Program Review and Planning 2019-2020

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2019-2020

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Child Development

Discipline Name
Child Development (CHDV)

Department Chair Name
Laurel Anderson

Division Name
Social and Behavioral Sciences

Website address for your discipline
https://www2.palomar.edu/pages/childdevelopment/

Discipline Mission statement
The Child Development Department at Palomar College is dedicated to providing a wide variety of courses related to child development and early childhood education, focusing on children ages birth to eight. We are committed to teaching our students evidence-based, developmentally appropriate practices enabling them to provide respectful, child-directed care and education to the children they work with. We are focused on instilling respect for children and their developmental needs and stages, while expecting best practices in early care and education. We are a department with an eclectic array of expertise and backgrounds, all joining together in our universal belief in the importance of respectful, responsive, and reciprocal relationships as a means to understanding and supporting the development of young children.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
Assistant Teacher (CP)

School Age Assistant (CP)
Preschool Teacher (CA, AS)
Infant/Toddler Teacher (CA, AS)
Early Inclusion Teacher (CA, AS)
Early Childhood Administration (CA, AS)
Child and Family Services (CA, AS)
Early Childhood Education (AS-T)
Child and Adolescent Development (AA-T)

Please list the names and positions of everyone who helped to complete this document.
Laurel Anderson, Associate Professor and Department Chair
Jenny Fererro, Professor
Diane Studinka, Professor

Full-time faculty (FTEF)   **Part-time faculty (FTEF)**
3.7 (we have 5 full time and 3 have release time)   3.67

Classified & other staff positions that support this discipline
ADA (albeit temporary). It is important for us to have a permanent ADA to help meet our academic and student needs.

Additional hourly staff that support this discipline and/or department
none

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
Currently our department just submitted program changes for 2020. The proposed changes to our programs align with permit acquisition, degree completion, and student and community needs. In order to streamline our degrees, we made curricular revisions to the courses and the programs. Our new programs are stackable; allowing students to acquire degrees at various levels of educational attainment while simultaneously meeting state requirements for the child development permit. We are in the process of revising our current program learning outcomes to align with the specific programs and the permit. At present, the program learning outcomes meet the basic levels of assessing student outcomes upon completion of the program while aligning with employer expectation. The future program outcomes will be more specific to each program.

Describe your program's plan for assessing program learning outcomes.
At present, the plan is to assess the program based on the completion of our developmental courses, the capstone courses and our permit acquisition rates. The students who complete and pass the capstone courses have adequately met the program outcomes as these courses encompass the information and

practices needed to complete the programs.

Summarize the major findings of your program outcomes assessments.
In the past, our department determined a need for program realignment and restructuring our online courses. Based on this need, we revised our program structure to ease the path to completion, to incorporate more online and evening courses, and to meet the employment demands of our community. Additionally, we added a new instructional model: a four-week hybrid option for four classes, which are offered in succession. This model is a direct result of reflection on student and community needs.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?
How do internships, service learning and student teaching affect our students' learning?
Does the order in which the courses are completed affect program completion?
Are our assessments effectively evaluating student learning?

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
The courses in our discipline support all of the GE/IL with the exception of visual:
Here is the breakdown:
Written:
CHDV 99, 100, 101, 102, 103, 104, 105, 106, 108, 110, 115, 120, 125, 130, 135, 140, 145, 150, 152, 172, 174, 180, 185, 195, 201, 202, 203, 204

Quantitative Literacy:
CHDV 120, 145, 203, 204

Inquiry and Analysis:
CHDV 100, 101, 102, 103,104, 105, 106,108, 110, 112, 115, 120, 125, 130, 135, 140, 144, 145, 150, 155, 172, 174, 180, 185, 190, 201, 202, 203, 204

Critical Thinking:
100, 101, 102, 103,104, 105, 106,108, 110, 112, 115, 120, 125, 130, 135, 140, 144, 145, 150, 155, 172, 174, 180, 185, 190, 201, 202, 203, 204, 205

Information Literacy:
CHDV 99, 100, 101, 102, 103,104, 105, 106,108, 110, 112, 115, 120, 125, 130, 135, 140, 144, 145, 150, 155, 172, 174, 180, 185, 190

Teamwork and problem Solving:

CHDV 100, 102, 104, 115, 125, 130, 145, 150, 155, 190, 195, 201, 202, 203, 204

Intracultural Knowledge:
CHDV 101, 102, 106, 172, 155, 195, 201, 202, 203, 204

Ethical Reasoning:
CHDV 100, 101, 102, 103,104, 105, 106,108, 110, 112, 115, 120, 125, 130, 135, 140, 144, 145, 150, 155, 172, 174, 180, 185, 190, 195, 201, 202, 203, 204

Civic knowledge and Engagement:
CHDV 101, 102, 103, 105, 106, 112, 115, 140, 142, 144, 145, 150, 152, 155, 172, 174, 185, 190, 195

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
The major findings from our course outcome assessments that are related to the GE/ILOs are that our students greatly benefit from our CHDV 99 course that introduces APA style writing along with general child development course requirements, such as lesson plan writing, conducting observations, incorporating ethical standards and being culturally sensitive. Students who successfully pass this course have a foundation for success and are more likely to complete their academic goals. We recommend that the students take this course at the very beginning of their college career.
Our students achieve the majority of GE/ILO(s) as the standards for each of the outcomes are found in many of our courses, and thus the students introduced to the standards and assessed multiple times while completing their coursework for the certificates and degrees.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
2018-2019
AA/AS=40
AA= 1 (must be grandfathered in- students who completed programs they started prior to 2008- we haven't offered an AA since then)
AA-T= 23
AS= 113
AS-T= 3 (explained by the fact that CSUSM and SDSU do not take the AS-T)

Certificates= 50

CAT=22
CPE=28

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Increased

What factors have influenced your completion trends?
Making a concerted effort to have students complete, sign, and turn in Petitions for Graduation in class-then we submit them to the Records Office for the students.

CHDV 99-- our foundational course that includes individual program advising.
The fact that CSUSM accepts the AA-T has led to those completions over the past few years.

Are the courses in your discipline required for the completion of other degrees/certificates?
No

Do you have programs with 7 or fewer completions in the last 5 years?
No

What is your program standard for program completion?
70.0%

Why did you choose this standard?
To align with the standard of Palomar College.

What is your Stretch goal for program completion?
70.0%

How did you decide upon your stretch goal?
Overall, our department has increased the number of degrees and certificates awarded for our programs. Currently, our department has realigned the programs for 2020 to include a non-degree applicable certificate of achievement that students can obtain after completing four courses. These four courses in this certificate also achieve the educational standards for the child development associate teacher permit. This certificate sets the foundation for other subsequent programs. The stackable programs allow students the opportunity to achieve certificates and degrees at varying levels of academic attainment. Therefore, it is anticipated that our number of degrees will increase exponentially over the next five years.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your efficiency trend over the last 5 years? Was it expected?
It is down, slightly since 2014. However, it is slowly rising over the past two years. It should be noted, however that at 545.44 it is substantially above the college efficiency goal.

What factors have influenced your efficiency trends?
Our department is vigilant about marketing our courses to the public, which includes visits with employees

at their child care workplaces to assess their transcripts and assist with permit acquisitions. Child Development courses have been offered at community worksites to accommodate the employees in those organizations/schools. Our department is progressive and we 'think outside the box" as we invite new and improved practices in our courses, as well. Our department discusses the SLOs twice a year as we ascertain the changes that are necessary for our ever-changing student population. Additionally, our department offers classes during the day, evening, weekends, face-to-face, hybrid and online.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?
Yes, and we reflected and are addressing the issues. Currently, as part of our program restructuring for 2020, our department deactivated 7 courses. We restructured our curriculum courses CHDV 125, 130, 135, and 140 to TWO courses: 182 and 184. We changed the three-capstone courses for three of our programs from 3 units to 1.5 and from face-to-face to online.
We also changed the course outline for our CHDV 145 course to better meet the needs of the ECE curriculum and include trauma-informed practices.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
69.0%

Why did you choose this standard?
Our overall department course success rate is 69% and has remained consistently at that level for the past 5 years. We have been able to maintain a course success rate close to the college standard of 70%, and want to continue to have achievable standards.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected?
Yes.

What is your Stretch goal for COURSE success rates?

75.0%

How did you decide upon the goal?
Individual course success rates vary. For example, we have many classes with consistent success rates over 80 and even 90%. Our capstone student teaching courses have very high success rates - averaging around 99%. Students who choose to stay in our department are supported to be successful. We have majority female students, and many of our students are parents who are primary caregivers or breadwinners for their families- this is one reason that many of our students are part-time and student life responsibilities can also impact retention and success. Our two basic core classes, CHDV 100 and CHDV 115 are our largest courses, with the most sections, and are the classes that have the largest amounts of GE students. Success rates are understandably under our department and the college standard in those two classes- with CHDV 100 ranging 60% success, and CHDV 115 at 65% success. We are not surprised by those numbers, given the population in those two classes, and we are working on methods to increase retention and success in those two classes, which would raise our department average. The success rates for both our online and face-to-face courses have remained consistent for our GE (CHDV 100 and 115) courses, both hover around 65-70% (the CHDV 115 online success rate continues to drop, and that is worthy to note). Clearly, this is a growth area for our department. We are pleased about the retention rates in both our online and face to face courses for our CHDV 100 (GE) course—at 89% and 92% respectively. We also are seeing a higher retention rate in our online courses, overall. We attribute this improved success to several things, including our CHDV 99: Preparation for Child Development Majors course, which started in Fall 13, the development of our Student Success Guide, and frequent conversations and skill building among our faculty in online best practices. We have also focused significant attention on building our community partnerships and building enrollment from the current workforce.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?
Increased

Was this expected? Please explain.
Yes--we are at 92% retention. We have implemented best practices in teaching--especially with our online courses. We continue to strive to meet the student's needs, and our instructors are encouraged to make human connections--through phone calls and e-mails. We continue to improve our teaching to enhance student engagement. Presently, we are offering a hybrid course in a 4 week session and this venue is proving to be highly successful for student retention and achievement.
We have a high level of retention in the courses specifically for child development majors and the core courses for the child development permit.
The highest attrition is in the GE courses: CHDV 100 and 115, however overall the retention rate in both the online and face-to-face courses is increasing.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Age

Age: Why do you think age differences exist? What do you need to help close the gap?
It is fairly insignificant, but the students 19 and younger have a success rate of 63%, the students ages 20-24 are at 66%, those aged 25-49 are at 75% and those over 50 are at 84%. This makes sense--as our older students are likely more driven to succeed in their career goals. To close the gap: More knowledge about Generation Z.

Are there differences in success/retention between on-campus and online courses?
No

Do you have any best practice methods you use for online courses to share with the community?

The rigor and expectations are high, and we support our online instructors through thorough evaluation procedures and feedback.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
Twice a year we meet with the full department (full and part-time faculty) to discuss how to best meet the needs of today's students. In the fall of 2018, we opened a Department Canvas online forum to connect our faculty and provide a forum for additional resources and discussions about best practices. Robust discussions about zero textbook costs, online learning, best engagement and intuitive ways to meet the needs of our 'Generation Z' students have resulted new and innovative approaches to teaching—such as our hybrid teaching models, connecting through Canvas Converzoom, and the use of group learning (online and face-to-face). Additionally, we've ascertained that our students need to be assessed in a variety of modes: short in-class/quick assessments, journaling, group work, online test-taking, open book, and well-directed paper-writing. Additionally, it is vital to use well-composed rubrics. The rubric compilation was also discussed, and best practices have been shared among our faculty.

How have you improved course-level assessment methods since the last PRP?
In the fall of 2019, the instructors who teach the two GE courses met to discuss the implementation of a zero-textbook and to restructure the assessments for the courses. This discussion resulted in changes to rubrics and discussions about how to better asses the students through individual assignments.

Summarize the major findings of your course outcomes assessments.
Instructors are reporting that students are enrolled in classes but are often sporadic in attending—especially during the second half of the semester. Truancy interferes with assessment. Those who are attending generally pass the student learning outcome assessments. The qualitative information we receive corresponds with those in attendance, the quantitative results, of course, indicate the nonattendance. This data results are not surprising; students who are attending class are passing the assessments, and those who are not attending cannot be assessed and we cannot ascertain their understanding of the material. We are finding that students who are in fast track classes tend to attend and complete the courses. The reasons are varied—there is a deliberate focus for a shorter amount of time or students who enroll in fast track classes may have a different academic motivation than those who choose 16-week courses. We continue to reflect and explore new ways to reach our students and increase both success and retention.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?
Why do some students simply stop coming to class during the second half of the semester?
How can we continue to engage our students and increase their success?
How can we track our students through completion? Is there a way to connect with students who stop attending or who fail to complete their courses towards their program?

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
We offer classes in a variety of venues: online, hybrid and face-to-face--in full semester-length (16 week) and fast track (both four week and 8 week). We aspire to meet the whole range of student learning needs. Additionally, we are implementing zero or low cost textbooks for a majority of our courses.
Improvements in individual courses as a result of course learning outcomes has resulted in major course changes for our new programs in 2020. We are combining our curriculum courses, eliminating some courses by aligning the core content in existing courses to absorb important content from the courses which will be deactivated, and making major course content changes for other courses to better meet the career and academic needs of our students .

Lastly, we are offering three new programs (beginning the the fall of 2020) that can be completed solely online. This is a result of our student-driven demand for online courses--as many of our students are working and are unable to take courses in the face-to-face venue.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
At present, we are structuring our new program outcomes as we are implementing new programs in the fall of 2020. For six of our programs, we have capstone courses which align with our program outcomes. Our new programs are stackable, and the first certificate of achievement program houses the foundation courses--and these courses contain the developmental and fundamental course outcomes. As the students progress through the courses and move towards the capstone courses, they acquire necessary skills and education to complete the capstone courses and course outcomes.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?
We are very intentional about how we structure our courses for scheduling. The core courses are available through online, face-to-face and hybrid instruction. These courses are offered during the day, evening and online. The more specialized courses are offered weekly at night, which best meets the needs of the majority of our students, who typically begin working in the field after they complete their core coursework. Our new program structure, being implemented in the fall of 2020, will allow us to offer the CHDV 201 practicum course in both the fall and spring, which will help to meet the high demand for this course. We have always been intentional about aligning students' academic and career goals with their course-of-action. Since 2013, when we began teaching CHDV 99, the preparation course, our students meet with one of the full-time instructors for advising. At that time, a degree/program completion map, with respect to child development courses, is constructed. The students articulate their goals, and we advise the order of courses. The students are encouraged to take the advising sheets to the general education counselor to complete the mapping with general education courses.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?
We strive to offer a our courses at a variety of times. It is becoming quite clear that many of our students who have completed numerous units need night and online courses. We do offer a variety of times for our courses, however the more specialized courses are typically offered at night. Additionally, we do offer fast track opportunities, primarily for our core (child development permit requirements) and general education courses.

How do you work with other departments that require your course(s) for program completion?
N/A

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
There were. However, over the past months, we have made considerable changes in our curriculum. For Fall 2020 program changes, seven courses will be deactivated. We realigned our four curriculum courses into two. We changed the curriculum in CHDV 145, and renamed the course: Understanding Childhood Stress and Trauma. This course will now include trauma informed care practices. We built the curriculum for three of the deactivated courses into the course content in other, existing, courses.

Are there courses that should be added or removed from your program - please explain?
See above.

How is the potential need for program/course deactivation addressed by the department?
We have completely realigned our courses for Fall 2020. We will have stackable programs that will increase degree completion rates.

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?
At this time, we are expanding through the use of hybrid 4-week scheduling and the implementation of our new programs.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
We are looking at student needs first. Our students need units for both work and transfer. Those who are working, which is the vast majority of our Child Development majors, need online and night courses. We strategically plan when to offer the online courses. At. present, the majority of our summer offerings are online. Therefore, those courses are typically offered as face-to-face instruction in the fall.

Describe other data and/or information that you have considered as part of the evaluation of your program
We have laboriously discussed and restructured our programs. We are very excited about our new programs and how they align with the child development permit acquisition. The students have a variety of options for degree completion.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for

ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [San Diego Workforce Partnership](#)
- [State of CA EDD](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Child development majors who complete our programs at the associate of science level typically work in preschools (as assistants, teachers, and directors), as child care providers in child care facilities, as social and human services assistants, and as assistants in grade schools and secondary education. Students who transfer in child development typically work as in health education, as dietetic technicians, as personal care aids, as elementary educators, as social workers, and as family consumer science instructors.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
The knowledge needed for child development occupations include: the knowledge of principles and practices for providing personal services and the knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders; knowledge of principles and methods for curriculum and training design, teaching, instruction and evaluation; Knowledge of relevant equipment, policies, procedures, and strategies that align with licensing.

Skills include: active listening—giving full attention to what people are saying, taking time to understand different points that are being made, asking appropriate questions, not interrupting; speaking—talking to others, effectively; social perceptiveness—being aware of other's reactions and understanding why they react as they do; judgement and decision-making—consider the costs and benefits of potential actions, and choose appropriately; instructing—teaching others to do something.

Abilities include: Oral expression—communicate so others can understand; problem sensitivity—ability to tell when something is wrong or likely to go wrong; originality--the ability to come up with new ideas and ways to creatively solve problems.

How does your program help students build these KSA's?
Our programs include service learning, labs, practicums and internships that implement the knowledge, skills and abilities listed above.
Students are performing the skills of active listening, speaking, decision making, and instructing while doing service learning, performing their activities in labs, in their student teaching and in their cooperative education internships.
Students acquire the knowledge of principles and methods for curriculum and training design in curriculum courses. The knowledge of principles and practices of human behavior is taught in CHDV 100 (Child

Growth and Development) and CHDV 115 (Child, Family and Community), and then these principles are enhanced through subsequent courses.

Students present lesson plans, advocacy projects, and a variety of topical presentations in most of the courses. These presentations allow students to practice oral expression and speaking skills.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
Yes

What have you done to integrate work-based learning?
Our CHDV 115: Child, Family and Community course has 12 hours of required service learning. Many other courses offer service learning as optional assignments.
CHDV 205 is an internship course, and the CHDV 205A lab is a work experience/cooperative education course.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
The students in CHDV 115 are typically newer to the child development program. The service learning opportunity gives these students a taste of working in the community. Many students have never volunteered their time in the community nor have they worked with children. This requirement allows exposure to the workplace as well as connecting content to 'real life.' Soft skills (ie. being on time, communicating with others, and following directions) are introduced in these 12 hour experiences.
In CHDV 205 and CHDV 205A, the students are interning for over 60 hours in organizations that work with families and children. In these experiences, the students learn communication skills, time management, case management, and other skills that are unique to the population the organization serves.

How do you engage with the community to keep them apprised of opportunities in your program?
We communicate with the preschools and child care facilities in our district by offering advising for their employees and we market our courses and programs in their businesses. E-mails and phone calls with these community organizations keep our department up-to-date on what the current needs are for the employees in these facilities.
Our students in CHDV 115: Child, Family and Community are required to do service learning in the community. The human connections between the members of the community organization and our students connect our department to the community-at-large.
We also attend high school college nights, Palomar career events, and meet regularly with community partners.

What is the regional three-year projected occupational growth for your program(s)?
In our region, the projected three-year occupational growth for our programs is 7% and roughly 4,500 available jobs including 1000 new jobs.

What is being done at the program level to assist students with job placement and workforce preparedness?
We offer service learning early in the program, and the capstone courses include student teaching and internships. Additionally, students complete professional portfolios (including resumes, cover letters, and

mock interviews), practice documentation methods, and complete labs and observe in various educational settings.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
The Child Development Department Advisory Committee met on November 26, 2018 at 4:00 PM. The most significant information learned from this meeting consisted of the following three points:

1.)   Trends from our students- Center directors agreed our students are assimilating into the workforce. Directors still want more on DRDP's and observations from our students. The issue is that not all students take the CHDV 105 observation class. The ones who do take the class are very competent in observations. The department continues to try and offer more online classes without compromising integrity or rigor.

2.)   Trends in Centers- Infant classes still are in high demand. Mentor information was discussed as we still need more in our district. Let us know what you need in regards to outreach. We are here to support your needs. We will continue to post job flyer information on our job boards in our classrooms.

3.)   New permit information- Diane and Jenny shared the latest information. Jenny serves as a representative CCCECE and had some additional information. Diane and Jenny are more than willing to continue to go out to your centers to share permit and class information with your staff.

What are the San Diego County/Imperial County Job Openings?
There are currently 659 openings for preschool teachers in this region.
It is expected that there will be a need for nearly 1000 new positions by 2023.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Expand outreach to the community by continuing and expanding our workplace advising and registration marketing.

Is this a new or existing goal?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
We plan to continue to visit workplaces in our District to present to their employees and provide one on one advising for the Child Development Permit as well as our certificates and degrees. We did this last spring and summer to great return, and are continuing that this summer. We are also participating in many outreach opportunities through Path to Palomar, HS Career and College fairs, etc.

Outcome(s) expected (qualitative/quantitative)
Continued enrollments in our courses and ideally increased completions.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Outreach and advising are critical parts of our program's success- we are preparing students for the workforce, as well as for transfer and future coursework. We must remain current on the initiatives and programs that impact our field, and therefore our students. As VOC signatories for the Child Development Permit issued by the CA Commission on Teacher Credentialing, we advise over a hundred students each year on permit requirements and facilitate their permit applications and approvals.

Expected Goal Completion Date
5/31/2021

Goal 2

Brief Description
Implement new programs

Is this a new or existing goal?
New

How will you complete this goal?
Our department restructured our certificate and degree programs. The courses and programs are to be implemented in the fall of 2020. We will need to do a considerable amount of advising and marketing in the spring of 2020 to prepare for our new programs..

Outcome(s) expected (qualitative/quantitative)
Ideally, increased completion rates for our certificates and degrees.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Since funding will be tied to completion rates, we are hopeful that our department will increase completions and remain strong.

Expected Goal Completion Date
5/31/2021

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to Strategic Plan.
2. See Data.
3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
No

Review

Chair Review

Chair Comments
Complete

Chair Name
Laurel Anderson

Chair Sign Date
10/29/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Excellent work working as a discipline to review programs and align them to labor/industry needs and all of the associated curriculum changes to make them stackable programs. Robust curriculum includes service-learning and work-based learning. The program does well at offering an evening track and course offerings at ESC. The 4x4 Fall 2019 hybrid pilot has been successful in terms of student success, retention, and enrollment.

Areas of Concern, if any:
Administrative support for the department has been inconsistent for years.

Recommendations for improvement:
CHDV has been working on increasing an online pathways in its programs as another option for students. I encourage the department to continue this work as well as the 4x4 program.

Dean Name
Pearl Ly

Dean Sign Date
11/12/2019

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Making a concerted effort to have students complete and sign petitions for graduation in class. This has greatly contributed to degree completion rates. Positive effects of intense work and focus on course and program restructuring to serve students. Willingness to innovate and awareness of community and employer needs. Outreach efforts and teaching classes where the students are. Thorough and impressive work!

Areas of Concern, if any:
none

Recommendations for improvement:
none

IPC Reviewer(s)
Suzanne Sebring and IPC Group 4

IPC Review Date
11/21/2019

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Really impressive work in restructure, discussion of outcomes and action to address. Excellent review.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name
Jack S. Kahn Ph.D.

Vice President Sign Date
2/2/2020