

2021-2022 Program Review



CAN Program Review (Instructional) - Education & Human Development (Fall 2021)

STEP 1: Program Review Narratives

2021-2022

Instructional Program Review (IPR)

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Program Context

1. Mission: The Education & Human Development Departments mission, vision and values are closely aligned with the college mission, vision and values. Faculty and staff in the department work closely with each other, college colleagues and the broader community to develop programming that responds to the needs of the education and social services providers while emphasizing strong academic pathways.

Cañada College EMP Goal 1. Student Completion/Success

- * Members of EHD have been actively involved with developing and implementing the Education & Human Development option within the Human Behavior & Culture Guided Pathway.
- * EHD Program Services Coordinator, Jamie Hui, MA led the Guided Pathways training and orientation for Retention Specialists college-wide.
- * New Dual Enrollment program at Hillsdale High School. Students who complete 2 years and 12 units will earn the new Associate Teacher Certificate of Achievement and be eligible for the Associate Teacher Permit issued by the CA Commission on Teacher Credentialing. Approximately 95 students are enrolled in the Fall 2021 semester.
- * The Educators Now club wrote and illustrated a graphic novel in response to the COVID pandemic that has been published and a workbook is next in line for printing. It has also been translated into Spanish and the club will soon explore publication options.
- * EHD Faculty Coordinator, Dr. Hall has worked collaboratively with faculty and staff from CSM and Skyline College to develop the SMCCD Early Childhood Apprenticeship Program ECAP, the District's first CA Registered Apprenticeship that is based on an AS-T.
- * Each semester EHD offers several opportunities for students to participate in the Honors Transfer Program. EDUC 249 the leadership class and ECE 201 Child & Adolescent Development are two examples.
- * ECE is a large major granting many degrees / certificates and transfers each year. While the pandemic has affected these completion rates, our new certificates and degrees are designed to attract and support new demographics of students.

Cañada College EMP Goal 2. Community Connections

- * Until the Pandemic halted in-person classes, EHD regularly scheduled core ECE and HMSV classes at the JobTrain site in Menlo Park.
- * Members of EHD serve the San Mateo County community by serving on community boards including the SM County Child Care Partnership Council and the Palcare Board of Directors.
- * Members of EHD are assisting in the development of a child development lab at Hillsdale High School to be used in conjunction with the Dual Enrollment program.
- * Faculty in EHD hold professional positions in a variety of education and social services organizations including the Trinity Preschool, Santa Clara County Office of Education/Educare California at Silicon Valley, Contra Costa Public Defender's Office, Palcare, Skyline College, and Jefferson Union High School District.
- * The new Youth & After School Teacher Certificate is the result of a collaboration with the Boys and Girls Club of the Peninsula, the Kinesiology Program, and the EHD Advisory Board.
- * The new HMSV Certificate is the result of a collaboration between ECE faculty, HMSV faculty and the HMSV Ad Hoc Advisory Committee.

Cañada College EMP Goal 3. Organizational Development

- * Members of EHD have begun collaboration with the Umoja program.
- * Professors Santos and Wiggins-Dowler participated in developing ATOM, the Advanced Teaching Online Methods course that is offered to all faculty and staff. Dr. Santos secured funding for the faculty developers and currently hosts the course in her CANVAS dashboard. Future plans include creating a larger certificate for online teaching using ATOM as a pilot model.
- * Members of EHD have been involved in the Anti-Racist Institution initiative. Activities include: Kendi Book Club, individual professional development. Dr. Hall attended the USC CCC Equity Alliance - eConvening on Fostering and Sustaining Inclusive Classrooms for Students of Color and presented at a Flex event. Dr. Santos completed training at SFSU (20 hours): Justice, Equity, Diversity and Inclusion (JEDI) in Online Teaching, and Professor Moore participated in Speakout-The Institute for Democratic Education & Culture.
- * Dr. Hall worked with Professor Mussawwir, MSW, HMSV / Social Work; Jonathan Wax, BDW Division; Professor Eck, Guided Pathways; and individuals from the Marketing Department to redesign the EHD Department website with integrations of HMSV/Social Work

Education & Human Development Mission

The mission of the Education & Human Development Department is to provide students with innovative, research-based, accessible, relevant, educational experiences leading to career and transfer pathways in education and social services. From a culturally relevant and social justice framework, the Department highlights relationship-based, inclusive, equitable practices with opportunities to practice reflection and critical thinking skills woven into all coursework.

Education & Human Development Vision

The Education & Human Development Department is committed to student success. Students will prepare for careers in education and social services as they become ready for transfer to four-year institutions. Engaging in Department coursework they will gain competencies in empathetic communication, academic content, reflective and anti-racist practices, critical thinking, time management, and inclusion. The Department will partner with community employers to facilitate meaningful hands-on experiences, embedded in certificates and degrees, to ensure that students are ready for the career pathway of their choice.

Education & Human Development Values

We believe that a college education is TRANSFORMATIONAL.

We are SUPPORTIVE of the intellectual curiosity of our students and colleagues.

We are RESPONSIVE to our communities, students and colleagues' differences in race, culture, gender, language, ethnicity, abilities, and perspectives.

We LISTEN intently to how our students respond in our courses and adapt our teaching strategies and methodologies to better meet their needs.

We actively participate in the college's ANTI-RACIST initiatives and SOCIAL JUSTICE mission.

We practice CROSS CULTURAL COMMUNICATION in order to best meet the needs of our students and colleagues.

We participate in self and shared REFLECTION and open dialog for understanding the needs of our community, students and colleagues.

We show APPRECIATION for the diversity that our students bring to the department and to our college.

We RESPECT our own upbringings so that we can better understand and respect the upbringings of others.

2. Articulation: "California has been working over the past six years on several foundational activities to reframe the preparation of the early childhood workforce from a system now largely based on seat time and units to a competency-based system of preparation, assessment, and licensure leading to sustained professional growth and development of the trajectory of an early childhood educator's career. As part of this work, the Commission has developed several significant pieces of supporting infrastructure, including the development and adoption of Child Development Permit job-role based candidate competencies, or "Early Childhood Education Teaching Performance Expectations" and a set of standards for preparation program quality known as the "Early Childhood Preparation Program Guidelines (April 2019)." Under the auspices of the Preschool Development Grant-Renewal (PDG-R) funding, the Commission is also working to develop a new ECE Teaching Performance Assessment for formative use with permit candidates completing an ECE preparation program at the Teacher level of the permit, and a new Program Quality Peer Review process to replace the current transcript-based licensure process." CA Commission on Teacher Credentialing CTC <https://www.ctc.ca.gov/educator-prep/early-care>

Implementation of the Early Childhood Preparation Guidelines will, in good time, impose major changes on the ECE Program. All ECE courses required for the Child Development Permit sequence will need to integrate competency-based assessment so that students will be assessed through their coursework rather than the current transcript-based audit. In order to prepare for this change, EHD faculty have revised the core 24 units to be in alignment with the CA ECE Curriculum Alignment Project, c-id templates. In upcoming years, the program will begin to implement the competency-based assessments and external review by

the CTC.

The new Dual Enrollment Program at Hillsdale has replaced a long existing Articulation Agreement that granted 6 units of ECE to students who registered in the District and completed all of the paperwork. The upshot is that many students didn't receive enough direction and support to capture those units. As the college has begun to support Dual Enrollment programs, Dr. Hall developed a plan with Hillsdale HS VP Ashley Milton in which Canada faculty will teach the core 12 units required for students to complete an Associate Teacher Certificate of Achievement (pending). Students will also be able to get practical experience in the on-site Child Development Lab. There are currently 95 students enrolled in three sections. Future plans include expanding dual enrollment programs in the Sequoia Union High School District.

Articulation updates for the Human Services/Social Work Program:

This year the HMSV/SW c-id required a modification to the two HMSV/SW courses and the AST HMSV/SW. Program faculty consulted with ECE and EDUC faculty as well as community employers to develop a Certificate of Achievement that will introduce students to the field of Social Work, yet have the flexibility to allow students to move into education or early education if that interest is stronger. Students in the HMSV program pathway have historically also taken ECE and EDUC classes. HMSV/SW faculty met with several key community partners to increase the number and variety of partners available to place students in the HMSV 121//122 the Human Services externship. (pending banking of HMSV 300 and implementation of HMSV 121/122)

Articulation updates for the EDUC Program:

There continues to be a high demand for elementary education and special education teachers in the San Mateo County public school system. The Department has consistently offered several classes in EDUC, including EDUC 249 Leadership Development, which attracts students from across college majors. The Elementary Education AST is popular among incoming students, but they are advised not to take it because the required CHEM/PHYS 114 and MATH 150 courses not being offered at the college. Instead they are encouraged to take the AST in Child Development or other general education transfer pathways. While these courses are offered at Skyline, the scheduling is irregular and students are unable to plan their academic schedules appropriately. A goal moving forward will be to see that the AST Elementary Education is a viable option for students.

3. Community & Labor Needs: There are two significant changes in community and employment needs in San Mateo County and beyond that provide tremendous opportunity for the early childhood program. First, passage of universal TK by the State of California is likely to create ongoing changes to the employment landscape. It is too early to tell, however it seems likely that demand for traditional child care for 4 - 5 year old's may be shifting to a system of part day TK in the elementary schools and wraparound care at community based programs. To address this the early childhood program will need to stay in contact with the San Mateo County Office of Education, the Childcare Partnership Council and the EHD Advisory Committee in order to respond to the changing environment.

Additionally, the impact of the COVID pandemic and its subsequent damage to the early care and education system is ongoing. The pace and nature of the general economic recovery depends on a robust child care and early education system. However, community programs are experiencing a shortage of staff so extreme that they are unable to open to capacity. Some programs are reporting a 30% to 40% shortage. Many programs shut down permanently. The reason for staff shortages are unclear, given a generally high unemployment rate and the number of previously displaced early care and education workers. Given this market demand, it is certain that if the ECE program is able to develop innovative programs such as the ECAP apprenticeship, robust dual enrollment at the high schools, and creative collaborations with adult schools and our own ESL Department to attract and retain new students, that it would drive increased enrollment.

ECE: EHD holds a general meeting and the Advisory Group is shared between the three colleges. The most recent meeting was held virtually on April 14, 2021 and there is an upcoming meeting on October 2, 2021. At those meetings we cover a wide variety of ECE, EDUC and HMSV topics including review and endorsement of curricular offerings and proposals.

Initiatives that have stemmed from EHD Advisory Committee discussions:

Continue courses offered at JobTrain and San Mateo coast locations.

CCPC / Workforce Committee notes / Covid Rebuild Response

Community Equity Collaborative

SMCCD ECAP Apprenticeship - County-wide collaboration

Dual Enrollment - Hillsdale and Sequoia

Request for DLL specialization and certificate from SMCOE DLL initiative

Integrated ECE / HMSV collaboration on certificates and student options

FKCE: In addition to the general EHD meetings, FKCE holds fall/spring meetings with SM County administrators and social workers who teach in the program. During these meetings community members make recommendations regarding changes in the FKCE curriculum and program scheduling.

HMSV/SW: In addition to the general EHD meetings, HMSV/SW held a meeting on April 8, 2021 during which the members deliberated the new HMSV certificate and brainstormed potential fieldwork placement sites.

Looking Back

4. Curricular Changes: New Certificates:

Update CORE 24 units to align with CA ECE Curriculum Alignment Project CAP

Inclusion Support Certificate upgraded from Skills Certificate to Certificate of Achievement

ECE Associate Teacher Certificate of Achievement (pending)

ECE Teacher Certificate of Achievement (pending)

Youth & School-age Teacher Certificate of Achievement (revision pending)

ECE Master Teacher Certificate of Achievement (pending)

ECE Site Supervisor/Program Director Certificate of Achievement (pending)

Human Services Paraprofessional Certificate of Achievement (pending)

Developing Dual Language Learning Certificate of Achievement or Master Teacher Specialization (under development)

New Degree:

AST Human Services / Social Work

5A. Progress Report - IPC Feedback: There were no IPC recommendations in the 16-17 Comprehensive Plan. There were no IPC recommendations in the 19-20 Annual Plan

5B. Progress Report - Prior Program Goals: Responses to previous goals were developed in consultation with Deans Lacefield and Cabrera as well as EHD faculty and staff. For several objectives there are no written records and the response is based on anecdotal information.

19-20 Annual Plan

Objective 1: Teacher Education: Addressing Teacher Shortage and Teacher Pipeline Outreach to those interested in School-Age (i.e., YAS Certificate)

Dr. Day took the lead on this project. She taught EDUC 200 at the Boys and Girls Club in Fall 2019 and proposed the project to Strong Workforce. The proposal was accepted and funding was approved by President Moore. With a change in leadership in the Strong Workforce Department the project stalled. No classes were scheduled in Spring 2020 and the pandemic restrictions didn't allow us to return to on-site classes. There are no records of this time period. The Department continues to partner with the San Mateo County Office of Education in supporting teachers interested in taking classes to obtain certificates, degrees and/or permits. The Department has revised the Youth and After School Teacher Certificate to be aligned with the CA CD Permit, contain fewer units, and be more likely to attract students working in after school programs who are interested in pursuing ECE, EDUC or KINE degrees.

Objective 2: Foster and Kinship Care Education (FKCE) Programming (Addressing community needs) Support Coordinator of Program and Integrate Program into Curriculum/College.

FKCE Instructional Specialist Karen Wiggins Dowler, MS, FKCE Faculty Liaison Dr. Santos, in collaboration with Cañada College Counseling, EOPS, Financial Aid, Outreach, and San Mateo County community partners, have proposed a 3-component program to strengthen support services for foster youth on campus. The purpose of the Resources & Opportunities for Success & Excellence (ROSE) program is to 1) create a community of practice for faculty at Canada College who identify as foster youth allies; 2) strengthen existing services on campus for foster youth by structuring braided services more clearly and accessibly; and 3) outreach to high schools. The program is based on educational models of collaboration that highlight the importance of authentic and persistent relationships. Since summer 2019 to Spring 2021, Cañada College has served a total of 142 foster youths. More recently (2020-2021), the college serves approximately 26 foster youth.

Objective 3: Creation of New Certificates/Department and Division Support Technology upgrades for room 22-110 and 12-216

The EHD vision for 22-110 was that it would be a place for part-time and full-time faculty and staff to work together planning curriculum and student support activities and meeting with students during office hours. We occupied the space and asked for upgrades in tech. We have no equivalent of 22-110 in the new spaces in renovated building 22.

Comprehensive Plan 2014-15

Objective: 674 - Creation of Teacher Education Pathways Objective Description:

Create/finalize partnerships with SFSU, NDNU, University of Washington

- * Collaborate with GE faculty at Cañada to expand Education courses across disciplines
- * Develop/enhance teacher preparation pathway with high schools and adult schools.

Dr. Day did extensive planning work with the Child Development Department and the Office of Extended Learning at SFSU and then found out the faculty at SFSU didn't want to collaborate. NDNU has terminated its upper division program. There are no records of this time.

Dean Lacefield informed Dr. Santos at the start of this semester that SFSU Vice President of Student Affairs & Enrollment Management, Dr. J. Moore, expressed interest in working with the department to create some kind of pathway for Cañada College students. If we are to engage with SFSU again about this collaboration, Dr. Santos would prefer to partner with the Education/SPED program at SFSU.

The University of Washington has not made any movement toward accepting IGTC or GE pathways thus making it very difficult for students who earn the AS-T or AS to matriculate into their program. ECE faculty continue to collaborate with UW on curriculum development and implementation of competency-based assessment in classes.

EHD has successfully launched a Dual Enrollment program at Hillsdale High School in ECE.

There has been no movement on scheduling CHEM/PHSY 114 and MATH 150; classes required for the AST in Elementary Education.

Objective: 675 - ECE/CD and Human Services Merger Objective Description: Collaborate with Human Services and college administration in order to strengthen both ECE/CD and Human Services Programs.

- * Change the Department name to reflect the Meta Major: Education and Public Service.
- * Collaborate with Human Services and college administration in order to strengthen both ECE/CD and Human Services Programs.
- * Establish new certificates and degrees under the Meta Major.
- * Expand student support and outreach.
- * Develop new collateral materials for outreach, communication and counseling.

Over the past 6 years there has been progress on bringing the HMSV/SW degree into EHD. While the merger is not complete, we have begun to integrate HMSV/SW in this Program Review cycle. Here are some of our accomplishments:

- * Changed the name of the Department to Education & Human Development - it will have three programs, each holding multiple certificates and degrees: Education, Early Childhood Education and Human Services/Social Work
- * Created the AS-T Human Services/Social Work
- * Created the two requisite courses HMSV 100 and 300
- * Met with community partners to advise on curriculum; courses, degree & certificate
- * Brought the HMSV/SW students into the EHD CANVAS shell where Jamie Hui can communicate with them and support their education goals
- * Updated HMSV courses as c-id required
- * Launched a HMSV/SW Certificate of Achievement into the Curriculum queue fall 2021
- * Revised and updated HMSV/SW website interface on the EHD webpage <https://canadacollege.edu/ehd/>

Objective: 676 - Strengthen the practical experience component of the ECE certificate/degree. Objective Description: Provide an early childhood education teaching lab on campus, for ECE majors and others interested in working with young children and enhance the practical experience component of the ECE and teaching majors.

Offer the new "Reflective Teaching" advanced practicum class so that community Master Teachers who are supervising ECE 366 Practicum students have support and direction.

- * Child Development Task Force will work with constituent groups to ensure that the creation of a Child Development Center/Child Study Lab be included in the Education Master Plan and subsequently the Facilities Master Plan.

From the beginning of the Covid 19 pandemic early childhood settings prohibited students and volunteers from participating. With a commitment to keep the early childhood teacher pipeline open, Dr. Hall created an online, zoom, synchronous ECE Practicum in Early Childhood Education class. In consultation with the CA Commission on Teacher Credentialing and ECE faculty colleagues around the state. Dr. Hall and Professor Williams Browne at Skyline built an experience-rich course that builds upon the foundational knowledge that students acquire in their prerequisite classes. In collaboration with Master Teachers and Directors who work in the field, students participate in small group activities that require them to write, video record and demonstrate core skills. Lessons learned during this period will be applied to the ECE Practicum when we are able to place students in early childhood settings once again.

The Reflective Teacher class has not been offered, and will be considered when students are allowed back into early childhood education environments.

Dr. Hall has participated actively in the development of the SMCCCD Early Childhood Apprenticeship Program. ECAP. ECAP will be a state certified apprenticeship based on the AS-T in ECE. Students will complete their AST in 3 years on an accelerated path utilizing Credit by Prior Learning and an intentional course plan which will bring them up the career ladder from entry to Master Teacher level as determined by the CA Commission on Teacher Credentialing. During this time the apprentices will have guaranteed employment with set pay increases as their qualifications progress. Cañada's administration is interested in taking a limited, supporting role for the ECAP Apprenticeship at this time. Without any personnel commitment to completing funding proposals or implementing a launch with students at Cañada in Spring 2022 term, the district-wide committee has decided that it is best to move forward in a collaboration that will allow Skyline College and College of San Mateo to act nimbly. That way the committee can continue to create a strong model with ECEPTS - our apprenticeship intermediary, and community partners. Then, at some time in the future, Cañada can implement the ECAP Apprenticeship and it will have a strong foundation to build upon.

Objective: 678 - Develop and Implement Distance Education Plan Objective Description: Develop and implement a DE Plan. This will include online and hybrid courses as well as technology assisted face-to-face classroom strategies.

- * Create faculty Online Learning Community for instructors teaching DE
- * Complete faculty development Certificate with DE Coordinator and PD Coordinator
- * Provide compensation for part-time faculty to participate in curriculum development, DE Learning Community.

Prior to the pandemic, EHD offered courses face-to-face during the day, evening and weekend time periods; online and off campus at the Job Train location in Menlo Park and at the Pescadero High School. In the shift to fully remote, all EHD faculty completed the required online training through SMCCCD, Cañada College, or equivalent.

To assist the college in raising the quality of online courses, the EHD helped to organize a summer 2020 crash course, Advanced Teaching Online Methods (ATOM), to help transition faculty in the district. Faculty and staff from Cañada College and Skyline developed and taught the 4-module course. Team members included Ricardo Flores (Skyline), Nick DeMello (Cañada), Sarah Harmon (Cañada), Karen Wiggins-Dowler (Cañada), Emanuela Quaglia (Cañada), and Tammy Calderon (Skyline). Supporting members included Sarita Santos and Hyla Lacefield. Approximately 20 district employees enrolled in ATOM during the summer 2020. Faculty were compensated for development and participation

Dr. Santos completed a 20-hour training at San Francisco State University entitled, "Justice, Equity, Diversity and Inclusion (JEDI) for Online Teaching" during the Spring 2020. She shared information with EHD and Division colleagues.

Objective: 682 - Program Learning Objectives Objective Description: Map course SLOs to PSLOs.

- * Complete Curriculum Mapping in TracDat.

Completed Spring 2021

6A. Impact of Resource Applications: The EHD Department at Cañada shared a large grant from the San Mateo County First 5 Commission with Skyline College that provided a variety of student support programs over the years. In the past six years it paid for books in the textbook loan program, coordination time for Dr. Day, the Inclusion Conference at Skyline College and student events at Cañada. The grant period ended in June 2020. However, there was an ending balance that was committed to developing the SMCCCD Early Childhood Apprenticeship program model. Over six months faculty and staff from the three colleges worked collaboratively to create the basis for a CA Registered Apprenticeship based on the AST in ECE. This unique, non-traditional apprenticeship model will help to bring early childhood educators up the pay scale, into careers with young children, and on their way to BS degrees. While extensive reporting was required by the San Mateo County Office of Education, the Department and Division have no record of those reports.

19-20 Annual Plan

Objective 1: Teacher Education: Addressing Teacher Shortage and Teacher Pipeline Outreach to those interested in School-Age (i.e., YAS Certificate)

Request: Facilities \$5,000

There is no record of this facility request moving forward through the channels. It may have been superseded by the building 22 renovation.

Objective 2: Foster and Kinship Care Education (FKCE) Programming (Addressing community needs) Support Coordinator of Program and Integrate Program into Curriculum/College.

Request: Computer \$2,000, Office in 22, Facilities \$5,000

Professor Wiggins Dowler will be getting a new computer, but the cost will come out of her grant rather than college tech replacement funds. She had limited office space in 22-110 prior to the renovations and pandemic, but the program has no

designated space in the renovated building 22. All FKCE existing files are stored in Dr. Santos's office. The facility cost of \$5,000 was for a printer line to be installed in 22-110 - facilities wouldn't provide anything so the proposal was shelved as plans for the renovations of building 22 proceeded.

Objective 3: Creation of New Certificates/Department and Division Support Technology upgrades for room 22-110 and 12-216
Request: 75" TV \$5,000, Upgraded Tech in 22-110 \$20,000

The TV was for one of the classrooms so it would provide multiple screens, similar to the HUB was not funded. These requests may have been superseded by the building 22 renovation, when that room became 22-137, they said it wouldn't be possible because of structural issues.

Comprehensive Plan 2014-15

Objective: 674 - Creation of Teacher Education Pathways Objective Description:
Create/finalize partnerships with SFSU, NDN, University of Washington
Faculty release time to coordinate activities (.20) was never formally requested.

Objective: 675 - ECE/CD and Human Services Merger Objective Description: Collaborate with Human Services and college administration in order to strengthen both ECE/CD and Human Services Programs.
Faculty release time to coordinate merger activities (.20) was never formally requested

Objective: 676 - Strengthen the practical experience component of the ECE certificate/degree. Objective Description: Provide an early childhood education teaching lab on campus, for ECE majors and others interested in working with young children and enhance the practical experience component of the ECE and teaching majors.
Faculty re-assign time to lead The Child Study Development Center Task Force and coordinate fundraising/grant development and cross campus collaboration was never formally requested

Objective: 678 - Develop and Implement Distance Education Plan Objective Description: Develop and implement a DE Plan. This will include online and hybrid courses as well as technology assisted face-to-face classroom strategies.

* Provide compensation for part-time faculty to participate in curriculum development, DE Learning Community.
Faculty were paid a stipend to complete DE training through STOT and the certificate we designed through the Pandemic Recovery funds.

6B. Impact of Staffing Changes: Dr Day's resignation leaves a big gap that is currently being filled by maximizing load for part time faculty and full-time faculty overload. As we have expanded our offerings by 3 sections per semester in the Hillsdale High School Dual Enrollment program this is not sustainable. If we are to continue our efforts to expand Dual Enrollment into Sequoia Union High School District, we will need this replacement. COVID has made it difficult to hire additional part time faculty because of the requirement that they have online teaching certification. None the less we hired two new part time faculty: Thena Gee and Jamie "Jay" Smith.

Current State of the Program

7A. Enrollment Trends: General enrollment has decreased since the onset of Covid-19. Academic year 2018-2019 enrollment headcount was 918 (unduplicated). This decreased in 2019-2020 (unduplicated headcount = 835), and again for this current academic 2020-2021 (unduplicated headcount = 740).

A similar pattern is observed for degree and certificate completions. Fewer students completed career certificates in 2018-19 (n=32) compared to 2019-2020 (n = 14).

Completion of AS degrees also decreased between 2019-2020 (n=25) and 2020-2021 (n=12).

AS-T for Child and Adolescent Development - 8 students with AS-T in CAD since 2019.

Data patterns for Associate Degrees for Transfer indicate a similar downward trend.

These trends are not surprising, however, given socio-political changes beginning in 2016, and then restrictions associated with the covid-19 pandemic in 2020. In addition, they mirror the enrollment trends at the college. The move to virtual learning was challenging for many of our students despite supports and resources provided by our college and district. The transition to virtual learning was further compounded by economic and public health issues that significantly impacted our student populations in particular (e.g., child care programs, after school programs, early childhood intervention and preschool learning environments).

7B. Significant Changes in Your Program: EHD lost one full time faculty position during 2020-2021, but the department continues to offer required courses in diverse formats, fully asynchronous online, fully zoom synchronous online, hybrid zoom

synchronous, and with a planned gradual return to hybrid on campus/online and HyFlex courses. The department is also considering other format options, e.g., Saturday 8-week accelerated courses (on campus), late start classes (asynchronous and synchronous online), and off-campus sections. Providing diverse options each semester of required courses and coordinating schedules with Skyline (sister college/program) seem to work best for our students.

Most recently, EHD is partnering with Dual Enrollment and is offering three sections of ECE 210 at Hillsdale High School. The goal is to help prepare students during their final years in high school so that they will be prepared to enter the early childhood profession sooner, and to encourage their transfer to Cañada College as they progress in their education. EHD plans to offer the same courses and pathway in Sequoia High School District.

Child Development Training Consortium (CDTC) ECE Educational Support Grant:

The Child Development Training Consortium (CDTC) ECE Educational Support Grant provides a uniform stipend to assist students with the cost of enrollment fees. To receive the funds, students must meet specific requirements and complete course/s with a grade of "C" or better.

Priority 1: Employees of all direct-funded CDE or CDSS programs including center-based programs and family child care network programs or center-based programs with satellite family child care providers. This also includes co-located Head Start Programs. Employees of any program, center-based or licensed family child care homes, that serve children on a voucher basis for Alternative Payment services. Employees of all other programs including center-based and licensed family child care homes are eligible.

Priority 2: Students who are not currently employed (as described in the above Priority 1 requirement) who are enrolled in a three-unit ECE/CD Practicum/Student Teaching course.

Program Services Coordinator Jamie Hui is the administrator for the grant and is responsible for outreach to students, supporting and processing the applications, creating a budget, and submitting reports/forms according to the CDTC timeline. In 2020-2021, we were able to issue on average \$225.00 to 49 students (unduplicated).

San Mateo County Early Learning and Care Career Development Stipend Program:

Through the San Mateo County Office of Education (SMCOE) early childhood professionals can earn a stipend by taking college coursework or professional development trainings. The goal is to support local professionals in obtaining a Child Development Permit, associate's, and bachelor's degrees. In 2020-2021, 43 Cañada College EHD students participated in the stipend and earned an average of \$1097.00.

With the sunset of the multi-million dollar First 5 grant that supported the early childhood education book loan program, department events and faculty activities, and a local conference, the department is no longer able to subsidize books in early childhood classes. The impact of this change has not been measured.

7C. Planning for Your Program: EHD is actively recruiting diverse adjunct faculty as we expand course offerings off campus. An important goal is to hire a new full-timer to replace the one we lost in 2020.

The Dual Enrollment program at Hillsdale High School and the possibility of offering courses and pathways in the Sequoia Union High School District is a priority.

EHD is exploring options for building enrollment associated with Strong Workforce initiatives, as well as collaboration with the Canada ESL program to revisit offering core ECE classes in Spanish with co-requisite ESL classes as required by Ed Code.

Four HyFlex classes are planned for Spring 2022. Four faculty expressed an interest in learning more about HyFlex as soon as the college makes training available.

A registered apprenticeship would address many of the barriers that students face when they think about completing an AST. The design of the program would reduce the number of units taken by establishing Credit for Prior Learning for 12 ECE units, and the students would be guaranteed employment throughout. In order to offer the ECAP Apprenticeship program at Cañada, there will need to be an extensive discussion about the staffing necessary to build and administer a sustainable CA Registered Apprenticeship. In addition, ongoing faculty and staff time will be necessary to provide the intensive student support required to ensure student success.

8A. Access & Completion: Success and withdrawal rates have remained generally consistent across the years. The biggest dip in

success rates was during the 2019-2020 academic year (75%), likely due to the sudden switch to virtual learning because of Covid-19. The current academic year is seeing a slight improvement in success (77%), which may be indicative of faculty and students alike becoming more accustomed to pandemic related changes.

It might also be helpful to cap ECE and EDUC courses at 30 or 35 (ECE 366 Practicum is currently capped at 22 and other capstone courses should receive equivalent consideration).

Most promising is data for success rates by instructional modality. Students are gradually becoming more successful in their online classes. While students are generally more successful in traditional face-to-face classes (82%), their performance in online courses is improving (i.e., up from 55% in 2016-2017 to 76% in 2020-2021). Faculty training and braided campus supports seem to be effective, as students, too, become more proficient in virtual learning environments.

EHD has long since provided pathways to completing certificates in a timely manner. Course sequence and unit-load options are presented to students depending on their academic goals. Jamie Hui, EHD Program Services Coordinator, also continues to actively collaborate with the Guided Pathways and Interest Areas work at Cañada College. Part of the role of EHD Program Services Coordinator (PSC) is to support students in their education and career journey by providing opportunities for workshops/trainings, connection to resources, assisting in permit attainment and educational funding. Jamie Hui has created, presented/facilitated relevant information sessions/workshops for ECE students, high school students, and local community organizations. She also collaborated with college programs and community groups to offer workshops for students relating to professional development, degree/transfer requirements, and college engagement.

8B. Student Equity: The early childhood profession (birth to third grade/elementary) has generally been a female dominated field. Outreach to male students has remained a priority throughout the years, but efforts have yielded little success due to a variety of complex factors (e.g., salary and cost of living in the Bay Area). As can be seen in the figure below, the Male Gap is the most significant, followed by both Age Group and Not-First Generation Gaps when compared to the college's overall head counts.

EHD plans to outreach to high schools and other groups during the upcoming evaluation cycle (i.e., the next three years), while also reaching out to male students via the Educators Now Club, and new/revised certificates that are go beyond early childhood (e.g., Inclusion Support Certificate; After-School Teacher Certificate; Human Services Paraprofessional Certificate).

EHD's Mission, Vision, and Values, clearly support the College's Anti-Racist initiative, with an explicit commitment to mobilizing around the critical need for anti-racist practices, services and teaching in our community. Faculty and staff have begun collaborating with Umoja on outreach to the community using the ECE Youth and After School Teacher and the Human Services Paraprofessional Certificates of Achievement as high interest pathways for new students.

8C. Completion - Success Online: As stated in the previous section, EHD students are becoming more successful in their online classes. While students are generally more successful in traditional face-to-face classes (82%), their performance in online courses is improving (i.e., up from 55% in 2016-2017 to 76% in 2020-2021). Faculty training and braided campus supports seem to be effective, as students, too, become more proficient in virtual learning environments.

EHD will continue to offer asynchronous online, zoom synchronous online, and hybrid courses via diverse scheduling that accommodates the needs of our student populations.

9A. SLO Assessment - Compliance: Current Assessment Plan

<https://canadacollege.edu/assessmentsloplo/docs/completedassessmentplans/2020-2023cycle/Education%20Human%20Development.pdf>

EHD department has consistently been in compliance with Cañada's required SLO assessment. All active courses are on a specified schedule for SLO assessment, and data entered into TracDat accordingly.

EHD department must revise assessment and data collection processes to standardize measures across sections of each course. Faculty who teach the same courses will discuss standardizing assessment criteria and a few key assignments for evaluating SLO's. Such standardization would ensure validity and reliability of measured variables and render data more meaningful. It might also be helpful to assess all the classes taught each semester in order to obtain more data points. There is now a window of opportunity because we have revised the SLO's for the core 24 ECE units due to the state-wide CAP revisions.

9B. SLO Assessment - Impact: Recent conversations about SLO data have led to the conclusions discussed in the above paragraph. Data analysis is problematic given the Inconsistency of criteria, variables, and assessment methods for the same

courses. Some level of standardization is needed for quantitative data to be useful.

10. PLO Assessment: Preliminary assessment of PLO data (i.e., via “rolling up of SLO data” in Curriconet) indicate that PLO’s are being met just as SLO’s are being met. But these conclusions are unreliable for a variety of reasons. Curriconet is primarily a depository for data and combines information for specified time periods. Actual analysis, however, isn’t available in Curriconet (e.g., T-tests, ANOVA’s, Regression Analysis, etc.). And as stated in earlier sections, EHD faculty must revise SLO assessment processes.

Program Review Narrative Status: In Progress

Related Documents & Links:

[EHD Student Support activities 2016 - 2021.docx](#)

[EHD Data Analysis for 2021.docx](#)

Goal Description: Goal #1. Teacher Education: Addressing Teacher Shortage and Teacher Pipeline

Supporting the multiple education systems in San Mateo County with well prepared employees in early care and education, youth and school-age, special needs, and elementary education.

Objective #1. Hire replacement for full time faculty vacancy.

Objective #2. Recruit bilingual/bicultural faculty to support Latinx and AAPI students.

Objective #3. Implement ECAP Early Childhood Apprenticeship Program

Objective #4. Furnish EHD Student/Staff/Faculty workspaces in Building 22

Objective #5. Fully develop the Dual Enrollment/Pre-apprenticeship: Hilldale the 4 classes with lab time. Possible replication at one of the high schools in the Sequoia Union High School District, East Palo Alto and the Coastside.

Objective #6. Teach the core 12 units of ECE in Spanish - Coastside, JobTrain or EPA -Partner with ESL

Objective #7. Develop new Dual Language Learning certificate and specialization - partner with SMCOE staff.

Objective #8. Collaborate with Science Division to offer chem/physics and math for educators classes to support the AST for elementary education.

Objective #9. Lower class caps to 30 or 35 in EHD classes to support retention and success.

Objective #10. Provide an early childhood education teaching lab and child care center on campus, for ECE majors and others interested in working with young children as well as to support vulnerable parents as they engage in their education pathways.

Objective #11. Pilot 4 HyFlex courses during the Spring 2022 semester.

Objective #12. Investigate the University of Notre Dame’s Degree Completion initiative to create an Education pathway into their Credential Program. <https://www.ndnu.edu/media-center/ndnu-stanford-campus-purchase-agreement/>

Objective #13. Investigate new transfer agreements with SFSU in Special Education, Child & Adolescent Development or Education.

Goal Status: 2 - Continuing (PR)

Relevant Program Review Cycle: 2019-2020, 2020-2021, 2022-2023

Estimated Start Date: 07/01/2019

Estimated Completion Date: 06/30/2023

Who's Responsible for this Goal?: EHD faculty & Staff; BWD Division

Please select the college goals with which your program goal 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., 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 college strategic initiatives with which your program goal aligns.: Develop Clear Pathways, Improve Student Completion, Expand Cohort Bridge Programs, K-12 & Adult School Partnerships, Connect Students with Internships and Mentorships, Build Relationships with Employers, Partner with 4-Year Colleges and Universities, Implement Guided Pathways, Implement Guided Pathways, Create Process for Innovation, Promote a Climate of Inclusivity, Update Facilities Master Plan

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

CAN Program Review (Instructional) - Education & Human Development (Fall 2021)

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

22-136 & 22-135 furnishings for workshop/computer lab/tutoring and Educators Now club meetings - 22-136 is labeled as EHD Office, however it is not designed or furnished adequately. It is not inviting, the furniture does not fit the space, there is no way for us to utilize the space for students, faculty and staff. There is no shelving to store materials and books, etc. Additionally, the storage space for EHD 22-135 is also not furnished for occupation by students, faculty staff. Furniture previously purchased through facilities for 22-110 was not moved to 22-136 during the renovations. We do not know what happened to the tables, chairs, bookshelf, and cabinet.

Status: Continued Request - Active

Type of Resource: Facilities

Cost: 10000

One-Time or Recurring Cost?: One-Time Cost

Critical Question: How does this resource request support closing the equity gap?: EHD students are predominantly women who are returning to work after a gap in education. Many are immigrants, low income, support families and work full time, thus the proposed spaces will allow them to utilize the campus before and after classes and to meet with each other to work on projects.

Critical Question: How does this resource request support Latinx and AANAPISI students?: It will serve the needs of all students in the EHD Department including those enrolled in ECE, EDUC and HMSV/SW programs many of whom are Latinx and AANAPISI.

Resource Priority Ranking: High Priority

Faculty and staff support for ECAP Apprenticeship - 20% faculty time and 20% staff time to recruit, retain, support and coordinate the ECAP with similar duties and expectations of other cohort programs on campus such as Promise Scholars and College for Working Adults.

Status: New Request - Active

Type of Resource: Instructional Personnel

Cost: 55000

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Students in EHD are predominantly women, many of whom are immigrants, with children, returning to college after a break, supporting their families. They are a vulnerable population that require support to persist and be successful in degree acquisition and transfer.

Critical Question: How does this resource request support Latinx and AANAPISI students?: 78% of the students in EHD are other than white non-Hispanic

Resource Priority Ranking: High Priority

Goal Description: Goal # 2. Foster and Kinship Care Education (FKCE) Programming

Support Coordinator of Program and Integrate Program Into Curriculum/College

Objective #1. Support the Resource Parents by establishing a program of Turning Dreams into Degrees. Foster youth program for youth enrolled in high school will develop a culture of going to college and training later for their parents during senior year to help them navigate college & community resources for foster youth to successfully enroll in college. This program will be supported by the FKCE faculty coordinator and Incorporated into the ROSE program for supporting Foster Youth in the EOPS program at Cañada College.

Goal Status: 2 - Continuing (PR)

CAN Program Review (Instructional) - Education & Human Development (Fall 2021)

Relevant Program Review Cycle: 2019-2020, 2020-2021, 2022-2023

Estimated Start Date: 07/01/2019

Estimated Completion Date: 06/30/2022

Who's Responsible for this Goal?: FKCE faculty; BDW Division

Please select the college goals with which your program goal 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., 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 college strategic initiatives with which your program goal aligns.: Develop Clear Pathways, Improve Student Completion, Expand Cohort Bridge Programs, Connect Students with Internships and Mentorships, Promote a Climate of Inclusivity

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

Estimated Completion Date:

Resource Requests

Orientation packets for the Resource Parents to have visuals/materials that support the concept of going to college.

Status: New Request - Active

Type of Resource: Supplies (Items less than \$5000)

Cost: 2000

One-Time or Recurring Cost?: One-Time Cost

Critical Question: How does this resource request support closing the equity gap?: Young adults formerly in the foster system are unlikely to register in college classes and are at great risk of dropping out all together. The support of their Resource Parents during the later high school years would help increase enrollments, persistence and success.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Young adults formerly in the foster system are disproportionately from communities of color and low income.

Resource Priority Ranking: High Priority

Goal Description: Goal #3. Human Services Social Work program Integration & Support

Full integrate the HMSV/SW program into EHD.

Objective #1. Hire additional part time faculty to teach externship, develop externship partners, develop program webpages and outreach materials specifically for SM County Community employers.

Objective #2. Complete transition to EHD through Senate and IPC approval process.

Objective #3. Build robust webpages and outreach materials targeted to SM County employers.

CAN Program Review (Instructional) - Education & Human Development (Fall 2021)

Goal Status: 2 - Continuing (PR)

Relevant Program Review Cycle: 2019-2020, 2020-2021, 2022-2023

Estimated Start Date: 07/01/2019

Estimated Completion Date: 06/30/2022

Who's Responsible for this Goal?: EHD faculty & Staff, HMSV/SW faculty; BDW Division

Please select the college goals with which your program goal 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., 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 college strategic initiatives with which your program goal aligns.: Develop Clear Pathways, Improve Student Completion, Connect Students with Internships and Mentorships, Build Relationships with Employers, Implement Guided Pathways, Implement Guided Pathways, Create Process for Innovation