PROGRAM REVIEW 2008-2011

Division: Social Sciences and Humanities

Department or Program: Child Development and Education

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I.   **Description and Mission of the Program**
   _X__ Basic Skills   __X_ Transfer   _X__Career/Technical   ___Other (describe)
   A. Program's mission
   "Our vision is of a world where every child is nurtured, respected and supported in their learning by professional, well-trained teachers who help them to become responsible, engaged and caring citizens of the global community."

   The mission of the Child Development and Education department is to prepare professional early childhood practitioners to work in a variety of settings with children and families. Students achieve this competence through educational experiences that immerse them in pedagogy, encourage critical thinking and active learning, and provide them with direct opportunities to practice skills. Students leave our AA degree program with skills in building relationships with children and families; with a sense of the importance of community engagement and advocacy; with a commitment to upholding ethical standards and with a passion for life long learning.

   We provide learning opportunities through a comprehensive sequenced set of courses designed to provide theoretical foundations and practical applications. The theory courses introduce students to basic pedagogy with in-class activities and out of class assignments that challenge them to think critically about what they are learning. The methods courses provide hands on activities to explore and practice with a variety of materials. Observation is a consistent requirement in many of our courses. Some courses require students to engage in community service or practicum placements in programs. Self reflection activities and assignments are interwoven into our courses giving students opportunities to develop self-awareness and deeper self-understanding. Professionalism is promoted from their first class in Foundations of Early Childhood Education in which they start a professional portfolio and culminates with the practicum class where they become part of a teaching team. The practicum is a competency based-class in a quality childcare setting that is structured to provide consistent supervision from a professional master teacher.

   B. Program's main strengths
   The program strengths have been identified in the following areas.
   Department Statistics: The department remained strong in all aspects of College Program Review for 2007-2008 in WSCH 19,612, Productivity 750, Retention 91% and Success 82%.
   Working relationship with •Child Development Center in the creation of CD 91. •Supporting staff development for CDC staff. • Plan a joint staff meeting with instruction and children center staff. •Director is included in faculty agenda for all meetings •Successful use of the children's center as a lab for observations and student teaching placements.

   Comprehensive services to students include •Mentoring students through advisement and relationships •Regular orientations for students •adjunct tutoring for child development classes• Ongoing work with Counseling, Library, WRC and EDC, Financial aid •Book vouchers for students through the Consortium program

   Faculty development: Ongoing intensive work on self-study for accreditation includes extended monthly faculty meetings, two day retreat, developed consensus on vision, mission statements and guiding principles for department •Set strategic planning goals •New updated website •Quarterly student evaluations on every instructor (both full time and adjunct), •Faculty have been trained and are working on establishing individual websites. •Faculty have continued to participate in CAR (Conversation, Application and Reflection) •Support and mentoring of new faculty •Use of technology in the classroom.

Outreach: •The department conducted 8 focus groups to gather data from our constituents on the accessibility, effectiveness, and meeting of community and student needs. Seventy different individuals participated including students (31), directors, community organizations, community agencies and family childcare providers. The results of the focus groups are included in a summary report with a list of recommendations. The recommendations have been discussed by faculty and are incorporated into our strategic planning and continued self-study process. •Department continues to reach out to second language learners with our classes in Spanish and Chinese •Ongoing advising support given to CARES participants through grant with E3 •Mentor program provides off campus student placement in community programs •TANF Grant provides support for low income students in collaboration with OTI.

In curriculum, •We provide a wide range of learning opportunities geared to the diversity of our students •Continue to work with the Curriculum Alignment Project by revising course outlines including work on student learning outcomes •Aligning all courses to the NAEYC Standards •Development of new certificates •Reevaluating course sequence of classes •Examining the prerequisites for CD 51 practicum to provide the most effective experience for students. •Continuing work on rubrics for core classes.

C. Program's main areas for improvement.
   •Implement recommendations from focus groups: create a more systematic approach to advising; strengthen information on transfer and obtaining higher degrees; add more information to web site on permits and advising; reestablish computer software for electronic recording of advising information so all faculty will have access to the same database.
   Job preparation • Improve skills in student's readiness for finding employment and preparing for job placements •Explore the possibility of providing job placement information on web site. •Reestablish career job fair either through using the colleges or having one at the CDC
   Accreditation •Continue to work with faculty on doing the additional work required for the accreditation process •Continue to seek financial support to pursue the Accreditation process •Continue to develop faculty commitment to the accreditation process

   In *curriculum,* •Explore strengthening the Reggio approach to curriculum through CDE courses in conjunction with the children center program; •Explore ways to place more emphasis on infant/toddler curriculum; •Explore courses that support student well being and meet the need to develop self-help skills and tools, •Continue to work on refining course sequence and looking at appropriate prerequisites for practicum •Reevaluate the course offerings for family child care, •Work with community to overcome challenge related to practicum placements

   Program, Faculty and Student evaluation
   Add to on-going faculty evaluation opportunities for discussion on how to use course evaluation data effectively for the purpose of improving instruction.

   Student support Explore with the college the need for more mental health support for students.

   Continue to develop faculty use of *technology* through the use of the portal; need for training "Turn it in", and the need for wireless settings in the Child Development Center.

   The issue of the role of the *Department Chair* needs to be further explored given the nature of the department and the work load required in this position. Finding *qualified faculty* to teach part time.

D. Expected outcomes
   The three year program outcomes are:
   • Implement more systematic advising including training for faculty on general education and transfer requirements, academic support program for students which includes student advising, coordination with counseling, faculty development and resources integration

- Increase the percentage of students completing the A.A. degree and transferring to four year colleges
- Incorporate increased technology to improve services to students and the community.
- Increase collaboration between the Child Development Center and Child Development and Education Department for the purpose of enhancing student practicum placements, faculty and staff cross training, and technical assistance.
- Continue to pursue and successfully complete the NAEYC Accreditation Process

II. Retention and Growth

A. Program response to the institutional goal of increased access, growth and retention

Over the last three years, we have seen an increase in student enrollment. In 2005-06 enrollment was 3,107. In 2007-2008 enrollment was at 3,622. In our current year, 2008-09, 500 additional students have enrolled in our program compared to 2007-08.

In retention of students we have seen an increase from 88% in 2005-06 to 91% in 2007-08. We have seen a slight increase in the student success rate from 81% to 82 %. This is expected to increase by an additional 2%.

B. Program response to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students

As reflected on the data below, Child Development and Education is experiencing a steady increase in the number of students representative of the target populations. The fastest growing group are Latinos.

	AA SR	Latino SR	Filipino SR	Total number targeted	% of students targeted	Total Students enrolled
05-06	47%	70%	65%	549	17%	3,107
06-07	51%	75%	60%	749	25%	2,949
07-08	67%	78%	62%	1020	28%	3,622

The retention rates (in percentages) as reflected below show a positive difference for African Ancestry students between 05-06/06-07 and 07-08, an 18% difference. The retention rate for Latinos is increasing at a rate of 3-4%. The department needs to evaluate the retention rates for Filipinos as the comparison between the three years shows a decrease of 4% between 05-06 and 06-07 but an increase of 2% between 05-06 and 07-08.

	African Ancestry	Latino	Filipino
05-06	69	82	77
06-07	69	86	73
07-08	87	89	79

C. Addressing the basic skills needs

In reading and writing, the department has available to students, adjunct skills sessions to support their understanding of course content and to obtain tutoring with their writing assignments. Faculty teaching courses are referring students to the Writing and Reading Center. As for ESL skills, English learners (EL) are encouraged to take the ESL assessment placement test and enroll in ESL courses combined with child development classes. The department has developed a model to address the needs of English Learners. The implementation of the model requires continuous work with our ESL department. The next steps are to review the CD/ESL linked curriculum and submit to Curriculum Committee. We will also be developing the daily course content for courses included in the model. There are many students that the adjunct tutorial doesn't work for because of their schedules. More flexible tutorial assistance is needed particularly in Mandarin and Spanish to support students writing and speaking skills. Additional funds that are flexible and allow for individual tutoring for students with special needs and English Language Learners would greatly increase the success of our nontraditional students.

III. Student Equity

A. Progress or achievement of the program to decrease the student equity gap

We have made some gains in students of African ancestry and Latino students who are showing gains in success rates but need still to narrow the gap in comparison to Asians and Whites.

	AA SR	Latino SR	Filipino SR
05-06	47%	70%	65%
06-07	51%	75%	60%
07-08	67%	78%	62%

According to the Program Review data, Distribution and Success by Targeted Group, in 05-06 the difference in narrowing the equity gap is 17%, in 06-07 is 12%, and in 07-08 is 10%.

B. Achieving student equity goals

The program will continue participating in the Conversation, Application, and Reflection division's project. Faculty believes that the project has had an impact in perceptions, student contact and evaluation. The accreditation process that the department is involved in provides many opportunities to gather data on improving our outreach to all students and to construct concrete plans for supporting all student success. This includes critical analysis of out teaching, practices and our students.

C. Program challenges in reaching student equity goals

The biggest challenge is to ensure all full time and adjunct faculty have opportunities to work together in narrowing this gap. It is difficult for adjunct faculty to attend meetings where we can discuss strategies for working with students.

A common understanding and vision is essential, and our retreat was helpful in beginning that process. Establishing specific benchmarks is the next necessary step.

IV. **Budget Limitations**

Child Development and Education is a dynamic department that has actively sought outside resources to meet the needs of our students. The department administers over 100,000 dollars annually through grants and contracts. These contracts and grants are with college resources and local organizations and contribute significantly to support student access, retention and success. The management of these grants in only part of our work. In addition to handling contracts, department representatives must be visible in the local community, participate actively at the college level, coordinate with the child development center, and design and implement programs and strategies responsive to the needs of the early education workforce. When the department was a division there was a full time administrator to maintain this work level. Since we have become a department, faculty must maintain this workload above their full time teaching loads. The crisis this year with only one being willing to step into this role is reflective of the current demands on the department.

The department recommends the reorganization of the Child Development and Education department into a department/program model with a full time Department Chair (similar to the division paralegal program). The department chair will be responsible for the following duties.

- Maintains the academic session schedules with department faculty (Fall, Winter, Spring & Summer).
- Schedules and facilitates department faculty meetings and training.
- Recruits, and assists in the selection of new adjunct faculty. Orients and evaluates adjunct faculty. Chairs hiring committee for full time faculty. Participates on tenure review committees.
- Assists in the selection of faculty for campus committees.
- Serves as a liaison to the Child Development Center by working directly with the Director of the center.
- Leads departmental level program review, annual evaluation and accreditation activities.
- Organizes and schedules bi-annual meetings with the department's Advisory Committee.
- Publicizes department activities; maintains department's website with faculty support.
- Manages grants, contracts with faculty input with contracts financial monitoring.
- Represents the department in Local, State, Nation wide collaborations or committees.
- Maintains professional development alliances local and regional.
- Involves community agencies and organizations in the educational needs and desires of department's students.
- Represents department at the division level and implements division projects.
- Holds monthly meeting with division dean.
- Holds quarterly meetings with district contract monitoring unit staff.
- Seeks for adequate resources including grant writing.

- Updates Faculty Handbook.
- Develops and/or revises department brochure and student handbook.
- Prepares the Student Orientation schedule quarterly with faculty input.
- Conducts student advising.
- Works with the Office of Intuitional research staff to update, administer and compile the results of the annual student survey.
- Uses student data and current trends to further develop the department's courses, curriculum and programs.
- Teaches one course per quarter.

B. Consequence to students and the college in general if the program were eliminated or significantly reduced.
Early care and education serves a very important need in our community. Research shows that in order to achieve quality early care and education child care workers and teachers must be trained to provide comprehensive services particularly for our most vulnerable children. Our area of work impacts the economy of our region and is part of the engine to keep people working. Our area of work has received increased public attention as early education and school readiness become an important outcome for our community' children. It has been demonstrated that early education is a preventative strategy of the effects of child abuse, maternal depression, teen pregnancy and other cumulative risk factors. Eliminating or reducing child development and education offerings will hinder workers opportunity to train to serve adequately our most precious resources, our children. Much of the current research shows that teaching children will continue to be an area of growth for the workforce.

V. **Additional Comments**
- **Strategic Planning Initiatives**   Our department has been actively involved in all four of the strategic initiatives. In Community Collaborations, the department has been participating in the community service learning program, developing relationships with community and college organizations to support students' learning. In Cultural Competence, the department faculty has participated in training offered by the Office of Diversity and ICCE and is actively implementing the division CAR project. As for Outreach, for the part 3 years, the department has developed educational opportunities to reach out to Latina/os and Chinese speaking students. As for Individualized Attention, strategies like adjunct skills, study groups, cohort education, and individual department advising have been established to support student retention and completion of course work and programs.

- **Relationships with Other Programs:**
Our department is actively working the ESL department in the development of the child development education access and success program to facilitate the academic and professional development of Spanish and Chinese speaking students. Tutoring and Adjunct Skills is offered in collaboration with the Tutorial Center. The monthly student orientation is a collaboration between Counseling, Financial Aid and the department. Other advising opportunities are available to current and former students thanks to grants from West Ed E3 Institute, the Child development Training Consortium, TANF/CDC. Scholarship programs are available in collaboration with FIRST 5 of SCC and SCC Department to Mental health. The partnership with the California Mentor Program allows the department to work collaboratively with mentors to offer community based student teaching/practicum and mentoring experiences for our students. With the Institute of Community and Civic Engagement, the department has implemented community service learning in 5 courses. The department is working on statewide curriculum alignment with the CA Community College ECE Curriculum Alignment Projects and a new accreditation through National Association for the Education of Young Children. The department faculty are involved in local, state and national projects/boards which contribute to development and efficacy of our program.

- **State and Federal Mandates:**
The TBA hours issue will have an impact on the way the department schedules the now considered 4 hours lecture courses. The department will also be developing a protocol for engaging community partners permitting immediate supervision for students engaged in student teaching activities or field experience.

At the national, state and local level, the workforce will continue to be pressured to organize their academic goals to lead to a B.A. degree. The B.A. degree movement calls for changes in the way community colleges work and advise ECE students. *"In a field that historically has relied on informal apprenticeship, the role of college credentials as a qualifying element of workforce participation evokes passionate*

debate. And the capacity of colleges and universities to reinvent its content, infrastructure and delivery system is uncertain." (Role, Relevance and Reinvention: Higher education and the Filed of ECE, September 2008)

- **Trends**
  External Factors/Trends That Will/Might Have A <u>Positive</u> Impact on the Program in the Next 3 Years
  * Relations with publishers *Getting students to achieve a higher degree, i.e. B.A.
  * Development of college level bilingual program to serve Spanish and Chinese students
  * Current research findings *Collaboration between elementary schools and high schools
  * Alignment of ECE courses to transfer * School readiness focus *
  *Accreditation of A.A. degree programs
  *Incorporation of State documents into all of our classes including Preschool Learning Foundations, Guidelines for Infant/Toddler Care, Preschool English Language Learners and The Desired Results Assessment * The desire for a consistent naming for our profession * ECE capacity to meet public expectations *Community services links * Resources

  External Factors/Trends That Will/Might Have A <u>Negative</u> Impact on the Program in the Next 3 Years
  * State and local budget cuts * Financial challenges that may impact CDC and practicum * Textbooks costs *Funding for qualified staff to teach *Qualified adjunct faculty availability *Unemployment *Budget impact in 4-years schools (less classes, less students) *Lower wages for professionals *Decreased resources *Higher community colleges fees