

Child Development and Education Department

Dept. Chair: Mayra E. Cruz

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of the document in your explanations.
I.A Department Name:	Child Development and Education
Program Mission Statement:	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 A.A. 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 uphold ethical standards and with a passion for life long learning.
What is the primary mission of your program?	Career/Technical
Choose a secondary mission of your program.	Transfer
Number of Certificates of Achievement Awarded	56
Number Certif of Achievement-Advanced awarded:	6
Number AA and/or AS Degrees awarded:	12
Learning Resources and OSOD: # Faculty Served	NA
Learning Resources and OSOD: # Student Served	NA

Learning Resources and OSOD: # Staff Served	NA
# Faculty Employees	4
# Student Employees	NA
# Part-time Faculty Employees	4
# Staff Employees	NA
II.A-Growth and Decline of targeted student populations	According to the October 2011 Program review report, 23% of our students are from the underrepresented groups. The under-represented student population grew by 1% from the last fiscal year and has continued to grow over the last 5 years. An important explanation for this growth links to our focus on student support and offering courses tailored to transfer, certificate and degree completion.
Trends in equity gap:	<p>According to the Program Review data, Distribution by Success by Targeted Groups chart, In 10-11 the success rate for targeted groups is 72%. This reflects a success rate increase of 6% as compared to 08-09. In addition, there has been a 4% increase in retention from 85% to 89%.</p> <p>This positive trend in closing the equity gap in our department is a result of our participation in the Division Conversation-Application-Reflection project. In addition, the department has added new classes and programs for underrepresented students. The department has also completed an intensive self-study to pursue NAEYC accreditation. Faculty has actively participated in campus wide conversations.</p>
Closing the student equity gap:	<p>An important aspect of our program is helping to close the student equity gap for students who are not only on the vocational/technical education path but also the transfer path. We offer 4 general education classes and connect ESL and tutoring support (described below). Beginning this Spring 2012 quarter, the faculty has been working on the development of the transfer degree model for early childhood education. The application for the new transfer degree is expected to be completed by February of 2013.</p> <p>The faculty has completed a self-study (geared to a 2nd accreditation of the A.A. Degree program through the National Association for the Education of Young Children) which includes the analysis of students' performance data. The self-study has helped us infuse core competencies for early childhood educators and other practitioners in the Behavioral and Social Sciences. We have also continued conversations focused on how our target groups achieve these core competencies and student learning outcomes.</p> <p>The department is implementing Year 2 of the Language Instruction for Teachers (LIFT) program to address the language needs of Latino/a students. The program offers ESL support to help improve language skills of Child Development students. This support includes lab activities such as online ESL instruction, small group writing tutoring, and small group discussions.</p> <p>In the Spring 2011, a student survey indicated that 40% of respondents stated that their biggest challenge to success is</p>

	<p>: Work and/or family obligations (18%); ??English as your second language (%); selected Learning difficulties (6%); selected lack of basic Math skills (5%); and selected Difficulty with writing and reading English (2%). These findings relate to both Latino and Asian groups.</p> <p>As pointed out in our last review, we have continued to work on making meaning of our students performance data through the assessment of SLOs and key assessments. Assessment of the data indicates the need for additional tutorial services.</p> <p>The department has continued collaborating with local colleges and agencies to expand Mentor teaching/Student teaching opportunities through the California Mentor Program. Students with diverse needs now have more opportunities for supportive placements. Students have more options, flexibility and career role models.</p>
Overall growth/decline in # students:	Due to budgetary constraints, the department had to offer fewer sections in 09-10 causing a decrease in enrollment as compared to the prior year. In 10-11, the department experienced a less than 1% decrease in enrollment. Success and retention rates have stayed steady; 81% success rate is reflected in 09-10 and 10-11 and 90% retention rate in both years.
Changes imposed by internal/external regulations	Due to budgetary constraints, the department lost 2 full time faculty positions.
Progress in "Main Areas of Improvement"	<p>Advising- The department is in communication with the Counseling department to create a more systematic approach to advising through DegreeWorks. The department website and advising hours has strengthen the delivery of information on transfer requirements, completing a degree, certificates and applying for a child development permit.</p> <p>Job Opportunities- To address job opportunities for our students, a mini job fair was planned and organized with service learners in May 2011. The fair featured employment opportunities in quality programs. Students showcased portfolios as they visited with each organization. Job placement information was provided. The department keeps a record of job opportunities available to students. There is also a link on the department web site for employment opportunities.</p> <p>NAEYC A.A. Degree Accreditation- The department submitted the self-study and is organizing the activities to be ready for the Fall 2012 Site Visit. We secured financial support to complete the Accreditation process. Our faculty is committed to the accreditation process.</p> <p>Curriculum- The department continues to strengthen the use of diverse curriculum methods in CDE courses in collaboration with the child development center. We are exploring ways to place more emphasis on infant/toddler curriculum, including social emotional development. CDE faculty has attended training along with Child</p>

	<p>Development Center staff. We have partnered with community programs to overcome challenges related to practicum placements such as increasing the number of available quality placements.</p> <p>Program, Faculty, and Student evaluation- Faculty holds on-going sessions on how to use course evaluation data effectively for the purpose of improving instruction. The SLOAC and NAEYC A.A. degree accreditation processes have led to deep and robust conversations.</p> <p>Student support- The department continues to explore ways to meet the mental health needs of students. We are currently reviewing materials from other colleges to help with these issues.</p> <p>Technology in the classroom- Our faculty has expanded the use of technology in classes through CourseMate, use of YouTube videos, and the college's new applications.</p> <p>English Language Learners- The Language Instruction for Teachers program continues to be implemented to support English learners with language development skills. This support includes lab activities such as online ESL instruction, small group writing tutoring, and small group discussions.</p>
<p>CTE Programs: Impact of External Trends:</p>	<p>As documented in the Spring 2011 program review, CTE program addendum, employment prospects for early childhood educators and other affiliated professionals and support personnel are expected to be strong. The California Employment Development Department Labor Market Information 2006-2016 projections for the San Jose-Sunnyvale- Santa Clara Metropolitan Statistical Area (MSA): #61607;indicate 100 annual openings for preschool teachers and 170 for teacher assistants, with annual growth rates of 7.8% and 7.6% respectively, #61607;present a significant demand for child care workers, with 189 projected annual openings http://www.calmis.ca.gov/htmlfile/msa/sjose.htm</p> <p>Statewide projections for 2008-2018 are good for preschool teachers with 1,770 anticipated annual openings and 5,580 annual openings for teacher assistants. This translates into a growth rate of over 11%. Statistics are not yet available for the mental health and early intervention fields that are growing rapidly because of FIRST 5 programs and recent mental health legislation targeting the early years.</p> <p>The following is a list of the new proposed job titles for individuals with expertise in early childhood mental health: Early Childhood Family Partner, Early Childhood Social and Human Services Assistant, Early Childhood Community and Social Service Specialist, Community Workers (Promotores), and Early Interventionist. Locally, FIRST 5 employs forty-seven (47) and contracts with forty-two (42) family services agencies, most of whom are potential students.</p> <p>Also, child development coursework provides the foundation for diverse career options such as elementary school teaching, pediatric nursing, child psychology, children's librarianship, playground design, early childhood program director, family court child advocate, and parent educator.</p>

	<p>http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx.</p> <p>According to the California Occupational Guide, the occupation of Preschool Teacher has an estimated employment and projection growth in Santa Clara and San Benito Counties (2008-2018) of 8.4% and the California projection is 11.9%. (The preschool teacher occupation may also be called Head Start teachers, child development teachers, nursery school teachers, pre-kindergarten teachers, early childhood teachers, and head teachers) (2008-2018). http://www.labormarketinfo.edd.ca.gov/occguides/</p> <p>The Accountability Reporting for the Community Colleges : A report to the Legislature pursuant to AB 1417(ARCC 2011), Table 11, ?Top 25? Vocational programs in 2009-2010 by volume of total awards, reflects the number of awards, degree and certificates achieved by programs. Child Development/Early Care and Education is ranked #2. http://www.cccco.edu/Portals/4/TRIS/research/ARCC/March%20ARCC%202011.pdf</p> <p>All of these are positive indicators of future job opportunities for our students. Many of these job opportunities offer levels of compensation comparable to our county's medium income.</p> <p>According to the Early Childhood Professional Preparation Development and Education collaborative (EPEC), report titled California Early Childhood Educator Career Ladder Project Final Report (November 2011), “Growing national attention to the importance of early childhood education to a child’s future success has brought renewed focus on the education, skills and competencies of the adults who work daily with young children in group settings”. An important recommendation is that, “California’s higher education system, primarily the community colleges and state universities, continue to be engaged, and provide the appropriate courses and articulation.” http://www.epecinfo.com/</p> <p>This focus on early childhood education underscores the importance of the CDE department as a teacher training program.</p>
<p>CTE Programs: Advisory Board Input:</p>	<p>This year's advisory committee discussed current trends and issues focused on:</p> <ul style="list-style-type: none"> - the use of the Professional Portfolio as a good tool to prepare students for job interviews. Advisors identified the need to help students on how to use the portfolio. The ECE community needs to understand the reasons why portfolios are critical and the use by students. The department has selected the professional portfolio as a key assessment and as a result is implementing the input from the advisory board. - The issues related to the education of adult English learners continue to be a challenge. Some parents/students have not had formal education in the primary language; the Spanish literacy needs of the Mountain View Spanish speaking population; not enough ESL classes in the geographic area. The lack of English language skills does not allow for parents/students to continue the formal education experience. The department is implementing the Language Instruction for Teachers program in response to these needs.
<p>IV. A</p>	<p>The department lost 2 full time positions in the midst of budget reductions. Full time faculty do the majority of</p>

Budget Trends	advising as well as serving in district and college committees.
Enrollment Trends	The program enrolls between 3,500 and 4,000 students in any given year with a student success rate of over 80%, a retention rate of over 90%. The increase in cost per unit may be a factor as well as the cost of books.
V. A -Faculty Position Needed	No additional faculty needed
Staff Position Needed	No staff needed
Justification for Faculty/Staff Positions:	
Equipment Request	No equipment request
Equipment Title and Description, Quantity	
Equipment Justification	
Facility Request	
Facility Justification	
B Budget Augmentation	
Staff Development Needs	Adjunct faculty could be more involved in faculty development activities if better compensation would be offered.
SLOAC and PLOAC process	The importance of the continuous program improvement framework was reinforced for faculty through the assessment process. It helps us strengthen and enhances what we are doing. It give us the opportunity to identify patterns that may support the program and suggest refinements. Specific areas of improvement are identified and addressed.
Future plans	In 2012-13 the department will be focusing on: The NAEYC accreditation visit will be conducted in the fall 2012. The transfer model curriculum for child development and education will be completed between April 2012 and February 2013. The department is sponsoring a study abroad program to Taiwan and continues to forge international connections. Collaboration between the Child Development Center and the department will continue as we provide technical assistance, participate in collaborative training, and integrate our philosophies and curriculum.