

Peralta Community College District

UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2010-11 budget year.

I. OVERVIEW :

		Date Submitted:	11/20/2009
Discipline	Human Development – Child Development	Dean: Dr. Stacy Thompson	
Department Chair	Christine Olsen		
Mission/ History <i>Brief, one paragraph</i>	<p>Mission The Merritt College Child Development Program prepares effective early care and education professionals to provide quality programs and services to children, families and the community.</p> <p>History The child development program was one of five occupational programs offered when the college opened in 1965. At that time, it was under the auspices of the health science and physical education division. The program was designed to prepare students for employment in child care centers, family child care and various types of careers in early care and education. The child development program grew from one course and one part-time instructor in 1965 to 5.89 FTEF with 28 sections in 2009.</p> <p>History The Child Development Program is committed to quality training for the students who participate in the program. Classes prepare s to function in a variety of early care and education careers including family child care, center based care and other careers related to children and families. Perspectives on maturation, developmentally appropriate practices, and professional advancement within the early care and education field receive primary concentration. Current theory and research, cultural influences, practical applications and a supervised laboratory preschool experience are connected so students will discover their most effective and unique role with children. Courses are offered during the day, evenings and on weekends in order to meet the needs of our students.</p> <p>In addition to the associate in arts degree and 5 certificates in child development, the program offers flexibility to students with varying educational goals. It also provides learning opportunities employees who wished to continue their education and upgrade their skills. Students completing the degree and/or certificate options meet the requirements mandated by state and local regulatory agencies</p>		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Annual Trend Baseline Data					
Year	Annual FTES	%FTES growth	FTEF in program	FTES/ FTEF	Comments
2008/09	195.95	-6%	13.07	14.99	Beginning Fall 2008, our productivity improved; Spring 2009 -Fall 2009 our enrollment is growing (955, 1074) and our productivity continues to improve (15.56, 18.04)
2007/08	209.21	-12%	9.14	11.49	Our enrollment declined due in part to the fact that Child Development students are now receiving stipends for getting their A.A. degrees in Child Development. Our students are now a positive factor in the enrollments in G.E. classes rather than in Child Development classes. Previously, Child development students were getting stipends for taking child development classes only, which was a positive factor in our enrollment, 2003-2006. In our attempt to respond to community pressure for more classes in the community, we in retrospect scheduled too many sections and this had a negative impact on our productivity. During the 2008-2009 academic year, we cut sections and now have a higher productivity.
2006/07	238.34	1%	8.29	14.45	
2005/06	235.92	n/a	8.70	13.59	

Fall Semesters Baseline Data							
	2004	2005	2006	2007	2008	CODE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	1220	1188	1287	1038	866		
2. Sections (master sections)	37	42	40	37	31		
3. FTEF	7.67	9.15	8.00	8.70	6.41		

4. FTES	127.56	9.15	133.07	108.32	88.72		
5. FTES/FTEF	16.63	13.22	16.63	12.45	14.40		
Program Cost(Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
<p>8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).</p>	<p>Merritt is the sole post secondary institution in Northern Alameda County that educates child development teachers to meet state certification standards. Merritt’s CDD has also created outreach, consultation, and special cohort learning programs to serve our diverse population. This has resulted in a much needed increase in numbers of ECE teachers of color and who are bi-lingual. This is especially important to help meet the needs of the families and ECE services in our area. Parents, as well as children, benefit from teachers who share their cultural and linguistic backgrounds, and understand the needs of their communities.</p> <p>One of the goals in the Early Care and Education Profession is to advance the education level of ECE providers. The statewide Curriculum Alignment Project is working with child development departments to design a common transfer degree from community colleges to state universities. By 2013, Headstart teachers must all have an A.A. to keep their teaching jobs. Merritt CDD is helping to meet these goals by collaborating with Alameda County First Five, local ECE programs, School Districts, BANANAS Child Care Resource and Referral, and three Head Start Programs. Over a four year period, 143 students earned a Child Development Associates of Arts degree, 675 students completed courses to earn ECE certificates and 228 California Child Development Permits (credentials) were approved through Merritt’s auspice.</p> <p>The Child Development program holds advisory committee meetings once per semester in order to get input from our community partners, especially child care employers, on how to best prepare our students for a career in early care and education</p>

9. College strategic plan relevance	
<p>Check all that apply</p> <p>X New program under development</p> <p>Contract education through funds from Headstart</p> <p>X Program that is integral to the college's overall strategy</p> <p>Professional Providers Program 2nd year: The department obtained funds from the Basic Skills Initiative for year two, a successful cohort program for beginning child development students with support for basic writing skills and professional skills.</p> <p>Emergent Teachers Program</p> <p>The Child Development discipline is essential to Merritt's strategy in preparing students to be professionally and personally qualified through completion of their educational goals</p> <p>X Program that is essential for transfer</p> <p>Child Development offers classes that are required or may be used for AA and Bachelor's degrees. Child Development Department has submitted a transfer package for alignment on a statewide level to create a common transfer degree.</p> <p>X Program that serves a community niche.</p> <p>Child Development graduates can expect to gain employment upon completion of the program</p> <p>X Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</p> <p>88% of our students are women; many of these are mothers who have faced extraordinary external factors.</p> <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

<p>10.ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <p>Child Development</p> <ol style="list-style-type: none"> 1. As a priority, fill the two ECC Professional Development Coordinator positions to assist students in transfer and processing permit applications through the California Commission on Teacher Credentialing (CTC). 2. Continue to build community partnerships. 3. Provide monthly meetings with faculty, once per semester with part time faculty and once per semester with entire faculty. 4. On going participation with CCCECE and the Curriculum Articulation Project, CAP to fulfill students need to transfer to CSU and UC's 5. Provide computers and working email accounts to all faculty.
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6. Provide technical support for all technical/media areas and **prompt** repair of technical and AV equipment.
7. Rebuild the Child Development Web page and its links to the Merritt College Web Page.
8. Complete SLOs for all Child Development Courses.
9. Hire clerical support for the Child Development Department.
10. Hire a department researcher to follow-up with the placement of Child Development Department graduates.
11. Replace the 2 contract positions lost to the retirement of Dr. Cynthia Whitfield and transfer of Dr. Stacy Thompson to administrative position of Division 1 Dean
12. Formalize a PR/outreach strategy to maximize community exposure.
13. Institute emergency/disaster preparedness and response training, needs and supplies for the lab school and all instructors.
14. Continue to assess, develop and implement strategies for online courses, trainings and collaborations.
15. Continue to support student success/retention through the learning community cohorts such as Professional Providers Program, Emerging Teacher Program, Career Advancement Academy.

Additional Planned Educational Activities

11. Health/safety/legal issues:	<p>Due to compliance with Community Care Licensing for operation of the facility and instructional compliance with Title 5 regulations for Child Development student's constraints on the number of students enrolled in the lab portions</p> <p>Institute emergency/disaster preparedness and response training, needs and supplies for the lab school and all instructors.</p>
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**Student Learning Outcomes (SLOs)
2008/09**

12. Have you completed Student Learning Outcomes (SLO's) for all your courses?	YES _____	NO ___x___
12a. If you answered no to question 12 then, what percentage have you completed?		
___12%___ of the ECE courses have student learning outcomes and we have Child Development program map with program outcomes.		
13. What are you assessing this year? <i>Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan.</i>	<p style="text-align: center;">___x___ course outcomes _____ program outcomes _____ institutional learning outcomes</p>	

BUDGET				
Budget Categories	Allocated 08/09	Expended 08/09	Requested 09/10	Comments
Fund 1				
Fund 14				
Fund 17	\$3,162	\$1,532		Some of the vendor applications did not go through due to a new procedure in purchasing department
Measure A				
VTEA	\$8,917	\$8,780		
Total	\$12,079	\$10,312		

ADDITIONAL REVENUE: GRANTS, PRIVATE SALES, AND DONATIONS			
Name of Grant/Donation/Sale	Awarded/Generated 08/09	% Expended 08/09	Comments
CDTC Grant	10,000	8,600	Some of the RPOs did not go through due to a new procedure of vendor applications for students who receive reimbursements.

PERSONNEL NEEDS 09/10									
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF
		866	92.33	2.09	.37	3.94	6.40	32%	.35
Comments									
<p><i>Current</i> We are requesting 1 full time faculty. Our enrollment is growing again and we are expanding our community partnerships (contract ed.).We have lost two full time instructors in the last two years. The consistency of full time instruction will support the development of distance ed. and maintenance of curriculum, learning cohort programs, lab classroom, our community/state partnerships and better meet student needs. In the current schedule, 2/3 of classes are taught by adjunct. Both contract instructors are fully loaded.</p>				<p><i>If filled</i></p> <p>Will give us the consistency of full time instruction to expand partnerships, develop curriculum and best meet student needs.</p>	<p><i>If not filled</i></p> <p>Less consistency will hinder our ability to expand partnerships, develop curriculum and best meet student needs.</p>	<p><i># FTE (faculty assigned)</i></p> <p>We have 2 contract faculty fully loaded and 16 adjunct faculty teaching 23 classes.</p>			

*Narrative: Are PT faculty available? Can FT faculty be reassigned to this program?
Implications if not filled*

Yes part time faculty are available; we have 16 adjunct faculty teaching Fall 09-10.

Faculty Staff Requests 2010-2011:

Replace the 2 contract positions lost to the retirement of Dr. Cynthia Whitfield and transfer of Dr. Stacy Thompson to administrative position of Division 1 Dean. We currently have two contract faculty and sixteen adjunct faculty. In the 2009 Fall schedule 16 adjunct faculty are teaching 23 out of the 33 classes offered.

FACULTY ETHNICITY			
Ethnicity	# of Contract	# of Adjunct	Total
Asian		2	2
African American	1	7	8
Filipino			
Hispanic/Latino		2	2
Native American		1	1
Other			
White	1	5	6
Unknown		1	1
Total	2	18	20

FACULTY GENDER			
Gender	# of Contract	# of Adjunct	Total
Male	1	0	1
Female	1	15	16
Not Supplied		1	1
Total	2	18	18

RESOURCE NEEDS
Equipment/Material/Supply/ Classified/Student Assistant Needs:
Please describe any needs in the above categories.
<ol style="list-style-type: none"> As a priority, fill the two ECC Professional Development Coordinator positions to assist students in transfer and processing permit applications through the California Commission on Teacher Credentialing (CTC). Provide adjunct faculty with voicemail.

3. Provide LCDs, TV monitors with VCR/ DVD players, Smart boards, white boards, internet access in each classroom in the A building.
4. Lease copiers for Child Development Department and Lab School with a repair contract.
5. Replace desks and tables in A137, 139, 100.
6. Provide computers and working email accounts to all faculty.
7. Provide technical support for all technical/media areas and **prompt** repair of technical and AV equipment.
8. Regularly update Child Development links to the Merritt College Web Page.
9. Hire clerical support for the Child Development Department.
10. Hire a department researcher to follow-up with the placement of Child Development Department graduates.
19. Assess, develop and implement strategies for online courses, trainings and collaboration.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

1. The lab school office needs window facing door for health & safety issues.
2. Fencing needs to be built to cover the electrical boxes on lab school yard.
3. Permanent shade structures need to be built in play school yard.
4. Child Development rooms in the A building need new tables and chairs.
5. Replacement of counter table in A112.
6. Replacement of heating and air conditioning systems in all A building classrooms.
7. Student seating in the A building court yard (tables and chairs).
8. Landscaping of the lab school yard.

IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY

Student Demographics: Ethnicity			
Ethnicity	Baseline Fall 04-07	Fall 08	College
Asian	25%	24% (220)	16%
African American	37%	28% (274)	36%
Filipino	1%	1% (8)	3%
Hispanic/Latino	20%	22% (220)	14%
Native American	1%	0% (4)	1%
Other	1%	2% (16)	2%
White	11%	9% (80)	21%
Unknown	5%	6% (56)	6%

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Student Demographics: Gender			
Gender	Baseline Fall 04-07	Fall 08	College
Male	6%	4% (39)	31%
Female	93%	88% (767)	69%
Not Supplied	1%	7% (64)	0%

Analysis
<p>1. What are you doing to increase access?</p> <p>Teaching courses bilingually in Chinese and Spanish; contract faculty work with Male Involvement Program. Due to budget cuts, we may have to close some of our classes in the community which will limit access.</p>

Student Retention Rate <i>Students who do not withdraw or drop</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
Asian	83%	87% (220)
African American	67%	67% (274)
Filipino	92%	88% (8)
Hispanic/Latino	75%	82% (222)
Native American	78%	75% (4)
Other	72%	75% (16)
White	80%	76% (80)
Unknown	73%	79% (56)
Child Dev Average	75%	77% (870)
College Average Fall 2008: 72%		

Student Retention Rate: Gender		
Gender	Baseline Fall 04-07	Fall 08
Male	79%	74% (284)
Female	77%	75% (474)
Not Supplied	80%	65% (49)

Analysis

1. If your disciplines retention rate is beneath the colleges rate, then why?

2. If your retention rate is below the college rate, then what are you doing to increase retention?

3. If your retention rate is above the college's rate do you have any best practices to share?

The Child Development Programs has the following programs in place to support retention: child development tutor; Emergent Teacher Program, Professional Providers Program, Mentor teachers, A.A. Corp Program (stipends working on A.A. degree), Tuition reimbursement through CDTC, Merritt College Career Advancement Academy.

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
Asian	79%	77% (220)
African American	56%	47% (274)
Filipino	86%	88% (8)
Hispanic/Latino	69%	68% (212)
Native American	70%	75% (4)
Other	67%	50% (16)
White	77%	73% (80)
Unknown	69%	61% (56)
Child Dev Average	68%	64% (870)
College Average Fall 2008: 60%		

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Student Successful Course Completion Rate (SCCR) by Gender		
Gender	Baseline Fall 04-07	Fall 08
Male	63%	56% (39)
Female	68%	65% (767)
Not Supplied	59%	56% (64)

Analysis
1. If your disciplines successful course completion rate (SCCR) is beneath the college's rate, then why?
2. If your sccr is below the college rate, then what are you doing to increase it?
3. If your sccr is above the college's rate do you have any best practices to share? Programs in place to support completion: child development tutor; Emergent Teacher Program, Professional Providers Program, Mentor teachers, rap session with department chair, A.A. Corp Program (stipends working on A.A. degree) Tuition reimbursement through CDTC