#13

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Email:	nicole.hernandez@gcccd.edu
IP Address:	72.207.18.143

Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Child Development

Q2

I.2. Lead Author:

Nicole Hernandez

Q3

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

Kristin Zink

Q4

I.4. Dean/Manager(s):

Larry McLemore

Q5

Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **10/14/2021** with your dean to discuss your program review using this format: MM/DD/YYYY

Q6

I.5. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your Spring 2021 program review, visit the Program Review webpage.

The Child Development Department has undergone the following changes and achievements:

1.   We have 4 faculty members that have successfully completed the Equity Minded Teaching and Learning Institute. Faculty members have adopted strategies (syllabi revision) and class policies (late work/attendance) that meet the needs of our diverse students.

2.   We have begun offering students the option to return to face-to-face courses for all curriculum courses (CD 126, 127, 128, and 129). This provides the students with an opportunity to participate in the hands-on learning that is more difficult in an online format.

3.   We maintained our Memorandums of Understanding for student teacher placements with Neighborhood House Association (NHA), AKA Head Start, Cajon Valley Unified School District, and La Mesa-Spring Valley School District. It is our intention to place students in Spring 2022.

4.   We continue to have our partnership with Point Loma Nazarene University for students to enter into the Child Development Bachelor's degree at PLNU.

5.   Our previous program coordinator, Kristin Zink, retired in December of 2020. This has left us with the need for an additional full-time faculty member.

6.   We successfully completed the Pipelines project with SDSU. We reconstructed the syllabi to 5 courses (CD 124, CD 126, CD 131, and CD 132). The courses created a pipeline into the Integrated Teacher Education Program Pathway (ITEP) at SDSU. The reconstruction of the course syllabi has allowed for consistency across semesters and has allowed for greater collaboration among CD faculty.

7.   The Cuyamaca Child Development Center has seen change with the departure of the CDC coordinator in March 2021. We were able to quickly hire an interim director that had to learn the inner workings of a college lab school.

8.   The CDC has been able to remain open since July 2020 (with the exception of one closure due to COVID-19). The CDC has not been able to maintain high enrollment numbers due to a staff shortage. Many of the NANCE employees did not return to the center. They also need to fill the full-time aide position. This would help with staff consistency.

Page 2: II. Assessment and Student Achievement

Q7

II.A.1. Describe the progress your program has made in your 4-year assessment cycle. Include any assessment results your department has found and changes you have made as a result. If your assessment plan has changed, please upload this new plan as well.

After looking at our SLO assessments, we still have several classes that have an SLO or two that have not been assessed in 4+ years. Our assessment plan will remain the same, but I will be providing training to all CD faculty on the new system for uploading assessments.

Q8

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

Respondent skipped this question

Page 3: II. Assessment and Student Achievement

Q9

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.

1.   We have seen that there are equity gaps among African American and Hispanic students. Four faculty members have successfully completed the Equity-Minded Teaching and Learning Institute. Each faculty member that has completed the program has implemented changes to their courses that are meeting the needs of their students. We have received feedback from students stating that they appreciate the flexibility and understanding of the instructors during these difficult times. Faculty has also shared that they feel more connected to their students and have a better understanding of the student needs. We look forward to seeing the data from 2021 to determine if our efforts have made an impact on our students.
2. We have participated in Career and Technical Education events such as adult school information days.

Q10

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?

We plan to do the following to improve equitable student outcomes by:
1.Continuing to encourage faculty to participate in EMTLI
2. Set up professional development events that allow us to analyze student data to support a department plan for improving equitable student outcomes.
3. Offer our courses in a variety of modalities online, face to face, and HyFlex.

Q11

II.B.3. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

In the transition to remote teaching, we learned that our students are resilient and persistent in ensuring that they complete their academic goals. We did also learn that some of our students need more support with navigating Canvas and other programs like Canvas Studio. Our students who are second language learners need more tools to support their understanding of key concepts in their courses.
     Our current plan is to create a tool that students can use in each course to support their understanding of course concepts. We will also be working as a faculty to come up with standard forms/rubrics for assignments that are similar. This will help with consistency for students, and it will prepare them for future work they may do with children and families.

Q12   **Yes**

II.B.4. Is your program a career education program (e.g.,
does it prepare students to directly enter the workforce)?

Page 4: II. Assessment and Student Achievement continued

Q13

II.B.5. Please share your observations about the employment rate for your program over the past several years.

In 2017/2018, we saw that 81% of our students were placed. Between 2011-2013, we saw our lowest numbers at 33% and 43%. Currently, our students have not been working due to the COVID-19 pandemic.

Q14

II.B.6. 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%.

Q15

II.B.7. What would you like your program's employment rate to be, ideally (stretch goal)?

I would like the program's employments rate to be 95% or higher.

Page 5: II. Assessment and Student Achievement continued

Q16   **Yes**

Does your department offer classes that are approved
distance education courses excluding emergency remote
teaching in 2020-21 (classes that would have been taught
in person if not for the pandemic)?

Page 6: II. Assessment and Student Achievement

Q17

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.

In our last comprehensive review, we had an overall success rate of 76% for online courses and 89% for face-to-face instruction. Since the COVID-19 pandemic, the Child Development faculty has been working on incorporating strategies such as videos of themselves, questionnaires at the beginning, middle and end of the semester to gauge where students are at academically and emotionally and Zoom office hours to continue building the relationship between instructor and student. Through informal surveys we found that our students wanted to have more ways to connect with their online instructors especially since some of our instructors only teach online. The EMTLI training that some of the faculty have attended has helped us review class policies and procedures to support student success and persistence.

Page 7: III. Previous Goals: Update

Q18

1. Previous Goal 1:

Create a Social-Emotional Certificate

Q19

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

Guided Student Pathways

Q20

3. Goal Status

Not Yet Started

Page 8: III. Previous Goals: Update continued

Q21

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

Respondent skipped this question

Q22

Do you have another goal to update?

Respondent skipped this question

Page 9: III. Previous Goals: Update continued

Q23

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).

This goal was not started due to the pandemic and the need for additional faculty support in creating the coursework.
1. Submit a Special Projects Form to be able to include additional CD faculty in the creation of this course.
2.Develop new course in Social-Emotional Health
3. Develop a 15 unit certificate of specialization with 4 existing Child Development courses to include the new Social and Emotional Health Course.

Q24

Do you have another goal to update?

Yes

Page 10: III. Previous Goals: Update continued

Q25

1. Previous Goal 2:

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

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Q26

Student Validation and Engagement

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

Q27

Not Started

3. Goal Status

Page 11: III. Previous Goals: Update continued

Q28

Respondent skipped this question

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

Q29

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update (If Applicable) continued

Q30

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. I will connect with faculty from other disciplines to determine how we can introduce or blend their disciplines with Child
Development. For example: In CD 123 and CD 132, we learn about being advocates in the field. This would include local, state, and
federal bills, policies, etc. I would ask the Political Science instructor to come and discuss political advocacy in our classes.
2. Review CD courses to see where connections can be made between our course content and other disciplines.

Q31

Yes

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q32

1. Previous Goal 3:

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

Q33

Student Validation and Engagement

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

Q34   **In Progress-will carry this goal forward into next year**

3. Goal Status

Page 14: III. Previous Goals: Update continued

Q35   **Respondent skipped this question**

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

Q36   **Respondent skipped this question**

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q37

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. Encourage faculty to attend EMTLI.
2.Attend Culture and Community Workshops
3. Research and register for local Child Development workshops focused on Equity, Diversity, and Inclusion.

Q38   **No**

Do you have another goal to update?

Page 16: III. Previous Goals: Update continued

Q39   **Respondent skipped this question**

1. Previous Goal 4:

Q40   **Respondent skipped this question**

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

Q41   **Respondent skipped this question**

3. Goal Status

Page 17: III. Previous Goals: Update continued

Q42

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

Respondent skipped this question

Page 18: III. Previous Goals: Update continued

Q43

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

Page 19: IV. New Goals

Q44

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

Yes

Page 20: IV. New Goals continued

Q45

1. New Goal 1:

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

Q46

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

Guided Student Pathways

Q47

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

This goal advances the strategic goal above by giving students an additional pathway in the field of early childhood education. By working with local agencies, we will be able to provide students with access to potential job placements.

Q48

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

The new bill requires that for every 12 children in a TK classroom, one teacher will be needed. This new grant shows that as many as 354,000 more children will be able to attend a quality TK program. There will be an increased need for qualified TK teachers.

Q49

5. 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).

I will be requesting an additional faculty member to support the increase in the need for child development courses and course offerings in the evenings.

Q50

6. How will this goal be evaluated?

This goal will be evaluated by both qualitative and quantitative data. Course success rates, degree completion, job placement data and enrollment numbers.

Q51   **Yes**

Do you have another New Goal?

Page 21: IV. New Goals continued

Q52

1. New Goal 2:

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

Q53   **Guided Student Pathways**

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

Q54

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

This goal advances the goal above by providing students with a resource that will support their understanding of concepts across all Child Development coursework. This goal will prepare students for the work they will be doing in their final practicum courses with children and families and encourage their understanding of the importance of this profession.

Q55

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

While our face-to-face success rate was 89% in Spring of 2019, the COVID 19 shift to online learning has shown us that many of our students need additional supports and resources to scaffold their learning from course to course. Qualitative data has shown that when students reach their final courses CD 132/133/170, there are some gaps in their learning and understanding of appropriate practices in our field.

Q56

5. 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).

1. Request an additional faculty member to support and oversee the creation and modification of the resource notebook.
2. Meet with all faculty members to identify key concepts and vocabulary words that students must know by the time they leave our program.
3. Create work groups amongst faculty based on the type of course they teach to go in-depth with the content in their courses to include in the resource notebook.

Q57

6. How will this goal be evaluated?

This goal will be evaluated by both qualitative and quantitative data. Student retention rates, student feedback, and course success data.

Q58   **Yes**

Do you have another New Goal?

Page 22: IV. New Goals continued

Q59

1. New Goal 3:

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

Q60   **Guided Student Pathways**

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

Q61

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

This goal advances the goal above by providing students that are not able to come to campus the opportunity to complete CD 106 in a virtual format. This is a required course for students to earn a degree or certificate in Child Development.

Q62

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

Qualitative data has shown that students need a virtual format for CD 106 due to current college requirements. The course always has a waitlist of 18-20 students each semester. A virtual course would allow us to serve more students and not impact the Cuyamaca CDC with more than 23 students at a time. Since this is a highly impacted class, there are many requests each semester for an additional section of CD 106.

Q63

5. 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).

1. Request an additional faculty member to support the collection, editing, and storage of videos. The faculty member will oversee this project.
2. Work with Child Development Center coordinator and staff to discuss a plan for recording children.
3. Research Swivl recording device to be placed in classrooms.

Q64

6. How will this goal be evaluated?

This goal will be evaluated by both qualitative and quantitative data. Student retention rates, enrollment and student feedback will be used

Q65

Do you have another New Goal?

No

Page 23: IV. New Goals continued

Q66

1. New Goal 4:

Respondent skipped this question

Q67

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

Respondent skipped this question

Q68

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

Respondent skipped this question

Q69

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

Respondent skipped this question

Q70

5. 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).

Respondent skipped this question

Q71

6. How will this goal be evaluated?

Respondent skipped this question

Page 24: Resources Needed to Achieve Program Goal(s)

Q72

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

Faculty Resource Needs,

Classified Staff Resource Needs

Page 26: Final Check

Q73

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