

Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail

No Response Information to Display

Narrative

N/A: Since the Cooperative Education Program only offers two courses of many differing sections of the same courses, and is incorporated into many different programs offered at Cañada College, then the business and employment needs, along with new technology and new transfer requirements information can be obtained directly from the individual Departments and Programs of which Coop is aligned.

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Action Responsible Party Results Comments

Increased Outreach Department faculty in collaboration with college outreach and marketing Brochures updated, webpage maintained. Retention specialist collaborates with Marketing to create brochures. Faculty maintain webpage. New collateral materials will need to be developed to reflect new department collaborations and stackable certificates.

ECE/CD Student Center Department Faculty, Retention Specialist Interior Dept, Facilities, College Administration 22-110 22-110 has been allocated as a joint part-time faculty hoteling space and Education & Public Service Student Room. Faculty/staff are working with facilities to furnish and equip it.

Evaluate the whole course of study and make recommendations on course prerequisites and sequencing Department faculty Incremental progress has been made on curricular revision. Stackable certificates in ECE/CD, new degrees, and recommended preps modified on many courses. Curricular revision will continue in 17-18 during the bi-annual curriculum review.

Implement ePortfolios Department faculty ePortfolios implemented in 1 section of 366 and 210. The model has been created and support is available in the Learning Center for students. This work is ongoing.

Open the Child Study Center/ CDC College Leadership & ECE/CD Department A Task Force was convened to investigate the creation of a Child Study Lab/CDC. The group is looking into funding strategies and inclusion of a CDC in the Cañada Facilities Master Plan and Education Master Plan. This work is ongoing. See narrative below for detail on need for the project.

Child Development Center/Child Study Lab

The American Association of Colleges for Teacher Education (2004) stated that "high quality ECE teachers are essential for addressing pervasive and persistent educational problems such as low reading and math achievement, particularly of children from low socioeconomic environments." One challenge facing ECE teacher educators is that classroom-based college coursework alone does not provide the complex learning that is required to achieve the high level of performance required of ECE teachers (Burchinal, Cryer, & Howes, 2002). An example of the response from the field is to require supervised fieldwork in the core course requirements at the associate degree level (California Community Colleges Early Childhood Educators, 2007). This fieldwork course is designed to assist students in the process of applying theoretical knowledge to their work with young children. The practicum experience has been found (Hyson, 2003) to be of particular importance because it provides the student with the opportunity to apply academic knowledge to actual teaching and caregiving in the classroom. Loris Malaguzzi, founder of the city-sponsored children's schools in Reggio Emilia, Italy, challenged early childhood educators to conceptualize that the art of teaching depended on the ability of the individual to reflect, consider alternatives, and try out new hypotheses (as cited in Edwards, Gandini, & Forman, 1989). Snider and Fu (1990) found that "the factors having the most effects on early childhood teachers' knowledge of developmentally appropriate practice were (1) education/academic degree, (2) the number of content areas covered in early childhood education courses taken, and (3) quality of supervised practical experiences" (Hao, 2000).

As of this time, the ECE/CD Department relies upon community child care programs and individual employees at those institutions to supervise our Practicum students. These individuals are only required to have 32 units of ECE/CD and additional 16 units of general education – these are para-professionals at best. We wouldn't send a doctor out to learn about medicine at a community clinic – they need to learn at teaching hospitals and then go into the community to practice. We wouldn't send a radiation technology or cosmetology student out into the community before they had completed their on-campus lab hours and completed their education. Our Campus Lab Centers are teaching institutions; community child care centers are not. Not allowing Early Childhood Education students to complete their student teaching requirements in a teaching institution denies them a critical piece of their education – the chance to learn educational standards under the supervision of qualified educators. This denial of a required piece of their educational plan creates a disproportionate impact on the hundreds of students in the college's largest degree program. This deficit in their education plan forces them to go into the field underprepared to do the work of educating the region's youngest, most vulnerable children at a point when they are building the basic brain structures that will determine their life outcomes. (Perry Preschool Project, 2005)

According to SMCCCD Board Report (03-3-5C) Executive Director Nuñez “explained that, although the construction of Building 22 (Child Development Center) is 70% complete, Cañada College has temporarily deferred childcare services during the current severe budget crisis. He said that the District informed the State Chancellor's Office of this deferment and requested authorization to use the facility as temporary instructional space during the District's Capital Improvement Program in order to continue to deliver educational services while other facilities are unavailable during construction. He reported that the State Chancellor's Office supported this request and gave authorization to use Building 22 as an instructional facility beginning in Fall 2003. ... He added that this facility would remain for instructional use until the State budget improves.” Now that the State and local funding situation has dramatically improved, it is time for the college to consider fulfilling their commitment to the ECE/CD students and providing them the learning environment that they need and deserve.

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1. **Articulation: Form a new articulation agreement with San Mateo High School.**

Result: San Mateo High did not open the scheduled Fashion Program, thus no articulation agreement.

2. **Continue to connect with local high schools.**

Result: Completed – each year we travel to high schools to do presentations.

3. **Continue weekly facebook postings and twice weekly blog postings.**

Result: Completed – posting on the Internet every day. Increased beyond the web site, facebook, blog, and added Instagram.

4. **Continue Artistry in Fashion event, which brings many potential new students to the department and campus.**

Result: We continue with this event annually.

5. **Continue to participate in on-campus events such as Trio, Career Pathways, Career Fair and Transfer Parade.**

Result: Continued

6. **Connect with local semi-professional and professional theater groups which allow our costuming classes to create the costumes for their productions.**

Result: Students are working in many costume shops in the Bay Area.

7. **Continue with one to one student advising to assist students in their class scheduling.**

Result: The department coordinator advises students in person and on the phone about their schedules.

8. **Continue free lunches at which we discuss upcoming classes. At the luncheon, a Cañada counselor will be present to book appointments with students.**

Result: The curriculum parties continue each semester and allow students to better understand course sequences and the value of completion.

9. **Instructors will continue to discuss the value of completing degrees and certificates in their classes.**

Result: On-going

10. **Assistants and instructors will continue to provide lab support for student success.**

Result: Professors and assistants are available during extra hours to assist students.

11. **PLO Assessment: Continue to enter the PLO results into TracDat once per academic year when the capstone course, FASH 162 is offered.**

Result: PLO results were entered into TracDat each year when FASH 162 is offered.

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The results of our 2014-2015 goals are below:

1. Explore articulation agreements for our HMSV courses with Notre Dame de Namur University, San Francisco State University, and San Jose State University.

Discussions have taken place and an action plan is being developed to identify congruent courses and establish articulations that align with the HMSV certificate and degree offerings.

2. Revise our current certificates and create a new Patient Navigator Certificate to better reflect current market requirements.

Family Development Certificate is in the process of being expanded and will be presented to Curriculum Committee in spring 2017. Patient Navigator Certificate has been created and will also be presented to Curriculum Committee in spring 2017.

3. SLO reporting revised to concentrate on 1 SLO for each course each semester. Analyze PLO/SLO data and compare to college ILO's.

SLO reporting is concentrating on 1 SLO per course. Unfortunately faculty has not met as a group to perform analysis of SLO/PLO/ILO's. This goal will be carried over to next cycle.

4. Submit a full-time faculty and a 7.5 hour per week coordinator request and present to college.

Because of the decrease in our enrollment numbers we did not submit a request for full-time faculty in fall 2016. We submitted a request for a program coordinator in spring 2017.

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The recommendations from the 3/6/2015 Annual Program Plan Feedback form (http://canadacollege.edu/programreview/1415/IPRFeedback_Spring%202015_INTD.pdf), were reviewed and addressed as necessary. The following are the items analyzed:

- Does this imply that these newer students need more help with college level writing or other level of study skills or support? Consider articulation with private schools which are not impacted.
 - That is not the situation. We have addressed this issue advising our students to take some classes in the program that are not included in the articulation agreement with SFSU in particular (the Space Planning course is one of those examples; this course is not included in the agreement because it is an upper division class at SFSU); this will prepare them to work on specific requirements to be successful through the application process.

In regard to private schools, students have shown interest to transfer to public schools so far. It is up to the student to select which school to attend, and we always offer our advice or recommendations when requested. We have not heard of any impediment, with the exception of tuition, to apply for those schools.

- * What happened to the green curriculum? Consider cohort model for added support

- The Green Certificate was banked three or four years ago due to industry changes after the introduction in California of the green building code as part of the California Code of Regulations. There is no a specific job or career in the job market under the title of green interior designer or green architect. What we did instead was to require for the Interior Design Certificate and the AS Degree, the course, Principles of Sustainable Design, that addresses the existing code in CA, providing our students with what they need to know and apply to any project they work on.

- * No impact of student success and learning mentioned. Please clarify the hours that would be available to students if an assistant is hired. If data packet is incorrect please provide new data to confirm statement.

- The only impact of student success we might experience is in regard to class cancellation specially with those specialized courses for the Kitchen and Bath Design Certificate. Our program has a good completion and retention rate through years.
 - Our goal is to hire a new full time faculty. But if the assistant is hired, hours of contact will be assigned based on contract.

- * Schedule of classes – does it allow students to complete? Consider doing a survey or focus group to explore offering online courses.

- As mentioned above, we try to schedule our classes to help our students completing the required courses, unless class cancellation occurs.
 - At this point, we are not considering online courses. Interior Design depends on hands-on-exercises and visual experiences.

- * Consider tracking students who have internships. Offer a focus group to student who do not complete the program. Need data on amount of time it takes for declared Interior design student to complete the program.

- We have been in communication with the Alumni Relations Manager to create some tools that can help us to track students after graduating.
 - Not all our students are full timers. A good number of students can only take one to two classes every semester, but despite this, we have around 20 to 25 students graduating every May.

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In the spring of 2016, lead faculty member Professor Michael Habeeb, left the LEGL program. As a result of this loss, progress has not been made toward any of the action plans identified in our last program review. In addition, the previous program coordinator, Mallory Stevens was replaced by the Division's new Director of Workforce Development, Alex Kramer. Mr. Kramer will be working to meet the identified goals in 2017-18.