#12

COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Child Development

Q2

2. Lead Author:

Nicole Hernandez

Q3

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

Aimee Hatfield, Tarah Roberti, Kristin Zink

Q4

4. Dean/Manager:

George Dowden

Q5

5. Initial Collaboration Date with Dean:

Date your program met with **10/18/2022**
your dean to discuss your
vision, goals, and resource
needs/requests:
MM/DD/YYYY

Page 2: II. Program Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

We strive to create unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve by providing programs that lead to certificates, degrees, transfer, career opportunities, and ultimately social and economic mobility.

Q7   **Yes**

7. Is the program description in the current college catalog up to date and accurate?

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

We are advancing the college's new vision in the following ways:

Equity:

o   Several faculty members completed the Equity Minded Teaching and Learning Institute (EMTLI)

o   Faculty have revised syllabi and late work policies to be equitable.

o   We offer various modalities and scheduling to be more student-centered.

o   Our department is intentionally increasing the utilization of surveying students to inform ways to increase equitability.

o   Faculty is increasingly utilizing OERI resources in coursework that aligns with California's Zero Textbook Cost (ZTC) goals.

o   Faculty members are deliberately immersed in the structure and fabric of the college. *Nicole Hernandez is currently the HyFlex mentor. Tarah Roberti is a Career Education representative on the Institutional Effectiveness Council and for outreach opportunities that arise.

Excellence:

o   Our program actively participates in creating interdisciplinary approaches (We collaborate with other pathway disciplines to develop advocacy).

o   We utilize a model lab child development center for our students to complete their immersion in the best and current practices of the early childhood field.

Social Justice:

o   Our faculty are involved with the surrounding community and use their experiences and contacts to aid students in getting connected with opportunities to meet their individual goals.

o   Our faculty participate in outreach and, through that, actively seek to connect students with opportunities we have to offer them that may give them the chance to earn units, certificates, and degrees that can better their social and economic situation in the community.

Our program reflects the mission and values of the college in the following ways:

Mission

Our Child Development program is continually finding ways to tailor our course content and goals to the workforce in our community and the students enrolling. We are mindful of our student demographics, seek to develop relationships with our students that allow us to find ways we can effectively scaffold and lift our students up, and we offer several paths toward socio-economic improvement for our students.

Values

Student-centered: We are increasingly implementing student-centered scheduling and modality options, continually curating content that better reflects and relates to our students, reflecting on our grading and assessment methods, and emphasizing the importance of building trust and relationships with our students.

Equity:

o   Several faculty members completed the Equity Minded Teaching and Learning Institute (EMTLI)

o   Faculty have revised syllabi and late work policies to be equitable.

o   We offer various modalities and scheduling to be more student-centered.

o   Our department is intentionally increasing the utilization of surveying students to inform ways to increase equitability.

o   Faculty is increasingly using OERI resources in coursework that aligns with California's Zero Textbook Cost (ZTC) goals.

o   Faculty members are deliberately immersed in the structure and fabric of the college.

*Nicole Hernandez is the campus HyFlex mentor, and sits on the Classified Hiring Prioritization Committee, as well as a frequent guest during the Online Teaching and Learning Committee.

*Tarah Roberti is a Career Education representative on the Institutional Effectiveness Council and for outreach opportunities that arise.

Student Success: We use student surveys and data to determine what success looks like for our students, how we address and support that success, and how we can better serve students moving forward. Our ongoing commitment to being student-centered, equitable, innovative, flexible, teachable, and current directs us toward practices that better ensure student success. Our faculty strive to connect with students through assignment prompts, discussions, feedback, and reaching out to them so that we can meet students where they are and scaffold them toward their individual success. Many faculty have restructured their coursework, syllabi, and grading practices to remove barriers to student success.

Innovation: Our program coordinator, Nicole Hernandez, is the mentor for the HyFlex modality, is working toward creating a video observation library to enable the expansion of course offerings, and encourages our faculty to utilize our creative and resourceful abilities to enhance our courses. Our department discusses ways to push or break the boundaries so far in our field and model innovative work for our students. We have talked about ways we can modify our classrooms (online and in person) or even create a model classroom where students can benefit from the immersion of various methods and practices in addition to the Child Development Center lab.

Excellence:

o   Our program actively participates in creating interdisciplinary approaches (We collaborate with other pathway disciplines to develop advocacy).

o   We utilize a model lab child development center for our students to complete their immersion in best and current practices of the early childhood field.

o   We have an active partnership with Point Loma Nazarene University that enables our students to continue toward a BA in Child Development from PLNU.

o   We utilize our restructured syllabi for core courses that create a pipeline into the Integrated Teacher Education Program Pathway at SDSU.

Social Justice:

o   Students completing a minimum number of units, certificate(s), or degree(s) are able to enter a broad workforce that allows the students to develop their careers and better social standing in the community. Our program is directly connected with an expanding field, both in need and requirements.

o   Our faculty are connected with the surrounding community and use their experiences and contacts to aid students in getting connected with opportunities to meet their individual goals.

Community:

o   Our faculty participate in outreach and, through that, actively seek to connect students with opportunities we have to offer them that may give them the chance to earn units, certificates, and degrees that can better their social and economic situation in the community.

o   We work with various agencies in the community to connect our students with opportunities including NHA, AKA Head Start, Cajon Valley Unified School District, La Mesa-Spring Valley School District, PLNU, SDSU, and others that faculty have connections with. The Child Development Center lab also serves community families, so our students that utilize the center during their coursework are able to work with families from their community.

Page 3: III. Course Curriculum, Assessment and Student Success

Q9

9. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active course outlines been reviewed within the last five years?

No, please explain::
Will be submitting the last 6 courses in Spring 2023

Q10

10. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

We are planning on adding Bilingual Arabic and Spanish certificates that focus on teaching students how to work with children who are second-language learners. Supporting dual language learners with appropriate support is a top priority of the San Diego County Office of Education along with the state of California. Data shows that early childhood programs in our county support a high number of children who are dual language learners. The certificate will include a course that focuses on how to design and implement the curriculum in an early childhood classroom that supports dual language learners, their families, and an understanding of how a second language is acquired.

We are also planning on creating a 1 unit course on Social and Emotional Development. Since COVID, and even before, we have become increasingly aware that children need to have a curriculum that is designed to help them in their social and emotional development. As we know, this is the number one thing that needs to happen in a classroom before a child can feel safe and comfortable learning. Through discussions in our courses, we can see that our students need additional support in their understanding of how to support SED in early childhood classrooms.

Q11

11. How is your program meeting the needs of students, and/or articulation with four-year institutions?

We work closely with our local four-year institutions to help determine what the students need. During COVID two of our courses (CD 212 & 213), which would normally be required for entrance into SDSU, were no longer going to be offered at Cuyamaca. SDSU has acknowledged the change in our course offerings and allows students to take that equivalent course once admitted into SDSU.

Q12

12. Please upload the most recent version of your program's course SLO assessment plan. Click here for Assessment Plan Template.

Updated%20CD%20SLO%20Timeline-1-23-2023.docx (14KB)

Q13

13. Please provide a high-level summary and your program's interpretation of your SLO findings over the past year.

Our department has been able to evaluate our student's completion of SLOs. The department does have a high percentage of students who are meeting course expectations. We have also seen an increase in alternative assessment methods. As our department is learning more about equitable assessments, we are able to begin working together to make those assessments more cohesive across courses. Our ultimate goal is for the students to be able to take all that they have learned in their courses and complete a comprehensive assignment/presentation in their final courses.

Q14

14. Discuss what changes, if any, were made as a result of your SLO findings. Include any student learning-related successes and/or challenges SLO results have revealed for your department.

Changes that we have made would include eliminating tests and exams. While this is a common way to check for understanding, we are striving to begin assessing for a deeper and more comprehensive understanding of course content. We have found that making our course assessments more meaningful to their current work has challenged our students to think more deeply rather than memorizing facts. While we have seen that our students are successful in meeting SLOs, we still want to keep working towards encouraging our students to become self-reflective to be able to continually improve the work they are doing with children and families.

Page 4: IV. Degree and Certificate Programs

Q15   Yes

15. Does your program offer any degree/certificate programs?

Page 5: IV. Degree and Certificate Programs

Q16

16. For each degree and certificate, indicate how many awards were conferred in the past 5-years. Please comment on any trends and provide context to explain any increases or decreases.

Degrees%20Conferred%20and%20Trends.docx (14.3KB)

Q17

17. Please indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes). If you are unable to locate this information, please state that.

I am unable to locate this information.

Q18   Yes

18. Can students complete the degree/certificate requirements within a two-year period?**Requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

Q19

19. Have you updated your program learning outcomes (PLOs) since 2020?

No, please explain the plan to revise PLO, including which PLOs will be changed and when the changes will occur::
It is our plan to get our PLOs updated in Spring of 2023. Current PLOs Integrate the key developmental concepts and teaching strategies into a cogently articulated philosophy of early childhood education and care. Employ appropriate classroom organizational and management techniques in a variety of early childhood education settings, including the implementation of curriculum that is well planned, developmentally appropriate, and based on the interests and needs of the children. Survey, assemble, and expand curricula resources for use in specific early childhood classrooms and centers. Apply and implement effective and sensitive discipline and guidance strategies directly with children. Clearly demonstrate the ability to plan child development programs that deliberately intend to advance, stimulate or otherwise enhance children's physical, intellectual, emotional, and social development in ways that are appropriate to the children's developmental level Assess their own professional competence and progress and develop a plan for professional career steps and growth. Proposed PLO Changes 1. Integrate key developmental concepts and teaching strategies into a cogently articulated philosophy of early childhood education and care, which is sensitive to diversity, equity, and inclusion, with an emphasis on developmentally appropriate practice, based on the interests and needs of children. 2. Employ appropriate classroom organizational and management techniques in a variety of early childhood education settings, demonstrating the ability to create curricula resources, while implementing a curriculum based on the needs of the whole child which supports the usage of effective and sensitive discipline and guidance strategies directly with children. 3. Assess their own professional competence and progress and develop a plan for professional career steps and growth, with consideration of all potential career opportunities.

Q20

20. Does your program share some PLOs across its Academic and Career Pathway (ACP)?

No

Q21

21. How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?

We are not currently assessing our PLOs. I will work with the current faculty to come up with a comprehensive plan. Some of our initial thoughts will be to assess the students when they are in their final student teaching courses. This may include any one of the following: panel presentation, exam, project, etc.

Q22

22. How are your PLO assessments informing improvements/changes to your program?

Our future PLO assessments will help us decide which course content needs to be reviewed and updated. It will also let us know if our teaching strategies are working, If they are not, we will be able to reflect on strategies that might work better.

Page 6: IV. Degree and Certificate Programs continued

Q23

23. Looking at the past 4-5 years of enrollment in your program, what trends do you notice? Has enrollment increased or decreased, and what factors may be contributing to this?

Our enrollment has decreased and then increased and then decreased again. We have not been able to maintain the numbers that we had 5 years ago. We believe that the decline in enrollment was impacted by COVID-19. When the pandemic began, many of our students had to take on a variety of roles in their personal lives. We have heard from speaking with students that they needed to "push pause" on their education to take care of their families, work multiple jobs, etc.

Q24

24. What is your department's overall course success rate? How has it changed over the past 4-5 years? Please note any trends and context for the data.

We have an 85% course success rate. The number has stayed consistent except for a slight drop to 84% in 2020 due to COVID

Q25

25. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program for success rate and/or retention rate? Please discuss all equity gaps identified in the data.

We have equity gaps for success and retention rates for the following demographics: Black/African American, Asian, Hispanic, Pacific Islander and multiple races.

Q26

26. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

One of the reasons we are seeing the equity gaps is the lack of diversity in our staff along with the location of the college and the sense of community among the students. We will need to evaluate our strategies for creating that community in each of our classes.

Q27

27. What action will the department or discipline take to address these equity gaps over the next four years? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

The first thing we are working on is our hiring processes. We have begun using the EEO office to support us in hiring our adjunct faculty. We will also begin reflecting as a department on the ways that we can create a feeling of community within our classrooms so that all students connect with each other to build relationships that will, hopefully, continue in other non-CD courses. Lastly, we will be discussing ways to support students since we do not have a Child Development tutor by offering office hours in different modalities and a set time each week for students to come and meet with a Child Development instructor.

Q28

28. Discuss your program's plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015. For assistance with this, please contact Cuyamaca's EEO site lead, Karen Marrujo at karen.marrujo@gcccd.edu.

As a department, we are using the EEO office to support us in our hiring of adjunct faculty. We are also trying to put out our job postings to a variety of agencies in our communities.

Q29

29. What other qualitative or quantitative data, if any, is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

We are using the information from TracDat for more information on our student success and retention rates along with our equity gaps. We are using the responses to surveys done in the HyFlex CD classrooms to determine students' level of comfort with the modality. Also, we use qualitative data from our teachers who are assigned a student teacher. Their feedback helps us get a better understanding of our students' preparedness to enter the field.

Q30

30. What did your program learn from the transition to remote teaching over the past few years? How can this be used to improve the student experience in the future?

The transition to remote teaching was not an easy one for our department as many of our faculty were not comfortable using Canvas in their coursework. We have learned that it is important to use the Canvas as a way to support students' understanding and accessibility to coursework if they miss a class session. Also, our students have also had to go through a learning curve of better understanding the technology. As part of our courses, we are striving to include more course content on Canvas and provide students with small tutorials on the platform.

Lastly, we have learned that it is important to offer our courses in a variety of modalities and at different times to ensure equitable access. We have begun to teach some HyFlex courses, and we have now how a schedule that rotates course times.

Page 7: IV. Degree and Certificate Programs continued

Q31   **Yes**

31. Does your program offer courses via distance education, excluding emergency remote teaching 2020-21 (classes that would have been taught in person, if not for the pandemic)?

Page 8: IV. Degree and Certificates Programs continued

Q32

32. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?

Our success rate for on-campus courses is higher than online. Our on-campus success rate is 93% for face to face, 78% for online and 88% for less than 50% online.. We can see in Fall 2021, our success rate was within one percentage point between online and on-campus. To address these disparities, we can offer training opportunities for instructors that teach online. Those trainings will include humanizing the online experience and strategies from EMTLI. We can also offer trainings for students on how to navigate Canvas to be successful in online courses.

Q33

33. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

Our faculty ensures regular and effective contact in the following ways:
Providing a Welcome Letter to begin to orient students on how to access the course and the materials that they will need.
Provides contact information on "Home" page along with links to Zoom and office hours.
Welcome modules that introduce the instructor, breakdowns of what is needed to complete the class, expectations for participation, campus resources, etc.
Weekly announcements/videos to prepare students for what will be happening during the week.
Instructor expectations on when to expect grading.
Email and/or send Canvas messages when a student is missing work or has not been participating.

Q34

34. What innovative tools and strategies are you using in your online courses to engage students and support student success?

Recorded lectures

Instructor videos explaining weekly content

Assignments that allow students to complete their work using current technology. There is an instructor that has an assignment that asks students to create a "tweet" based on Child Development theorists.

Work based learning assignments that allow students to experience and explore the field.

In-class hands on activities and presentations that are relevan to the work they will be doing in an early childhood classroom.

Use of Padlet in the HyFlex classroom to support communication and engagement between in-person and online students

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Page 9: IV. Degree and Certificate Programs continued

Q35   **Yes**

35. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

Page 10: IV. Degree and Certificate Programs continued

Q36

36. Please share your observations about the employment rate for your program over the past several years.

Over the past 5 years, we have found that there is not a high number of students who are not being employed in child care settings. While many of our students are offered a job during their work experience courses, approximately 1 out of every 6 students will take a position. Our students have shared the following reasons for declining employment opportunities:

Only want a part-time position

Have children to care for at home

Do not want to drive to another location in San Diego County

Do not want to "deal" with the behaviors in an early childhood program

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Q37

37. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

The set standard for my program is 90%.

Q38

38. What would you like your program's employment rate to be, ideally (stretch goal)?

I would like my program's employment rate to be 95% or higher.

Page 11: IV. Degree and Certificate Programs continued

Q39

39. What is your program doing to prepare students for successful transition (e.g., transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

Our program has presentations in our final work experience courses around salary negotiations and how to prepare for interviews. 3 of our classes have a resume assignment, and the resumes are updated in each course. We also hold permit workshops to support students' understanding of the permit process and how to apply for the free permit grant. Point Loma comes to speak in our courses to share the BA transfer program that is held here at Cuyamaca.

Q40

40. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You may also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

A current Workforce Needs Study done by the Centers of Excellence for Labor Market Research (2022) showed the following:

High demand for new child care facilities.
There is not a sufficient amount of employees to fill the demand.
Employers have struggled with re-hiring employees after the COVID-19 pandemic.
Wages are below the livable wage in San Diego County.
New TK programs are causing a decline in child care center enrollment causing smaller businesses to have to shut down due to low enrollment (not included in the report).

While some of the data appears negative, there are great opportunities for us to grow our program and advocate for higher wages in our field. Our program is also a great pathway into a teaching program that would lead to earning a credential to teach TK.

Q41

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

Childcare-Industry-Workforce-Needs-Study_2022-09-01.pdf (1.4MB)

Page 12: IV. Degree and Certificate Programs continued

Q42

41. Please describe your program's strengths.

Able to collaborate as a department and with other areas outside of Child Development.
Responsive to the Child Development community and the current industry trends. For example: Participating in the SDCOE Community College Tuition Partnership to support the workforce's completion of degrees and permits. Collaborating with La Mesa Spring Valley School District to offer a course at their district office to support current and future TK teachers who need to meet the new state requirements for TK teachers.
Strong connections within the local community and field of child development (SDCOE, SDSU, NHA, LMSV).
We are committed to professional development and the need to continually be updating our practices and content knowledge.
Our student success rates and class fill rates remain positive even with lower course offerings and enrollment.

Q43

42. Please describe your program's challenges.

We need to reconnect with the Child Development Center. Since the pandemic and staff turnover, we have not been able to implement programs that we would like. We also need to work on building relationships with the new staff.
Students are enrolling in our program with minimal English. This can be difficult to adjust our teaching when so many of the concepts and skills that are required need to be completed in English.
We have also found that our students request face to face courses but will enroll in online course instead. This becomes difficult when they need to complete their final courses in-person but do not have the language skills that are necessary. There has been an increasing number of students who have their children completing their assignments for them.
We need to continue to work on our hiring practices.
We need to also provide more training and speakers for faculty and students.
Need more outreach to students who identify as male.
Work on higher enrollment numbers.
Many of our students do not take jobs within the field. We need to identify their purpose for selecting Child Development coursework.

Q44

43. Please describe external influences that affect your program (both positively and negatively).

Wages within the field of Child Development are low for the amount of work and training it requires to care for children.
The current state requirements for TK teachers to obtain Child Development units have brought us more students and collaborations with local school districts.
The San Diego County Office of Education, Community College Tuition Partnership Program, has provided our college the opportunity to serve early childhood educators by providing them with free tuition, books, and computers. We have seen our class fill rate stay consistent and increase.

Q45

44. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

We are hoping that the SDCOE Community College Tuition Partnership Program will continue for years to come. This program has helped us bring students to the college who either are working on degree completion or looking to meet career goals.
We will also need to find a way to do outreach in our local community family childcare centers to encourage employees to continue their education and obtain a degree.

Page 13: V. Previous Goals

Q46

Previous Goal 1:

Collaborate with local agencies to support new state requirements for Universal TK per legislative bill AB 130.

Q47   **In Progress**

Goal Status

Page 14: V. Previous Goals continued

Q48   **Respondent skipped this question**

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

Q49   **Respondent skipped this question**

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

Q50   **Increase equitable access (enrollment)**

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

Q51

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).

1. Request a new faculty member to support offering courses that are for current or future TK teachers.

Q52   **New faculty position**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q53   **Yes**

Would you like to submit another previous goal?

Page 16: V. Previous Goals continued

Q54

1. Previous Goal 2:

Create an online resource notebook for students to document important course concepts throughout their academic journey in Child Development

Q55   **Not Started**

3. Goal Status

Page 17: V. Previous Goals continued

Q56   **Respondent skipped this question**

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

Q57   **Respondent skipped this question**

Would you like to submit another previous goal?

Page 18: V. Previous Goals continued

Q58   **Increase completion and eliminate equity gaps**

Which College Strategic Goal does this department goal most directly support? (Check only one)   **(graduating with a degree/certificate, or transferring)**

Q59

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).

Hire new faculty member to lead this project.

Q60   **New faculty position**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q61   **Yes**

Would you like to submit another previous goal?

Page 19: V. Previous Goals continued

Q62

1. Previous Goal 3:

Create an observation video library for faculty to use in their courses, specifically for CD 106- Practicum: Observation and Experience.

Q63   **Not Started**

3. Goal Status

Page 20: V. Previous Goals continued

Q64   **Respondent skipped this question**

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

Q65   **Respondent skipped this question**

Would you like to submit another previous goal?

Page 21: V. Previous Goals continued

Q66   **Increase equitable access (enrollment)**

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

Q67

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).

1. New faculty member to facilitate this project

Q68   **New faculty position**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q69   **No**

Would you like to submit another previous goal?

Page 22: V. Previous Goals continued

Q70

1. Previous Goal 4:

Respondent skipped this question

Q71

Goal Status

Respondent skipped this question

Page 23: V. Previous Goals continued

Q72

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

Respondent skipped this question

Page 24: V. Previous Goals continued

Q73

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

Respondent skipped this question

Q74

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).

Respondent skipped this question

Q75

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 25: VI. New 4-Year Goals

Q76

New Goal 1:

Create a Child Development mini lab.

Q77

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

Eliminate equity gaps in course success (passing grade in class)

Q78

Please describe how this goal advances the college strategic goal(s) identified above:

This goal advances the goal above by providing students with additional hands-on opportunities prior to completing their final seminar and work experience courses. In a typical Child Development classroom, our students are not able to move furniture or set up activity areas. It is our hope that the mini-lab will allow the students to get the opportunity to have their own classroom. This will give students easier access to a Child Development classroom setting prior to entering into a classroom with a teacher.

Q79

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

While we have an overall success rate of 88% in our CD 130- Curriculum: Design and Implementation, we did see a 28% drop in our success rate from Fall 2020 to Fall 2021. This course is a pre-requisite to CD 132, CD 133 and CD 170. When we look at our success rate in the final courses, we also saw about a 15% drop in success rate.

Q80

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 laptop computers).

Hire a new faculty member to support the designing, collecting of materials and upkeep of the mini-lab.
Request room modifications to R-111.
Request HyFlex equipment be placed in R-111.
Order child-sized furniture and other classroom materials.

Q81

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

New faculty position,

Technology,

Facilities renovation

Q82

How will this goal be evaluated?

This goal will be evaluated by collecting quantitative and qualitative data. This will include student success rates in the following courses: CD 132, CD 133, CD 170, and CD 130. We will also look at how many of our students are offered and/or hired to work in Child Development programs.

Q83

Would you like to propose another new, 4-year goal?

No

Page 26: VI. 4-Year Goals continued

Q84

Goal 2:

Respondent skipped this question

Q85

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

Respondent skipped this question

Q86

Please describe how this goal advances the college strategic goal(s) identified above:

Respondent skipped this question

Q87

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q88

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).

Respondent skipped this question

Q89

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q90

How will this goal be evaluated?

Respondent skipped this question

Q91

Would you like to propose another new, 4-year goal?

Respondent skipped this question

Page 27: VI. 4-Year Goals continued

Q92

Goal 3:

Respondent skipped this question

Q93

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

Respondent skipped this question

Q94

Please describe how this goal advances the college strategic goal(s) identified above:

Respondent skipped this question

Q95

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q96

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).

Respondent skipped this question

Q97

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q98

How will this goal be evaluated?

Respondent skipped this question

Q99

Would you like to propose another new, 4-year goal?

Respondent skipped this question

Page 28: VI. 4-Year Goals continued

Q100

Goal 4:

Respondent skipped this question

Q101

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

Respondent skipped this question

Q102

Please describe how this goal advances the college strategic goal(s) identified above:

Respondent skipped this question

Q103

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

Respondent skipped this question

Q104

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).

Respondent skipped this question

Q105

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q106

How will this goal be evaluated?

Respondent skipped this question

Page 30: Final Check

Q107

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."

I am ready to submit my program review