



Education & Human Development

Program Review - Mid-Cycle

CAN Mid-Cycle Program Review

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1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A.

Since the last comprehensive program review (2021-2022), the Education and Human Development Department fully transitioned back to F2F classes (including bimodal F2F-Zoom-Synchronous courses), returned to remodeled Bldg. 22, and expanded course and certificate offerings for students. Specific changes and updates include the following:

1. Hires and retirements:

- Replacement hire for M. Day completed Spring 2022
- New full time, tenure-track: K. Brower start date Fall 2022
- Professor P. Hall phase-in retirement approximate Spring 2023 – using banked classes

2. Foster Kinship and Care Education (in collaboration with San Mateo County of Human Services)

- Instructional Specialist K. Wiggins-Dowler retired Spring 2022
- New Instructional Specialist: E. Galvez
- Updates: In collaboration with ROSE (Resources & Opportunities for Success & Engagement) committee at Cañada College, EHD helped update FYSI, wrap around services for foster youth on campus, build relationships with community, and establish Community of Practice for foster youth advocates at Cañada College (first Community of Practice meeting held Spring 2023).

3. Dual Enrollment @ Hillsdale High School Update – 2 new cohorts Fall 2023 under K. Brower and new adjunct faculty T. Campbell

4. New certificate: Multilingual Learner Teacher Certificate of Achievement

- In collaboration with San Mateo County of Education Early Learning Collaborative, Fresno State University, and the Institute for Racial Equity and Excellence, EHD/Santos helped establish a 10-unit professional development certificate of achievement for early educators working with multilingual/multicultural young children.
- Cañada College Curriculum Committee approved Spring 2022.
- BACCC approved Summer 2022
- COCI approval – pending Fall 2023, expected no later than Spring 2024

5. New certificate: Human Services Paraprofessional Certificate

- Professor P. Hall and adjunct professor A. Musawwir (Human Services Program) updated HSMV certificate in compliance with new state mandates.
- Cañada College Curriculum Committee approved for Fall 2022
- BACCC and COCI submissions – pending 2023-2024

6. Updated Social Work and Human Services AAT

- Professor P. Hall and adjunct professor A. Musawwir revised AAT in compliance with state changes.
- Cañada College Curriculum Committee approved for Fall 2022

7. Expanded Advisory Board – Spring 2023:

- 1) Early Childhood (SMCOE) – continuing
- 2) Inclusion and Early Intervention (SFSU – Early Childhood Special Education)
- 3) Human Services and Social Work (San Mateo County of Human Services)

8. Piloted support for students, primarily for those who are ELL:

- Embedded tutor (in collaboration with Learning Center) – Fall 2022

Education & Human Development - Mid-Cycle Review

- Student Assistants (with support from Division/Strong Workforce) – Spring 2023
- Update Fall 2023: hired student assistants (n=3) specifically for Spanish translation support, writing support, general support

9. Educators Now Club: New leadership team as of Fall 2023

10. NEW and ON-GOING since Fall 2022:

- Apprenticeship/Pre-apprenticeship program for ECE – K. Brower, in collaboration with D. Gainey & Business, Design & Workforce Division, Skyline College
- Child Development Center Taskforce (lab school at Cañada College) – K. Brower and J. Hui in collaboration with Cañada College and SMCCD
- GE articulation with SFSU/Child & Adolescent Development Program – K. Brower
- Elementary Education ADT, outreach & promotion – EHD team
- Youth and After-School Certificate – revising – EHD team
- ZTC transition – EHD team

11. Completed workshops Fall 2023 – J. Hui

- 8/8/2023 EHD Information Session on Zoom and in-person
- 8/29/2023 Program and Permit Information Session at Redwood Church Preschool
- 9/19/23 at 3:00 pm (Zoom & in-person) Stipend and grant information session

12. ON-GOING Student Support and Community Partnerships – J. Hui

- o California Community College Early Childhood Education (TriCECE) - Co-catalyst
- o Palcare Executive Board (Secretary)
- o San Mateo County Office of Education Child Care Partnership Council Workforce Committee
- o ELC Teacher Stipend Program
- o CDTC Educational Support Grant

CONCLUSIONS

The Education and Human Development Department, which includes the ECE, EDUC, and HMSV programs, has been busy and productive since the last comprehensive program review. Enrollment remains steady and growing! Data from PRIE website.

- Total enrollment for EHD (ECE, EDUC, HMSV) 2022-2023 = 1578, which is up from 2021-2022 at 1454.
- Total headcount for EHD (ECE, EDUC, HMSV) 2022-2023 = 899, which is also up from 2021-2022 at 868.

2. Provide a summary of the progress you have made on the goals identified in your last program review.

Objectives acquired/continued from last comprehensive program review submission (2021-2022).

Objective 1: Addressing Teacher Shortage & Teacher Pipeline Outreach to those interested in School-Age

- Revising Youth and After School Certificate to 10 units and to better align with Elem-ED ADT
- Continuing partnerships with SFSU (CAD and SPED programs) re: articulation and career pathways
- Continuing collaboration with Humanities and other Divisions re: Elementary Education ADT (information, outreach, promotion)
- o Drafting coordinating schedules for required classes with Skyline College

Objective 2: Foster and Kinship Care Education (FKCE) Programming (Addressing community needs)

- New Instructional Specialist hired; on-going collaboration with ROSE and San Mateo County (Child Protective Services, Independent Living, and others); Community of Practice for Foster Youth Advocates

Objective 3: Creation of New Certificates and Department and Division Support Technology upgrades:

- New certificates: Multilingual Learner Teacher Certificate (pending COCI approval); Human Services Paraprofessional Certificate (pending BACCC and then COCI approval)

CONTINUING GOAL: Renovate 22-136 and convert into “EHD Hub” with 4 laptops for student assistants,

Education & Human Development - Mid-Cycle Review

adjunct faculty, Educators Now Club, and department workshops and orientations. Building 22-136 is currently labeled "EHD Office," but continues to be a communal kitchen. Purchase curriculum materials that will be kept in the EHD Hub (i.e., resources and materials required by ECE 211, 313, 333, 366).

Objective: 674 - Creation of Teacher Education Pathways

- Continuing partnerships with SMCOE Early Learning Collaborative
- Continuing partnerships with SFSU (CAD and SPED programs) re: articulation and career pathways
- Continuing collaboration with Humanities and other Divisions re: Elementary Education ADT (information, outreach, promotion)

Objective: 675 – ECE, EDUC and Human Services Merger

- All program subsumed under Education and Human Development Department (EHD).
- EHD Advisory Board expanded with partners from each of the above programs
- EHD faculty regularly collaborate with HSMV faculty to update certificates and degrees

Objective: 676 - Strengthen the practical experience component of the ECE certificate/degree.

- CDC Taskforce working to establish lab school at Cañada College ... ongoing

Objective: 678 - Develop and Implement Distance Education Plan

- Current and new courses all have DE addendum as of Fall 2023
- o Pending: ECE 213 (with revisions of Youth and After-School Certificate)

Looking Ahead

3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review. Consider things such as curriculum changes, employment trends, equity needs, equipment needs, future staffing and faculty needs, etc.

- Combining Objective 1 (Addressing Teacher Shortage & Teacher Pipeline Outreach to those interested in School-Age) with Objective 674 (Creation of Teacher Education Pathways). Former is title of combined goals. EHD now addresses teacher shortage for Prek-Tk-Elementary Education.
- Continuing/planned new GOAL as part of current CDLC Task Force: Coordinate with upcoming Child Development Lab Center (CDLC) to provide students practical experience working with young children (projected opening Fall 2025)
 - o Hire non-instructional faculty coordinator to manage CDLC.
- Removing objectives that have been completed (objectives 2, 675, 678)

CONTINUING GOAL & RESOURCE REQUESTS: Renovate 22-136 and convert into "EHD Hub" with 4 laptops for student assistants, adjunct faculty, Educators Now Club, and department workshops and orientations. Building 22-136 is currently labeled "EHD Office," but continues to be a communal kitchen. Purchase curriculum materials that will be kept in the EHD Hub (i.e., resources and materials required by ECE 211, 313, 333, 366).

NEW GOAL & RESOURCE REQUESTS: Coordinate with upcoming Child Development Lab Center (CDLC) to provide students practical experience working with young children. Hire support for upcoming CDLC (projected opening Fall 2025): non-instructional faculty coordinator to manage CDLC.

Education & Human Development - Mid-Cycle Review

If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.

Supporting Information

General Supporting Documents

[Enrollment & Headcount 2021-2023.jpg](#)

[Enrollment Charts 2021-2023.jpg](#)

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Education and Human Development

Item Requested

Room Renovation

Item Description

1. Renovate 22-136 and convert into "EHD Hub," with 4 laptops for student assistants, adjunct faculty, Educators Now Club, and department workshops and orientations.

Program Goals this Request Supports

All goals that support students to transfer, enter the workforce, and succeed in their academic and professional plans.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

40,000

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

EHD serves a diversely growing student population who require student assistants/tutors and a work space that provides profession-specific curriculum materials. A large percentage of our students are multilingual, multicultural, multi-ethnic, female heads of households, English language learners, and require various supports in order to succeed in college. EHD's enrollment has grown steadily (even through the pandemic years) and serves a larger number of students than other programs in our Division. We are requesting equitable space and resources. BDW has a "Business Hub," "Digital Art & Animation Labs," and similar spaces for Fashion Design, etc. Request for a similar-type space has been in place since 2015 (documentation available upon request).

Critical Question: How does this resource request support Latinx and AANAPISI students?

See above. EHD serves a large number of Latinx, AANAPISI, and Middle Eastern student populations.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access, Success, and Completion, Equity-Minded and Antiracist College Culture, Community Connections, Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need, Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete, Create and sustain an inclusive, antiracist, and equity-minded campus culture, Better share what

Menlo Park - Resource Request

Cañada offers, Be the best college choice for local high school students, Strengthen K-16 pathways and transfer

Personnel - Librarian or other Non-Instructional Faculty (2023 - 2024)

Personnel - Librarian or other Non-Instructional Faculty (2023 - 2024)

Requesting Unit

Education and Human Development

Position Description

Coordinator (Non-instructional Faculty) for CDLC

Status

New Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Program Goals this Request Supports

All goals that support student success, preparation for workforce, and transfer to university. The coordinator will work with EHD to manage quality practicum/internships experiences for students.

Critical Question: How does this resource request support closing the equity gap?

CSM and Skyline have CDLC's that serve their campus community. Cañada College requires equitable supports and resources that would similarly benefit students by having a lab school of its own.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Cañada College is an HSI and serves diverse groups of students. The CDLC coordinator will facilitate services and supports for all students.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The proposed position aligns with objectives pertaining to student connection, quality learning, and equitable access to campus resources, technology, and the actual physical campus.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

Coordinator will collaborate with EHD and upcoming Child Development Lab Center (CDLC) to provide students practical experience working with young children, and valuable observation-based learning.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time non-instructional faculty in the program or department.

1

Menlo Park - Resource Request

2. Percentage or ratio of hours staffed/services provided by full-time faculty (average from last three years).

100

3. Number of students and/or other relevant college community members (such as faculty) served by program in the last three years.

60

4. Is there a need for specific instructional areas or special service areas that exist and cannot be met by current faculty expertise?

No

5. Qualitatively and quantitatively describe student/faculty demand, especially for those services that will be assigned to the proposed faculty member.

CDLC task force is currently working on obtaining requisite data.

6. Are there any services that are not currently available due to an inadequate number of librarians or other non-instructional faculty?

No

7. Are there any services that will not be available if the position does not move forward at this time?

No

8. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

CDLC Task force is in process. We were instructed to request this position early (i.e., no - Fall 2023).

C. If this proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?

No

D. Federal or State mandates: Is the position required by the Federal or State government, and/or is it essential to keep the college in compliance with Federal or State laws and regulations?

CDLC task force is working on this.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access, Success, and Completion, Community Connections, Accessible Infrastructure and Innovation, Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need, Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete, Support innovative teaching that creates more equitable and antiracist learning environments, Create and sustain an inclusive, antiracist, and equity-minded campus culture, Better share what Cañada offers, Be the best college choice for local high school students, Strengthen K-16 pathways and transfer, Help students explore and find employment in fields of their choice

Personnel - Classified Staff (2023-24)

Hiring Division/Department:

Education and Human Development

Position Title:

Instructional Aide - Spanish Bilingual

Is this position permanent?

Yes

Position Type

Part-time

If Part-Time, what percentage of Full-Time is this position?

50

Provide # of months

9

Program Goals this Request Supports

Goals related to student success, equitable access, transfer-readiness and workforce readiness.

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

General content knowledge of ECE/EDU courses; fluent (verbal and written) in Spanish/English

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

The position supports goals related to equity, anti-racist community, and appropriate supports for LatinX students.

3. Explain how adding this position will strengthen the department or division.

We will be able to provide our bilingual students with requisite support they need to persist, succeed and move forward.

4. Explain how this work will be accomplished if the position is not filled.

EHD currently hires 1 part-time student assistant to help with general translations.

5. Critical Question: How does this resource request support closing the equity gap?

Equitable access to course content and material --- increases retention and success rates

6. Critical Question: How does this resource request support Latinx and AANAPISI students??(

It supports Spanish-speaking English Language Learners directly.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support

Equity-Minded and Antiracist College Culture, Community Connections, Student Access, Success, and Completion

Menlo Park - Resource Request

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need,Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete,Create and sustain an inclusive, antiracist, and equity-minded campus culture,Better share what Cañada offers,Help students explore and find employment in fields of their choice

This position has been reviewed by the department or division and is recommended for hiring