



The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy

2020-2021

Annual Program Update

Child Development

I. Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that

everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning (npellegrin@peralta.edu).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols (anichols@peralta.edu)

Division 2 – Laura Forlin (lforlin@peralta.edu)

Division 3 – Heather Casale (hcasale@peralta.edu).

If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the year after graduation.	Macro-Region Employment Rate, by Program SOC

College Profile

Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/Unknown	2%	2%	3%
Race/Ethnicity			

American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			
18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
Gender			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
Race/Ethnicity			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
Age			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

*Includes 'EW' grades

II. Program Overview

Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College 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. 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.

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	PT/FT
Jennifer Briffa	Faculty	Full-Time
Michelle St. Germaine	Faculty	Full-Time
Margaret Bartelt	Faculty	Part-Time
Alisa Burton	Faculty	Part-Time
Laura Cheng	Faculty	Part-Time
Shirley Chew	Faculty	Part-Time
Elizabeth Crocker	Faculty	Part-Time
Lisette Dominguez	Faculty	Part-Time
Bonnie Rippberger	Faculty	Part-Time
Haneefah Shuaibe	Faculty	Part-Time
Maria Sujo	Faculty	Part-Time
Luvy Vanegas-Grimaud	Faculty	Part-Time
Yufong Wang	Faculty	Part-Time

III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

Peralta District Strategic Goals

- P1. Advance student access, equity, and success.
- P2. Engage and leverage partners.
- P3. Build programs of distinction.
- P4. Strengthen accountability, innovation, and collaboration.
- P5. Develop and manage resources to advance our mission.

Merritt College Strategic Goals

- M1. **Completion** - Increase number of degrees and certificates by 20% over the next 5 years.
- M2. **Transfer** - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
- M3. **Time to Completion** - Reduce the number of excess units earned by students.
- M4. **Employment** - Maintain at least 82% of students attaining employment in the field of study.
- M5. **Equity** - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you

measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
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.	IP	M1	P1	
Update all CHDEV course and program outlines. Expand our hybrid and on-line class offerings.	IP	M1	P3	
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.	IP	M1	P3	
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. College Goal Time to Completion: Reduce the number of excess units earned by students. District Goal Build Programs of Distinction	C	M3	P3	The pathway map exists and is used for recruitment, advisement and marketing. It is currently found on our website and online. We also use the pathway map to work with Community Based Organizations in the community.

<p>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.</p> <p>As pandemic has required that all classes move online for Fall 2020 offer synchronous and asynchronous courses on-line.</p>	IP	M1	P1	<p>The course schedule reflects our commitment to growing our program at Merritt@Fruitvale. We have also continued our pattern of offering classes evenings and Saturdays as well as through contract education. We are meeting diverse student needs by offering synchronous, asynchronous, and mostly asynchronous classes online, as well as by using embedded tutor support. We continue to offer Bilingual Spanish/English classes online.</p>
<p>Increase number of degrees and certificates by 20% over the next 5 years to advance Student Access, Equity, and Success</p>	IP	M1	P1	

IV. Facilities Utilization

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

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 Center, 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. Due to the pandemic, all CHDEV classes, as well as the Child Development Resource Center, have been moved online. Our Professional Development Coordinator has been meeting/working with students via zoom appointments and online surveys. The Child Development Department is offering a mix of asynchronous and synchronous classes to meet diverse student needs. In Spring of 2020, the Child Development Department plans to offer the capstone class, 55A Lab Practicum, for those students who are professionals working with children. The lecture portion of this class will be an online format. For the lab portion of the class, students will work face-to-face with children in their place of employment, and will be observed, guided, and assessed remotely using education-focused Swivl cameras and their secure servers. The 55A instructor and instructional assistant will view the work done with children through videos taken with the Swivl cameras and will provide feedback and guidance during the online lecture portion of the class.

V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

[APU Data Dashboards:](#)

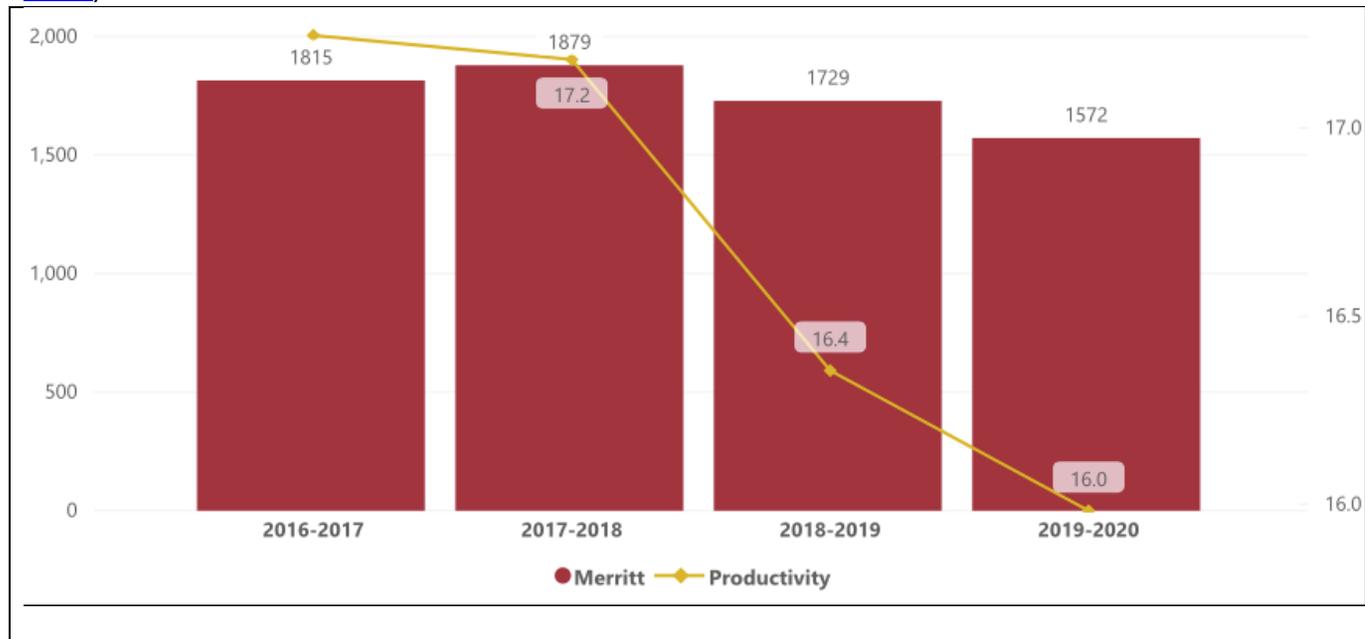
- **[Course Completion and Retention](#)**
- **[Rates Dashboard – Instruction](#)**
- **[Course Completion and Retention Rates Dashboard – Student Services](#)**
- **[Enrollment Trend and Productivity Dashboard](#)**
- **[Degrees and Certificates Dashboard](#)**

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))



The Child Development department's enrollment 3-year baseline FTES (including summers) is 57.95. Our average for 2019-2020, including summer, is 52.21. Our FTES numbers have declined slightly, which continues a trend from 2018-2019. 2019-2020's FTES has dropped 10% from the baseline average. One factor in this decline might be the robust economy of 2018 and 2019; when the economy is doing well, students tend to be working and community college enrollment tends to decrease. Merritt College overall enrollment supports this; the college's overall FTES has also declined, 16% from the baseline average.

Merritt College has a baseline productivity for the last 3 years of 16.2, whereas CHDEV's 3-year baseline is 16.9. 2019-2020, the college productivity is 15.4, a 5% drop, and CHDEV has a productivity of 16.0, a 6% drop. Our productivity in Summer of 2020 went down because low-enrolled courses were not cut so that productivity would remain high. This hurt our overall productivity for this year. If this summer anomaly is removed, our productivity would remain fairly steady from last year, which is still a slight drop from our 3-year baseline average, but one that mirrors the overall trend of the college.

Academic Year	Gender	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2017-2018	F	945	1784	78.7%	78.7%	85.8%	85.8%
2017-2018	M	63	99	73.5%	73.5%	81.6%	81.6%
2017-2018	X	16	30	85.7%	85.7%	89.3%	89.3%
2018-2019	F	804	1640	78.7%	78.7%	87.4%	87.4%
Total		2067	5313	76.7%	78.5%	87.5%	87.2%

When looking at Completion and Retention rates, CHDEV returns higher rates than Merritt college as a whole both when looking at the three-year baseline (78.6 and 87.3 respectively), and when looking at the last year only (79.7 and 89.3 respectively.) In addition, the CHDEV department has higher rates of completion and retention for Latinx students both in 3-year baseline (76.0 and 88.3) and for the 2019-2020 (78.0 and 89.9.) When looking at African American/Black students, there is one exception to this trend. CHDEV has higher rates when looking at 2019-2020 (69.1 and 83.2), and higher Completion rates for the 3-year baseline (67.0) but the College has a higher 3 year baseline for retention, at 80.7 versus the CHDEV retention baseline of 78.1.

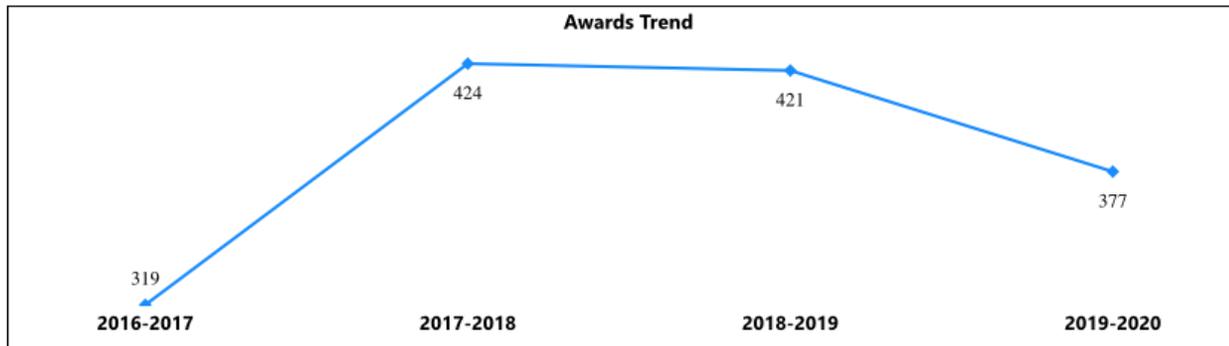
Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2018-2019	Hispanic / Latinx	359	698	72.8%	72.8%	87.1%	87.1%
2018-2019	Two or More	33	57	78.2%	78.2%	80.0%	80.0%
2018-2019	Unknown / NR	19	36	94.4%	94.4%	100.0%	100.0%
2018-2019	White	104	221	81.7%	81.7%	88.6%	88.6%
2019-2020	Asian	168	337	87.5%	90.4%	94.3%	94.1%
2019-2020	Black / African American	162	284	62.5%	69.1%	84.8%	83.2%
2019-2020	Hispanic / Latino	374	718	70.8%	78.0%	90.8%	89.9%
2019-2020	Two or More	23	38	65.8%	73.5%	81.6%	79.4%
2019-2020	Unknown / NR	37	61	76.7%	79.3%	86.7%	86.2%
2019-2020	White	109	194	78.0%	83.7%	91.6%	91.0%

Looking at the CHDEV department for 2019-2020 versus the 3 year baseline, last year's completion and retention rates were slightly higher than our 3-year baseline in overall student metrics as well as Latinx and African American/Black students. The largest difference was between the CHDEV retention baseline for Black students, at 78.1, versus last year's retention rate for African American /Black students, at 83.2.

The CHDEV completion and retention rates for Black and Latinx students are both lower than for the CHDEV completion and retention overall rates, whether looking at the 3-year baseline, or looking at 2019-2020. In order to raise these rates in an entirely online environment, the CHDEV department is hoping to utilize embedded tutors, as well as offering classes that are as much like a face-to-face class as possible (synchronous) in addition to asynchronous and mostly asynchronous classes.

Academic Year	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2018-2019	55-64	44	80	81.3%	81.3%	90.0%	90.0%
2018-2019	65 & Above	11	20	90.0%	90.0%	95.0%	95.0%
2018-2019	Under 16	6	6	33.3%	33.3%	83.3%	83.3%
2019-2020	16-18	31	36	44.4%	51.6%	88.9%	87.1%
2019-2020	19-24	193	367	62.1%	71.3%	84.9%	82.6%
2019-2020	25-29	144	280	74.3%	82.0%	92.4%	91.6%
2019-2020	30-34	140	260	75.0%	79.3%	86.9%	86.2%
2019-2020	35-54	322	590	81.1%	84.9%	93.5%	93.2%
2019-2020	55-64	44	75	80.8%	83.1%	90.4%	90.1%
2019-2020	65 & Above	13	27	66.7%	78.3%	96.3%	95.7%

In the age category, 16-18 year olds have a baseline completion rate of 53.5 and a retention rate of 82.2. The college baseline of 79.8 and 90.0 respectively. Our completion baseline is lower than the college baseline by 33%, while our retention rate is very close at 9% lower. CHDEV 2019-2020 completion rate for this age range 51.6, lower than the college completion rate of 78.1 by the same number, 33%, while the retention rates are similar. We believe these students will also benefit from synchronous online classes. Another factor that impacts this age group is the lack of basic academic skills. To combat this, we would like to place embedded tutors in a few key classes to provide support.



Academic Year	Campus	Subject	Description	Degree Type	Award Counts
				Noncredit	
2018-2019	Merritt	CHDEV	NC Introduction to Early Child	Certificate of Completion-Noncredit	20
2019-2020	Merritt	CHDEV	Assistant Teacher	Certificate of Proficiency	154
2019-2020	Merritt	CHDEV	Associate Teacher	Certificate of Proficiency	121
2019-2020	Merritt	CHDEV	CHDEV Infant/Toddler Specialis	Certificate of Proficiency	12
2019-2020	Merritt	CHDEV	Child Development	Associate in Arts	35
2019-2020	Merritt	CHDEV	Child Development Teacher	Certificate of Achievement	17
2019-2020	Merritt	CHDEV	Early Childhood Education AS-T	Associate in Science for Transfer	11
2019-2020	Merritt	CHDEV	Introduction to Infant/Toddler	Certificate of Completion-Noncredit	17
2019-2020	Merritt	CHDEV	NC Introduction to Early Child	Certificate of Completion-Noncredit	10
Total					1541

One of the reasons for the Child Development Department overall higher rate of completion and retention is a clearly articulated career pathway with multiple exits and entries, beginning with non-credit Child Development classes as a bridge program, including bilingual Spanish/English classes at Merritt@Fruitvale. Another reason is our stackable certificates, which allow students to see and feel pride in their accomplishments at any level. A third reason is our well-established Child Development Resource Center with the .5 staff assistant, which provides student support with advisory guides, certificates, permit advising, and provider outreach.

In 2019-2020 we continued our successful Merritt Method to advise all entering students using our CHDEV guided pathways, and to support certificate applications using the services of the

.5 staff assistant, the requested .5 student worker, and the part time counselor. While our overall number of certificates remained high, there was a drop in certificates from 2018-19 to 2019-20. There are several factors; we lost our temporary bilingual IA. This position allowed the CHDEV Resource Room to remain open for 10 additional hours per week and the IA was able to help Spanish speaking students both on campus and at Merritt Fruitvale. In addition, when the certificate support program started, there was a backlog of students who were eligible for certificates. Over time, the backlog has diminished. Therefore, this year, we will be calculating the percentage of students who receive certificates who are eligible and, will be using this data in addition to the district generated data as seen on the Awards Trend chart.

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

SLOs: continue with our 3 year cycle; all slo assessment is up to date and assessments for Fall 2020 will be completed by end of the semester.

PLOs: We have 7 certificate programs and all plos are being assessed this semester; the plos for 5 of the certificates have been submitted; the other two will be submitted by 11/2020.

[A.A. Degree PLO Assessment.docx](#)

[A.T.-S. Degree PLO Assessment.docx](#)

[Associate Teacher PLO Assessment.docx](#)

[Family Child Care Certificate PLO Assessment.docx](#)

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

The results of our slo assessments are presented and discussed both formally and informally. The formal presentation/discussion is done at our Beginning of the Semester Department Meetings and informally in conversations/problem solving among faculty teaching the courses. Recent action plans have included moving from textbooks to open resources, revising our curriculum course assignments to align with the CA Early Care and Education Foundations and Competencies, and revising the PLOs for the Assistant Teacher Certificate to better reflect the slo from the two beginning courses that most candidates for this certificate have completed when they apply for it.

A major transition in our program, due to the pandemic, is that all of our classes have moved online for Fall 2020, except the capstone Lab Practicum 55A, which was cancelled. The transition online was a struggle for many of our students. We have tried to mitigate that struggle by, in as many cases as possible, providing an experience as close to in-person learning as we can. This means that most of our classes are synchronous classes in which the teacher and the students meet once a week in a Zoom classroom. In preparation for Spring 2020 to support student success in these on-line courses, we are requesting embedded bilingual tutors in both English/Spanish and English/Mandarin.

It was not possible to hold the 55A Lab Practicum Fall 2020 due to COVID, which means that many students for whom this is the only class they need were forced to put their plans to transfer, graduate, or apply for a permit on hold.

We have come up with a plan to offer the capstone class, 55A, in the Spring using an emergency remote learning plan. For this semester only, students who are working with children, in person, in a licensed child-care facility, will be able to get their practicum hours in their place of business. They will record themselves implementing the lessons of 55A with the children in their facility, and these recordings will be viewed by the 55A instructor, instructional assistant, and CA certified mentor teachers. The recordings will be used for guidance, assessment, and self-assessment, as part of the lecture portion of the class, which will be offered in a synchronous online format.

So that we are able to implement this plan, we are requesting the purchase a Swivl cameras, Ipads, and the license to use the Swivl software so that we are able to offer our capstone class that our students need to transfer, graduate, or apply for a permit.

[Survey results of CHDEV instructors to support PLO assessments.](#)

The following item is for instructional programs only

Discuss how your PLOs align with the [ILOs](#).

Through the PLO assessment, all PLOs are evaluated as to their alignment with the ILOs.
Below are some ways our PLOs align with the Merritt College ILOs

COMMUNICATION

Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.

CHDEV PLOs use assessment methods that require not only written skills, but also oral skills. The students often have to present to the class on a variety of topics from the discipline.

CRITICAL THINKING

Think critically using appropriate methods of reasoning to evaluate ideas, identify, and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.

CHDEV PLOs require students to think critically as they solve problems that might arise in working with people in the programs, and to solve problems that commonly arise in programs that serve families and children.

QUANTITATIVE REASONING

Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.

CHDEV PLOs require students to utilize graphs, charts, and tables in assessing children, child care home and classroom environments, and understanding data as it pertains to development, families, and communities. For example, students learn to input data on each child observed & to calculate scores for environmental assessments of programs for children.

CULTURAL AWARENESS

Through a knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.

CHDEV PLOs require both instructors and students to use a multicultural lens to explore and study the content. We also have one specific required course, which examines this ILO in depth, "Teaching in a Diverse Society".

CIVIC ENGAGEMENT AND ETHICS

Internalize and exhibit ethical values and behaviors that address self-respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

CHDEV PLOs align as we take a close look at professionalism and use the national Code of Ethics for the discipline as a source to base our discussions on.

INFORMATION AND COMPUTER LITERACY

Use appropriate technology to identify, locate, evaluate and present information for personal, educational & workplace goals.

CHDEV PLOs align: In Early Care and Education, teachers are required to use technology. To prepare our students, many of our courses require students to use technology such as webcams, computers for documenting evaluations, and software for assessment and documentation and record keeping.

VI. Curriculum

Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7th Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans

based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
CHDEV 52	Observation and Assessment	Olsen
CHDEV 56A	Infant/Toddler Development and Care	Olsen/Briffa
CHDEV 56B	Curriculum and Environments for Infants and Toddlers	Olsen/Briffa
CHDEV 59	Preschool Supervision and Staff Relations	Olsen
CHDEV 60	Emergent Literacy and Children's Literature	Olsen
CHDEV 61	Advanced Curriculum Development	Olsen
CHDEV 68	Play-Based Curriculum	Olsen
CHDEV 59	Supervising Adults in Early Childhood Programs	Olsen
CHDEV 84	Curriculum and Strategies for Children with Special Needs	Briffa/Olsen
CHDEV 201	California Preschool Learning Foundations: English Language Development	Briffa/Hale/Chew
CHDEV 202	California Preschool Learning Foundations: Literacy	
CHDEV 203	California Preschool Learning Foundations: Math	

CHDEV 204	California Preschool Learning Foundations: Performing Arts California Preschool Learning Foundations: Science California Preschool Learning Foundations: Visual Arts California Preschool Learning Foundations: Social and Emotional Development Strategies for Working with Challenging Behaviors	
CHDEV 205		
CHDEV 206		
CHDEV 207		
CHDEV 208		
CHDEV 501	Introduction to Infant/Toddler Development	
CHDEV 502	Introduction to Infant/Toddler Curriculum	Briffa
CHDEV 503	Introduction to Early Childhood Development for Family Child Care Providers	Briffa
CHDEV 504	Introduction to Early Childhood Education Curriculum for Family Child Care Providers	Briffa

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
PLOs are being reviewed/updated Fall 2020		

Deactivations:

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
NA		

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
N/A		

Curriculum Improvement

Based on ongoing curriculum review, describe plans for **program-level** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies, delivery methods/modalities, or educational resources and technologies**.

We will continue our successful Merritt Method to advise all entering students using our CHDEV guided pathways, and to support certificate applications using the services of the .5 staff assistant, the requested .5 student worker, and the part time counselor.

On the CCC application, all of the student support services available at Merritt College are presented. To best align with the metrics of SWF funding and to best support our students, we are working on a pilot program to do an intake survey of student needs and then to identify student needs and interests per the CCC application. We are in the process of designing a survey for entering CHDEV students to take with references to follow up support services. Our career pathway is organized to support the divergent needs of our students. With the addition of a survey for student entering our program and references to services, our program will be addressing the gaps in learning/services.

A major transition in our program, due to the pandemic, is that all of our classes moved online in March 2020. For the Fall 2020 semester, all CHDEV classes are on-line, except the capstone Lab Practicum 55A, which was cancelled. The transition online was a struggle for many of our students. We have tried to mitigate that struggle by, in as many cases as possible, providing an experience as close to in-person learning as we can. Although the district scheduled all Fall 2020 courses as asynchronistic, instructors in the CHDEV department, had concerns about student equity and achievement. Therefore, most of our classes offer the students voluntary synchronous classes in which the teacher and the students meet once a week in a Zoom classroom. In preparation for Spring, 2020 to support student success in these on-line courses, we are requesting embedded bilingual tutors in both English/Spanish and English/Mandarin.

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
N/A			

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Associate Teacher with Infant/Toddler Specialization	An 18-unit Certificate of Achievement	Federal regulations and industry pressure demand more coursework for Infant/Toddler teachers.	Spring 2022
Associate Teacher with Family Child Care Specialization	An 18-unit Certificate of Achievement	Industry pressures demands more training for teachers/directors of Family Child Care Centers	Spring 2022

The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

VII. Funded Resources

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
Personnel - Classified Staff AMOUNT: \$53,408 JUSTIFICATION: .5 staff assistant to run the CHDEV certificate support program	yes	SWF	53,408	The Child Development Resource Room was able to continue supporting the students with Advisory Guides, Certificate Completion, and Permit Advising, leading to higher completion rates and certificate rates.
Personnel - Classified Staff AMOUNT: \$6,418	No; District Policy no			The lack of the bilingual Spanish/English IA meant that many of our students,

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
JUSTIFICATION: .25 IA assist A109 staff with student advisory guides & preparing spreadsheet of student data. This bi-lingual instructional assistant works with the staff assistant in A109 to assist students with permit applications for work required permits, completion of advisory guides, and data collection for program verification.	longer allows temporary IAs.			especially those from the Merritt@Fruitvale sheltered core classes, were not able to effectively access the support offered by the Child Development Resource Room. It also meant that our Advisory Guide completion fell from 80% to 71%
Personnel - Part-time Faculty AMOUNT: \$10,722 JUSTIFICATION: The part-time counselor for our department evaluated the certificate applications for our students which come through Merritt Fruitvale and signed off if they were complete.	yes	Perkins	?	Her work in this area is directly connected to our high certificate completion numbers.
Personnel - Classified Staff AMOUNT: \$6,418 JUSTIFICATION: .3 IA Lab Practicum to assist instructors with supervision to meet licensing ratio requirements. The Lab Practicum instructional assistant assisted instructors with supervision in order to meet licensing ratio requirements.	No; District Policy no longer allows temporary IAs.	SWF or Lab Practicum Trust Fund		The district freeze on hiring IAs has put a undue strain on the instructor and permanent classified staff of the Lab School due to being understaffed. It is possible our license could be affected in the future.
TYPE: Personnel - Student Worker AMOUNT: \$10,000 JUSTIFICATION: 1 Clerical Aid III 20 hours per week. This student worker primarily assist students with computer work for accessing the Child Development website ,directing them to department	yes	01	?	SW was hired 8/19/19 - 12/13/19. Supported the department chair, faculty, and students.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
and college resources and perform other office duties such as answering phones, email, greeting visitors and supporting faculty and the chair of the department.				
<p>TYPE: Personnel - Student Worker AMOUNT: \$10,000 JUSTIFICATION: Our embedded tutors work primarily in our bilingual classes at the Merritt@Fruitvale site. They have made it possible for the faculty to work more closely with students in small groups and they provide both ESOL and CHDEV content tutoring.</p>	yes	Perkins— Learning Center	?	Hired Student Worker for embedded bilingual tutoring to support our Spanish-Language bilingual student in sheltered core child development classes.
<p>TYPE: Personnel - Full-time Faculty AMOUNT: \$284,580 JUSTIFICATION: Two full-time contract Faculty position: The productivity and success rates of the Child Development Department necessitates having at least 3 full-time faculty members. At present two of the 3 contract faculty are due to retire next year. There are vital opportunities that we will be missing out on (developing work based learning opportunities, partnerships, program development, grant work). Teaching and the continuity of pedagogy is strained at present; our part-time faculty professors have been called on far too often to help maintain the programs. Two of our current full-time faculty member are also close to retirement,</p>	Partial	01	\$142,290	1 full-time faculty was hired in order to allow the department to function in the following ways: developing work based learning opportunities, partnerships, program development, grant work, teaching and continuity of pedagogy.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
raising the concern of a significant loss of wisdom, institutional memory and operating ability for programs that as mentioned are quite successful and productive.				
<p>TYPE: Technology and Equipment - New AMOUNT: \$3,000 JUSTIFICATION: 3 Contract faculty need a refresh of laptops used for instruction and record keeping as well as course and program design. Faculty who teach hybrid or online courses are in particular need to have working and updated computers.</p>	?	?	?	Not funded through 01; may have been funded through SWF?
<p>TYPE: Technology and Equipment - Replacement AMOUNT: \$10,000 JUSTIFICATION: The printers in the department office do not have a maintenance contract and are experiencing technical problems and breakdowns.</p>	?	?	?	Not funded through 01; may have been funded through SWF?
<p>TYPE: Technology and Equipment - New AMOUNT: \$1,000 JUSTIFICATION: The lab practicum needs a new desk top computer in order to do the work required with the families enrolled, students enrolled and faculty needs. The computer in place is no longer working well enough to do the necessary tasks. Some of the tasks include: data collection, enrollment files, children's progress report files, student</p>	yes	?	\$1000	Pending due to pandemic

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
files, production of new signs, name tags, labels and lists.				
TYPE: Other - AMOUNT: \$500 JUSTIFICATION: License Cost for the Facility. This fee is required in order to maintain our Laboratory Practicum classroom open in order to offer the capstone course of the program required for graduation.	yes	01	\$500	Licensing Fees Paid
TYPE: Supplies - Noninstructional Supplies and Materials AMOUNT: \$400 JUSTIFICATION: The Noninstructional supplies, media and equipment for the Child Development Resource Center allow our staff and faculty to offer enhanced service to our students. It allows the staff/faculty to keep up to date with data, meetings, reports, outreach and grant deliverables.	yes	SWF	\$400	Non-instructional supplies purchased for Child Development Resource Room to continue offering support to students.
TYPE: Supplies - Instructional Supplies and Materials AMOUNT: \$5,000 JUSTIFICATION: The Instructional Supplies for both the lecture classrooms and the lab practicum allow our faculty to offer enhanced instruction to both our adult and children students. It allows the faculty to keep up to date with media, materials and equipment found in the profession.	yes	01	\$1750	There may have been additional expenses/funding through SWF. ?

VIII. Resource Requests

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table ([how to add rows](#)).

Personnel Resource Requests

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID-19 Related (Yes/No)
Embedded tutor (Student Worker) Spanish-speaking	Many students whose home language is not English struggle to complete college level courses. This is even more true when the classes are online. We hope that an embedded tutor in 2 key classes will help retain students who would otherwise drop out of an online class.	.5	\$10,000			2	No
Embedded Tutor (Student Worker) Mandarin-speaking	Many students whose home language is not English struggle to complete college level courses. This is even more true when the classes are online. We hope that an embedded tutor in 2 key classes will help retain students who would otherwise drop out of an online class.	.5	\$10,000			2	No
Classified Staff	.25 IA assist A109 staff with student advisory guides & preparing spreadsheet of student data. This bi-lingual instructional assistant works with the staff assistant in A109 to assist	.25	\$6,418			3	no

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID- 19 Related (Yes/No)
	students with permit applications for work required permits, completion of advisory guides, and data collection for program verification. The freeze on IAs resulting in no bilingual Spanish/English IA meant that many of our students, especially those from the Merritt@Fruitvale sheltered core classes, were not able to effectively access the support offered by the Child Development Resource Room. We are committed to hiring this position using whatever workaround is offered.						
Classified Staff	.3 IA Lab Practicum to assist instructors with supervision to meet licensing ratio requirements. The Lab Practicum instructional assistant assisted instructors with supervision in order to meet licensing ratio requirements. The district freeze on hiring IAs has put a undue strain on the instructor and permanent classified staff of the Lab School due to being understaffed. It is possible our license could be affected in the future. We are very committed to finding a workaround by hiring in this position as a student worker, or any other workaround that is offered.	.3	\$6,418			3	no

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID- 19 Related (Yes/No)
Student Worker	1 Clerical Aid III 20 hours per week. This student worker primarily assist students with computer work for accessing the Child Development website ,directing them to department and college resources and perform other office duties such as answering phones, email, greeting visitors and supporting faculty and the chair of the department.	.5	\$10,000			3	no
Full-time Faculty	One full-time contract Faculty position: The productivity and success rates of the Child Development Department necessitate having at least 3 full-time faculty members. 2 of the 3 contract faculty retired in 2020. One full-time faculty member was hired in 2020; we need to hire one more full-time faculty. There are vital opportunities that we will miss out on (developing work based learning opportunities, partnerships, program development, grant work). Teaching and the continuity of pedagogy is strained at present; our part-time faculty professors have been called on far too often to help maintain the programs. Without the number of full-time faculty necessary to run the department, we are concerned	1	\$115,000	\$35,000	\$150,000	1	no

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID-19 Related (Yes/No)
	about burnout, a significant loss of wisdom, institutional memory and operating ability for programs that are quite successful and productive.						
Classified Staff	.5 staff assistant to run the CHDEV Resource Center, which supports students with Advisory Guides, Certificate Completion, and Permit Advising	.5	\$28,000	\$30,000		1	no
Part-time Faculty	The part-time counselor for our department evaluates the certificate applications for our students which come through our Child Development Resource Center and signs off if they were complete.	.3 (10 hours per week)	\$ 45 per hour (.5 instructional)			1	no

Resource Requests (Non-Personnel)

Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Technology & Equipment: New Swivl Cameras and Equipment	<p>Due to the current pandemic, without a way to record and observe students working remotely, the CHDEV department will be unable to offer our capstone class, 55A Lab Practicum. We will be unable to serve the students who need this class for transfer, graduation, and/or work permits. Purchase of Swivl™ cameras and equipment for video production of students' practice in the field which will be used for review by faculty and mentor teachers, as well as students. This equipment is essential for the operation of a lab practicum during the pandemic. This will allow for students currently working to record their interactions with children and their classroom environments. Without this equipment we would not be able to run a remote lab experience. The order is for 20 Swivl™ cameras and its supporting equipment.</p> <p>Swivl is a company making education-focused cameras that store recordings on a proprietary secure cloud server. Since any recordings that we make will have children in them, it is imperative that, for the children's privacy, any recordings made will only be available for viewing by the student and those who are assessing the student, so we do need Swivl camera specifically. In order for the Swivl cameras to be operational they need Ipads. Which are in the next section. Both are ranked at a one.</p>	\$17,195.95	1	yes
Technology & Equipment: New Ipads for use with Swivl Cameras	<p>Due to the current pandemic, without a way to record and observe students working remotely, the CHDEV department will be unable to offer our capstone class, 55A Lab Practicum. We will be unable to serve the students who need this class for transfer, graduation, and/or work permits. Purchase of tablet computers for video production of students' practice in the field which will be used for review by faculty and mentor teachers, as well as students. This equipment is essential and is needed to allow the Swivl™ cameras noted above to operate and to process safe and secure data. This is for 20 IPAD's that are on IT's approved list.</p>	\$7,994.45	1	yes

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Supplies: Software Swivl Software License	Due to the current pandemic, without a way to record and observe students working remotely, the CHDEV department will be unable to offer our capstone class, 55A Lab Practicum. We will be unable to serve the students who need this class for transfer, graduation, and/or work permits. Purchase of Swivl™ license for video production of students' practice in the field which will be used for review by faculty and mentor teachers, as well as students. This license is essential and is needed to allow the Swivl™ cameras to operate to their fullest capacity of operations which are needed for the supervised field experience course. \$75 per 20 camera systems.	\$1,500.00	1	yes
TYPE: Technology and Equipment - Replacement Printers, computers, monitors, external hard drive	Upgrades to printers, computers, monitors, external hard drive for the A109 Child Development Resource Room are needed due to the age of the equipment currently in place.	\$10,000	1	no
Supplies - Instructional Supplies and Materials	The Instructional Supplies for both the lecture classrooms and the lab practicum allow our faculty to offer enhanced instruction to both our adult and children students. It allows the faculty to keep up to date with media, materials and equipment found in the profession.	\$5,000	2	no
Noninstructional Supplies and Materials- CHDEV Resource Room	The Noninstructional supplies, media and equipment for the Child Development Resource Center allow our staff and faculty to offer enhanced service to our students. It allows the staff/faculty to keep up to date with data, meetings, reports, outreach and grant deliverables.	\$500	1	no
Noninstructional Supplies and Materials:	The Noninstructional supplies, media and equipment for the Department to allow our staff and faculty to offer enhanced service to our students.	\$1000	3	no

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Department				
Supplies: Software Child Care Exchange Ed.Flicks – Library Subscription	College/Library Streaming and Download to support faculty with on-line curriculum development on Canvas	\$400.00	2	yes
Supplies: Software No Small Matter Educator License	No Small Matter film screenings on topics relevant to several classes in Child Development to enhance student learning, especially since all our classes have moved online.	\$550.00	3	No
Technology & Equipment: Replacement	The lab practicum needs a new desk top computer in order to do the work required with the families enrolled, students enrolled, and faculty needs. The computer in place is no longer working well enough to do the necessary tasks. Some of the tasks include data collection, enrollment files, children's progress report files, student files, production of new signs, name tags, labels and lists.	\$1,000.00	1	

IX. Participants

Please provide the list of members who participated in completing this program review.

Bonnie Rippberger Alice Chinn Jennifer Briffa Michelle St. Germaine
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Thank you for your time and effort in completing the Annual Program Update!