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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

2020-2021

Are you completing a comprehensive or annual PRP?

Annual

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 TOP coded as vocational (CTE/CE)?

Yes

List all degrees and certificates offered within this discipline.

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

CA=Certificate of Achievement

Please list the names and positions of everyone who helped to complete this document.

Laurel Anderson, Professor and Department Chair
 Diane Studinka, Professor
 Jenny Fererro, Professor
 Gina Wilson, Assistant Professor

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

3.5

Full-time Faculty (FTEF)

3.5

Part-time faculty (FTEF)

3.67

Classified and other permanent staff positions that support this discipline

ADA

We have a permanent ADA who is shared with Health, Kinesiology and Recreation Management

Additional hourly staff that support this discipline and/or department

none

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

We have a new set of programs that went into effect Fall of 2020. The 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 have revised our current program learning outcomes to align with the specific programs and the permit. Overall, the program learning outcomes are unique to each program, and all of the degrees have capstone courses that have specific student learning outcomes that align with the individual program outcomes.

How do they align with employer and transfer expectations?

The program learning outcomes align with the California State Child Development Permit which employers look for when hiring staff. Our program outcomes have varying levels of assessment--and the capstone courses have high rigor learning outcomes.

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 and the capstone courses. 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.

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.

2019-2020

AA-T=31

AS-T=1

Associate of Science=22

Infant/Toddler=1

Child and Family Services=4

Preschool=13

Administration=3

Early Inclusion=1

Certificates of Achievement=23

Infant Toddler=2

Child and Family Services=5

Preschool=12

Administration=3

Early Intervention=0

Certificate of Proficiency

Assistant Teacher=24

Certificate Total: 47

Grand Total=101

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.

We anticipate many more completions due to our stackable certificates.

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.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

Our overall enrollment and success rate is 75.7% and our overall enrollment and retention rate is 94.1%. Our students sufficiently complete the courses well above the Palomar standard, and our program assessments show that overall, our students are achieving the program goals.

How have these factors presented challenges for your program(s)?

Some of the assessments, today, are being challenged by the current times. Students need access to schools and child care facilities to meet the program outcomes, and during COVID, we do not have this access. We DO need more online connections and ways to achieve our goals in this new online world. We also need more summer sections--primarily those that align with our Associate Teacher Certificate (curriculum courses and CHDV 104).

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?

70.0%

Why did you choose this standard?

Our overall department course success rate is 75.7% This is up 7% from the previous year. For 5 years, our department's overall success rate was consistently at around 68%. We had been able to maintain a course success rate close to the college standard of 70%, and currently we've surpassed it!

What is your stretch goal for course success rates?

77.0%

How did you decide upon the goal?

Individual course success rates vary. For example, most of our classes have success rates over 80%. The capstone student teaching courses have very high success rates - averaging around 96%. 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 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. In the past the 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 implemented changes in course offerings (adding 4-week sessions) and zero and low textbook costs. So, these success rates have changed significantly! In our CHDV 100 course, we have 71.1% enrollment and success with 93.7% retention. In our CHDV 115 course, we have increased the enrollment and success rate to 72% with 91.8% retention. We have been diligent about incorporating andragogical practices through professional development education and department conversations. All of our instructors are enrolled in or have completed online instruction courses. We hope to continue to see an increase in our success and retention. At present, we 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 continue to focus significant attention on building our community partnerships and building enrollment from the current workforce.

Age: Why do you think age differences exist? What do you need to help close the gap?

In the fall of 2018, 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%. It is very notable that there were significant changes in 2019. The similarities are that our older students aged 50 and more (88.9%) have nearly 20% higher success rates than our students ages 19 and under (71.1%). Students ages 20-24 (72.7%) and those 25-29 (79.9%) clearly show a direct relationship between age and success rate. This makes sense--as our older students are likely more driven to succeed in their career goals. We continue to work to understand our youngest generation. It may be interesting to see how the COVID 19—all online venue reflects this younger generations' affinity for and understanding of online structures and learning.

COURSE LEARNING OUTCOMES**How have you improved course-level assessment methods since the last PRP?**

Multiple classes now use low and zero cost textbooks. Additionally, instructors are using clear and rigorous rubrics for grading the course assessments. After many conversations about meeting the needs of our working students, we added four-week online and hybrid courses. Dialogues about online course techniques and best practices in online learning have resulted in increased success in these courses.

Summarize the major findings of your course outcomes assessments.

Reflections on our course assessments continue to report 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.

In this COVID 19 time, the reflections revolve around how to best meet the academic and emotional needs of our students. As a result, the department faculty meet weekly to discuss issues as they materialize. Additionally, the department has the opportunity to meet, weekly, to share 'time' to support one another so we are able to better support our students. The overarching theme for the past 7 months has been compassion. We want to offer our students the calm, respectful, open opportunity to learn during this unprecedented time. Additionally, we will encourage faculty to continue aligning their courses' activities with the integrated SLOs within Canvas.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [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 aides, 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-world 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 105 A, B, and C Labs include a participation component where students interact directly with young children. CHDV 201, 201A, 202, 203 and 204 are practicum classes and students gain 3.5 hours per week of work-based learning.

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.

The students in CHDV 105 A, B, and C Labs observe young children at the ECE Lab School for half the semester. The second half of the semester is dedicated to participating and working directly with the young children. The students are under the direction of a master teacher who observes the student's interaction and guides their interactions appropriately. Students are gaining hands-on experience through these lab classes.

CHDV 201, 201A, 202, 203 and 204 are practicum classes. Each week students work 3.5 hours per week to gain work experience by interacting directly with young children from 0-5 years old learning how to be a lead teacher in a classroom. Students complete and implement weekly lesson plans and group times.

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 faster than average from 7% - 10% and roughly 6160 available jobs including over 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 January 14, 2020 at 4:00 PM. There were several new members who joined the committee this past year. The most significant information learned from this meeting consisted of the following:

- 1.) Trends from our students- There was not much initial response from the directors. Center directors agreed our students are assimilating into the workforce. Directors discussed information on DRDP's, observations, ECERS, and Mandated Reporter trainings. One issue with students not knowing how to observe 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. Directors discussed the difficulty with the student teaching lab classes. Discussion on the new degree and certificate options took place. 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.) Class Offerings- The CHDV Department distributed information on the new degree and certificate options which will begin fall 2020. Lengthy discussion took place as Laurel explained the new options. Advising sheets were passed out. There was quite a bit of positive feedback from the program directors on the new options. The difference between CHDV 201 and CHDV 202 were discussed. Advising for students is available from our department faculty for the permit and degrees/certificates. They liked the idea of stackable degrees and certificates. Laurel shared information from the 4-week class format and the success of those classes.
- 4.) Curriculum requests- There was nothing specific at this time. More classes are going online. The department tries to alternate some classes between online and face to face. So far, the department cannot add more classes due to the budget constraints. In the future, the hope will be to add new classes.
- 5.) Roundtable- Discussion ensued on Licensing information, Mandated Reporter Training, and Laurie shared information on the YMCA Preventative Health and Mandated Reporter Training options. This information was helpful for the advisory committee members.

What are the San Diego County/Imperial County Job Openings?

There are currently 486 openings for preschool teachers in this region. It is expected that there will be a need for nearly 600 new positions by 2025.

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?

Existing

Goal Status

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.

In this time of COVID, we are exploring ways to expand via the Internet. Currently, we offer zoom connections and maintain active Facebook and Instagram pages. As more options become available, we will be exploring those, as well

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

5/31/2022

Goal 2

Brief Description

Implement new programs

Is this a new or existing goal?

Existing

Goal Status

Completed

No longer a goal

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

Goal 3**Brief Description**

Participation in the PIPELINES grant with SDSU

Is this a new or existing goal?

New

How will you complete this goal?

Our department was selected as one of three community colleges to partner with SDSU in the PIPELINES 5 year grant, which integrates inclusive practices into programs and coursework and aligns with SDSU's departments of Special Education and Child and Family Development. AY 2020/21 is Palomar's focus year (year 2 of the grant), where we will work with the PIPELINES team to restructure five of our courses and embed inclusive philosophy, content, and practices into the courses and thereby our programs.

Outcome(s) expected (qualitative/quantitative)

Our participation in this program will strengthen the content and resources available to our instructors and therefore our students, particularly those in our Early Inclusion Master Teacher certificate/degree program.

We will make changes to the COR and content resources for the five classes we will be working on: CHDV 104, CHDV 105, CHDV 110, CHDV 115, CHDV 185.

All four full-time faculty will engage in this work with the PIPELINES team.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal allows our department to take measurable steps towards strengthening and updating our course and program offerings, which aligns with our mission directly, specifically the following portions: "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."

This work will also help improve our Early Inclusion program, which is one of our Guided Pathways for students.

Expected Goal Completion Date

6/1/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor (full-time tenure-track position)

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

First, we are currently prioritized as one of the top three disciplines for hiring. In 2019, our hiring search failed at the second interview level. In 2020, one of our tenured faculty retired. Currently, there are multiple changes in the statewide disciplines of Child Development and Early Childhood Education that will require additional needs and increase workload: there are changes in external accreditation, child development permit processes (which will require more faculty resources), and program changes. Our department does a majority of the discipline program advising, and with new programs and the growing population in our courses (and need for early childhood educators) we need more faculty for this purpose.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

There is a high demand for qualified part-time faculty. The Child Development department requires a minimum qualifications of a master's degree in child development or early childhood education (or the equivalent). Although there are Child Development master's degree programs in the colleges/universities in our county, the overall pool of part-time applicants is small. We continue to struggle to find qualified instructors for our specialized courses.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Our program is readily achieving optimum efficiency (94.1% retention). Our department, at 75.7%, surpasses the Palomar College's (70%) goals for enrollment and success and our students are consistently completing the requirements for our programs. As a department we work together and continually evaluate our course and program goals and create avenues of success for our students who are entering the workplace and four-year universities. We continue to communicate with our community partners to meet the needs of the industry and to improve the preparation of qualified ECE teachers and care providers. We hope to continue this trajectory of success with the addition of full time faculty members.

Is your department affected by faculty on reassigned time. If so, please discuss.

Yes.

One instructor has 20% release time and another is at 80%. We encourage our faculty to be integrated in the college-at-large, and therefore we have commitment to release time opportunities.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

In 2011 and 2018 we hired full-time faculty (2). In 2019, we had a failed hiring search. In 2020, one of our full-time faculty retired. For two years, we had 5 full-time faculty. We currently have four.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

Yes

Technology Request

Technology Request 1

What are you requesting?

Ed.Flicks-Library of Child Development Videos

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

From the website: "Ed.Flicks Exchange Training Videos on Demand puts the power of video in your hands for all your professional development needs. Your subscription gives you access to a growing library of over 200 high-quality early childhood video training segments you can use in small group presentations, PowerPoint presentations, and online learning platforms. Featuring real-time interactions from classrooms across the country and insights from recognized experts in the field, these high-definition, closed-captioned videos feature topics such as:

Addressing Challenging Behaviors

Infant & Toddler Care

Family Partnerships

Teacher Performance

Child Assessment"

The need for online videos to for our courses has increased exponentially during this pandemic (COVID 19). The need for videos aligns with our program and course outcomes--as our students need to have the 'experience' and knowledge these videos provide. Every one of our courses includes observations and experiential learning. With all of the courses online, and the inability to safely observe, these videos are necessary. (Please note: we have not asked for any technology requests in the past, so we truly hope this will be granted!).

We will submit this request to the Library department to include them in their annual digital debases budget requests

Estimated Amount of Request.

\$500.00

Will you fund the request through your budget or other sources?

Existing Budget

What PRP plan goal/objective does this request align with?

This request aligns with our new program and course goals. It will also assist us with completing the Pipelines goal as well.

What Strategic Plan 2022 Goal/Objective does this request align with?

2:4

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

1

Do you think that your request for technology will require changes to a facility?

No

Technology Request 2

What are you requesting?

Vidatives--Early Childhood Video clips with Supporting Text

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

From the website <https://videatives.com/company> "Videatives continues to implement its mission to make children's thinking visible through the use of short video clips with supporting text. This format (video plus text) has great potential to map theory to practice and to generate theory from practice. It is our belief that good teaching results from helping children explicate their current theories rather than from directly teaching a new theory. As our knowledge of children's intelligence grows, so does our ability to support the children's reflections on their thinking, their understandings and misconceptions about the social and physical world around them. Videative titles capture the details of what children know and how teachers can build from children's knowledge." These videos are used by our entire department in all of our courses.

As stated above: The need for online videos to for our courses has increased exponentially during this pandemic (COVID 19). The need for videos aligns with our program and course outcomes--as our students need to have the 'experience' and knowledge these videos provide. Every one of our courses includes observations and experiential learning. With all of the courses online, and the inability to safely observe, these videos are necessary. (Please note: we have not asked for any technology requests in the past, so we truly hope this will be granted!).

Additionally, we will submit this request to the Library department to include them in their annual digital debases budget requests

Estimated Amount of Request.

\$450.00

Will you fund the request through your budget or other sources?

Existing Budget

What PRP plan goal/objective does this request align with?

his request aligns with our new program and course goals. It will also assist us with completing the Pipelines goal as well.

What Strategic Plan 2022 Goal/Objective does this request align with?

2:4

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

2

Do you think that your request for technology will require changes to a facility?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your dean no later than 10/30/2020.*
 - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the dean and chair with feedback.*
 - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

landerson@palomar.edu

Review

Chair Review

Chair Comments

Completed the recommendations for improvement changes

Chair Name

Laurel Anderson

Chair Sign Date

12/1/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

1. Excellent work in putting a new set of programs into effect Fall of 2020. These changes align the programs with permit acquisition, degree completion, and student and community needs. And make them stackable programs.
2. The department has revised current program learning outcomes to align with the specific programs and the permit.
3. The overall enrollment and success rate is 75.7% (up 7% from the previous year) and the overall enrollment and retention rate is 94.1%.
4. Robust curriculum includes service-learning and work-based learning.
5. Multiple classes now use low and zero cost textbooks.

Areas of Concern, if any:

Recommendations for improvement:

1. I would recommend the department to submit their requests for the following to the Library department to include them in their annual digital debases budget requests.
 - a. Ed.Flicks-Library of Child Development Videos and
 - b. Vidatives--Early Childhood Video clips
2. Encourage faculty to continue aligning their courses' activities with the integrated SLOs within Canvas.

Dean Name

Najib Manea covering for Dean LY

Dean Sign Date

11/28/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)**IPC Review Date****Vice President Review****Strengths and successes of the discipline as evidenced by the data and analysis:**

stackable program development; clear alignment of program outcomes to employer expectations; increased # of AAT completions; strong retention rate; use of Canvas for outcomes assessment; ZTC; integration of WBL; collaboration with SDSU; AND wow! thank you for having addressed dean's review already!

Areas of Concern, if any:

revise discipline course success rate to align with rationale

Recommendations for improvement:

1. as microsite work with SDSU continues, we'll want to consider adding CHDV -- a desire expressed from discipline faculty.

Vice President Name

Shayla Sivert

Vice President Sign Date

12/31/2020