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Page 1: I. Program Overview and Update

Q1

I.1 Department(s) Reviewed:

Child Development

Q2

1.2 Lead Author

Kristin Zink

Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report

Nicole Hernandez, Aimee Hatfield, Melanie Roberts, Kathy Kotowski, Tere Hanna, Judy Allen, Tania Jabour

Q4

I.4 Dean/Manager:

Larry McLemore

Q5

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 program review, visit the Program Review webpage.

Since our last Program Review Annual Update, our program has experienced significant changes and achievements:

1. We successfully transitioned our entire program into a virtual format for the second half of the Spring 2020 semester and the entire Fall 2020 semester. It is anticipated that our Child Development program will continue to be in a virtual format for Spring 2021 semester. We did this while maintaining a strong enrollment and full classes.
2. Our Child Development Center Coordinator continues to revitalize an organization staffing chart to support continuity of care and the consistency that is vital to a quality early childhood education program. She has been able to successfully collapse two part time aide positions into one full time aide position. But much more is needed.. There is complete Child Development Program support for the addition of these full time positions. Our CDC staff does an amazing job of supporting quality care and instruction in the classrooms, but we are a campus lab school, a teaching facility, and it is imperative that we have a more stable and consistent CDC staff. The reorganization also reflects a greater efficiency in staffing and budgeting. (to be continued)
3. We currently have two Child Development faculty participating in the 2020-21 Cuyamaca Equity Training. The Equity-Minded Teaching and Learning Institute message is particularly important during this time in history and we are pleased to have a total of five-six CD faculty who have or are participating.
4. We have three of our faculty who participated in the Strong Workforce Faculty Institute this year which focused on faculty improvement in course access, retention, and success for disproportionately impacted populations.
5. Our Child Development Center staff have been involved in the Program for Infant Toddler Care (PITC) training and hope to become a PITC demonstration site. The training has been put on hold due to the COVID pandemic.
6. Our Child Development Center staff have submitted our application to be certified as an official Outdoor Classroom Demonstration Site. We are currently paused in our completing the final steps in the process towards this major certification due to the COVID pandemic.
7. Our Memorandum of Understanding agreements to place student teachers with Neighborhood House Association, AKA Head Start, Cajon Valley Unified School District, and La Mesa Spring Valley School District have all been placed on hold due to the COVID pandemic.
8. For several years our Child Development Program has had a very successful partnership with Point Loma Nazarene University for a supported entry from our Child Development Program into the Child Development Bachelor's degree program at PLNU. This Fall 2020 cohort was one of the largest to date, with twenty students enrolled.
10. We continue to be a participant in the SDSU Pipelines Project, a collaboration to incorporate inclusive concepts and language into our Child Development courses. These courses will then create a "pipeline" into the Early Childhood Special Ed credential being developed at SDSU. We have successfully restructured several of our syllabi to reflect inclusive practices and the increased use of online and technological resources
11. This year our Child Development-Elementary Education program worked closely with National University and Health Sciences High School to develop a seamless pathway from the Elementary Ed cohort at the high school through Cuyamaca to National University, resulting in an Early Childhood or Elementary Ed credential.

Q6

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

Yes, the assessment plan is on file, but work is needed to update the plan

Q7

OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

SLO_AssessmentTimeline May 2018.pdf (213.8KB)

Page 3: II. Assessment and Student Achievement

Q8

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment plan II.A.1a Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

1. We are working with the SLO Coordinator to assure that the most updated forms are being used for recording and submitting the SLO assessment data.
 2. We will be reviewing the current 3 year cycle for SLO assessment at our Child Development Program meetings.
-

Page 4: II. Assessment and Student Achievement

Q9

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. *If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

We did not assess our SLOs during the COVID crisis. And, due to a previous challenge in submitting our SLO assessment data, we do not have a lot of hard data currently on file. However, we are in the process of trying to locate as much of the data as we can and we are submitting those file to the current SLO Coordinator as efficiently as we can. The support of the current SLO Coordinator and her assistant has been invaluable and we are inspired by that support to continue recovering as much of the data as we can.

We have examined and discussed our SLO development, assessment and outcomes at all our Child Development Program meetings and the CD Program Coordinator looked at much of the previous SLO course data before it was submitted. Child Development courses consistently record a very high success rate (70% or above on each SLO assessment). We attribute this to the supportive nature of our faculty and the high standards of our students.

We have also been working as a faculty to revise, update, and improve not only our SLOs, but the Program Learning Outcomes as well. I am confident with the current SLO Coordinator and her team on the job, we will be collaborating in the continued revision and refinement of our SLOs and PLOs.

The evolution of our SLOs and PLOs is an ongoing "product improvement" activity for Child Development.

Page 5: II. Assessment and Student Achievement

Q10

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? (2019 Equity Plan) If qualitative or quantitative data is available, please summarize any findings.

We have made tremendous progress during the 2019-20 year. Student Success and Equity have always been a passion for those of us in early childhood education, so we are philosophically positioned to embrace this goal. Specifically:

- a. Three Child Development faculty participated in and completed the Strong Workforce Faculty Initiative that focused on retention, persistence, and success outcomes for disproportionately impacted student groups and strategies for implementing actions to bring about change.
- b. Five-six Child Development faculty completed or are participating in the Equity-Minded Teaching and Learning Institute exploring, developing and analyzing systemic attitudes and practices with the goal of bringing about change at Cuyamaca College.
- c. We continue to work with DSPS and other campus services to meet the needs of students who require modifications and accommodations in order to be successful.
- d. We work closely with the Career Center to support our students in the development of their career path. We collaborated with the Career Center to hold a very successful Employer Panel for our Child Development students and other interested students.
- e. We participated in Career Technical Education events such as high school and adult school information days, bringing in students from widely diverse backgrounds and educational settings.
- f. We collaborated with the other departments in our Academic and Career Pathway to explore integrated ways to help our students connect to a larger reference group than their fellow majors. Others in our ACP have implemented some of these activities already and feel they improved the students' involvement on campus.
- g. Through our partnerships with San Diego State University, Point Loma Nazarene University, and National University, we have greatly expanded the transfer connections for our students.

Q11

II.B.2 In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

a. We plan to continue the progress that is highlighted in II.B.1, specifically:

- 1) encourage more of our CD faculty to participate in EMTLI faculty,
- 2) continue to develop integrated approaches and activities with the other departments in our Academic Career Pathway..

3) continue our partnerships with Health Science High School and National University. HSHS is located in the culturally, linguistically, and ethnically diverse City Heights area and we will aggressively support these students when they transfer to Cuyamaca on their way to National.

b. We plan to renew our collaboration with the education programs on the reservations in East County.

c. We plan to include specific Professional Development activities for our Child Development faculty that focus on improving equitable student outcomes, using the data from the Strong Workforce Faculty Institute.

Page 6: II. Assessment and Student Achievement

Q12

Yes

Do you offer distance education (online) courses? (excluding emergency remote teaching in 2020)?

Page 7: II. Assessment and Student Achievement

Q13

II.C.1 If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

Based on data from our 2019-20 Annual Update, we found some slight differences in online and in-person success

While both modalities are successful, the spring 2015-2019 data shows an overall success rate of 76% for online instruction and 89% for face-to-face instruction. Our goal is to raise the success for our online students by using the strategies identified previously. We will be using teaching strategies that use more visuals and contemporary examples, making better connections. The online faculty are currently exploring and implementing the use of animation, videos of themselves, appropriate interactive platforms such as Zoom, to make the classes more personal and form connections between the instructors and the students.

2020-21 Annual Review:

In mid-semester Spring 2020 all Cuyamaca classes shifted to a virtual, online format due to the COVID 19 pandemic. All Child Development faculty were able to make the transition and dedicated themselves to the retention and success of our students.

During the summer of 2020, all Child Development faculty who planned to teach in Fall 2020 semester completed the Online Teaching Certification course. All Child Development courses were taught in a virtual online format, some using synchronous Zoom sessions and others 100% online asynchronous format. It will be interesting to see the data for this semester on retention and success compared to the data for Spring 2020 and for Fall 2019.

ates.

Q14

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

When the shift was made to a complete online instructional format in Spring 2020, there was a concurrent all-campus awareness and focus on the importance of regular and effective content. It was addressed in several different forums, including the Instructional Leadership Advisory Team. We were all sensitized to the values, strategies, methods, and media tools for establishing and enhancing ways to stay connected to our students. There is a strong commitment in our Child Development Program to the quality and quantity of the regular and effective contact with our students. CD faculty were introduced to Zoom, Kahoot, Quizlet, animation, emojis, bitmojis, Padlet, Doodle, and videos, including the use of Canvas Studio, among others, as tools for encouraging and maintaining contact with student. These tools, plus breakout rooms, discussion threads, and group projects, are used to encourage student to student contact.

As was stated in our 2019-20 Program Review, regular scheduled faculty evaluations are used to ensure that the instructors are interacting on a regular basis with the students. We talk among ourselves as instructors and learn strategies from each other, we attend professional development, meetings, and we stay aware as professionals of what is happening in online instruction so that we can provide regular and effective contact with our students. Some of our faculty have completed Peer Review training, accessibility training, we have faculty on the Online Teaching and Learning Committee, and our online teachers have all completed Canvas training

II.C.2 What mechanisms are in place to ensure regular and effective contact {Guided to Best Practices in Online Teaching (link)} within online courses across the discipline or department?

It can be stated without hesitation that our Child Development faculty are stellar when it comes to regular and effective contact in their online teaching, For example:

1. All of our current faculty have been trained and certified for teaching online.
2. Three of our faculty served as mentors during the complete shift to online teaching for the last eight weeks of Spring 2020 and during the Summer 2020 online training.
3. Several of our faculty have participated in the Strong Workforce Faculty Institute and the Equity-Minded Teaching and Learning Institute. Both of these institutes have a heavy emphasis on regular and effective contact with students with a particularly strong focus on online courses.
4. Almost all instructors who taught in an online format during this program review cycle have been officially or informally evaluated by the current Child Development Program Coordinator , Our CD instructors hold office hours, have ongoing email correspondence, comment on discussions and assignments and are outstanding in the student-to-student facilitation. Those who have Zoom sessions have engaging activities and lectures. Some instructors have developed teaching and tutorials as part of their course content and contact.

Page 8: III. Previous Goals: Update

Q15

Goal 1:

Note: Because we had so many active and still vital goals in our 2018-19 Comprehensive Program Review of 2018-19, we rolled them over to our 2019-20 Annual Update. So the previous goals we are reporting on goals that cover 2018-20.

1. Goal 1:Support the continued professional growth of our center and instructional staff to better reflect the requirements of the state.

Q16

Deleted

Goal Status

Page 9: III. Previous Goals: Update continued

Q17

Please describe the results or explain the reason for deletion/completion of the goal:

The State of California State Department of Education Title 5 Teacher Permit and the State Department of Social Services Title 22 Preschool Teacher requirements are still being revised. We will readdress this goal when the requirements are determined.

Q18

Yes

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q19

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Q20

Respondent skipped this question

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

Q21

Goal 2:

Goal 2:CDTC and the ECE Mentor Program have discussed and are looking at increasing the requirements for becoming a teacher and we want to mirror the future goals of the California state standards.

Q22

Deleted

Goal Status

Page 12: III. Previous Goals: Update continued

Q23

Please describe the results or explain the reason for deletion/completion of the goal:

: The Child Development Training Consortium has revamped its requirements for student applicants and the Early Childhood Education Mentor Program Is no longer being funded.

Q24

Yes

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q25

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Q26

Respondent skipped this question

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q27

Goal 3:

We will pursue funding options, including Strong Workforce dollars, to find ways to collaborate with the Ornamental Horticultural Program to develop a Certificate of Specialization linked to our Intergenerational Garden site. This certificate will enhance the potential employment of our Child Development students.

Q28

Deleted

Goal Status

Page 15: III. Previous Goals: Update continued

Q29

Please describe the results or explain the reason for deletion/completion of the goal:

There are 3 reasons why we are deleting this goal. 1) The County of San Diego defunded the grant that supported the garden. 2) Since March 2020, our instructional programs have moved to a virtual format due to the COVID-19 pandemic. 3) Our Child Development Program has moved in a different direction in its emphasis.

Q30

No

Do you have another goal to update?

Page 16: III. Previous Goals: Update continued

Q31

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Q32

Respondent skipped this question

Do you have another goal to update?

Page 17: III. Previous Goals: Update continued

Q33

Respondent skipped this question

Goal 4:

Q34

Respondent skipped this question

Goal Status

Page 18: III. Previous Goals: Update continued

Q35

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 19: III. Previous Goals: Update continued

Q36

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Page 20: IV. New Goals

Q37

Yes

Would you like to propose any new goal(s)?

Page 21: IV. New Goals continued

Q38

Respondent skipped this question

New Goal 1:

Q39

Guided Student Pathways

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q40

Please describe how this goal advances the college strategic goal identified above.

We have been talking about this certificate for several semesters now. Its development is incredibly timely as a result of the COVID quarantine. Children have been isolated and exposed to the stresses faced by families, neighborhoods, and social systems during these unprecedented times. Developing an innovative and meaningful new certificate will provide students with an intermediary step in their academic roadmap.

Q41

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Qualitative data based on our subject matter expertise. As a Child Development faculty we are aware of the societal and family effects of isolation and stress. As stated previously, we have been talking about this certificate for several semesters now. There has been so much research in our field on mental health issues in children... and that was before the COVID crisis and quarantine. Now with virtual education for children from preschool through high school, the effects of limited and restricted social contact are going to be compounded. Our CD students need to be prepared to work with young children and families who have experienced the effects of stress and social isolation.

We have discussed this goal with our Child Development Advisory Committee and they approved.

Q42

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

- a. We will develop a new course in Social Emotional Health.
 - b. We will develop a 15 unit Certificate of Specialization with 4 existing Child Development courses and the new course in Social Emotional Health.
-

Q43

How will this goal be evaluated?

We will be able to evaluate this goal with quantitative data, using enrollment numbers, course completion numbers, and number of certificates awarded.

Q44

Yes

Do you have another new goal?

Page 22: IV. New Goals continued

Q45

New Goal 2:

Building integrated activities and outcomes with the other departments in our Academic and Career Pathways.

Q46

Guided Student Pathways

Which College Strategic Goal does this department goal most directly support?

Q47

Please describe how this goal advances the college strategic goal identified above.

This goal was developed as a direct result of meetings with the other departments in our Behavior and Social Science Academic and Career Pathway. Colleagues in those departments have developed some integrated activities that, based on qualitative and anecdotal feedback from students, built a connection between disciplines and thus creating a greater connection to the college as a whole.

Q48

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

There was strong qualitative data based on the qualitative and anecdotal reports during our Behavioral and Social Sciences ACP meetings and ACP Professional Development meetings. Colleagues reported successful experiences with other disciplines in our ACP, including students' comments about the greater connected they felt as a result of the activities. ACP colleagues attested to the student engagement and felt it affected completion rates.

Q49

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

- a. We will continue to meet with our ACP colleagues.
 - b. We will help developed the integrated activities and procedures to bring our students together.
 - c. We will participate with our students in the ACP integrated activities and procedures.
-

Q50

How will this goal be evaluated?

The ACP plan right now is to conduct a student survey at the end of the semester to assess the value and level of participation.

Q51

Yes

Do you have another new goal?

Page 23: IV. New Goals continued

Q52

New Goal 3:

Our Child Development faculty will continue to participate in Equity, Diversity, and Inclusion trainings and other relevant activities.

Q53

Student Validation and Engagement

Which College Strategic Goal does this department goal most directly support?

Q54

Please describe how this goal advances the college strategic goal identified above.

One of the action steps for this Strategic Goal is: "Provide robust professional development opportunities focused on culturally competent curriculum and cultural awareness". We plan to participate in such opportunities and take that culturally competent curriculum and cultural awareness into everything we do in our courses and with our students.

However, our campus commitment now is more than just culturally competent curriculum and cultural awareness. We have dedicated ourselves to fight racial and social injustice and to work to eliminate systemic racism and it's critical that our faculty be trained on how to bring that commitment into every aspect of what we do on this campus.

Q55

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal is a direct result of our dedication in Child Development to serving and supporting all of our students. The data presented in every workshop and training on social injustice and underserved populations support the need for systemic and individual change.

Q56

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

- a. We have one person on our faculty who has completed the Teaching Men Of Color Certificate. We will be encouraging the rest of the faculty to do so.
 - b. We have 3 faculty who completed the EMTLI class and we have 2 who will complete the certificate by June 2021. We will be encouraging the rest of the faculty to do so.
 - c. We will be planning Professional Development and Child Development Program meetings for sharing and disseminating information about what we've learned and how we can apply the information.
-

Q57

How will this goal be evaluated?

We expected to see substantive differences in course syllabi, assignments, classroom activities and applications. Truly significant data would be linked to changes in recruitment, retention, and success in our program's underrepresented populations.

Q58

No

Do you have another new goal?

Page 24: IV. New Goals continued

Q59

Respondent skipped this question

New Goal 4:

Q60

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

Q61

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

Q62

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q63

Respondent skipped this question

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q64

Respondent skipped this question

How will this goal be evaluated?

Page 25: V. Resources Needed to Achieve Goal(s)

Q65

My program is currently not requesting any resources at this time

What resources is your program requesting this year to achieve the program's goal(s)?

Page 27: Final Check

Q66

I am ready to submit my program review

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."
