



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

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

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

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Child Development

Discipline Name
Child Development (CHDV)

Department Chair Name
Jenny Ferrero

Division Name
Social and Behavioral Sciences

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

Discipline Mission statement

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

[\(click here for information on how to create a mission statement\)](#)

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

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

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

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

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

Jenny Ferrero, Associate Professor and Department Chair
Diane Studinka, Professor
Laurel Anderson, Associate Professor

Full-time faculty (FTEF)

1.6 (We have 5 full-time faculty, but 120% release time and 10% load bank leave))

Part-time faculty (FTEF)

6.43

Classified & other staff positions that support this discipline

none- currently without an ADA and we REALLY need to have our ADA position prioritized for hiring ASAP.

Additional hourly staff that support this discipline and/or department

none

PROGRAM INFORMATION

PROGRAM OUTCOMES

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

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

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

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

Our program learning outcomes need to be revised- when we initially inputted our program learning outcomes many years ago, we were meeting initial requirements for LO. As time has passed, and with review, our program learning outcomes could be revised to be more specific per program. At this time, we are currently undergoing planning and discussions about possible curricular revisions to our programs- if/when that occurs, we are absolutely planning on reviewing and revising our program learning outcomes. At this time, our existing program learning outcomes meet basic levels of assessing student outcomes after completion of the program. They absolutely align with employer expectations, but can be more specific to account for the differences in our programs.

Describe your program's plan for assessing program learning outcomes.

At present, the plan is to assess the program based on the completion of our developmental courses, the capstone courses and our permit acquisition rates.

Summarize the major findings of your program outcomes assessments.

In the past, our department has determined a need for program realignment and restructuring our online courses. We are currently working on revising our program structure to ease the path to completion, and are considering ways to maintain department standards and philosophy while meeting student demand for online courses.

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

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

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

PROGRAM COMPLETIONS

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

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

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

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

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

List the number of completions for each degree/certificate for the previous year.

2017-18:

AA= 2 (must be grandfathered in- students who completed programs they started prior to 2008- we haven't offered an AA since then)

AA-T= 8

AS= 15

AS-T= 2 (explained by the fact that CSUSM and SDSU do not take the AS-T)

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

Increased

What factors have influenced your completion trends?

Making a concerted effort to have students complete, sign, and turn in Petitions for Graduation in class- then we submit them to the Records Office for the students.

The fact that CSUSM accepts the AA-T has led to those completions over the past few years.

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

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

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

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

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

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

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

70.0%

Why did you choose this standard?

Our overall department course success rate is 71% and has remained consistently at that level for the past 5 years. We have been able to maintain a course success rate just over the college standard of 70%, and want to continue to have achievable standards.

What is your Stretch goal for COURSE success rates?

75.0%

How did you decide upon the goal?

Individual course success rates vary. For example, we have many classes with consistent success rates over 80 and even 90%. Our capstone student teaching courses have very high success rates (they don't make it that far without the skills and ability to be successful)- 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 basic core classes, CHDV 100 and CHDV 115 are our largest courses, with the most sections, and are the classes that have the largest amounts of GE students. Success rates are understandably under our department and the college standard in those two classes- with CHDV 100 ranging 64-67% success, and CHDV 115 dropping to 62% success. We are not surprised by those numbers, given the population in those two classes, but we would like to work on methods to increase retention and success in those two classes, which would raise our department average. We do need to consider our online success rate, which although it exceeds the College online success rate, is still under 70%. We are pleased with our progress here- our in person success and retention rates have improved, even as we have increased rigor, especially in our online courses and among our part-time instructors. We attribute this improved success to several things, including our CHDV 99: Preparation for Child Development Majors course, which started in Fall 13, and the development of our Student Success Guide. We have seen improvements each year since that time. We have also focused significant attention on building our community partnerships and building enrollment from the current workforce.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

Twice a year we meet with the full department (full and part-time faculty) to discuss how to best meet the needs of today's students. In the fall of 2018, we opened a Department Canvas online forum to connect our faculty and provide a forum for additional resources and discussions about best practices. Discussions about Generation Z have included additional ways to connect with and assess the traditional students—both online and in face-to-face formats. We've ascertained that our students need to be assessed in a variety of modes: short in-class/quick assessments, journaling, group work, online test-taking, open book, and well-directed paper-writing. Additionally, it is vital to use well-composed rubrics. The rubric compilation was also discussed and best practices have been shared among our faculty.

Summarize the major findings of your course outcomes assessments.

As has been historically typical, we have high attrition in our CHDV 100: Child Growth and Development courses. We have more retention in our CHDV 115: Child, Family and Community courses. We attribute this to the Service Learning requirement. Additionally, our curriculum and capstone courses have high retention rates—and, with high retention, there is a clear correlation to students' passing the Student Learning Outcome assessments. When students are truant or non-participating, they do not typically pass our SLO assessments. Participation and class attendance are important.

We also are rethinking how we communicate with our students—as Generation Z want to have immediate responses to e-mails/text messages and desire FaceTime types of interactions. Additionally, we know that our students today, “think digitally” and desire to have everything posted. Taking this information into consideration will hopefully lead to greater student engagement and active participation.

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

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CAREER AND LABOR MARKET DATA

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

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

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

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

How does your program help students build these KSA's?

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

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

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

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

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

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

Program Goals

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

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

Goals

Goal 1

Brief Description

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

marketing.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

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

Outcome(s) expected (qualitative/quantitative)

Continued enrollments in our courses and ideally increased completions.

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

Outreach and advising are critical parts of our program's success- we are preparing students for the workforce, as well as for transfer and future coursework. We must remain current on the initiatives and programs that impact our field, and therefore our students. As VOC signatories for the Child Development Permit issued by the CA Commission on Teacher Credentialing, we advise over a hundred students each year on permit requirements and facilitate their permit applications and approvals.

Expected Goal Completion Date

12/20/2019

Goal 2

Brief Description

Revise program curriculum to increase completion rates

Is this a new or existing goal?

New

How will you complete this goal?

Our department has been meeting this spring to determine a plan for restructuring our certificate and degree programs. We plan to continue this work over the summer and have all curriculum changes inputted this fall for Curriculum Committee approval, with the goal of having the changes in effect for the Fall 2020 semester.

Outcome(s) expected (qualitative/quantitative)

Ideally, increased completion rates for our certificates and degrees.

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

Since funding will be tied to completion rates, we are hopeful that our department will increase completions and remain strong.

Expected Goal Completion Date

10/25/2019

STAFFING AND RESOURCE NEEDS

Instructions

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

Are you requesting additional full-time faculty?
Yes

Are you requesting additional Staff, CAST or AA?
No

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

2

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)
160%

2017-2018 % FTEF (on-going reassigned time)
140%

2018-2019 % FTEF (on-going reassigned time)
120%

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)
0

2017-2018 % FTEF (temporary reassigned time)
100% (one fall sabbatical, one spring sabbatical)

2018-2019 % FTEF (temporary reassigned time)
0

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- Child Development

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

With the anticipated retirement of one full-time faculty member in the next year or so, we are interested in maintaining the momentum we've experienced with the addition of full-time faculty. Maintaining our full-time ranks will enable us to continue to provide high levels of student contact and outreach, as well as maintain and develop even stronger programs internally. Our department has an abnormally high level of student contact one-on-one, including individual advising with every CHDV major each year.

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

The CHDV department requires minimum qualifications of a master's degree in child development or early childhood education (or a complicated version of the equivalent). SDSU has a thriving masters degree program in our field, but the overall pool of part-time applicants is small. We have a very dedicated and committed long-term group of part-time faculty, but several are looking towards retirement

in the near future. We have no trouble finding instructors for our CHDV 100 and other basic courses, but we are continuing to have a difficult time finding new qualified instructors for our specialized courses (see below).

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

No.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Our discipline constantly evaluates our progress and scheduling to achieve optimum efficiency. We are very connected to our colleagues within the discipline throughout the region and state and pay close attention to what is happening at other colleges in our area to make sure that we are continuing to be innovative and mindful of student needs and industry demands. As a department, we work efficiently together and have historically had a clear vision and creative mindset for our program goals and to meet student needs. Our discipline is an academic department preparing students for transfer and further education, but also serves as primary workforce preparation for the field. There is a lack of prepared and qualified ECE teachers and care providers and we continue to work to prepare future and current employees in the field.