and nontraditional students.

The most recent advisory board meeting, held on April 22, 2025 included representatives from school districts, community preschools, four-year institutions, the San Mateo County Office of Education, and local resource and referral agencies. Board members requested courses offered in Spanish, additional evening options, and off-site classes, particularly at JobTrain.

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Feedback from the last program review (2021–22):

"it would be helpful to understand the rationale for all of these new certificates, as well as the status of each of these efforts." I was not a faculty member at that time, and the faculty who developed these certificates are no longer at the college; therefore, I am unable to speak to the original rationale. Moving forward, however, we are committed to developing only those certificates that are directly aligned with industry needs and to providing clear documentation of the rationale for any new program initiatives.

"Please consider equity data related to course success and completion by modality" This program overview will include an overview of this data.

Program Review

The previous review suggested: "Consider standardizing and/or coordinating assessment criteria across sections. This could be helpful for the next CPR." While this is a challenging and time-intensive task—given the number of part-time faculty and the importance of academic freedom—we have made progress in this area. Through the K–16 Pathways Grant, we are collaborating across the SMCCCD colleges to develop competency-based assessments aligned with our student learning outcomes. Faculty participation is encouraged, and compensation is provided for their time and contributions.

The previous review noted: "Program discussions about SLOs will be aided by comparing assessments across sections. By the next CPR, please provide evidence of the program's interpretation and plans to address SLO results." As mentioned above, the Early Education Departments across the district are actively addressing this. Over the past year, we have met three times and plan additional meetings. Faculty are being asked to share assessments for specific courses, which will then be uploaded to a shared Canvas page for use by all faculty. This initiative will facilitate consistent discussion and interpretation of SLO results across sections.

Overall feedback is "Program mission, vision, and values and their support and reflection of the college mission, vision, and values are exemplary. The program's articulation of shifting state requirements, community and labor needs are also exceptional, as is their effort to improve the program to be able to meet the future needs of students and employers. And what an amazing student club! Educators Now Club! Wonderful book project. Kudos." This needs no action.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

Goal #1:

Teacher Education: Addressing Teacher Shortage and Teacher Pipeline:

The following objectives have been accomplished:

Faculty Hiring and Program Development: Two full-time faculty vacancies were successfully filled. The department is collaborating with Skyline College to implement an Early Childhood Apprenticeship program and is developing an ESL ECE Pre-Apprenticeship through a pre-apprenticeship grant.

Student Support and Facilities: The Educators Hub in Building 22 was furnished, and two student assistants were hired to support student services.

Course Offerings and Partnerships: Early Childhood Education courses have been taught at Canada College for the past three years, with three sections currently offered. The department partnered with San Mateo County Office of Education (SMCOE) to create and offer courses and a certificate in Multilingual Learner Teaching.

Program Adjustments: The Elementary Education Associate Degree was eliminated due to low enrollment and challenges in offering non-ECE courses.

Infrastructure Development: Board approval and administrative support were obtained to develop and implement a fully functioning Child Development Lab Center on campus.

Student Pathways: The department has collaborated with local four-year institutions to guide students in completing bachelor's degrees and credentials in Early Childhood Education and related fields.

The following objectives are still in process:

Program Review

Recruiting faculty qualified to teach courses in Spanish and at offsite locations, such as JobTrain or Coastside, has proven challenging. While we recently hired two new faculty members, the applicant pool included few candidates with Spanish language proficiency. Additionally, because many of our current faculty have extensive seniority and are already teaching established courses, there are limited opportunities to hire and mentor new instructors effectively. Having both administration and faculty turnover in the past four years has also contributed to not being able to move forward with off campus courses.

Regarding course enrollment, previous goals suggested reducing class sizes to 30–35 students to support retention and success. While it is unclear which efforts were previously implemented to achieve this, current courses are capped at 40 students, both in-person and online. These larger class sizes place significant demands on faculty, reducing the time available for student-faculty interaction, meaningful feedback, and additional support, which are critical to student success in our program.

Goal #2:

Foster and Kinship Care Education (FKCE) Programming

This goal was developed by tenured faculty who are no longer at the college and are not currently supporting these objectives. The Education and Human Development Department now consists entirely of new full-time faculty, with only one faculty member in the final year of the tenure process. As a result, our knowledge of the rationale behind this goal or the methods used to accomplish them is limited.

There was a partnership with the San Mateo County Office of Education Foster and Kinship Care program and there were some workshops that were held on campus. There was also a blurb in regards to support that was disseminated and was asked to be added to syllabus'.

While it is a worthwhile program, it is not currently an area that we will be continuing to consider a priority at this time.

Goal #3:

Human Services Social Work program Integration & Support

The Human Services Social Work Program is now a functional degree program housed within the Education and Human and Services Development Department. Angelene Musawir is both adjunct faculty and the program coordinator and is currently working towards creating a certificate and a robust internship program partnering with Sparkpoint.

While the Education and Human Development Department will continue to support this program they will be conducting their own program review.

Current State of the Program

As stated in the 2022-2027 EMP: "Can~ada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

Education and Human Development has seen disproportionately fewer enrollments from Male students ever year since 2020. Fewer male students enroll in Early Childhood Education (ECE) courses largely due to societal, cultural, and economic factors. Traditional gender norms often associate caregiving with women, discouraging men from pursuing ECE careers, which are sometimes perceived as "women's work." The field also has fewer male role models, making male students feel isolated or unwelcome. Economic considerations play a role as

Program Review

well, since ECE positions typically offer lower pay, which can conflict with societal expectations for men to be primary earners. Currently our students are 91% female.

Analysis of success rates across ECE courses indicates that African American, Pacific Islander, and Filipino students are experiencing disproportionately lower levels of academic success compared to other groups. African American students, in particular, show consistently lower success rates in multiple courses, with some as low as 38–56%. Pacific Islander students also demonstrate lower success in several courses, often around 50%. Filipino students' outcomes vary but are notably lower in certain courses, such as ECE 223 and ECE 254. In contrast, Asian, White, and Multi-Race students generally achieve higher success rates, often exceeding 80%. These disparities suggest a need for targeted support strategies to improve equity and achievement among underrepresented student groups in the ECE program.

Our last program review was in fall 2021, the year after COVID, which led to a major shift toward online course offerings. Online classes replaced most evening courses and were preferred by both students and adjunct faculty, many of whom work full-time during the day. As enrollment grew, we gradually reintroduced in-person daytime courses. By spring 2025, with only one full-time faculty member, we implemented hybrid daytime courses where students met once a week and completed the remainder online. This format allowed the faculty member to manage teaching, meetings, and practicum site visits, and proved highly successful with full enrollment. As a result, we plan to continue offering our four foundational courses in hybrid format on Monday and Wednesday mornings, now taught by our two new full-time faculty members.

We are also introducing an additional course, typically taken later in the program, as a hybrid evening option with six in-person sessions and the remainder online. To maintain collaboration with our Skyline College partners, we alternate offering day and evening courses to avoid scheduling conflicts. Several of our specialty certificate courses continue to be offered on alternating semesters.

5B. Program of Study Completeness

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

We found that students were finding it difficult to navigate and complete our Elementary Education Associate Degree to transfer with no students completing this degree in the past five years, therefore we made the decision to eliminate this degree at this time.

All other degrees and certificates are able to be completed at our college on time so long as we can offer multiple sections of our degree courses and our certificate courses are also able to be offered once a year.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

For 2025-2026 the maps do need to be updated:

Delete, Youth and After School Certificate of Achievement (27 units)
Add, Inclusion Support Certificate of Achievement (10 units)
Add, Multilingual Learner Teaching Certificate of Achievement (10 units)
Add, Youth and School-Age Certificate of Achievement (10 units)
Add, Early Childhood Education Associate in Science Degree

Program Review

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.

Since the last program review in Fall 2021, the ECE program has experienced notable shifts in course delivery and enrollment patterns. Following the pandemic, there was a sustained preference for online and hybrid modalities, which replaced most evening courses and attracted working students who balance full-time employment with part-time enrollment. The reintroduction of hybrid daytime courses beginning in Spring 2025 led to strong enrollments and full sections, suggesting that flexible formats are meeting student needs. Courses in the foundational sequence (ECE 201, 210, 211, 212) continue to maintain the highest enrollments, while more specialized and upper-level courses show smaller but stable enrollments, often offered in alternating semesters to ensure completion pathways remain accessible.

Disproportionate Enrollment Impacts

PRIE data indicate persistent gender and ethnic disparities in ECE enrollment and success. The program continues to enroll a significantly higher proportion of female students, consistent with national ECE trends. By ethnicity, African American, Pacific Islander, and Filipino students show disproportionately lower success and enrollment persistence compared to Asian, White, and Multi-Race students. This pattern highlights the need for targeted outreach, academic support, and culturally responsive pedagogy to strengthen equity and representation among underrepresented groups.

Trends in Headcount, FTES, and Load

Headcount data show that the majority of ECE students (typically 75–90%) are part-time, which aligns with the field's working adult demographic. Full-time student headcounts remain smaller but consistent. The program's FTES has remained stable due to strong enrollment in foundational and hybrid courses, even with fluctuating staffing levels. Faculty load has been steady, though impacted in 2025 by the temporary reduction to one full-time faculty member. With the addition of two new full-time faculty, the department has been able to restore and expand daytime hybrid offerings. Overall, the data show healthy enrollment, stable FTES, and a balanced load distribution supported by strategic course scheduling and flexible instructional delivery.

7: Retention and Success

• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

Success rates across the courses have remained very stable over time, indicating that students are consistently meeting course learning outcomes.

Most courses show success rates in the moderate to high range (64%–91%), with hybrid and face-to-face modalities generally achieving the highest success rates.

Withdraw rates have generally declined, which means that overall retention has improved.

Program Review

High retention is particularly notable in hybrid courses, where students benefit from the combination of flexibility and structured interaction.

Synchronous-only and fully online courses show some variability in retention, especially in courses requiring practical skills (e.g., ECE-260), suggesting that targeted support may be beneficial.

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write "not applicable."

Overall Student Success by Modality

Synchronous

Courses offered 100% synchronous (e.g., ECE-191, ECE-223, ECE-240, ECE-241, ECE-242, ECE-254, ECE-263, ECE-275, ECE-313, ECE-362) generally show moderate to high success rates (64%–84%).

Exception: ECE-255 (49%) shows low success in a fully online synchronous format, indicating that some courses may need additional support for students in this modality.

Face-to-Face

Face-to-face success rates are consistently strong, mostly in the 77%–91% range (e.g., ECE-201 77%, ECE-210 86%, ECE-211 91%).

Even in courses where face-to-face enrollment is small, students tend to do well, suggesting high engagement when students are physically present.

Hybrid

Hybrid courses show high success rates (68%–88%) across nearly all courses, e.g., ECE-201 (69%), ECE-212 (78%), ECE-333 (84%), ECE-366 (88%).

This supports the idea that hybrid delivery is highly effective, likely balancing flexibility with interaction and engagement.

Online (asynchronous)

Success rates are more variable, ranging from 40% (ECE-260) to 84% (ECE-333).

Fully online courses like ECE-225 (63%) and ECE-260 (40%) show that success can be lower in online-heavy courses, especially those that may include hands-on components or complex content.

Key Findings

Hybrid modalities have the highest consistent success rates, suggesting they are optimal for student learning in ECE courses.

Face-to-face success is strong but limited in prevalence due to enrollment trends favoring online or hybrid formats.

Fully online courses can be effective for theory-heavy courses, but success drops in courses requiring practical skills (e.g., ECE-260 40%).

Synchronous-only courses generally maintain moderate success, but variability exists, highlighting the importance of monitoring courses for student support needs.

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack

Program Review

of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

The resources allocated since our last review have primarily supported the addition of two new full-time faculty members, both of whom began in August 2025. Over the past few years, we have offered fewer in-person and hybrid courses than student demand required, as many of our adjunct faculty hold full-time positions elsewhere and are only available to teach online.

As we transition back to more on-campus learning, we have implemented a hybrid model in which students attend class one day per week and complete the remainder of their coursework online. We have offered courses in this format for the past two semesters and will evaluate their effectiveness once sufficient data is available.

Additionally, we were able to hire student assistants dedicated to supporting our Education and Human Development (EHD) students. These assistants have taken and excelled in their Early Childhood Courses and now provide a wide range of support, from troubleshooting technical issues to supporting students with assignments, and they play a vital role in helping non-native English speakers better understand course concepts. One non native English student meets before class with one of our assistants to make sure they fully understand the future lecture. When not directly assisting students, the student assistants staff the student hub.

The hub also houses new curriculum materials that were purchased as a result of our prior resource requests. These materials have had a significant impact by enabling students to engage with hands-on learning opportunities rather than relying solely on theory. This has improved student engagement, strengthened practical skill development, and aligned our program more closely with Universal Design for Learning (UDL) principles. Collectively, these resources support a more inclusive and innovative approach to teaching and learning, contributing to both student success and satisfaction.

At this time, there are no requests that are impacting our ability to accomplish department goals

8B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

We are happy to report that with the successful hire of our two new full-time faculty, we feel we will be able to expand our efforts in offering more in person, hybrid, and dual enrollment course offerings.

9. SLOs and PLOs

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The department is currently using the 3-year cycle template provided by the college to ensure that we are asking faculty to update SLO assessment data within the necessary timeframe. The coordinator of the EHD program is responsible for connecting with faculty who need to submit SLO data at the beginning and end of the semester to upload data. The new Google Form provided on the SLO webpage has proven to be very helpful and efficient in uploading necessary assessment information. At the end of this semester all of our courses will have been updated.

Program Review

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, based upon the results of your SLO assessment?

Canada College is working with our Skyline partners in ECE to create a shared canvas shell in which faculty can share assessment methods. We are working towards shared rubrics, and competency-based assessment methods. Having varied assessment methods and success criteria in the past has made it difficult to assess overall course effectiveness. This is a slow process as it is important to get buy-in from both adjunct and full-time faculty who teach shared courses. We also will develop a consistent ePortfolio system across courses for student work collection and assessment.

9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

Looking at the PLO assessment report from 2021-2023 the three PLO's are:

Communication of Theory 62 of 69 students met the criteria.

Demonstration of Understanding 62 of 70 students met criteria

Critical Reflection 52 of 68 students met the criteria.

The success criteria was "70% of students will earn a C or higher."

While this was met in all areas, it is important that as a department with all new full-time faculty, we revisit our criteria and our assessment methods and make sure that it is in alignment with our current teaching practices. We will be inviting our SLO coordinator to a future department meeting to assist us with understanding and implementing assessment methods and criteria.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

Based on the data, hybrid courses demonstrate the strongest student success and retention, while fully online and synchronous courses show more variable outcomes, particularly in hands-on courses. Therefore, the program plans the following initiatives:

- Expand hybrid daytime offerings for foundational and upper-level courses to increase flexibility and support student success.

Program Review

- Review fully online courses with lower success rates (e.g., ECE-260, ECE-225) and implement additional support or consider offering these courses as evening hybrid options.
- Implement an ECE apprenticeship program that provides paid, work-based learning, structured support, and a clear course sequencing to enable students to earn certificates and degrees within three years.

To address disproportionate enrollment and equity gaps among African American, Pacific Islander, Filipino, and male students, the program will:

- Develop targeted outreach initiatives such as workshops, information sessions, and community partnerships. Partner with Brother Achieving Milestones (BAM), Umoja, and the Office of Equity to brainstorm strategies that attract and support underrepresented populations.
- Continue providing student assistants to support tutoring and academic assistance for students who need extra help.
- Additionally, the program will evaluate student success and needs continuously, including creating a survey to gather direct feedback from students on their experiences and support requirements.

While our enrollment is strong and we have the need to expand course offerings, there are some factors that can improve our enrollment even further.

- Create apprenticeship, Pre-apprenticeship, and Youth apprenticeships.
- Update our website and do strategic marketing.
- Offer our four foundational courses (ECE 201, 210, 212, 211) in Spanish
- Offer courses in needed areas such as along the coast or East Menlo Park at JobTrain
- Expand our dual enrollment offerings

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

Overall, since the summer of 2020, the ECE program has maintained an approximate overall success rate of 79%, which is strong. However, there is always room for improvement. As a department, we have worked to create a more inviting and collaborative classroom environment by replacing traditional row seating with group arrangements and providing course materials such as pens, paper, post-its, and scissors to support interactive learning. Moving forward, we plan to add posters and decorations that reflect the cultures and identities of our students, helping them feel safe, welcomed, and represented. It would be helpful to secure funding to help with this.

College support will be essential for the planning and implementation of the ECE apprenticeship programs, which will provide structured, paid work-based learning opportunities.

Program Review

Additionally, being able to mentor and recruit new adjunct faculty who reflect the diversity of our student population would help attract and retain underrepresented groups and strengthen equity within the program.

In the coming semesters, we will also encourage more faculty to submit courses for POCR review, ensuring that online courses incorporate best practices for student engagement, interaction, and accessibility.

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

Our current SLO and PLO assessment data look pretty good, with the majority of the criteria being met. As mentioned previously, the alignment of course assessment methods or rubrics will help make the assessment data more accurate, and is currently being worked on across the district.

Supporting Information

Resource Requests

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Education and Human Development

Item Requested

Curriculum related Materials

Item Description

The purchase of baby dolls, play doh materials, loose parts, storage bins and containers

Program Goals this Request Supports

Improve retention and success rates

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Using hands on materials allows instructors to offer classes and teach by using Universal Design for Learning (UDL) principles and will assist with student retention.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Using Universal Design for Learning principles concepts in the classroom will benefit all students including Latinx and AANAPSI students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Support innovative teaching that creates more equitable and antiracist learning environments

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Be the best college choice for local high school students

Personnel - Classified Staff (2025 - 2026)

Personnel - Classified Staff (2025 - 2026)

Requested Year

2025 - 2026

Resource Requests

Hiring Division/Department:

Business Design and Workforce

Position Title:

3 Classified Positions for the Child development Center, 1 Master Teachers, 1 teachers, and 1 Associate teachers

Status

New Request – Active

Is this position permanent?

Yes

Position Type

Full-time

Provide # of months.

10

Program Goals this Request Supports

Opening and operation of the CDC as a fully functioning lab Center

Critical Question: How does this resource request support closing the equity gap?

In order to operate a Child Development Center that cares for children of student parents so they can attend school, we will need to staff the program with fully qualified staff

Critical Question: How does this resource request support Latinx and AANAPISI students?

Being a Hispanic Serving Institution it is assumed that many of the student parents and students training in the program will be Latinx or AANAPISI

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

Each of these positions will be part of the ratio in caring for the children at the program and will oversee student apprentices and practicum students.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

The CDC at Canada is part of the Master Plan and therefore the staff positions are necessary.

3. Explain how adding this position will strengthen the department or division.

Students in the EHD Department will be able to observe and gain experience in a high quality early learning program.

4. Explain how this work will be accomplished if the position is not filled.

The CDC will just be a building if we do not hire for these positions.

5. Critical Question: How does this resource request support closing the equity gap?

These positions will be caring for the children of student parents.

6. Critical Question: How does this resource request support Latinx and AANAPISI students?

Being a Hispanic Serving Institution it is assumed that many of the student parents and students training in the program will be Latinx or AANAPISI

Map Request to College Goals and Strategic Initiatives.

Which of Cañada College's Goals does this resource request support?

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Improve the financial stability of students

Strengthen K-16 pathways and transfer

Support innovative teaching that creates more equitable and antiracist learning environments

Resource Requests

This position has been reviewed by the department or division and is recommended for hiring.

Dean/Director/Hiring Supervisor Name

Alex Kramer

Date

11/06/2025