

Instructional Discipline Template

Instructional Discipline Template 2023

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The Child Development and Education Department exists to teach, train, and prepare students pursuing a career with children, families, and organizations that educate, protect, and advocate for the lives of children through our various degrees and certificates. Our instructors teach not only through information from textbooks and resources but also from life experience in working directly with children and families for a substantial amount of years. Through the study of theories of Child Development, we emphasize how children develop by focusing on the three domains of development, which are Cognitive, Physical, and Social-Emotional. We advocate self-reflective teaching and stand by an anti-bias curriculum.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends						
Business & Social Sciences - Child Development-FH						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	1,285	1,523	1,216	1,097	1,011	-21.3%
Enrollment	2,309	2,717	2,307	2,032	2,029	-12.1%
Sections	67	78	71	65	69	3.0%
WSCH	2,891	3,493	3,071	2,632	2,521	-12.8%
FTES (end of term)	195	235	207	177	169	-13.3%
FTEF (end of term)	5.6	6.2	5.9	5.3	4.9	-12.3%
Productivity (WSCH/FTEF)	514	566	524	499	510	-0.6%

B.1 - FTES

Goals: What is your program’s goal with respect to FTES?

The goal of the Child Development and Education Department is to increase FTES.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

Our FTES numbers reflect the fact that we've been asked to reduce sections offered and our enrollment has steadily declined.

Action: What actions does your program plan to take in order to achieve your goals?

We would like to start offering classes that haven't been taught in awhile, bringing back students who have taken a break since the pandemic.

Needs: What does your program need to execute this action plan?

We need to hire faculty with a specialty in administration and supervision to teach particular classes that we have not been offering. We've had two failed hiring cycles that has hindered this from happening so far, and will pursue a part-time hire.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

We would like to start offering classes that haven't been taught in a while. These courses add diversity and appeal to different student populations.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

We've been asked to reduce the number of sections offered over the last few years, which is directly reflected in the numbers. We believe 2019-2020 is an anomaly as we responded to demand during the pandemic. A large number of students took classes when they were not able to work.

Action: What actions does your program plan to take in order to achieve your goals?

We would like to increase our administration and elective course offerings, across the 3 primary quarters.

Needs: What does your program need to execute this action plan?

We need administration to approve these offerings.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

Our program has done a fair job of maintaining productivity despite decreasing enrollment. Our productivity is -.6% in comparison to our division's -12% and the college's -8.3%.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

Since we're offering less sections, and being careful to plan courses that we know will enroll well, our productivity hasn't suffered very much. We do make some sacrifices for new classes (in our Nanny, Child and Family Studies courses) and for degree-dependent classes. Recently we were able to compare enrollment to other Community Colleges in our county in a particular course, CHLD 86B, and found our enrollment was actually a bit higher than at other institutions. This demonstrates this is an enrollment challenge in our area.

Action: What actions does your program plan to take in order to achieve your goals?

We will be approaching the Marketing Department to request aid in advertising courses and programs. We will also participate in a First Five event, sharing what our program offers to aspiring early childhood education professionals.

Needs: What does your program need to execute this action plan?

We need a marketing plan with aid from the Marketing Department, we would pursue using Perkins funds for this work.

C. Enrollment by Student Demographics

Enrollment Distribution

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent								
Female	2,038	88%	2,385	88%	2,071	90%	1,821	90%	1,813	89%
Male	235	10%	305	11%	220	10%	201	10%	190	9%
Unknown gender	36	2%	27	1%	16	1%	10	0%	26	1%
Total	2,309	100%	2,717	100%	2,307	100%	2,032	100%	2,029	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent								
Asian	629	27%	637	23%	575	25%	445	22%	482	24%
Black	144	6%	153	6%	130	6%	103	5%	115	6%
Filipinx	81	4%	88	3%	92	4%	73	4%	69	3%
Latinx	790	34%	1,051	39%	864	37%	854	42%	846	42%
Native American	7	0%	7	0%	8	0%	6	0%	15	1%
Pacific Islander	22	1%	47	2%	56	2%	25	1%	30	1%
Unknown ethnicity	40	2%	104	4%	32	1%	35	2%	38	2%
White	596	26%	630	23%	550	24%	491	24%	434	21%
Total	2,309	100%	2,717	100%	2,307	100%	2,032	100%	2,029	100%

C.1 - Enrollment by Gender

Goals: What is your program’s goal with respect to enrollment by gender?

We would like to increase the number of men and non-binary students in our programs.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

Early Childhood Education has long been seen as a female occupation and area of study, and the amount of men in the field is proportionate to the number of men in our classes.

Action: What actions does your program plan to take in order to achieve your goals?

We're constantly trying to fight gender bias in our field, and with our students and welcome men into our classes. We will consider more images of men in our marketing efforts, incorporate more men positive materials in class and encourage men to apply to our faculty pool.

Needs: What does your program need to execute this action plan?

Support from Marketing for both materials and recruitment.

C.2 - Enrollment by Ethnicity

Goals: What is your program’s goal with respect to enrollment by ethnicity?

It is our goal to maintain a student population that is rich in diversity.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

We note that our population is more diverse than that of our geographical area and the college.

Action: What actions does your program plan to take in order to achieve your goals?

We will continue to support everyone who comes to us to learn. We will look out for opportunities to connect with underrepresented groups, advertising what classes we offer.

Needs: What does your program need to execute this action plan?

We need marketing materials to use when underrepresented groups are identified.

D. Overall Student Course Success

Student Population Areas of Focus

Limits: Course Credit Status Credit

Course Success Business & Social Sciences - Child Development-FH										
	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent								
Success	1,873	81%	2,236	82%	1,923	83%	1,654	81%	1,650	81%
Non Success	226	10%	231	9%	185	8%	159	8%	199	10%
Withdrew	210	9%	250	9%	196	9%	219	11%	180	9%
Total	2,309	100%	2,717	100%	2,304	100%	2,032	100%	2,029	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent								
Success	750	74%	980	76%	821	76%	693	75%	717	78%
Non Success	148	15%	153	12%	139	13%	111	12%	100	11%
Withdrew	117	12%	159	12%	124	11%	123	13%	98	11%
Total	1,015	100%	1,292	100%	1,084	100%	927	100%	915	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent								
Success	1,123	87%	1,256	88%	1,102	90%	961	87%	933	84%
Non Success	78	6%	78	5%	46	4%	48	4%	99	9%
Withdrew	93	7%	91	6%	72	6%	96	9%	82	7%
Total	1,294	100%	1,425	100%	1,220	100%	1,105	100%	1,114	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program’s goal with respect to student course success?

It is our goal to help every student succeed in our courses, increasing success rates.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

We note there has been a decline in course success since the pandemic. We speculate the fatigue experienced by educators could be a factor here, and that fatigue stretches to all areas of life, including their own education.

Action: What actions does your program plan to take in order to achieve your goals?

We as a department will brainstorm in meetings how we can support the mental health of our students in each of our classes, as well as share opportunities for self-care, such as those offered by the Mental Health and Wellness Center, via social media and course announcements.

Needs: What does your program need to execute this action plan?

Continued support of faculty release time to share events and resources with students.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Goals: What is your program’s goal with respect to course success by modality?

It is our goal to increase success rates no matter the modality.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

When comparing our success rates by modalities to other departments in our division, we find that our rates are similar. Students enrolled in online asynchronous courses appear to be at the greatest risk for failure across departments.

Action: What actions does your program plan to take in order to achieve your goals?

We want to further humanize our online classes, engage students in our content and make sure the content reflects our students. We will engage in conversations as faculty in department meetings to share ideas and identify how best to do this.

Needs: What does your program need to execute this action plan?

Space to hold department meetings (typically done at Sunnyvale).

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

While we have similar success rates to the college overall, we do note that success rates amongst Black, Latinx, Pacific Islander, men, foster youth and low-income students are remarkably lower.

Goals: What is your program's goal with respect to disproportionate impact?

We recognize that students need to feel seen, reflected and supported in our classes. We want to raise the number of check-ins with instructors, hire diverse staff, examine due date policies, and increase exposure of Foothill resources to our students.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

Our goal as a department is to prepare a diverse workforce for the various communities we serve in early childhood education. We acknowledge that many of our students are juggling many responsibilities in addition to those they experience in their education. Many are first-time college students, have English as a second language, typically work full time, have families with young children, and are taking a few classes at a time. Our field does not pay well, adding to the stresses that our students experience. We will continue to work towards the goal of student success for everyone.

Action: What actions does your program plan to take in order to achieve your goals?

We will further brainstorm ideas in department and advisory meetings, as well as share resource information, for example grant opportunities from CDTC and the Morgan Foundation, with all faculty, creating a more supportive environment in each of our classes.

Needs: What does your program need to execute this action plan?

We'd love resource information that we can directly embed in our Canvas courses, as well as space to meet as a department.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

The courses that are approved for distance learning are the following:

1, 2, 8, 50D, 51A, 53NC, 53NP, 54A, 54B, 54C, 54D, 56, 56N, 59, 63N, 71, 72, 73, 74, 80A, 80B, 80C, 82, 86A, 86B, 88B, 89, 90B, 90C, 91, 95

Not all of them are taught every quarter. There are currently only two of us working full time so we teach a lot of the classes. We have quite a bit of part time faculty instructors. An email was sent to the entire department to get feedback on how they do RSI. For some instructors what they did was pretty similar in all of their classes and they responded for all of the classes together. Others responded individually. Some classes are hybrid and others are completely asynchronous.

Denise Giotta 8, 63N, 88B, 95

I provide a weekly video highlighting and explaining the week's concepts. I also include reminders of due dates in the videos.

For all assignments/reflections, I provide a rubric with specifics of the grading criteria and personalized feedback.

For discussions (generally 2/week), I also include a rubric. When grading, I provide the same global summary of the topic, referencing specifics in the discussions. All students receive the same feedback for discussions.

In the Syllabus, I provide the objectives, course summary, and SLOs, along with information about my expectations for students.

In the introductory module, I included how to get a hold of my instructor's information.

At the beginning of every module, I include the module's objectives and a lecture page that lists activities, discussions/assignments, and due dates for the week.

I respond to students' questions regarding content within 24 hours on weekdays and 48 hours on weekends.

Yes, I have two discussions connected to the Module objectives each week. I participate in the discussions at least once with additional information and resources, often as a link to a website, article, or video.

Weekly office hours are provided to students. The time and Zoom link are always on the course's homepage and Syllabus.

I post two announcements/week, one on Sundays, to introduce the week's module and topics, along with any college-wide notifications or happenings. On Wednesdays, I post a mid-week check-in with more information on the week's topics and whatever else may need further explanation or highlighting. In the Syllabus, I include a communication policy that states when and how I communicate with students. The Syllabus also includes a grading policy.

Nicole Kerbey 56, 56N, 86 B

CHLD 56

Direct instruction is provided via the Canvas Platform over Zoom and in the modules. Students receive instruction via written work and videos, and reading is provided through articles shared and an OER text.

Students are provided with assignment requirements and expectations upfront. They receive instructor feedback and grades in Canvas; rubrics or the re-assign feature are sometimes utilized.

Information about the course is provided up front in the syllabus and in the first Module. Students take a quiz for understanding and are repeatedly welcome to ask the instructor questions. Competency of course content is

determined when students can demonstrate their understanding in discussion posts, quizzes, assignments, and tests, and the grades and feedback given reassure them of this competency.

Many discussions occur throughout the quarter based on course content and demonstrate competency. For example, students are presented with how to complete a “Window into Learning” document. After creating one, they share it in a discussion post. Students can then view and reflect on one another’s work and comment on what they find particularly effective for communicating with parents.

CHLD 56N

Direct instruction is provided over Zoom and in the Modules via the Canvas Platform. Students receive instruction via written work and videos, and reading is provided through articles shared and an OER text.

Students are provided with assignment requirements and expectations upfront. They receive instructor feedback and grades in Canvas; rubrics or the re-assign feature are sometimes utilized.

Information about the course is provided up front in the syllabus and in the first Module. Students take a quiz for understanding and are repeatedly welcome to ask the instructor questions. Competency of course content is determined when students can demonstrate their understanding in discussion posts, quizzes, assignments, and tests, and the grades and feedback given reassure them of this competency.

Many discussions occur throughout the quarter based on course content and demonstrate competency. For example, after introducing the concepts of “Developmentally Appropriate Practices (DAP)” and learning through play, students must post where they pretend to lead a classroom tour for parents. They must explain how these practices are being used in their fictional classroom. They post a response and respond to their classmates, reflecting on the ideas they presented and how they tackled the same task.

CHLD 86B

Direct instruction is provided over Zoom and in the Modules via the Canvas Platform. Students receive instruction via written work and videos, and reading is provided through articles shared and an OER text.

Students are provided with assignment requirements and expectations upfront. They receive instructor feedback and grades in Canvas; rubrics or the re-assign feature are sometimes utilized.

Information about the course is provided up front in the syllabus and in the first Module. Students take a quiz for understanding and are repeatedly welcome to ask the instructor questions. Competency of course content is determined when students can demonstrate their understanding in discussion posts, quizzes, assignments, and tests, and the grades and feedback given reassure them of this competency.

Many discussions occur throughout the quarter based on course content and demonstrate competency. For example, students are presented with many ways they may share curriculum with parents as preschool educators. In a discussion post, they share how the curriculum is currently being used in their programs, reflect on the effectiveness, and learn about alternative methods and tools through their classmates' posts and benefit from their reflections.

Chris Carducci for CHLD 08, 53NC & 53NP

Direct instruction is provided through Canvas modules with written lecture notes, video recordings, and assignment instructions. 53NC & NP had Zoom lectures and activities (some recorded).

I use the canvas comments in assignments to create an ongoing dialogue with students. I offer extra credit for the first assignment when students ‘practice’ using this canvas feature, and from there, I remind them it is the

most effective way to connect related to course content and assignment feedback, which is offered using canvas 'speed-grader.'

I have a discussion titled "questions about assignments" and "other course-related questions," which I ask students to post if the questions and my answers may be helpful to other students as well; I also use canvas inbox and fhda e-mail for questions related to course content.

I have offered students to join me in a Zoom group, but no one, so far, has taken me up on this opportunity. I contribute to the student's ongoing discussion related to chapter readings, but not as a group – it is individual, and students must peruse the discussion to locate my posts (not ideal).

I facilitate group discussions via Zoom with the hybrid courses (53NP & NC). We typically have a whole class lecture and break-out room small group discussions. Then, we reviewed what they came up with, and I expanded on their reflections.

Maryam Daha

CHLD 51A: Affirming Diversity in Education

We have a required textbook in this course. Each week, we use a module to organize the course content. The week's module consists of several modules: Written instructional lessons, videos, and narrated presentations made by me, resources by other educators or organizations, and film clips related to the module of the week. These lessons add to the course content and expand the material in the textbook.

I provide individual feedback on each student's assignments: discussion posts, reflections, and projects. In addition, the students have an option to redo most of their reflections after reading my comments. In addition to the individual comments, I also write group comments, sharing my experience and providing more insights and resources to expand the topic.

I check in with each student individually at least twice during the quarter to ask what support they need and how the course is going for them. I give them feedback on how they are doing in class and how they can improve their grade. I also send e-mails to individual students as needed on their academic performance or reminders of an upcoming project.

The course syllabus includes ways to contact me, Zoom office hours, study tips for a practical online learning experience, student support services, course expectations for written assignments, course schedule with reading assignments, and due dates for written assignments.

During the first Zoom office hours, we review the course syllabus, assignments, and any questions the students might have regarding the course. Office hours are optional.

I send announcements on Mondays and Fridays with information about the week's module, assignments, and upcoming projects that need pre-planning. The students get reminder announcements on Thursdays and Sundays for the assignments due that week.

When a student contacts me via e-mail with a question, they usually get a response within 24 hours. When they write their questions in their assignments, I write the answer in the comment box. Sometimes, I ask them to join our weekly office hours or meet me by appointment to review the questions more thoroughly. The students receive my assignment feedback within a week after the due date.

Discussion posts: We have discussion posts due on Thursday of each week. This is an opportunity for the students to share their views and read about their classmates' perspectives. The students are asked to respond to their classmates' posts and are encouraged to be specific and give thoughtful and constructive responses.

Identity Project: This peer review assignment allows the students to read and comment on two of their classmates' identity projects (they are not asked to evaluate their papers). The peer reviews appear anonymously. If the students do not want their peers to read their Identity Project, they do the assignment "Identity Project Without Peer Reviews." However, they must still read and comment on two of their classmates' identity projects.

Children's Books on a Padlet: As part of the Book Project, the students are also asked to share the titles of their two selected children's books on a Padlet. (These children's books are in several identity categories)

Maria Dominguez

CHLD 89, CHLD50D and CHLD1

CHLD 89 is a hybrid class. We meet in person for six evenings in the quarter. There are also some mini-lectures included in the modules.

Students have weekly assignments that I grade the following Monday. I leave comments on assignments and add their points as I grade them. If students missed something or if it seems that they didn't comprehend the instructions for the assignment, I give them another opportunity to resubmit and encourage them to ask me questions.

Students are welcome to ask me questions about the course or specific assignments at all times. I have office hours, but students prefer to send emails when they have questions. Most of the time, I respond within 24 hours or less, Monday through Friday. I post weekly announcements with updates and to introduce the topic. In that, I always include the phrase, "Feel free to continue to reach out to me with any questions or concerns."

In the in-person portion of the class, I always introduce the class logistics and what we will cover in the quarter on the first. The students are then given an idea of what assignments and projects they will work on for the quarter. For the more extensive assignments, I record a mini-lecture where I explain the assignment once again. During our in-person classes, I check in to see if there are any concerns or confusion about an assignment. I also take the time to explain the more extensive assignment due the following week.

Students also complete reflection or discussion questions, which they must respond to a peer. After class, there is also a good amount of interaction with the students to meet their specific needs. This is demonstrated when a line forms by my desk after every class. They meet in groups in every in-person class and do a presentation as a group for one of their final projects.

CHLD 50D

This is an asynchronous class. I have included some videos to clarify any essential points for the welcome. Something I am working on is including more videos of mini-lectures. For example, I have an assignment asking the students to submit questions about this particular age group and the field. I try to incorporate the answers throughout the class, but one of my goals is to create more videos answering their specific questions throughout the quarter.

When they complete their assignments, I give feedback to the students in the comment section.

Students can attend office hours via Zoom or send an email. I respond within 24 hours Monday through Friday. I have set hours where they know I will answer their questions immediately.

Students have a few discussion question assignments where they have to respond to a peer. This, in turn, starts a discussion between them.

CHLD 1

I teach this class as a hybrid. We meet once a week from 10-11:50 am, and a module is provided every week where the topic of the class lecture and activities is reinforced with additional reading and assignments.

Feedback is given in the comments section of the assignments. If students have not entirely understood the assignment concept, I reach out to them and encourage them to ask me questions to clarify. They are then allowed to resubmit.

In class, I also go over more extensive assignments and encourage them to ask questions for clarification. Students meet in groups and are asked to respond to peers in their discussion or reflection questions.

I respond to emails within 24 hours or less, Monday -Friday, and then do an office hour on Sunday nights if students have questions before submitting. Besides online office hours, I have an in-person office hour right after class. The BSS student lounge is on the main campus. I sometimes sit there for an hour after class and tell the students I will be there for a more casual office hour. This is more popular.

Krista Rentschler

CHLD 1 & CHLD 2

Each week, I release a module that includes a summary of what we will cover for the week and the assignments due. The chapter notes/slides are also under the weekly module, as well as all the week's activities, discussions, and assignments. Each of the activities, discussions, and assignments have direct instructions on how to complete the work.

I use the comment feature on SpeedGrader to help provide feedback and guidance to the student. I always provide some sort of feedback, even if it's, "Great work. I can see you understand the concepts we discussed this week." Sometimes, I provide more feedback for students who do not understand the content thoroughly and then allow them to improve their work.

Sometimes, students will send me messages via Canvas or email, and I answer their questions that way. Sometimes, students respond in the comments section on Speedgrader, and I also answer questions there. In addition, I host weekly office hours where I can answer more specific questions for students. I have also scheduled appointments to meet virtually with students who cannot make it to my weekly office hours but need more guidance or support in completing an assignment or a better understanding of a concept.

Throughout the quarter, we do have discussions on Canvas as an assignment students have to complete. I require students to reply to at least one classmate for full credit. In the discussions, I see students conversing about the course content and reflecting with their peers. During office hours, there are times when I may have multiple students. Instead of inviting them in one at a time via Zoom, we will have a group discussion about the content because multiple students have the same question and need more clarity.

Jennifer Perez

CHLD 80B

I provide direct instruction in my online courses via Zoom mtngs

I assess and provide student feedback directly on coursework submitted in Canvas and I also provide direct comments, suggestions, and recognition of accomplishments in the comments section in Canvas.

I provide direct comments on course content and competencies in Canvas and on each assignment graded, for feedback, and in Canvas announcements, and in the assignment prompt itself if I'm recognizing trends that require further guidance and clarity.

I do provide opportunities for group discussion regarding course content and competencies via Canvas announcements. I'll send an announcement on specific competencies and will set the announcement so that students are invited to respond, make comments, share thoughts, and examples of their own work. I have also been asked by students to create a module for discussion on specific course work so that students can share thoughts and explanations (and because I have found that students often translate instructions better than me.

Julie Kennedy

I provide weekly instruction scheduled via zoom. I meet with students to provide current information on the topics we are studying.

Rubrics are used for part of this course, but a good amount of feedback is given directly to students one to one, through meetings.

I participate in discussions with the class as a whole, but I also individualize responses, specifically if a student is new to the idea of administration. Discussions for this class are often "practicum" work. Case studies that we work through.

I grade work within 24-48 hours after the due date. I highlight work, offer suggestions for improvement using the "word" tools in Canvas, utilize the comments section provided by Canvas, and offer "resubmissions" after grading, when/if improvement is needed.

In the Syllabus I provide the objectives, course summary and SLOs along with information about my expectations for students

In the Introductory Module I include How to get a hold of my instructor information

At the beginning of every module I include the objectives of the module and a lecture page which lists activities, discussions/assignments and due dates for the week.

I respond to students' questions regarding content within 24 hours on weekdays and 48 hours on weekends.

Each week I have 1 discussion that is connected to the Module objectives. I participate in the discussions at least once with additional information and resources, often in the form of a link to a website, article or video or resource.

I have weekly office hours are provided to students. The time and zoom link are always on the homepage of the course and in the Syllabus

I post 1-2 announcements/week. I use announcements to check in with students, give direction, and offer additional resources (in the form of conferences or seminars), that may be happening in the Bay area.

In the Syllabus I include a communication policy that states when and how I communicate with students.

The Syllabus also includes my grading policy.

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

We've had consistent full classes for the past years. As a department we have worked hard to listen to the students and adapt to their needs, especially post pandemic. Our department is a work force. The majority of our students are employed full time. Most of our classes are in the evenings, hybrid or completely online. Although there are areas we feel are strong in, we acknowledge that there is always room for improvement. There are ways we can strive to grow in knowledge and sensitivity to the students, but we acknowledge that some areas of improvement are part of a bigger challenge we face as a college. We can be a part of working on this as a whole by continuing to attend our division meetings and have clear and ongoing communication with our dean.

This form is completed and ready for acceptance.

Career and Technical Education Programs Addendum 2023

Career and Technical Education Programs Addendum 2023

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

We have no re-accreditation process in our field/ department.

2. Did the program maintain accreditation?

- yes
- no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

N/A

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

N/A

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

N/A

6. If applicable, what areas of concern were noted during the annual accreditation report?

N/A

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

- yes
- no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

- yes
- no

3. Web link to meeting minutes?

Minutes from Advisory Board Meeting 2022-2023
<https://docs.google.com/document/d/1Hb2LjOIEOWyvVWhgbM5A53hiVdGwZoLPa73uN90j0SM/edit?usp=sharing>

4. Were there any advisory board commendations/special mentions identified?

Dual enrollment programs are going well.
Directors need more teachers to hire.

There is a higher need to mentor new teachers because a high number of seasoned teachers have left the field, but this is a universal problem.

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

- Directors requested an infant toddler class for students to take in order to for teachers to meet the community care licensing requirements.
- Since the pandemic there has been a shortage of teachers and high number of positions that need to be filled in Child Development centers.
- Because of the teacher turnover, positions have been filled with teachers with less experience. Directors mentioned a need to emphasize the value of play and training on creating developmentally appropriate activities.

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

- We created a 5 unit infant toddler course that aligns with community care licensing guidelines.
- An apprenticeship program was implemented to prepare more students for the field and ideally meet the needs of directors trying to fill positions.
- We partnered with the Felton Institute in San Francisco to take cohorts through the core classes required by community care licensing in order to fill positions in their five Child Development centers who also were struggling to fill positions. Many of the students have already been hired.
- A higher emphasis on the value of "Play" has been put in place in classes, specifically the curriculum class. This idea is already emphasized in all of our classes, but we are working on assessing the comprehension of this idea through student presentations, projects and reflective practice assignments.

C. Regional Labor Demand

Visit <https://foothill.edu/programreview/prg-rev-docs/cte-labor-demand-data-2023-24.pdf> to view your program data.

1. In the data table, what does the regional labor demand data trend indicate?

- the data trend shows an increase in labor demand
- the data trend shows a decrease in labor demand
- the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

We see a small increase in demand for preschool teachers (7%), but a decrease in demand for elementary school teachers, day care workers, child care assistants and social workers. These numbers are a bit surprising as there is much dialogue around the "teacher pipeline shortage". We know that our society will always need educators, so we aren't overly concerned about these numbers.

D. Regional Labor Supply

Visit <https://foothill.edu/programreview/prg-rev-docs/cte-labor-supply-data-2023-24.pdf> to view your program data.

1. In the data table, what does the regional labor supply data trend indicate?

- the data trend shows an increase in labor supply

- the data trend shows a decrease in labor supply
- the data trend shows no change and/or is flat in labor supply

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

We see a decrease in labor supply, which correlates with a decrease in our enrollment numbers. If there is a decrease in demand for many of the occupations in education, the decrease in enrollment makes sense, there isn't pressure to earn more units to enter into the workforce. We know that the more education an educator has can increase the quality of the teaching, so we can encourage program administrators to increase educator requirements.

E. Regional Wages

Visit <https://foothill.edu/programreview/prg-rev-docs/cte-regional-wage-data-2023-24.pdf> to view your program data.

1. In the data table, what does the wage data trend indicate?

- the data trend shows an increase in wages
- the data trend shows a decrease in wages
- the data trend shows no change and/or is flat in wages

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

The data trend showed an increase in wages until the 2019-2020 school year, in which it decreased a bit. This isn't surprising as most educators worked less that year. We would be curious to see more recent data and if the numbers have rebounded.

F. Program 13.5 Course Completion

Program 13.5 Course Completion					
Unduplicated Headcount	2017-18	2018-19	2019-20	2020-21	2021-22
Child Development	99	72	86	102	92
Dental Hygiene	47	97	99	119	114
Emergency Medical Services	100	96	82	52	41
Horticulture	50	57	44	44	26
Photography	0	0	0	0	1
Radiologic Technology	42	44	42	42	47

CTE courses offered between 2017-18 and 2021-22 that were used to retrieve completion counts include the following:
 Child Development: CHLD 1, 2, 8, 50A, 50D, 51A, 54ABD, 56, 56N, 59, 63N, 71-74, 80ABC, 82, 86AB, 88, 88B, 89, 90BC, 91, 95, 53NC, 53NP.
 Dental Hygiene: DH 50, 70R, 200L, 300AB, 302, 304, 305ABCD, 308, 310, 312, 314, 316AB, 318, 320ABCD, 322, 324, 326ABC, 328ABC, 330, 332, 350ABC, 352, 354, 356.
 Emergency Medical Services: EMS 50, 52, 52A, 53, 53A, 60AB, 61AB, 62AB, 63AB, 64AB, 203.
 Horticulture: HORT10, 15, 21-26, 30, 31, 40, 45, 52CEGH, 54ABCJKL, 55A, 60BCDFJ, 80ABCDI, 90CDGHIMPQSUVXYZ, 91AC
 Photography: PHOT 4ABC, 11, 11H, 72, 74AB.
 Radiologic Technology: RT 50, 51ABC, 52D, 53, 53ABCD, 54ABC, 55ABC, 61AB, 62ABC, 63, 63ABC, 64, 65, 70AB, 72, 74, 75, 200L, 53AL, 53BL, 53CL.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

- the data trend shows an increase in the number of students completing the 13.5 CTE units
- the data trend shows a decrease in the number of students completing the 13.5 CTE units
- the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

The data for Child Development is inconsistent, with an unidentifiable trend. We find that students are trying to identify their goals in a post-COVID world. We are continuously adapting our offerings, remaining flexible to their needs.

G. Program Graduate Employment Rates

Visit <https://foothill.edu/programreview/prg-rev-docs/cte-graduate-employment-rates-2023-24.pdf> to view your program data.

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

- the data trend shows an increase in graduate employment
- the data trend shows a decrease in graduate employment
- the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

The data was flat until a decrease in the 2019-2020 year. This is not surprising as many early childhood programs halted or completely closed during the pandemic. Many educators found alternative work not represented in the labor data due to this circumstance.

This form is completed and ready for acceptance.