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COMPLETE

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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Child Development

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Kristin Zink, Kathy Kotowski, Tarah Roberti, Natalija Worrell, Melanie Roberts, Aimee Hatfield, Judy Allen, Tere Hanna, Anna Cardenas, Nicole Hernandez, Carol Stevens

Q3 Dean/Manager:

Larry McLemore

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

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

1. In September 2019, we were finally able to hire a new full time faculty member In Child Development, so we now have two full time faculty and 9-10 adjunct instructors.
2. Our Child Development Center Coordinator continues to develop an organization chart modification to support continuity of care, demonstrate the need for more full time contract staff positions. 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.
3. We are an active 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.
4. We currently have 2-4 Child Development faculty participating in the Cuyamaca Equity Training.
5. Our Child Development Center staff are engaged in the Program for Infant Toddler Care (PITC) training as we move towards becoming a PITC demonstration site.
6. Our Child Development Center staff have submitted our application to be certified as an official Outdoor Classroom Demonstration Site. We are currently completing the final steps in the process towards this major certification.
7. We are currently completing our two year partnership with Cajon Valley Unified School District to provide the required Early Childhood Education coursework required for the Transitional Kindergarten teachers in the CVUSD.
8. We have recently added a new Memorandum of Understanding to place student teachers with Neighborhood House Association in addition with the current ones with AKA Head Start, Cajon Valley Unified School District, and La Mesa Spring Valley School District.
9. Using Strong Workforce funds we held two workshops for "How to Get a Job" and "How to Get a Permit" workshops for students from our college and from the community. Both were well attended with very positive reviews. Students who had never been to our campus before expressed interest in taking future classes here.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Q6 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. **Respondent skipped this question**

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

We have shifted from an objective by objective analysis to a course by course analysis on the advise of our SLO coordinator. In addition we have spent a staff development meeting discussing the changes and have discovered that we have been pleased with the changes we have implemented during the past year to our SLOs. We have also have mapped our PLO to specific courses. We are also in the process of mapping them to the ILOs as well.

Q8 3. Does your department or discipline offer any degrees and/or certificates? **Yes**

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

We have designed assignments in our courses that assess our PLO's if students continue through our program. We can link each of our PLO's to specific assignments in courses. We now have an identified pathway for assessment.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? To access the College Catalog Associate Degree Programs and Certificates section, click here. **Yes**

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **Yes**

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

Looking back at our data from 2017-2018 Comprehensive Program Review we can see that our enrollment, retention, and success rates are somewhat higher than the college-wide rates in all ethnicity/races. And our changes in the last few years remain consistent with previous findings of the last Program Review. Based on the Child Development Department Data from fall 2016-spring 2019

Race/Ethnicity	Enrollment #	Retention #	Retention %	Success #	Success %
Asian	203	196	97%	180	89%
Black non-Hispanic	201	174	87%	139	69%
Hispanic/Latino	1,330	1,202	90%	1,030	77%
White non-Hispanic	2,944	2,800	95%	2,653	90%
Two or more	411	370	90%	326	79%
Unknown	66	59	89%	56	85%

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

In comparing our department data with campus-wide data we are higher in enrollment, retention, and success in every race/ethnicity examined by the college. However, in comparing the data we notice the percentage for success in our Black non-Hispanic students is lower than other students in our program and is lower than the college goal of 77% success. We will meet this goal by linking our Black non-Hispanic students with Black non-Hispanic mentors. We will also use on campus services such as ARC and the Writing Center. We will research additional services that are available to support our students.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

We have so few male students that it makes it hard to draw big conclusions. During the fall 2014-fall 2018 males seem to have a lower success rate of roughly 70%, while females during the same time frame have a success rate of 83%. This is similar to our previous year's data. Using the same time frame (fall 2014-fall 2018) our African-American/Black Non-Hispanic students have an overall success rate of 69%, our American Indian/Alaskan Native students a success rate of 64%, while our White Non-Hispanic students had an overall success rate of 87%.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

Like the number of male students these numbers are small, so even one or two failing students or a student who withdraws after the drop date can have a significant affect our overall success rate. Additionally we feel there is a lack role models for these students. It is not uncommon to hear, "Is this class only for women?" on the first day of the semester when a male student walks into the adult classroom.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

1. We will be using teaching strategies that use more visuals and contemporary examples making better connections. We are using more videos in our online classes of the instructors to make the classes more personal and form connections between the instructors and the students. Using strong workforce funds we are incorporating a Work-based Learning Coach in the Child Development Lab/children's classroom working directly with the students to provide immediate feedback and support, helping our adult students be more successful.
 2. Our Child Development Center Coordinator continues to develop an organization chart modification to support continuity of care, demonstrate the need for more full time contract staff positions. There is complete Child Development Program support for the addition of these full time positions. Our CDC staff do 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.
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Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

As we reflected on the long-term goals identified in our Comprehensive Program Review 2017-2018, it became evident that our goals have taken new directions during the past two years. The strategies/steps we developed for addressing the equity gaps provided direction for the goals we are setting in this annual program review. We realized we need to expand the horizons of our learning environment, both to meet the identified equity gaps and to reflect the new goals.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

We link our students with campus resources such as financial aid, counseling, the food pantry, ARC, Writing Center, DSPS, Cuyamaca Cares, the Produce Give-Away, Job-Fairs, the Career Center, EOPS, Cal-Works, Point Loma information, SDSU information, Child Development Training Consortium, and many others.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?

Yes

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities?

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.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

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.

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)?

Yes

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

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

Q26 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q27 Please describe how this goal advances the college strategic goal identified above.

When you consider career success as part of student validation and engagement, then ensuring that our program reflects the requirements of the state guidelines for our professional standards is vital to the success of our students. We plan to expand the scope of this goal by including other professional standards, such as those of PITC, the Outdoor Classroom, and the Pipelines Project.

Q28 Goal Status **In Progress - will carry this goal forward into next year**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q30 Do you have another goal to update? **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year:

To continue and complete our goal of becoming a PITC demonstration site
To continue pursuing our goal of becoming an Outdoor Classroom Demonstration site
To continue our work on the Pipeline Project with SDSU

Q32 How will this goal be evaluated?

The evaluation will be in the awarding of our site being awarded the designation of a demonstration site for the Outdoor Classroom and for PITC. As we finish each outline for SDSU and it is approved, we move on to the next course in the "pipeline". We will be complete by the start of fall 2020.

Q33 Do you have another goal to update? **Yes**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:

CDTC and the ECE Mentor Program has discussed and is looking at increasing the requirements for becoming a teacher in CD and we want to mirror the future goals of the California state standards.

Q35 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q36 Please describe how this goal advances the college strategic goal identified above.

The revision of the current California state standards is still in progress.

Q37 Goal Status **Not Started**

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

Q38 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q39 Do you have another goal to update? **Respondent skipped this question**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year:

Stay abreast of changes to California Title 22 and Title 5.

Q41 How will this goal be evaluated?

To be determined once they come about

Q42 Do you have another goal to update? **Yes**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous 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 inter-generational Garden site. This certificate will enhance the potential employment of our Child Development students.

Q44 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q45 Please describe how this goal advances the college strategic goal identified above.

Student Validation and Engagement ensures that students enter and continue through Cuyamaca under an umbrella of support and directional guidelines. We have to revise this goal because the County of San Diego, after seven very successful years, ended its partnership with Cuyamaca College in support of the Intergenerational Garden. Our goal now is to develop a Certificate of Specialization linked to our being an Outdoor Classroom demonstration site.

Q46 Goal Status **In Progress-will carry this goal forward into next year**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q48 Do you have another goal to update? **Respondent skipped this question**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year:

1. Continue the process to become a demonstration site for the Outdoor Classroom.
 2. Develop curriculum for our Certificate of Specialization that incorporates the principles and practices of the Outdoor Classroom.
 3. Equip the Child Development Center with outdoor observation and engaged learning/collaborative settings for the adult students. The list of specific equipment needed is in the "Supplies/Equipment and Other Resource Needs" section of this annual update.
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Q50 How will this goal be evaluated?

1. We will receive the Outdoor Classroom certification.
 2. We will receive Curriculum Committee approval for our new courses and certificate of specialization.
 3. We will order, receive, and set up the materials for the observation/learning areas for the adult students. The list of specific equipment needed is in the "Supplies/Equipment and Other Resource Needs" section of this annual update.
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Q51 Do you have another goal to update? **No**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4: **Respondent skipped this question**

Q53 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q54 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q55 Goal Status **Respondent skipped this question**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q57 Do you have another goal to update? **Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: **Respondent skipped this question**

Q59 How will this goal be evaluated? **Respondent skipped this question**

Q60 Do you have another goal to update? **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5: **Respondent skipped this question**

Q62 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q63 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q64 Goal Status **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated? **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)? **No**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1: **Respondent skipped this question**

Q70 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q71 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q72 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 data: **Respondent skipped this question**

Q73 Action steps for this year: **Respondent skipped this question**

Q74 How will this goal be evaluated? **Respondent skipped this question**

Q75 Do you have another new goal? **Respondent skipped this question**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2: **Respondent skipped this question**

Q77 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q78 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q79 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 data: **Respondent skipped this question**

Q80 Action steps for this year: **Respondent skipped this question**

Q81 How will this goal be evaluated? **Respondent skipped this question**

Q82 Do you have another new goal? **Respondent skipped this question**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3: **Respondent skipped this question**

Q84 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q86 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 data: **Respondent skipped this question**

Q87 Action steps for this year: **Respondent skipped this question**

Q88 How will this goal be evaluated? **Respondent skipped this question**

Q89 Do you have another new goal? **Respondent skipped this question**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4: **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q93 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 data: **Respondent skipped this question**

Q94 Action steps for this year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **Yes**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)? **No**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal? **Yes**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal? **No**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal? **Yes**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)? **No**

Page 39: Final Check

Q102 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**
