

Entry #: 24 - Social and Behavioral Sciences

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DRAFT**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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION**Division Name**

Social and Behavioral Sciences

Department Name

Child Development

Microsoft_List_ID**Discipline Name**

Child Development (CHDV)

Department Chair Name

Laurel Anderson

Department Chair email

landerson@palomar.edu

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

Laurel Anderson, PhD Department Chair, Professor

Jenny Fererro, Professor

Gina Wilson, Associate Professor

Tanessa Sanchez, Assistant Professor

Heather Pham, Assistant Professor

Website address for your discipline<https://www.palomar.edu/childdevelopment/>**Discipline Mission statement**

The Child Development & Education 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 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 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)

University Studies: Elementary Education Preparation (AA)

Foundations of Elementary Education (CA)

CA=Certificate of Achievement

BASIC PROGRAM INFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

5

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

3

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

4.53

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Teresa Alvarado ADA (Shared with Ethnic Studies and American Indian Studies). She is employed 12 months, but she is 33% for our department.

List additional hourly staff that support this discipline and/or department. Include weekly hours.

N/A

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Stayed the same

Was this expected? Please explain.

The changes in student success have been minimal over the past five years.

Summer: in 2019 the success was 75.5% and in 2023 it was 73.9% with a slight increase in the summer of 2020, the first full session during COVID.

Fall: 2019 the success was 68.7% and in the fall of 2023 the success rate was 67.1% there was a slight decrease in the fall of 2023 (63.3%).

Spring: There were slighter decreases over the past five years. Spring 2019 (75.4%) to 70.7% in 2023. Since COVID the numbers have hovered around 70%.

The expectation would be that we would have more successes beyond COVID, however, the students, today, are working and taking courses, so their responsibilities are more extensive, and that may impact their success in the courses.

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

Stayed the same

Was this expected? Please explain.

The changes in retention have been minimal over the past five years.

Summer: Pre-COVID, summer 2018, the retention was 89.2% with a slight increase in 2023 of 92.6 %. These numbers have stayed consistent.

Fall: In Fall 2018, the retention was 91.8% and 89.9% in the fall of 2023. There was a slight increase in the fall of 2019 (94.4%) and the retention rate has hovered at 90% since COVID.

Spring: Spring 2019 was 93.3% and in the spring of 2023 the retention was 91.1%. The years between 2018 and 2023 fluctuated from 84.2% (2020) to 91.9% (2022).

With the impact of COVID, the expectation could be that there would be more changes, however, the percentages have stayed consistent in our retention rates over time.

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

Age

Ethnicity

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

Trends over five years indicate a 20% difference in success rates between students ages 19 and under (60%) and those who are 50 and over (80%). In both age categories, the number of students enrolled is remarkably smaller than the age groups of 20-24 and 25-19. These middle age groups have roughly 75% success rates.

Students ages 50 and older are often propelled by goals for career changes or advancement. Students under the age of 19 are still searching for their passions and exploring the variety of options available through their education. These goals and experiences can impact the foci for learning.

There is a push for dual-enrollment and middle college enrollment, we know that to meet the needs of these younger students, we will need to explore the best practices for teaching this new generation of students/humans.

Our department will focus on this younger age group and their unique needs to bridge the gap.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

Students who identify as Asian, albeit a small percentage of our student population, have an overwhelmingly high success rate (90%) in comparison to students who identify as Black/African American (50%) (also low percentage of students enrolled in our courses). The majority of our students identify as Hispanic, followed by those who identify as white. Both Hispanic and white students have roughly 70% success rates.

As the majority of the students who enroll in our courses are Hispanic and white and the success rates are similar, this indicates we are meeting these students' needs, equally. We do recognize the need to understand the needs of our students who identify as Hispanic so we can improve the success rates. That stated, it is also necessary to understand the unique needs of the students who identify as Black/African.

To bridge the gap, our department continues to encourage the faculty to attend workshops and book clubs to better understand our students of color. We also want to prioritize diversifying our faculty ranks as opportunities present themselves and are exploring methods of diversifying our curriculum to better represent our student population.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

Overall, the differences in success and retention rates in demographic groups (age, gender, ethnicity, foster youth, veteran) are minimal. The most significant differences in success and retention are connected to when the courses are offered and where. It is difficult to make clear conclusions during this post-pandemic/endemic period, still, the research shows that our fast-track courses have both high retention and higher success rates than our semester-long courses.

Additionally, we have vastly fewer students enrolling in face-to-face courses. The face-to-face offerings are often canceled, and therefore it is difficult to tell if that learning modality is truly offering a better learning experience for our students.

Our faculty members actively work to integrate best practices into our courses to promote student retention and success. Some of the strategies our faculty implement are continuously improving syllabi to make them more student-centered and intentional on addressing equity issues for students, building a strong instructor-student relationship, and building a sense of belonging for students at Palomar. One of our faculty members, Heather Pham, is participating in a yearlong, statewide cohort, Open for Antiracism to increase antiracism, open pedagogy, and OER in the community college classroom. Lessons learned from this cohort will be shared with other interested faculty members across the College through professional development opportunities. We plan to use reflective and data-driven approaches to assess whether these practices equate to meaningful differences for students.

We will continue offering our courses in various modalities: HyFlex, asynchronous online, hybrid, and face-to-face. We will also continue to offer multiple sections of fast-track opportunities for our students.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



0. Course SLO Report Last Result Date and Action Date for All Active Course Outcomes(2).xls
20 KB



PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)

Academic Year AT APD Student Count Column Labels

Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

AA/AS

Associate in Arts Degree

Child Development 1

Child Development Teacher 1

Early Intervention Assistant 1

Working with Families 2 1

Associate in Arts Degree for Transfer

Child/Adolescent Develop AA-T 8 23 31 40 48

Associate in Science Degree

Child Dev Mstr Teacher: Inf AS 1 1 2 1 1

Child Dev Mstr Teacher: Pre AS 2

Child Devel:Chld/Fmily Serv AS 2 3 1 4 7 10

Child Development Teacher AS 14 9 8 13 13 13

Chld DevMstrTchr: Erly Incl AS 1 2 1 1 1 1

Associate in Science Degree for Transfer

Early Childhood Education AS-T 2 2 3 1 5 5

AA/AS Total 27 27 40 54 70 79

Certificate

Certificate of Achievement

Child Dev Mstr Teacher: Inf CA 3 1 2 2 1 1

Child Dev Mstr Teacher: Pre CA 2

Child Dev: School Age Asst CA 13
Child Devel:Chld/Fmily Serv CA 2 4 3 5 11 9
Child Develop Assoc Teach CA 62 60
Child Development 1
Child Development Teacher CA 15 12 14 12 12 19
Child Development: Admin CA 5 1 3 5 4
Chld DevMstrTchr: Erly Incl CA 1 1 1 1 1 2
Working with Families 2 1
Certificate of Proficiency
Assistant Teacher CP 8 28 24 24 6 7
School Age Assistant CP 4 4 9
Certificate Total 37 50 50 47 107 117
Grand Total 64 77 90 101 177 196

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[2. Last Result, Action, and Follow-up Date for Each Active Course Outcome\(1\).xls](#)
16.5 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

Our department created stackable degrees/certificates. The first certificates build into further degrees and align with the California Child Development Permits. Students complete the programs and simultaneously complete the coursework for these permits allowing them to secure and advance in their careers. Students are achieving their first goals, typically within the one or two semesters.

In the first certificate, we house CHDV 99. This is a preparation course that includes department advising, thus students are immediately guided in their academic and career pathways. Students who follow the advising path can accomplish their certificate and degree goals efficiently. Additionally, by readily attaining a Palomar College certificate, the students are motivated by this accomplishment.

Our department sends out numerous reminders about the Petition for Graduation paperwork and deadlines. Students in capstone courses (CHDV 201 and CHDV 205) are strongly encouraged by their instructors to complete the paperwork in a timely manner to acquire the certificate or degree. In CHDV 99, students are advised about when to complete this process as it is a part of the advising protocol. Therefore, students KNOW that certificates and degrees are a part of their plan. In some cases, student achieve multiple certificates while at Palomar.

Lastly, we have multiple partnerships in the community. At present, our department is a part of an Apprenticeship Program with MAAC Head Start. The students enrolled in this program will complete the courses for the Associate Teacher Certificate. We also have a partnership with Escondido Union School District (EUSD). The EUSD paraprofessionals are enrolled in Child Development and General Education courses through the P3 EUSD/Palomar agreement. These students will complete the School Age Certificate and the University Studies: Elementary Preparation AA-T degree. Both programs are housed in our department.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

Challenges that have impacted our program completion:

1. Enrollment and Admissions Issues. There are too many technical issues that inhibit students from even enrolling. For instance, waitlists do not automatically move students into fast track 2- or 4-week courses, and the permission code program does not allow instructors to add students in these courses until two weeks before the course begins. Additionally, this permission code program has hindered students from enrolling in our specialty courses (that are offered one day per semester).
2. Graduation Petitions. At Palomar, students must petition for graduation by filling out a PDF file and sending it to evaluations. Many students are unaware and therefore miss out on both their graduation opportunity and their transcripts reflecting their goal accomplishments. The process in place is very cumbersome, and this could be rectified through programs that other colleges use that simply alert students and administration when a student has completed their goals, and the certificate/degree is awarded. While advising students and going over their transcripts, it is very common to find that students have completed the coursework for their certificate, but they did not know they had to complete the paperwork thereby not receiving the certificate they had rightfully earned.

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 O*net Link below) 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 to universities to study child development typically work in health education, as dietetic technicians, personal care aids, elementary educators, social workers, and family consumer science instructors.

Below is a list of some of the careers.

Child Development
Nannies
Childcare workers
Education and Childcare Administrators, Preschool and Daycare
Social and human service assistants
Child, family, and school social workers
Psychiatric Technicians
Educational, guidance, and career counselors and advisors
Preschool teachers
Child Care Specialists

Education

Special education teachers, preschool

Special education teachers K-12

K-12 Teachers

Educational administrators TK-12

Career/technical education teachers, secondary school

There is a shortage of preschool teachers and childcare providers

The brightest outlook for careers (living wages and career advancement) is in child, family, and social work and TK teachers and elementary education.

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 includes 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; judgment and decision-making—consider the costs and benefits of potential actions and choose appropriately; instructing—teaching others to do something.

Abilities include Oral expression—communicating so others can understand; problem sensitivity—the 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

What is the regional three-year projected occupational growth for your program(s)?

California:

Preschool Teachers: The projections for the ten- year period of 2018-2028 are a 10.1% increase with a total of 75,430 job openings.

Elementary Education Teachers: The projections for the ten-year period of 2018-2028 are a 4.9% increase with a total of 150,740 job openings.

Kindergarten Teachers: The projections for the ten-year period of 2018-1028 are a 5.4% increase with a total of 12,110 job openings.

Not noted are the number of TK teacher openings that will be needed in the next three years. These teachers need child development/early childhood education units.

San Diego

Labor Market Demand

According to the Centers of Excellence for Labor Market Research, between 2021 and 2026, Education and Childcare Administrators, Preschool and Daycare positions are projected to increase by 33 net jobs or five percent. Employees in San Diego County will need to hire 51 workers annually. Interestingly, the LMI data states there is on over supply of childcare workers (1,955).

What is being done at the program level to assist students with job placement and workforce preparedness?

Our programs align with the California Child Development Permit. Students who complete our stackable programs will have the coursework necessary for acquiring the various permits. The first of our stackable programs provides the foundation for students to become assistant teachers. This first program (Child Development Associate Teacher Certificate) includes curriculum courses, guidance, development, and child, family and community studies. Then, students can make choices to take courses in child and family services or in further early childhood teacher preparation. The Child Development Teacher Certificate includes additional courses in curriculum, health and safety, observation and documentation, along with a lab and practicum. Additional programs afford students options to prepare for Administration roles and further specialize their focus (infant/toddler, early inclusion or preschool).

These programs prepare the students for a career in early childhood or child and family services.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

We hold our Advisory Committee meetings in April.

Our last meeting was held on April 25, 2023.

We discussed the struggle for childcare facilities and preschools to find qualified staff. The committee was briefed on Palomar's stackable degrees, service learning opportunities, mentorship partners, and permit acquisitions.

The community members state that staff are struggling with observing, teaching, and managing how to gather evidence. The staff needs more direction in dealing with guidance/ behavioral issues as they are finding teachers are talking less with their children and language development is a concern. Additionally, parents are less engaged with their children's education.

The community members would like PD workshops for "refreshers" and more online courses for their staff.

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

The ten-year projection from 2020-2039 in San Diego County is a 7,300 increased need in child care workers.

As students in our child development programs acquire the units needed to work in these preschools and childcare facilities, our programs will continue to be necessary for this career choice.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

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

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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.

We also maintain active Facebook and Instagram pages.

We are a part of two community partnerships:

1. Apprenticeship with MAAC Head Start. This partnership is funded by a three-year grant that supports the students in the workplace through cooperative education and in the classroom with ESL supports. The students complete the four core classes in the Associate Teacher Certificate.
2. Partnership with Escondido Union School District (EUSD). The EUSD paraprofessionals are enrolled in Child Development and General Education courses through the P3 EUSD/Palomar agreement. These students will complete the School Age Certificate and the University Studies: Elementary Preparation AA-T degree. Both programs are housed in our department.

Prior Year PRP Goal 2

Brief Description

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

Goal Status

Completed

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Prior Year PRP Goal 3**Brief Description**

Participation in the PIPELINES grant with SDSU

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We are in the final year of the 5 year PIPELINES grant and our campus lead is engaged in the statewide dissemination portion of the grant cycle. Additionally, we have representation on the PIPELINES2 extension grant running 2024-2029.

Prior Year PRP Goal 4**Brief Description**

Increase collaboration and working relationship with Early Childhood Education Lab School (ECLS)

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Since spring of 2023, the ECLS Master Teachers have been invited to and participate in a Community of Practice (CoP) with Tanessa Sanchez. These have been optional times to come together and discuss hot topics when working with young children and our practicum students.

The ECLS Master Teachers have also been invited to present to the students in CHDV 201 on various topics. In fall 2023, 8 teachers presented over a 7-week period.

In fall of 2024, Tanessa expanded the CoP to incorporate the work being done with the California Early Childhood Mentor Program and included MiraCosta College mentor teachers, lab school staff, and community members. Although these continue to be offered as optional opportunities, and at various locations, the collaboration has been well received and attended.

Tanessa has also included a professional development assignment for the CHDV 201 students which encourages them to volunteer at both ECLS events.

Additionally, our ECLS liaison has supported the lab school in collaboration with other departments on campus, including nursing, psychology, and math. Our ECLS teachers are actively engaged in department events and meetings, and we have provided training at ECLS staff meetings

Prior Year PRP Goal 5**Brief Description**

Determining pathways for our education courses to transfer and align with other colleges

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We plan to work with our articulation officer to explore opportunities related to education transfer.

Describe any changes to your goals or three-year plan as a result of this annual update.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years**Goal 1****Brief Description**

California State Mentoring Program

How will you complete this goal? Include Strategies and Timeline for Implementation.

We continue to work toward rebuilding the California Early Childhood Mentor Program after COVID threatened its existence. We have received an increase in interest and completed applications, have created a collaboration with MiraCosta College, and continue outreach opportunities with students and community centers. We have recertified two mentor teachers, added two additional community members, and a traveling mentor teacher to support our students in the practicum and supervised field experience class. We look forward to adding 3 new selection committee members and an additional mentor teacher in the fall of 2024.

Outcome(s) expected (qualitative/quantitative)

- Create partnerships with community centers that will enhance our student's opportunities to view, observe, and participate in high-quality childcare centers.
- Increase the number of Mentor Teachers in our community centers by 2 for CHDV 201 Practicum placement.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

Because we are committed to teaching our students evidence-based, developmentally appropriate practices we need centers and early childhood professionals that represent the highest standards of best practices. Through the Mentor Teacher application process, we can ensure our students are placed in centers that represent quality in both environment and interactions. We will also have placements for students in areas they may wish to work which represents their teaching philosophy and their values. Students are being guided by experts with diverse backgrounds, serving our diverse population, and molding them for possible future employment possibilities in the centers where they are placed.

Expected Goal Completion Date

5/31/2027

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor Child Development & Education

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.

This past year, we added two Education programs (EDUC), along with our 10 Child Development (CHDV) programs in our multidisciplinary department.

We need additional full-time faculty to teach the Education courses and Child Development courses who meet the minimum qualifications for both disciplines. There is a high demand for TK-12 educators and preschool teachers. The addition of our Education programs will assist with this regional and statewide need.

In 2020, one of our full-time faculty retired; in 2023, one of our full-time faculty accepted a dean position at our institution.

Currently, multiple changes in the statewide disciplines of Child Development and Early Childhood Education 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, including the upcoming common courses numbering and GE projects. Our department does a majority of the discipline program advising, and with new programs and the growing population in our courses (and the need for early childhood and K-12 educators), we need more faculty to assist in these projects in addition to teaching courses.

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 qualification of a master's degree in child development or early childhood education (or the equivalent) and education. 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.

Ideally, our department will need to have another full-time faculty member who is fully qualified to teach both education and child development/early childhood education courses to meet the future 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 (average of 91.1% retention). Our department, at an average of 71%, surpasses 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 frequently evaluate our course and program goals and create avenues of success for our students entering the workplace and four-year universities. We communicate with our community partners to meet the industry's needs and improve the preparation of qualified ECE teachers and care providers.

We hope to continue this trajectory of success with the addition of a full-time faculty member.

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

One of our faculty accepted a dean position and left our department.
Three of our faculty members are at 100%, 40% and 20% release time.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS**Will you be requesting any technology (hardware/software) this upcoming year?**

No

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?

No

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Laurel Anderson

Date

4/3/2024