Status: **Read**   Status: **Reviewed**

Entry #: 17

Date Submitted: 10/12/2021 10:22 AM

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Annual

Division Name
Social and Behavioral Sciences

Department Name
Child Development

Department Chair Name
Laurel Anderson

Discipline Name
Child Development (CHDV)

Department Chair email
landerson@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Laurel Anderson, PhD Chair and Professor of Child Development
Jenny Fererro, Professor of Child Development
Gina Wilson, Assistant Professor of Child Development

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)?
No

List all degrees and certificates offered within this discipline.
Child Development Associate 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

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
3

For this past fall semester, what was your Full-time FTEF assigned to teach classes?	**For this past fall semester, what was your Part-time FTEF assigned to teach classes?**
2.38	5.22

List the classified and other permanent staff positions that support this discipline.
ADA
We have a permanent ADA who is shared with Health, Kinesiology and Recreation Managment

List additional hourly staff that support this discipline and/or department
None

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 and 2021. The changes to our programs align with permit acquisition, degree completion, and student and community needs. 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 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 varied levels of assessment--and the capstone courses have high rigor learning outcomes.
Our AA-T degree to CSUSM has resulted in a dramatic increase of degree completions (2016-17--8 completions and 2020-21 40 completions).

Describe your program's plan for assessing program learning outcomes.
At present, the program learning outcomes are derived from a variety of courses to assess a breadth of knowledge. These outcomes are assessed in the completion of our developmental courses as well as 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.
Using the data from our program outcomes, our department determined a need for program realignment. Our department aligned the stackable certificates and degrees to encourage completion. It is evident through the data received (See program data below) that this is working.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
Degrees and Certificates Awarded (Count)
Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21
AA/AS
Associate in Arts Degree
Child Development 1
Child Development Teacher 1
Early Intervention Assistant 1
Preschool Teacher 2
Working with Families 1 2 1
Associate in Arts Degree for Transfer
Child/Adolescent Develop AA-T 8 23 31 40
Associate in Science Degree
Child Dev Mstr Teacher: Inf AS 1 1 1 2 1 1
Child Devel:Chld/Fmily Serv AS 1 2 3 1 4 7
Child Development Teacher AS 12 14 9 8 13 13
Child Development: Admin AS 1 4 1 3 3
Chld DevMstrTchr: Erly Incl AS 1 2 1 1 1
Associate in Science Degree for Transfer
Early Childhood Education AS-T 4 2 2 3 1 5
AA/AS Total 22 27 27 40 54 70
Certificate
Certificate of Achievement
Child Dev Mstr Teacher: Inf CA 1 3 1 2 2 1
Child Devel:Chld/Fmily Serv CA 1 2 4 3 5 11
Child Develop Assoc Teach CA 62
Child Development 1
Child Development Teacher CA 17 15 12 14 12 12
Child Development: Admin CA 5 1 3 5
Chld DevMstrTchr: Erly Incl CA 1 1 1 1 1 1
Working with Families 1 2 1
Certificate of Proficiency
Assistant Teacher CP 29 8 28 24 24 6
School Age Assistant CP 4 4 9
Certificate Total 50 37 50 50 47 107
Grand Total 72 64 77 90 101 177

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

What factors have influenced your completion trends?
The COVID 19 pandemic revealed the vital importance of early childcare providers and educators. These professionals were/are deemed essential employees. At present, there is a dire need for these trained professionals. These facts, along with our stackable degrees/certificates that align with the California Child Development Permits, encourage students to start and complete these programs. The employers need permitted employees and our students are filling these needs.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
The students in the capstone classes are strongly encouraged to complete, sign, and turn in Petitions for Graduation. Our department sends out numerous reminders about this paperwork to students in all CHDV courses. Not only does this remind those who are completing a certificate or degree, but it encourages those who are working towards such. Additionally, when these announcements are sent out, students will contact instructors for additional information about the programs.

As the data shows, our stackable degrees have already shown a remarkable increase in program completions.

Lastly, our CHDV 99-- our foundational course-- includes individual program advising so students are working towards a program goal as soon as they enroll in this course.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
Two challenges have impacted our program completion:

1. Enrollment and Admissions Issues. There are too many technical issues that inhibit students from even enrolling. Additionally, the new permission code program has hindered students from enrolling in our specialty courses (that are offered one day per semester).
2. Curriculum Protocol Changes. This past year, the curriculum protocol changed and three of our programs were delayed in becoming active until this fall (2021). The miscommunication and numerous changes were extremely frustrating and preventable.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

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 73.4% This is down 2.3% from the previous year—which is understandable during the pandemic. For 5 years, our department's overall success rate was consistently at around 70%. EVEN during this pandemic with all the fluctuation in enrollment, our department is surpassing the college standard of 70%.

What is your stretch goal for course success rates?
74.0%

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 five years, the success rates are understandably under our department and the college standard in those two classes- with CHDV 100 ranging 62-71% success, and CHDV 115 ranging from 55-73%success. We implemented changes in course offerings (adding 4-week sessions, 8-week sessions, HyFlex and hybrid options) and zero and low textbook costs. So, these success rates have changed significantly last year, but during the pandemic, and while the success rate has dropped, our retention is still high. In our CHDV 100 course, during the Spring and Fall of 2021, we have averaged 64.6% enrollment and success with 81.6% retention. In our CHDV 115 course, the average enrollment and success rate is 68% with 83% retention. We know that the pandemic has a significant role in these numbers, but our department has been diligent about incorporating andragogical practices through professional development education and department conversations. All our instructors are enrolled in or have completed online instruction courses. We are adding new, innovative teaching and enrollment techniques (i.e. HyFlex and Hybrid option). 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.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.
In our CHDV 100 (GE) course, the Spring 2021 SLO revealed that 20% of the students stopped attending between census and the assessment. Of those who were assessed, 79% passed the assessment with 70% or higher. In CHDV 115 (GE) course, 21% of the students stopped attending between the census and the assessment with 87% passing the assessment with 70% or higher. In the capstone courses, CHDV 205, all of the students were assessed (100%) and 100% passed the SLO assessment with 70% or higher. The other capstone class in the Spring of 2021 was CHDV 201. In this course, 100% of the students were assessed and 79% passed the assessment with 70% or higher.

The reflection on this data reveals that as the students enter the end of their programs, the commitment to learning and completing is higher. The students in the GE courses are not typically child development majors and may be exploring their passions.

Additional reflections on our course assessments continue to report that students are enrolled in classes but become inactive during the second half of the semester. This interferes with assessments that take place during this time period. Students who are actively participating and 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 continues to haunt our department conversations, and while we are aware and working towards retention and lowering attrition, this continues to be frustrating. Th data results shows that the 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 continue to see higher retention in the fast track classes and therefore the students can be assessed.

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 full-time department faculty meet weekly to discuss issues as they materialize and to support one another so we can better support our students. We want to offer our students a 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.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

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.

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? 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 childcare providers in childcare 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.

New or emerging careers include credentialed teachers
There is a dire need for credentialed teachers and to accommodate the need for a department on Palomar College campus to house the education degrees and certificates, our department is becoming multidisciplinary. This change will afford students the opportunity to be advised properly so they can efficiently meet their career and educational goals.

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 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.

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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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 continue to reach out to community partners to connect with their staff to offer guidance in obtaining units for permits and degrees. 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.
Since funding will be tied to completion rates, we are hopeful that our department will increase completions and remain strong.

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
5/31/2023

Goal 2

Brief Description
Create a multidisciplinary department: Become the Child Development and Education Department

Is this a new or existing goal?
New

How will you complete this goal?
We are currently working with curriculum and administration to become a multidisciplinary department so we can house both child development and education degrees and programs.

Outcome(s) expected (qualitative/quantitative)
Our multidisciplinary department will house our current child development programs and we will add two new
educational programs: University Studies/Elementary Education Preparation (Transfer Degree) and the Teacher
Preparation Certificate (Certificate of Achievement). We will better serve students who want to become teachers for
Infants/Toddlers/Pre-K through Grade 12.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal most efficiently aligns with the Guided Pathways. In the past, when a student stated that they wanted to
become a teacher, there was no department for them to go to for advising or guidance. This offers students this
opportunity and a supportive department to assist with their unique career path questions and needs.

Expected Goal Completion Date
6/1/2022

Goal 3

Brief Description
Participation in the PIPELINES grant with SDSU.

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

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. 2021/22 completes year three of the grant. In this year, we
implement practices into our existing curriculum in five of our existing courses and further evaluate the effectiveness
of this implementation. As we will move into year four, we will be planning our collaboration with partners outside of
Palomar College to foster application of these best practices.

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 are currently working with these five courses: CHDV 185, CHDV 115, CHDV 104, CHDV 105 and CHDV 103.

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."

Expected Goal Completion Date
6/1/2023

Goal 4

Brief Description
Increase collaboration and working relationship with Early Childhood Education Lab School (ECELS)

Is this a new or existing goal?
New

How will you complete this goal?
Our department has a liaison with the ECELS, and we have had a good working relationship in the past. However, the CHDV department faculty would like to host more joint educational workshops with the ECELS faculty. Additionally, the CHDV department would like to facilitate more student led and faculty supported educational opportunities at the ECELS in both San Marcos and Escondido.

Outcome(s) expected (qualitative/quantitative)
More collaboration between the ECELS and CHDV Department while increasing the communication among the instructors and thus increase the success of the students goals and the instructional programs for both the college students and the children at the ECELS.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
A portion of our CHDV mission statement: "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." Clearly, the collaboration between the CHDV Department and the ECELS will provide the evidence-based and developmentally appropriate practices for both college students and children. Our department aims to produce childcare providers, teachers and parents with tools that are effective and appropriate to meet the needs of young children and the opportunity to observe and learn from quality child care providers and teachers will accomplish this goal.

Expected Goal Completion Date
6/30/2022

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 (Tenure Track)

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.
We will be adding two education programs to our multidisciplinary department. We will need additional full-time faculty to teach these education courses with the required minimum qualifications. There is a high demand for K-12 educators, and the addition of these programs will assist with this state-wide need. Palomar College will be able to better facilitate the needs of the community with the addition of these programs and faculty to teach these courses.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?
Our department will need to have a full-time faculty member who is fully able to teach both education and child development/early childhood education courses to meet the demand for courses in our new department.

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 (88.5% retention). Our department, at 73.4%, surpasses the Palomar College's (70%) goals for enrollment and success and our students are consistently completing the requirements for our programs (177 completed programs in 2020/21 and 101 in 2019-20) We 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 teachers in our community. We hope to continue this trajectory of success with the addition of full-time faculty member.

Is your department affected by faculty on reassigned time? If so, please discuss.
One of our full-time faculty is in an interim dean position.
The remaining three full-time faculty have 20%, 40% and 100% release time.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.
We would like assurance that our budget will return to 2019 levels.
We are becoming a multidisciplinary department and our budget needs to reflect this.

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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?
Yes

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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?
Two new MAC computers

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.
Our department will need two new computers--preferably MAC. One for a full-time faculty member who is in need of a new office desktop.
The other for a new hire in Fall 2022.
Today, having fully functioning computers is a necessity, and at present our department is in dire need.

Estimated Amount of Request.
$5,000.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?
Need funds

What PRP plan goal/objective does this request align with?
All of them! This is a definite need for our instructors to instruct and meet student needs.

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

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 11/19/2021.*
    - *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.*

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
No

PART 5: 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?
Yes

Requests

Item 1

What are you requesting?
Office Copier

Estimated Amount of Request.

Will you accept partial funding?
No

Budget Category
Non-technology Equipment (acct 600010 and per unit cost is >$500)

What PRP plan goal/objective does this request align with?
All -- we need access to a copy machine to complete our goals and tasks.

What Strategic Plan 2022 Goal/Objective does this request align with?
2:4

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.
In the past, our department (CHDV) shared a copier with Ethnic Studies. We would like to purchase a copier for our shared office space MD 355.

Please upload a copy of the quote, if available.

Item 2

What are you requesting?
HP 58 Toner Cartridge

Estimated Amount of Request.
$240.00

Will you accept partial funding?
Yes

Budget Category
Non-technology Equipment (acct 600010 and per unit cost is >$500)

What PRP plan goal/objective does this request align with?
All -- we need access to a printer to complete our goals and tasks.

What Strategic Plan 2022 Goal/Objective does this request align with?
2:4

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.
Toner Cartridge for an existing printer for full time faculty use.

Please upload a copy of the quote, if available.

Item 3

What are you requesting?
Art Supplies for NA -3 Curriculum Courses

Estimated Amount of Request.
$400.00

Will you accept partial funding?
Yes

Budget Category
Art and Classroom Supplies

What PRP plan goal/objective does this request align with?
Goal 4 Increase collaboration and working relationship with Early Childhood Education Lab School (ECELS) -
providing quality, interactive instruction to increase retention

What Strategic Plan 2022 Goal/Objective does this request align with?
1:3   2:4

**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.**
Materials needed for classroom use paints, glue, construction paper, scissors, craft sticks, pom poms, paint brushes,
sponges, markers, crayons, colored pencils, etc. - to providing quality, interactive instruction to increase retention and
decrease gaps in equity among students' access to curriculum materials.

Please upload a copy of the quote, if available.

Item 4

What are you requesting?
Bluetooth Speakers for Classroom Use

Estimated Amount of Request.
$200.00

Will you accept partial funding?
Yes

Budget Category
Classroom Supplies

What PRP plan goal/objective does this request align with?
Goal 4 Increase collaboration and working relationship with Early Childhood Education Lab School (ECELS)

What Strategic Plan 2022 Goal/Objective does this request align with?
1:3   2:4   3:4

**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.**
Materials needed for classroom use - to providing quality, interactive instruction to increase retention and for use at
special events - promoting to new Palomar and Child Development students

Please upload a copy of the quote, if available.

Item 5

What are you requesting?
Battery Packs and Memory Cards for CHDV 201 Students during lab placement

Estimated Amount of Request.
$475.00

Will you accept partial funding?
Yes

Budget Category
Supplies

What PRP plan goal/objective does this request align with?
Goal 4 Increase collaboration and working relationship with Early Childhood Education Lab School (ECELS)

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

1:3   2:4

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.
Materials needed for class lab use in coordination with the ECELS - to providing quality, interactive instruction to increase retention and decrease gaps in equity among students' access to needed materials during student teaching placements at the ECELS

Please upload a copy of the quote, if available.

Item 6

What are you requesting?
Educational Packs for Young Parents promoting Child Development Classes at Palomar College

Estimated Amount of Request.
$1,200.00

Will you accept partial funding?
Yes

Budget Category
Supplies

What PRP plan goal/objective does this request align with?
Goal 1 and Goal 4 Increase collaboration and working relationship with Early Childhood Education Lab School (ECELS)

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

1:1	1:3	1:5	2:1
2:4	3:2	3:3	3:4

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.
Drawstring Backpack
Color Brochures - to print parenting tips
Parenting Info Educational Slider
Board Book
Play Scarves
Egg shakers
Finger puppets

Packs would be created and educational and marketing materials with developmentally appropriate activities and information to break barriers and target young mothers promoting education and success and decrease the equity gap

Please upload a copy of the quote, if available.

Item 7

What are you requesting?
Promotional and Program Informational Materials for the new Child Development and Education Department

Estimated Amount of Request.
$5,000.00

Will you accept partial funding?
Yes

Budget Category
Operating Expenses

What PRP plan goal/objective does this request align with?
Goal 1 and Goal 4 Increase collaboration and working relationship with Early Childhood Education Lab School (ECELS)

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

1:1	1:2	1:3	1:5
2:1	2:4	3:1	3:2
3:3	3:4	3:5	

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.
New logo
New Brochure of our Programs
Promotional material: EZ up shade tent
Promotional material: Sandwich Board Sign with dry-erase
Promotional material: tablecloth,
Promotional material: pens
Promotional material: Mental Wellness Education Slider
Promotional material: plastic 2 pocket folders
Promotional material: staff shirts
Promotional Masks for Full and Part time Faculty and guest speakers
Promotional Hand Sanitizer Sprays

Supplies and Informative Materials also for the Future Educators Group which will clarify the Pathways for Child Development (Early Childhood Education) and Education (preparation for Elementary Education) and engage students in their educational careers.
Promotional material: tablecloth,
Promotional material: Crystal Ball Pens
Promotional material: highlighters
STEM material examples for lectures and special events

Items are needed to recruit, inform, and encourage new students and current students.

Please upload a copy of the quote, if available.

Item 8

What are you requesting?
Student Assistance Supplies

Estimated Amount of Request.
$5,040.00

Will you accept partial funding?
Yes

Budget Category
Supplies

What PRP plan goal/objective does this request align with?
Goal 4 Increase collaboration and working relationship with Early Childhood Education Lab School (ECELS)

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

1:3   2:4   3:4

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.
Assisting students with expenses incurred in their Child Development Curriculum and implementation courses.
To Decrease the equity gap among students and increase enrollment and retention by removing the economic barriers.
Signing Kits for CHDV 142 (for 84 students)
Children's Books on inclusion for students in CHDV 112
Grocery Gift Cards for CHDV 120 students in need to do their Cooking Lesson Plan
Assistance for CHDV Service Learning Students to get background checks

Please upload a copy of the quote, if available.

Item 9

What are you requesting?
Speakers, Microphone and Cameras at ECELS

Estimated Amount of Request.
$50,000.00

Will you accept partial funding?
No

Budget Category

What PRP plan goal/objective does this request align with?
Goal 4

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

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.
Please see ECELS PRP for details.

Please upload a copy of the quote, if available.

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form 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