Assessment Report

Yuba Community College District

YC - Child Development Centers Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): Dr. Edward Davis

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Program Description : Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

The CDC provides support to all eligible parent students of Yuba College by offering on-campus childcare for class and study time. Student parents are given priority services over non-student parents. The centers accommodate students whenever a change in class schedule occurs, especially during the first week of the semester and/or finals week.

The Child Development Centers (CDC) also serve as a lab classrooms primarily for students of Early Childhood Education. ECE 46 (Practicum) students are placed in the classroom for Mentoring of Student Teachers. Students from the Nursing program (NURS21) also participate in the lab school for observation purposes and practical application, assisting the children. The following classes currently use the CDC for these courses at Marysville campus:

- 2 sections of ECE 1A – 60 students (240 hours total)
- 1 section of ECE 1B – 40 students (100 hours total)
- 1 section ECE 11 – 30 students (270 hours total)
- 3 sections of ECE 3 – 90 students (no total available)
- 1 section of ECE 46 – 6 students (648 hours total – 6.5 hours per week)

The Clearlake campus use the CDC for the following ECE classes:

- ECE 3
- ECE 1A
- ECE 1B
- ECE 46
- ECE 2A
- ECE 2B

The CDC plays an intricate part of ECE instructional classes such as lab hours, assignments, observation, planning preparing and implementing children's activities, and interaction with children and staff. The CDC provides best practices for our students as follows:

- Continuity between what is being taught in the classroom and practices in the child care setting.
- Some classes require that students observe staff and parent meetings.
- ECE 1B – Students use the lab to implement student developed lesson plans in a practical setting as a final grade for the class Jamboree.
- ECE 11 averages 10 students per semester to conduct 4 hours of observation in a pre-school lab setting.
- Employs 25-30 YCCD students to earn required hours of experience to earn permits.

The CDC is an integral part of the ECE Program. This partnership is crucial to the continued success of YC ECE students.

If services are available, how do they demonstrate an increase in student success?

The Marysville CDC serves an average of 50 to 55 student parents each semester. Because child care services are offered for study time, as well as class attendance, the students with children enrolled have maintained an average of 2.36 or higher for the 10/11 and 11/12 academic years. The student averages for the CLC center were 2.05 or higher. The data for Yuba College students with children enrolled at the Child Development Centers is:

MSVL – CDC Student Parents FA 2010 Spring 2011 FA 2011 Spring 2012
FTES 68.13 69.43 54.73 48.60
Student Success 68.02% 65.80% 63% 62%
Retention 80.19% 78.15% 84% 87%
Avg. GPA 2.36 2.44 2.49 2.39

CLC – CDC Student Parents FA 2010 Spring 2011 FA 2011 Spring 2012
FTES 6.5 5.47 6.1 5.6
Student Success 86.49% 83.33% 63% 62%
Retention 97.30% 83.33% 88% 94%
Avg. GPA 2.54 2.39 2.39 2.05

Source of the data is Office of Planning, Research, and Student Success – October 2012.
The data for the 2012/13 academic year is pending.

As a requirement of California Department of Education, our program must complete parent surveys on an annual basis. The surveys asks for feedback regarding how the child and development program and child care services helps parents support their children's learning and development, and family needs. From the survey of 65 parents we have learned that these services made it easier for 49 parents to attend education or training classes.

How is current and previous program review data used to refine and improve program or department practices?
The program review data is used to ensure student parents are receiving quality child care services while they are attending classes and because each student is given study time for each class they attend, they are more likely to use that study time knowing that their children are being well-cared in a facility close by.
The program review data is also used to make progress toward becoming a model lab school. We are continuing to work with the ECE department and faculty in identifying the needs of our ECE students and how we can ensure each student's success in attaining their educational goals.
Providing a quality child development for program for both student parents and ECE students requires constantly reviewing data, refining procedures and processes, and implementing best practices in all areas

Curriculum & SLO Assessment Summary : What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
Improvement plan encompasses staff development to include completion of degrees, maintain teaching permits with the California Department of Education, while increasing permit level. Within the structure of the plan there is also wording to link professional development toward higher degrees so as to meet accreditation standards with the National Association for the Education of Young

Children by 2015.
In addition, ECE students who are interested in obtaining a permit with the State of California Commission on Teacher Credentialing are required to complete the following:
Child Development Associate Teacher Permit – complete at least 50 days of experience in an instructional capacity in a child care and development program, working at least 3 hours per day within the last 2 year.
Child Development Teacher Permit – Complete 175 days of experience in an instructional capacity in a child care and development program, working at least 3 hours per day within the last 4 years.
The CDC provides funding and opportunity for students to work in the classrooms and complete the required working days/hours as a paid work experience. Students must meet the minimum qualifications and provide the District with a fingerprint clearance as well. Working on-campus also provides students with the opportunity and convenience to flex their working hours in the centers as their classes schedule change each semester. During the 2012/13 fiscal year, approximately 30 students were paid $123,575 with funding from the CDE. The CDC also provides Federal Work Study/CalWorks students with the opportunity to work in the classrooms and/or program office, depending on the student's need and/or qualifications.

Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
Implement "Work Experience" or "Internship" for Early Childhood Education and Child Nutrition students. Many students already work in the classrooms assisting with children in order to complete their lab hours as required to attain their Child Development Permit. A few students are learning how to prepare menus and meals according to the Child and Adult Food Program, as we are required to serve meals to all enrolled children.

Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance? N/A

If applicable, how are teaching methodologies in your program or department assessed? N/A

If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies? N/A

If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction? N/A

If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students? N/A

How is your program or department applying sound principles of learning and teaching theory to its curriculum?

Early Childhood Education principles are applied in the child development classrooms.
This aligns the classroom curriculum with the lab experience. On-going staff trainings provide CDC teachers with up to date information/theories in child development.

Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year? N/A

For each of the above, how did the assessment data influence program, department and/or course improvement? N/A

Industry Trends and Program Data Analysis : How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
A main objective of the Yuba Community College District Child Development Centers is to provide support to student parents and ECE students in attaining their educational goals. Offering student parents with childcare services for class and study time supports each student's specific educational goal. The child development classrooms provide ECE students with the opportunity to complete their labs without leaving campus. The CDC serves a culturally and socio-economically diverse population, including childcare for low income students, working students as well as faculty and staff parents of Yuba College. The CDC staff is also representative of the culturally diverse community of the Yuba-Sutter community and attend trainings on diversity as well. A stated goal of the Child Development Program, as listed in the Family Handbook, is to promote, appreciate, and show respect for diverse cultures.
Because the child development center serves students in two ways, the first to provide services for student parents of all disciplines, the second to serve as a lab classroom for ECE students, we have only reviewed the later statistics for the future need of child day care services workers and pre-school teachers. In California, the number of pre-school teachers is expected to increase by 11.5 percent, or 6,300 jobs between 2010 and 2020. The main employer of preschool teachers are employed in the child day care industry, with 59.5% working in a child care facility, while 18.4% are employed in elementary and secondary schools. The State of California Employment Development Department (http://www.labormarketinfo.edd.ca.gov) was utilized as the source of the above information. This data supports our previous and current goals, which support students who will be employed in the field of Early Childhood Care and Education. A new report from the Society for Research in Child Development, Investing in Our Future: The Evidence Base on Preschool Education makes a strong case for the value of early childhood education. Key findings are:
• Large-scale public preschool programs can have substantial impacts on children's early learning.
• Quality preschool education is a profitable investment.
• The most important aspects of quality in preschool education are stimulating and supportive interactions between teachers and children and effective use of curricula.
• Supporting teachers in their implementation of instructional approaches through coaching or mentoring can yield important benefits for children.
• Quality preschool education can benefit middle-class children as well as disadvantaged children; typically developing children as well as children with special needs; and dual language learners as well as native speakers

How is your program or department direction driven by empirical data?
The program works with statistics analysts on campus to collect program specific data which is then used to direct program planning and improvement. For example, upon reviewing the average GPA for students, we continue to remind students that we can offer them child care services for study time. Also, results from parent surveys indicate to us areas that we may need to work on in

providing more information regarding child development parenting issues. From this data, the Director or Site Supervisor may design a training for parents and/or staff to address this specific area of concern.

Future Goals and Program Direction: Based on Program Review, what are your plans for future department/program improvements?

Future plans include becoming a model lab school for Early Childhood Education students, with Site Supervisors and Teachers serving as Mentor Teachers not only to ECE students, but to other Child Development Programs in our area as well. We plan to continue to work with ECE faculty in supporting the department's on-going need for quality on campus lab classrooms and video observation equipment that both the CDC and ECE department are advocating for.

Are you ready to submit your final program review?: No

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
The Child Development program was created to provide a safe, nurturing, educational place for children, parents, and students of Yuba College. By offering childcare services in an Early Childhood classroom setting, the program offers support to both student parents and ECE students so that students are allowed to complete their educational goals in a timely manner. Parents of the center complete "Parent Surveys" annually to evaluate the services that they receive. This data is used to continually improve and assure that we are providing quality services for our students. (1,2,4,5,6,7) Our goals to maintain excellence, fiscal responsibility, and cultural awareness are implemented and confirmed by maintaining accreditation at the Marysville Campus with the National Association for Education of Youth. The Clearlake and Woodland Campus are working towards attaining accreditation as well. All areas of the program, as well as the facilities are reviewed under this process. We also must maintain staffing and the facilities				

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in accordance with California Department of Education, (funding source) and California Community Care Licensing. (2,6,9) The Child Development Centers align with Yuba College's goal #8 to develop partnerships to enhance educational resources and student opportunities by being members of associations as follows; The Director, Laurie Scheuermann is a member of the following associations; Yuba/Sutter Child Care Planning Council, Yuba/Sutter Child Care Conference Committee, First 5 of Yuba County, Child Development Training Consortium, Child Development Mentoring Committee, Yuba County Blue Ribbon Commission on Foster Care, Yuba County Department of Social Services Functional Group on Foster Care, and Yuba County. The MSVL Site Supervisor, Karen Stanis is a member of; Yuba/Sutter Child Care Planning Council, First 5 of Yuba County, Child Development Training Consortium, Twin Cities Association for the Education of Young Children and Easter Seals Superi				

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How does the program support the YCCD District Vision Statement? Specifically, how does the program meets the needs of our students and communities? The Child Development Centers support the YCCD vision statements which include: • Providing an innovative, world class learning environment:				

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This is accomplished by maintaining NAEYC accredited center in Marysville and renewing our accreditation in Woodland and Clear Lake. • Building and maintaining an atmosphere of trust within the college district and with our communities: Parent surveys provide evidence that our student parents trust in the child care services that they receive and feel that their for child is safe and happy while they are attending classes or using their study time. • Developing and maintaining programs and facilities that best meet the need of our students and communities. The CDC staff has worked intensely to create and develop staff core competencies which align with the ECE professional expectations of excellence as a part of a process to provide program and staff improvement. In addition, over the past six years we have applied for and received five California Department of Education Repair and Renovation grants for an approximate total of $245,000 that have/will be used to maintain the Child Development Center facilities district wide. • Stewarding resources strategically to meet the diverse needs of our communities and region. This is being accomplished by having a District Director of the Child Development Centers and partnering resources with Foster/Kinship Care Education. Collaboration with the Child Care Planning Council and funding through First 5, provided ongoing training for CDC staff to gain greater understanding of the diverse needs of our community. • Providing educational, economic,				

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cultural and civic leadership for our communities and region: The Program Director, Site Supervisors and Teachers sit on community agency committees such as Child Care Planning Council, ECE				