



# EDUCATION & HUMAN DEVELOPMENT

— AT —  
Cañada College

PROGRAM REVIEW FALL 2021



# EHD Mission & Vision

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.



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.



# Contributions

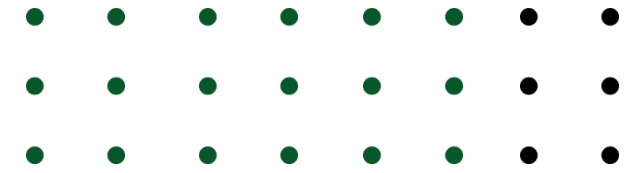
- Actively involved in Human Behavior and Culture Guided Pathways
  - Jamie Hui led college-wide Guided Pathways training and orientation for Retention Specialists college-wide
- Partnering with Dual Enrollment and Hillsdale High School (HHS)
- Offered 3 courses at HHS Fall 2021 and Spring 2022 (approx. 85 students this pilot year will complete 6 units in ECE)
- Regularly offers opportunities for students to participate in the Honors Transfer Program (e.g., EDUC 249; ECE 201)
- Serves on community advisory boards including the SM County Child Care Partnership Council and the Palcare Board of Directors.
- Collaborated with the Boys and Girls Club of the Peninsula, Kinesiology Program, and the EHD Advisory Board to create Youth and After-school Certificate.
- Collaborated with EHD faculty, HMSV faculty and the HMSV Ad Hoc Advisory Committee to create HMSV Certificate.
- Educators Now Club wrote and illustrated a children's book in response to Covid-19 pandemic – students partnered with ASCC & SMCCCD Board to publish, and distributed in communities
- Professor Patty Hall collaborated with Skyline College and to develop the SMCCCD Early Childhood Apprenticeship Program ECAP, the District's first CA Registered Apprenticeship that is based on an AS-T.
- Until the Pandemic, EHD regularly scheduled core ECE and HMSV classes at the JobTrain site in Menlo Park.
- 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.



# Articulation

- Hillsdale HS and EHD - core 12 ECE via Dual Enrollment
- Articulation updates for the Human Services/Social Work Program: faculty and community partners working to develop a Certificate of Achievement that introduces students to the field of Social Work, with the flexibility to allow students to move into education or early education
- Articulation updates for the EDUC Program: Elementary Education AST; AST in Child Development

# Community & Labor Needs



- Universal TK (2023)
- Covid-19 Pandemic
- Inclusive practices for special populations (Children with disabilities; Dual Language Learners)
- Foster Kinship Care and Education (Kären Wiggins-Dowler)
  - Training Resource Families (ED classes, FKCE grant)
  - Dual Enrollment for foster youth
  - Resources & Opportunities for Success & Excellence (ROSE) committee: 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: (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.





# Looking Back- Curricular Changes

- Updated CORE 24 units to align with CA ECE Curriculum Alignment Project (CAP)
- Inclusion Support Certificate upgraded from Skills Certificate to Certificate of Achievement
- Human Services Paraprofessional Certificate of Achievement (pending)
- Dual Language Learning Certificate of Achievement (pending)



# Progress Report- Prior Program Goals

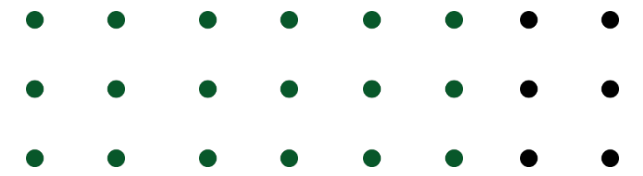
- Objective 1: Teacher Education: Addressing Teacher Shortage and Teacher Pipeline Outreach to those interested in School Age (e.g., YAS Certificate)
- Objective 2: Foster and Kinship Care Education (FKCE) Programming (Addressing community needs) (e.g., ROSE committee; ED classes for resource families)
- Objective 3: Creation of New Certificates/Department and Division Support Technology upgrades (e.g., Inclusion Support; Dual Language Learners - pending)
  - Designated Hyflex classroom in Bldg. 22
- Objective: Creation of Teacher Education Pathways Objective Description: Create/finalize partnerships with SFSU (ongoing), NDNU (closed upper-division program), University of Washington (no movement/progress)
- May revisit partnership with SFSU (collaboration between VPSS Moore, EHD, and Special Education Dept.)
- Objective: Develop and Implement Distance Education Plan (online and hybrid courses as well as technology assisted face-to-face classroom strategies)
  - ATOM (Advanced Teaching Online Methods)
  - SFSU's training: "Justice, Equity, Diversity and Inclusion (JEDI) in Online Teaching (Santos)

# Resource Applications & Staffing Changes

- San Mateo County First 5 Commission Grant (Cañada College & Skyline College)
  - Provided a variety of student support programs, e.g., books in the textbook loan program, coordination time for Dr. Day, the Inclusion Conference at Skyline College and student events at Cañada.
  - Ended in June 2020. Ending balance committed to developing the SMCCCD Early Childhood Apprenticeship program model
- Child Development Training Consortium (CDTC) ECE Educational Support Grant: provides a uniform stipend to assist students with the cost of enrollment fees (students must meet specific requirements and complete course/s with a grade of “C” or better).
- Foster and Kinship Care Education (FKCE) College. Request: Computer \$2,000 for Instructional Specialist
- Facilities request (\$5000)
- Pending replacement hire







# Current State of the Program

- 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 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.



# Significant Changes in Program & Planning



- Lost one full time faculty position during 2020-2021
  - Replacement hire in process
- New course formats:
  - Fully asynchronous online
  - Fully zoom synchronous online
  - Hybrid zoom synchronous (cross-listing)
  - Hyflex/loflex
- Expanding Dual Enrollment
- Enrollment remains steady and relatively robust

- Replacement hire in process
- Continuing recruitment of qualified adjunct
- Piloting of diverse teaching models (cross-listed, lo-flex/hyflex)
- Expanding Dual Enrollment and partnering with new community agencies
- Early Childhood Apprenticeship Program
- Finalizing new certificates

# 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). 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; Dual Language Learners Certificate).



# 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.

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 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.

Program Services Coordinator 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. Her work has strengthened student retention and completion.

# SLO | PLO Assessment & Compliance

- 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.
- To date, SLO's are generally met for each course.

EHD will 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 establishing a few key assignments for evaluating SLO's.

Such standardization would ensure validity and reliability of measured variables and render data more meaningful. 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, and will have a F/T replacement hire by Fall 2022.

- PLO data indicate that PLO's are being met just as SLO's are being met.
- Possible future assessment may include T-tests, ANOVA's, Regression Analysis, etc.



# Program Planning & Goals



- Hire replacement full-time faculty for Fall 2022
- Continue collaboration with Social Work & Human Services Department
- Expansion of Dual & Concurrent Enrollment & Concurrent with other partnering agencies
- Establish Dual Language Learners Certificate of Achievement in collaboration with San Mateo County Office of Education
- Expand Hyflex and other hybrid offerings
- Strengthen pathways for students to complete degrees and enter the workforce
- Strengthen services for current and former foster youth (ROSE)