



2018-19 Program Review – Career Education

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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. As the only Child Development Department in the Peralta College District and in northern Alameda County, we are recognized for our programs of distinction and are committed to maintaining and expanding these programs.

List your Faculty and/or Staff

Full-time Faculty:

Jennifer Briffa
New McDonald
Christine Olsen

Part-time Faculty:

Margaret Bartelt
Alisa Burton
Laura Cheng
Shirley Chew
Elizabeth Crocker
Lissette Dominguez
Manqing Li
Bonnie Rippberger
Haneefah Shuaibe
Michelle St Germaine
Maria Sujo
Luvy Vanegas-Grimaud
Yufong Wang

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

1. Assess annually a minimum of 1 SLO per regularly taught course. Assess PLO's on a 3-year cycle. Align all recently taught courses with ILO'S. Continue to engage in campus wide dialogue around assessment. Develop a process to review assessment results for both Distance Ed courses and corresponding face-to-face classes.

Status

In-Progress

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Advance Student Access, Equity, and Success

2. Update all CHDEV course outlines. Expand our hybrid and on-line class offerings. Course revision for the 2nd phase of the Curriculum Alignment Project.

Status

In-Progress

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Build Programs of Distinction

3. Secure stable and sustaining funding for the CHDEV advising certificate support program previously funded by Strong Workforce Funds. Expand student access to tutoring through virtual and f2f mentors.

Status

In-Progress

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Build Programs of Distinction

4. Develop a CHDEV Career Pathway with the final employment goal of TK credentialed teacher. The pathway model will have at least 6 entry points and possible employment exits.

Status

Completed

College Goal

Time to Completion: Reduce the number of excess units earned by students.

District Goal

Build Programs of Distinction

5. Continue offering classes during the day, evening and weekend to meet students need. Offer beginning level courses at sites other than Merritt College to build enrollment. Offer bilingual Spanish/English CHDEV bridge courses per student demand. Offer non-credit CHDEV courses with vessel ESOL at Merritt @ Fruitvale and other off-site locations.

Status

Completed

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Advance Student Access, Equity, and Success

Describe your current utilization of facilities, including labs and other space

The Child Development Department currently utilizes 4-5 smart classrooms plus the lab practicum classroom and seminar room in the A building for a day, evening, and Saturday program. There is a Child Development Resource room, A109, where the Professional Development Coordinator and the resource staff are located. In addition, there is a Child Development Office with three smaller offices. Our bilingual CHDEV courses are taught in the community as well as sections of Child Development classes at different agencies to better meet the needs of our students.

Career Education

Using the [LaunchBoard](#) what are the job placement rates for your program for the past three years? (What % of your graduates have secured employment in the field within 3 months of leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

2014-15 Job Placement %	% Employed in the field within 3 months	2015-16 Job Placement %	% Employed in the field within 3 months	2016-17 Job Placement %	% Employed in the field within 3 months
1239 students	71%	1336 students	71%	Not Available	NA

Using the [LaunchBoard](#), what are the projected job openings in your discipline for the next three years?

LaunchBoard did not have data for the next three years so data for the years from 2015-2020 is included.
 For the 5 years 2015-2020, the projected job openings are 1, 173 in the area of Preschool teachers.
 For the 5 years 2015-2020, the projected job openings are 1633 in the area of Child Care Workers.

How is your discipline or program responding with regard to changes in labor market demand?

One area where we are exploring how to respond best to the labor market demands is in the area of Infant/Toddler teachers/caregivers/care providers' employment. The department, in collaboration with Debra Jones, Ed.D., Associate Vice Chancellor of Workforce Development & Continuing Education at the Peralta Community College District, has been working on implementing various Contract Education contracts with various CBOs and government agencies to provide courses in infant/toddler early childhood education.

The other area where we have responded to the labor market demands is demand for multi-language credentialed Early Childhood teachers. The department is collaborating with Mills college to implement a 2+2 transfer pathway to a bachelor's degree and teaching credential completion in 4 years.

A third area where the department has worked to meet the demands of the labor market is the needs

for better trained Family Child Care providers and FFN (Family, Friends and Neighbors) Providers. We have a Non-credit program that is targeted at ESOL students who work with or wish to work with young children in their homes or as in-home care providers for families. The training in this program helps the students who successfully complete the program become more marketable and able to both seek employment but also higher wages.

Do you have an industry advisory board in place?

Yes.

Has your industry advisory board met regularly (at least once per quarter or semester)?

Yes over the last three years, but last year the meeting had to be cancelled due to unforeseen circumstances.

Please list of your industry advisory board members.

Contact Person	Organization
Alice Hale	Merritt College/Chabot College SWF RJV Partner
Barbara Terrell	Terrell Family Child Care
Christen Olsen	Merritt College/CHDEV Chair
Elizabeth Crocker	ECE Consultant/Merritt Faculty
Erica Harrell	Peralta Children's Centers Director
Erica Sorrells	Child Care Coordinating Council
Hilda Manzanero	Vivan Los Ninos Preschool Child Care
Alisa Burton	City of Oakland Head Start/Early Head Start/ Merritt College Faculty
Christie Anderson	Director Early Childhood Education Oakland Unified School District
Jennifer Briffa	Merritt College/ Child Development Training Consortium/Merritt Faculty
Jennifer Youngblood	St. Vincent's Day Home
Christie Verarde	Early Childhood Education Mentor Program
Alice Chinn	Merritt College Child Development Resource Center

Nancy Williams	Berkeley Albany Licensed Daycare Operation Association
Newt McDonald	Merritt College
Renee Herzfeld	4C's of Alameda
Michelle St.Germaine	CA Early Childhood Mentoring Program/Merritt Faculty
Rainbow	BANANAS Resource and Referral Agency
Luvy Vanegas-Grimaud	Merritt College Faculty
Deltina Johnson	Boulevard Little People Academy
Lissette Dominguez	Merritt College Faculty
YuFongWang	Merritt College Faculty
Ms.Li	Merritt College Faculty/OUSD K Teacher
Bonnie Rippberger	Merritt College Faculty/Lab Practicum Staff Assistant
Ms Shuabi	Merritt College Faculty
Laura Cheng	Merritt College Faculty/ECE Coach
Margaret Bartelt	Merritt College Faculty/ECE Coach
Shirley Chew	Merritt College Faculty/ECE Coach

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

- a. Our department was asked to investigate adding non-credit CHDEV courses to meet the need in the field for professional development hours for permit renewal and to potentially reach previously disenfranchised license exempt child care providers in the field. This recommendation by our advisory committee led to the creation of our Non-credit CHDEV/ESOL Program, now in its second successful year. With the success of these non-credit classes, we are currently discussing how to develop additional non-credit certificate programs.
- b. A second recommendation was to explore new enrollment strategies such as dual enrollment and contract education. The emphasis for contract education was to train teachers to work with infant/toddlers. The focus of dual enrollment was to offer high school students the opportunity to explore an education pathway as a viable career choice. This would help to fill the gap in the availability of early childhood and elementary teachers in California. Starting Spring 2019, we are working with Debra Jones, Ed.D. Associate Vice Chancellor of Workforce Development & Continuing Education of Peralta Community College District to offer contract education to at least 4 agencies in the community. We also continue to offer Dual Enrollment to Island High School in Alameda.
- c. Members of the advisory committee discussed the need for competent advisement and counseling for students as they plan out their career paths.. The critical need for CHDEV students to have an advisory guide and a Student Educational Plan(SEP) propels the department to continue to seek ongoing funding for its successful Child Development Resource Center so that we can continue to

implement the Merritt Method. Currently ,the department has secured funding from primarily Strong Workforce funds; in the past we have also secured SSSP/EQUITY monies to fund this project.. However, as these are grant funds, the department is requesting that this highly successful program be institutionalized.

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license? If yes, what is the name of the exam or License? State the set standard pass rate.

No

Do your students participate in other third party certifications? If so, please provide their success rates (include the % of completing students successfully getting certified). If yes, what is the third party certification? State the set standard pass rate

No.

Is your program working with a Deputy Sector Navigator?

No.

If yes, briefly describe your program's work with the Deputy Sector Navigator.

N/A

What programs similar to yours exist in the surrounding area or at nearby East bay colleges? (Micro region in [LaunchBoard](#))

Chabot College and Las Positas College.

In which ways is your program collaborating with other community colleges in the region?

Chabot College: We collaborate through the Curriculum Alignment Project (CAP) , the Child Development Training Consortium (CDTC), the Early Childhood Mentor Program and the Strong Workforce Joint Regional Venture.

Las Positas College: We collaborate through the Curriculum Alignment Project(CAP) , the Child Development Training Consortium (CDTC), the Early Childhood Mentor Program and the Strong Workforce Joint Regional Venture:

Please list and briefly describe the grant name, granting agency, and the goals of each grant as it relates to you discipline/department/program

Grant 1: Instructional Agreement between the Child Development Training Consortium (CDTC) and Merritt College

Granting Agency: Child Development Training Consortium (CDTC)

Grant Goals: CDTC provides services, training, technical assistance, and resources to students and professionals working with and for children. In doing so, we help promote professionalism and high quality early care and education programs that benefit California's children and families.

Last year of Funding: 2018

Grant 2: Instructional Agreement between the Early Childhood Education Mentor Program (ECEMP) and Merritt College

Granting Agency: The California Early Childhood Mentor Program

Grant Goals: The California Early Childhood Mentor Program provides resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after-school programs. Through Federal and local funding the Mentor Program provides stipends and professional development support to Mentor Teachers who guide college students in Early Care & Education and Director Mentors who provide resources and expertise to new directors and administrators facing new challenges.

Last year of Funding: 2018

How is your program using Strong Workforce Funds?

To fund one permanent classified .5 position, one part-time counselor, and one .3 temporary instructional assistant to continue the highly successful permit advising and certificate support program previously funded by Alameda County First 5 grant.

Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

The enrollment Trends over the past three years have been steady. There was an encouraging increase from 2016-2017 to 2017-2018. The efforts of the college and the district to increase enrollment in general may have resulted in our increased enrollment. We have also made targeted efforts to examine when we offer our courses and where. Our Non-credit courses may have also added to our enrollment numbers as they all had high productivity rates. The increased offering of Distance Education courses may also have led to increased enrollment.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

After some exploration of the data, it seems that online courses do have a higher productivity than face to face classes. There are some variables like the topic or level of the course that changes the correlation. Students in general seem to enroll in all four types of time-slots fairly equally.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Courses are offered online, during the day, in the evening, and on weekends in order to meet the needs of our students. We obtain feedback from informal student surveys, our professional development coordinator, and the advisory committee. The enrollment numbers support this pattern of scheduling. Our contract education and dual enrollment courses broaden our ability to meet student needs and demands. The department does not use the block method of scheduling due to the fact that most of

our students are employed, have families and generally do not attend full time. We have found that offering classes in once a week three hour blocks best meets the needs of our particular student demographics.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Faculty was surveyed at our Spring 2019 department meeting for these questions and the following outlines some of their responses:

1. Bringing in Mentor Teachers or Director Mentors to present to the class or work with individual students on assignments and relevant topics.
2. Using current and relevant media with captions turned on allowing for students to process content of media in small groups or through reflections.
3. Implementing small group activities, some that include hands-on activities helps students integrate new ideas/concepts.
4. Sharing and discussing SLOs with students including the actions steps that will be used to reach the outcomes.
5. Utilizing the expertise and knowledge of the faculty, the majority who still work in the field to augment the class learning.
6. Using Video self-assessment in classes where that strategy would be appropriate.
7. Using On-Course teaching strategies. These are hundreds of practical applications of the On Course Learning and Instructional Principles. Each best practice uses an active learning structure and also has the purpose of empowering students to become active, responsible and successful learners.

How is technology used by the discipline, department?

Faculty was surveyed at our Spring 2019 department meeting for this questions and the following outlines some of their responses:

1. The department uses smart classroom technology to provide multimedia presentations and to access the internet to connect the class to recent and relevant research and information. Faculty also use the 3D projector to allow students to explore a material the instructor has brought in such as a toy or children's book.
2. All the faculty use Canvas to deliver information, media content and other resources to their classes. This is particularly true for the hybrid and online courses.
3. In some cases, students are allowed to use their cell phones to research class material.
4. Video self-assessment is used in the lab practicum to reflect and improve on the student teacher's practice.
5. Online and virtual tutoring is offered students through Canvas and the ECE Mentor Program.

How does the discipline, department, or program maintain the integrity and consistency of academic

standards with all methods of delivery, including face-to-face, hybrid, and Distance Education courses?

The department encourages and facilitates all faculty who want to teach distance education courses to complete some form of online teaching certificate program at Peralta or elsewhere.

The department participates fully in the college faculty evaluation process which includes using best practices for evaluating online faculty.

The department encourages reflection, discussion, and analysis of teaching practices at department meetings and informally during the semester.

The department has utilized the Faculty Diversity Program at the District to mentor and hire new faculty. This program is effective in training, orienting and supporting new faculty at the colleges. The department encourages and facilitates all faculty who want to teach distance education courses to complete some form of online teaching certificate program weather at Peralta or elsewhere.

Curriculum

Please review your course outlines of record in CurriUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

See Attached Chart:

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

1. Course revision for the Curriculum Alignment Project (CAP):
The Curriculum Alignment Project is in the second phase called the CAP Expansion Project. Our department is working on aligning 6 more courses with those of the project. We have produced preliminary drafts for all 6 and are working both with interested faculty and with the project support staff to finish these in a timely manner.
2. Second Level Noncredit CHDEV/vessel ESOL CERTIFICATE PROGRAM (in development, implementation S2020)
3. Continued exploration of modification of face-to-face courses to hybrid or online courses.
4. CHDEV bridge classes taught off site at community locations (developed and implemented in collaboration with Bananas a resource and referral agency, and Merritt @Fruitvale).

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

See Chart Attached.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

The primary obstacle we experience in completing SLO assessment in a timely fashion is follow through by adjunct faculty. The stipend provided is only somewhat effective in motivating them to complete their SLOs. What works well is leadership from the chairs in assigning, motivating, reminding and requesting adjunct and contract faculty to complete the work. Our department has a system in place so every SLO is assessed every three years without fail, unless the class is not taught during those three years.

What percent of your programs have been assessed? (Mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

Check report

How has your dept. worked together on assessment (planning together)? Describe how your dept. works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

There are two strategies the department uses for our work on assessment: 1) course assessment is organized by the chair every semester; we assess every course that is taught Fall semester and then in the Spring semester and summer session assess only those courses that were not offered in the Fall semester. The chair assigns 1 slo to each faculty member who is teaching a section of the course. With this organization, every course SLO is every three years and faculty become knowledgeable about how to assess their courses. 2) Beginning of semester department meetings where we share our assessment plans, results and actions plans. We discuss the various actions proposed and offer

each other validation or suggestions for alternative actions. We also discuss requests for resources that need fiscal support such as embedded tutors or guest speakers.

The faculty is supported in completing the process either in the CurricUNet Meta system or on the word template. Trainings for new faculty members or faculty who request more help with the process are set with the SLO coordinator and/or informal support is given to new faculty by contract faculty or the chair. The improvements that could be made is to provide more time for thoughtful reflection and discussion of assessment results, especially as pertains to program and course revision and development.

Collaboration

Please see above

Leadership Roles

The CHDEV chair takes the lead in organizing the slo assessments, following through with faculty to complete the assessment process by end of the semester, and communicating with faculty on assessment support and stipends. At the beginning of the next semester, when the spreadsheets are passed out, chair reviews and follows up with any faculty who have not completed the cycle to offer help and encouragement.

Planning Process

There are two strategies the department uses for our work on assessment: 1) course assessment is organized by the chair every semester; we assess every course that is taught Fall semester and then in the Spring semester and summer session assess only those courses that were not offered in the Fall semester. The chair assigns 1 slo to each faculty member who is teaching a section of the course. With this organization, every course SLO is every three years and faculty become knowledgeable about how to assess their courses. 2) Beginning of semester department meetings where we share our assessment plans, results and actions plans. We discuss the various actions proposed and offer each other validation or suggestions for alternative actions. We also discuss requests for resources that need fiscal support such as embedded tutors or guest speakers.

Dept. meetings for Collaboration

Please see above

Data Analysis

The analysis this semester focused on SLOs; we discussed ways to improve student success through the revision of rubrics, clarifying assignment instructions, and how to prep students through exam review. Faculty also discussed the general need in many of the classes for tutoring services for the students. The faculty was reminded of the availability of Online Tutoring on Canvas and through the Early Childhood Education Mentor Program as well as through the Learning Center.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Many of the improvements in completion and retention over the last three years have been because of the thoughtful reflection by faculty on their assessment results and implementation of their action plans. Of particular benefit has been the use of embedded tutors in classes with high percentages of ESOL students. Many faculty members also revised the way they reviewed for exams based on assessment results. Rubrics are revised for clarity and to better align with assignment outcomes. In addition, the department often discusses the use of LMS resources to communicate more clearly and fully with their students on desired outcomes for the course. This can include the use of activities such as student grading of sample assignments, practice exams, added multimedia links to reinforce concepts and topics.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

No

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

Yes. Whenever the SLOAC Committee has called for departments to assess ILOs, CHDEV has responded by having at least one to two faculty assess their assignments in regards to the designated ILO. Up to date we have assessed two ILOs fully: Cultural Awareness and Civic Engagement and Ethics

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

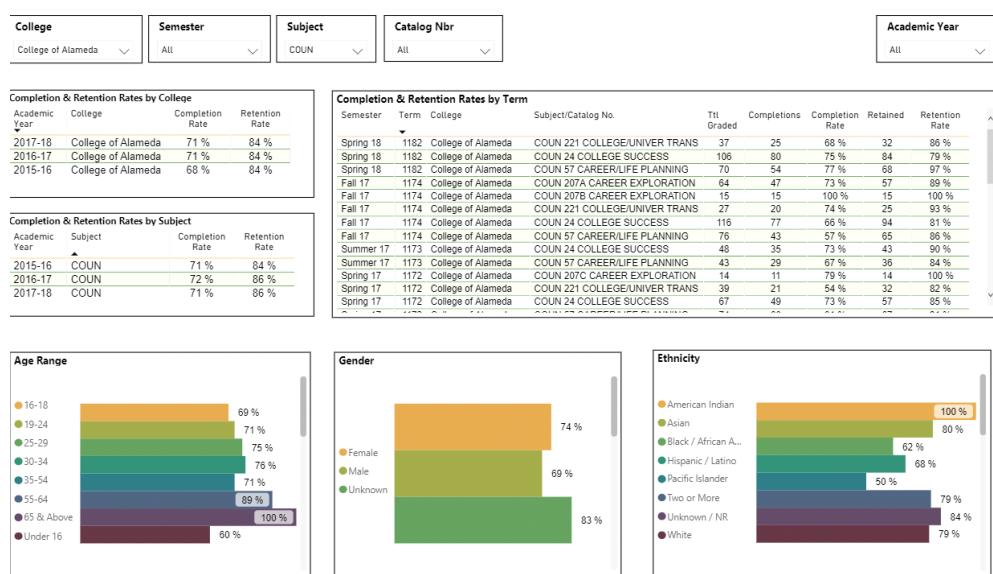
Division coordinators for SLOAC are critical as is the timely distribution of the department spreadsheets with an updated report of the SLO assessment plan, results and actions plans. Stipend support for adjunct faculty is necessary to compensate them for this assessment work. The final actions plans for each cycle should also be gathered and communicated in some format to department chairs so they can remind faculty of what they had proposed to change or revise in their courses.

Please verify the mission statement for your program. If there is no mission statement listed, please add it

here.

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. As the only Child Development Department in the Peralta College District and in northern Alameda County, we are recognized for our programs of distinction and are committed to maintaining and expanding these programs.

Course Completion



Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Our youngest and our oldest students have the lowest completion rates in the age category. The rates are over 3 percentage points below our discipline rate. The department works to find good matches in selecting faculty who teach the high school classes and provide resources for tutoring that is available at times these students can access them. The faculty also discusses among themselves and in department meetings the strategies that work best with different age groups. Discipline rate is 82% and ages 16-18 rate is 44%. Discipline rate is 82% and ages 19-24 rate is 75%. Discipline rate is 82% and ages 55-64 rate is 77%. Discipline rate is 82% and ages 65 and up rate is 65%.

Ethnicity

Our African American/Black students have the lowest completion rates in the ethnicity category. The rates are over 3 percentage points below our discipline rate. The department works to find diverse faculty to teach classes. Many faculty members work closely with the Learning Center and other resources, which provide tutoring or support to this group. Discipline rate is 82% and African American/Black rate is 71%.

Gender

In terms of gender, we do not have any group which have rates are over 3 percentage points below our discipline rate. Discipline rate is 82% and female rate is 81%. Discipline rate is 82% and rate is 80%. Discipline rate is 82% and unknown rate is 100%.

Foster Youth Status

Our Foster Youth Status students have the lowest completion rates in the samples. The rates are well over 3 percentage points below our discipline rate. The department needs to investigate how to identify and support these students. Discipline rate is 82% and Foster Youth rate is 50%.

Disability Status

Our Disability Status students have low completion rates in the samples. The rates are well over 3 percentage points below our discipline rate. The department has worked with the SAS student services to better serve these students in the past and needs to renew these efforts. The faculty do follow policy and procedures given by the SAS Student Services in terms of accommodations and support. The chairs ask all faculty to place statements in their syllabi regarding SAS status and services. The faculty also delivers their course content in variable manners in order to accommodate different learning styles and special needs. This year the department will look carefully at the Equity Rubric for Distance Education and apply it when possible to work with Disability Status students.

Discipline rate is 82% and Disability rate is 63%.

Low Income Status

Our Low Income Status students do not have low completion rates in the samples. The rates are not well over 3% percentage points below our discipline rate. Discipline rate is 82% and Veteran rate is 82%.

Veteran Status

Our Veteran Status students do not have low completion rates in the samples. The rates are not well over 3% percentage points below our discipline rate. Discipline rate is 82% and Veteran rate is 100%.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

Face to Face courses tend to do as well or slightly better than Hybrid or online courses. The completion rates tend to be higher in Spring than in Fall both for the college and for the department in all categories of delivery. It would be good to survey students regarding difficulty of Fall classes versus Spring classes. Some of the difference between semesters could be attributed to the fact that many students start their college studies in the fall and possibly, by the spring they have adjusted to the demands and rigor of college life.

Hybrid

Hybrid courses tend to do less well than face-to-face or online courses. The completion rates tend to be higher in Spring than in Fall both for the college and for the department in all categories of delivery. It would be good to survey students regarding difficulty of Fall classes versus Spring classes. Some of the difference between semesters could be attributed to the fact that many students start their college studies in the fall and possibly, by the spring they have adjusted to the demands and rigor of college life.

100% Online

100% Online courses tend to do better in completion rates than other delivery formats. Based on informal feedback from the students who take on-line classes, they appear to be well prepared academically and saavy with technology.

Dual Enrollment

The data does not have numbers for Dual Enrollment.

Daytime

Evening Face-to-Face courses tend to do better in completion rates than Daytime delivery formats. The type of students that take day time classes tend to be more traditional students who take full time loads and are not as busy with employment as evening students. Since the completion, rates tend to be higher in Spring than in Fall both for the college and the department in all categories of delivery, the rates for these two types of delivery tend to level out in the Spring.

Evening

Evening Face-to-Face courses tend to do better in completion rates than Daytime delivery formats. The type of students that take day time classes tend to be more traditional students who take full time loads and are not as busy with employment as evening students. Since the completion, rates tend to be higher in Spring than in Fall both for the college and the department in all categories of delivery, the rates for these two types of delivery tend to level out in the Spring.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

Our completion rates for Spring 2018 for our department are 82% in comparison to the college's rates of 70%.

How do the department's Hybrid course completion rates compare to the college course completion standard?

The completion rates for hybrid courses in the discipline are higher than the college course completion standard. Hybrid CHDEV rate 2017-2018 is 69% and College rate is 61% for 2017-2018.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

100% Online courses tend to do better in completion rates than other delivery formats. The type of students that take 100% Online courses tend to have more confidence and experience than Face-to-Face and hybrid students.

Hybrid courses tend to do less well than face to face or online courses. The completion rates tend to be higher in Spring than in Fall both for the college and for the department in all categories of delivery. It would be good to survey students regarding difficulty of Fall classes versus Spring classes. Some of the difference between semesters could be attributed to the fact that many students start their college studies in the fall and possibly, by the spring they have adjusted to the demands and rigor of college life.

Student surveys would help determine why the disparity exists.

Some of the low completion rates for our CHDEV courses reflect the need for further education of our students on the qualities needed to be a successful online student. They also reflect the continued need for online tutors for online students as well as off campus and evening and weekend hour student Services such as library and tutoring services. We offer embedded tutoring in our bilingual courses and the success rates for these courses are in the 90%.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

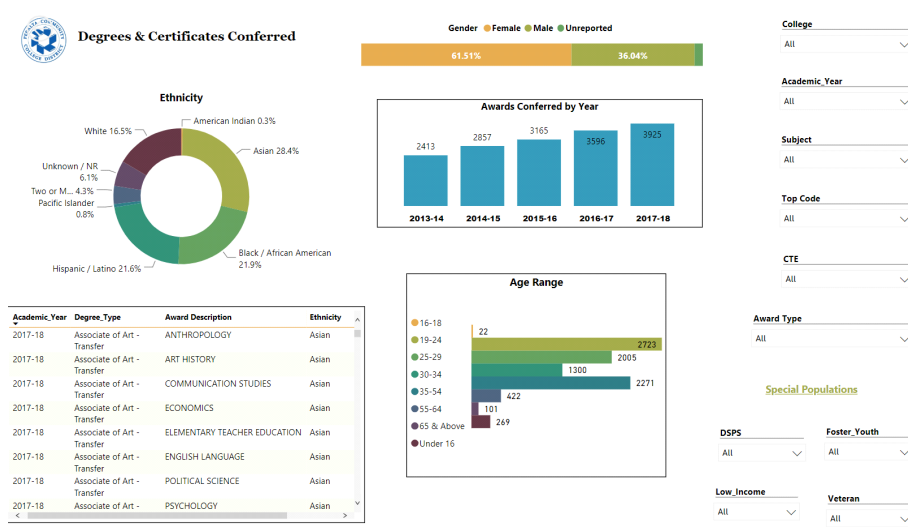
The discipline retention rate is higher in all cases in comparison with the college standard rate over the last three years.

What has the discipline, department, or program done to improve course completion and retention rates?

Our successful Merritt Method model of working with students to identify a pathway, then work with the 109 CHDEV resource room to create an advisory guide that articulates the plan, then meet with a counselor to get their SEP and certificates, support our students to stay on the path to completion. This program is a strong factor in our high completion and retention rates. In addition, the CHDEV faculty are available to our students and willing to mentor them. Progress reports and area of concern forms help alert students to the concerns of the teacher. With the new StarFish system coming in Spring 2019,

faculty will receive training on how best to utilize this system to increase completion and retention rates. The department also acknowledges that many of our students need to finish their course of study successfully in order to retain or acquire employment. Since this is also of interest to the employers, the department works with employers to support their employees to complete permits/certificates and then return to continue their course of study through the multi entry-exit CHDEV career path.

Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

<https://app.powerbi.com/view?r=eyJrIjoicz0ODNlMmMtZGY2Mi00MjUwLWlyYjEtNzZhOGZhMjg5NTZlIiwidCI6ImVlYjE2YjE2LTQ4YWYtNdc3Yi05MTEzLTA1YjFjMDExMjNmZi01MjI1ZDQ4d7b>

Academic Year	Associate of Arts	Associate of Science - Transfer	Certificate of Achievement (30-60)	Certificate of Proficiency (6-18)	Noncredit - Certificate of Completion	Total
2017-18	31	7	11	314	62	425
2016-17	14	6	12	286		318
2015-16	38	4	11	232		285
Total	83	17	34	832	62	1026

With SWF local funding, bi-lingual permit/certificate advising is available Monday through Saturday (day and evening hours) for all Child Development students and prospective students who are considering Child Development as a major. The CHDEV staff assistant is funded through this grant; the focus of the work is permit advising and certificate support. This support is made available on campus and off-site at the Merritt@Fruitvale site for our multilingual students who attend classes there. The department also works closely with the counseling department to inform their counselors of the statewide permit system. The advisory guides, which are created for the majority of our students, are easily shared with counselors and help them create SEPs (Student Educational Plans) which meet both the education and employment needs of our students.

Based on input from our CHDEV Advisory Committee and industry trends, the CHDEV department created two additional non-credit certificates, which were available Fall 2017 until the present. The department is planning to develop the next level of this successful program and is planning to explore non-credit courses to meet the needs of the workforce for professional development hours.

The departments has also worked with the CE Dean and the CE committee to fine tune and institutionalize the Merritt Method due to its success in achieving higher rates of degree and certificate awards. This is still in progress at this time.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Through the SWF local funding, all rounds, , bi-lingual permit advising is available Monday through Saturday (day and evening hours) for all Child Development students and prospective students who are considering Child Development as a major. The department will continue to advocate to fund this resource and to advocate for this resource to be institutionalized. The department will continue to work closely with the counseling department to inform their counselors of the statewide permit system, newer certificates available and to develop the position of a dedicated CE counselor for the college.

Based on input from our CHDEV Advisory Committee and industry trends, the CHDEV department created two additional non-credit certificates, which were available Fall 2017 until the present. The department is planning to develop the next level of this successful program and is planning to explore non-credit courses to meet the needs of the workforce for professional development hours.

The departments has also worked with the CE Dean and the CE committee to fine tune and institutionalize the Merritt Method due to its success in achieving higher rates of degree and certificate awards. This is a work in progress; the program is being adapted for other CE programs. The department will pilot a sheltered section of CHDEV 51 in Spring 2019 for students who struggle to pass this pre-requisite course. CHDEV students who complete the two bilingual English/Spanish CHDEV 50 and 53,often have difficulty with CHDEV 51. The sheltered course will include tutor support, bilingual materials and extended contact hours with the instructor. CHDEV students need this course to proceed in the pathway to a certificate or a degree.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

CHDEV faculty are involved in the ongoing SLO assessment work, course development, CAP alignment work, and peer faculty evaluation work.

Full-time faculty participate in all Program Review and APU work as well as regular bi-weekly department meetings and beginning of the semester department meetings with all faculty. Full-time faculty conducts advisory committee meetings twice a year. Full-time faculty manage and train student workers in the office, lab practicum and resource center.

Committee Work:

Health & Safety: Newt McDonald

College Council: Christine Olsen

CE Committee members: Christine Olsen and Jennifer Briffa

Council of Department Chairs and Program Director: Christine Olsen and Jennifer Briffa

Child Development Training Consortium Coordinator Jennifer Briffa

ECEMP Coordinator: Jennifer Briffa

Merritt @ Fruitvale Advisory group: Jennifer Briffa

Peralta Association of Chicanos/Latinos of Atzlan: Jennifer Briffa

Career Education Liaison for the College: Jennifer Briffa

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Faculty are engaged in a wide range of community activities, partnerships and/or collaborations that include:

- Working with other community leaders to implement Non-credit courses in VESOL and Child
- Collaboration in partnership with the resource and referral agency in the area of course offerings in the community.
- Coordination of the Child Development Training Consortium and California Early Childhood Mentor Program at Merritt College.
- Collaboration with community agencies to contract educational units for their employees.
- Alignment of CHDEV courses with the CAP Alignment Project Courses of CDTC.
- Development of dual enrollment partnerships with Alameda Unified School District;
- Collaboration with Los Positas and Chabot College through the SWF Joint Regional Plan for Pathways to Teaching.
- Collaboration with various Bay Area agencies to present at conferences.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

The professional development needs of our discipline and department include the ability to utilize the smart classrooms to the fullest potential, including the smart board and 3D projector for classroom instruction. Training in this new resource would benefit new faculty as well as refresh older faculty.

To support program assessment and planning, key faculty should know how to engage in the process required to gather data from the data collecting systems. This includes data from LaunchBoard.

Online resources also increase faculty's ability to provide current and interesting content in instruction. With the change to the new LMS Canvas, training for all faculty is needed to best utilize the system. This is particularly urgent for Distance Education faculty.

Our discipline is always changing and new information needs to be shared with students as it becomes available. The Grants (CDTC and ECEMP) administered by the department coordinators are crucial for this type of information and resource sharing.

Faculty mentoring is also a need as we continue to update our adjunct pool of instructors. New faculty have much to learn as they navigate the Peralta System and the department's processes and procedures. To meet this need, the department does consider candidates from the District's Faculty Diversity Program for its adjunct pool. We have hired 2 candidates from this pool in the last 3 years.

Our continued diverse student population requires cultural sensitivity on the part of all working in our Department. In addition, we are preparing teachers and care providers who will also be working with very diverse children and families. We continue to address issues of equity with all faculty through professional development activities the college offers and through department wide discussions.

As a department/program, we need training and support with enrollment management. We need to learn how to read and interpret the data in the BI tool and other data files. Learning these tools is critical to our ability to build productive programs and departments that meet the needs of our students and stay current with industry trends.

To that end full-time faculty attend workshops and trainings given by the college and district on these tools.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff .5 Staff Assistant .25 Instructional Assistant .3 Instructional Assistant	.5 staff assistant to run the CHDEV certificate support program .25 IA assist A109 staff with student advisory guides & preparing spreadsheet of student data. .3 IA Lab Practicum to assist instructors with supervision to meet licensing ratio requirements			\$54,000 \$7,300 \$6,000
Personnel: Student Worker .5 position	1 Clerical Aid III 20 hours per week 1 Embedded Tutor 20 hours per week			\$10,000 \$10,000
Personnel: Part Time Faculty	Part time counselor to evaluate CHDEV certificates for Merritt Method program			\$10,000
Personnel: Full Time Faculty	NA			

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Training for CHDEV faculty on Starfish	
Professional Development: Personal/Individual PD needed	Smart classroom Training, Canvas, CurricunetMETA, SLO assessment support for new faculty.	

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	NA	
Supplies: Books, Magazines, and/or Periodicals	NA	
Supplies: Instructional Supplies	A112 A106 (Lab)	\$2,000 \$3,500
Supplies: Non-Instructional Supplies	Office A112 A109	\$1,000 \$1,000
Supplies: Library Collections	N/A	

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	A112 copier needs a maintenance service contract; currently doesn't scan properly.	
Technology & Equipment: Replacement	Refresh for contract faculty laptops	

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	Need updated information re: Bond Measure funding/timeline for plans/construction of new Child Development Building.	
Facilities: Offices	Need new current information about Bond Measure for Child Development Center.	
Facilities: Labs	Need new current information about Bond Measure for Child Development Center.	
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	none	

Library: Library collections	none	

Resource Category	Description/Justification	Total Estimated Cost
OTHER		
Memberships in NAEYC		\$450
License Cost for the Facility		\$500
Stipend for course assessment		\$1,500
Stipend for Course development		\$2,000
Stipend for Program development		\$1,000
CPR training for Lab Practicum staff		\$250.00