ACADEMIC PROGRAM REVIEW

Child Development, Education, and Family Studies
Spring 2020

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This Academic Program Review Document for the review period of 2014-2019 is respectfully submitted by the full-time faculty of the Department of Child Development, Education, and Family Studies at Grossmont College:

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TABLE OF CONTENTS

DEPARTMENT/PROGRAM
ACADEMIC PROGRAM REVIEW

SECTION 1 – OVERVIEW. DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

The definition of development in our field is "Change Over Time." Our field is dynamic and ever changing as is the human child. The Child Development and Family Studies Programs are constantly evolving and changing to meet the environmental demands from our students, our community and the children and families we serve.

The Grossmont College Child Development Program is frequently cited as one of the most highly respected programs in the state. It has been named by the California Community College Chancellor's office as one of the top three departments and child care centers in the State. It started in 1964 with one course in Nursery School Training listed in the catalog. The first full time faculty member was hired in 1967. The second full time faculty member was hired in 1972 and a third one in 1974. Beginning as Nursery School Training, the program merged with Family and Consumer Sciences, and then split away as a separate Child Development Program. Later the Family and Consumer Sciences program was divided with Family Income Management going to Business, Culinary Arts absorbing the foods program, Exercise Science and Wellness taking over Nutrition and Family Studies rejoining Child Development.

The Child Development Program is designed to provide courses which lead toward an Associate Degree and/or Certificate in Child Development and meet the requirements of the California Commission on Teacher Credentialing. It emphasizes program and curriculum planning for children from infancy through school age, guidance techniques, special needs of children and families, creative learning, health and safety education, administration of child development programs and current issues in the field. Associate Degrees are offered for CD Master Teacher and CD Site Supervisor. Certificates of Achievement are also offered in these categories and a Certificate of Proficiency is awarded for Associate Teacher. These degrees were designed to align with the California Commission on Teacher Credentialing requirements for the corresponding levels of the Child Development Permit.

Family Studies coursework primarily meets General Education requirements with FS 115 part of the CD major, FS 120 required for other majors such as OTA.

The Education Department was housed in the CD/FS Department for a short time during this Academic Program Review period. College discussions have been on-going for a period of

years as to where this Department best fits. CDFS is one option, the Counseling Department another, but no decision has been reached regarding a permanent home for Education. At this time, only one course is offered and the instructor joins the CD/FS faculty for meetings.

The Grossmont College Child Development Center is located on the Grossmont College campus and is an integral component of the Child Development instructional program serving both as an instructional lab and a student service. Students have the opportunity to observe and interact with young children. This facility, which opened January 30, 1989, had been a major goal of the Child Development Department for almost 25 years. Many faculty, administration and staff worked for years to make this dream a reality.

In 1971 the Associated Students of Grossmont College operated a childcare program in the student union. They moved to a modular building shared with the ceramics department following a fire in that area. The center then moved to a house purchased by ASGC on Highwood Drive. When the program closed the house was sold and the money from the sale was put into a trust for a future center. With no campus center, the Child Development Program operated a laboratory school at Avondale Elementary School.

In 1986 the Child Development Program opened a preschool program in a kindergarten classroom rented from Coleman College on Boulder Lake. The Department was exploring partnerships in the community to build a site on campus, when we got the word that the State of California had approved funding the project with a 10% match from the Child Development Trust Fund. The total project budget was approximately $500,000. The money from the Child Development Center Trust came in part from $30,000 donated by the Associated Students of Grossmont College.

The larger building opened January 30, 1989. It began operation with parents paying fees for child-care. In January of 1993 the Center received funding for a state funded preschool program that operated in the afternoons. This program served 24 four-year-old children. Eligible families were provided the program at no cost. In January of 1996, expansion money from the State of California was allocated to the center. Eligible low-income families receive childcare at no cost or on a sliding fee scale. We have set aside some spaces for children of families who are not eligible for the state funding. These families pay the full cost of childcare. This building is licensed to serve 48 children daily, ages 2 to 5.

With the nationwide welfare reform and the California CalWORKS program, money became available to expand the program. With a special grant from the California Community College Chancellor's office, we purchased a modular building to serve 16 infants between 12 and 24 months of age. This program opened in January of 1999.

In the spring of 1999 we became a demonstration site for the Program for Infant Toddler Caregivers (PITC). This program is funded by federal quality improvement money and co-sponsored by the California Department of Education, Child Development Division and WestEd. We are one of five PITC sites in California that model best practices for infant and toddler care.

Our program is accredited by the National Association for the Education of Young Children. Our

teachers and assistant teachers meet the state qualifications for education and ratios. Lab students attending Child Development courses supplement this staff. The Center is a college laboratory with many student observers from Grossmont as well as other area schools and childcare programs.

In 2012, the decision was made to change the Coordinator of Child Development Center from a faculty position to a classified position. This was done to alleviate the stress on the faculty for maintaining an adequate number of faculty within the department and to make it possible for the Coordinator to have direct supervision authority over the classified employees at the center.

In 2016 our center entered into partnership with Neighborhood House Association Head Start. This partnership began with our infant and toddler component of the Child Development Center. The wrap around service model is designed to provide social service supports and referrals such as: housing, mental health, medical and dental services, community resources and support, as well as transition services for families who may finish their education here but still be in need of childcare services. In 2018 this partnership was expanded to our preschool program and includes an additional amount of funding to support center-wide wrap around services for all center children and families.

2016 was a busy year for the Child Development Center. In addition to the partnership with Head Start, our Child Development Center received recognition by the California state Superintendent for Public Instruction and designation as a California Teaching Pyramid Partner site. This designation and recognition by the state for our ongoing commitment to providing a program focused on Social and Emotional intelligence and the holistic development of the child and family aligns to the mission and vision of the Child Development Department, Center, and larger campus and furthering our commitment to providing an equity based program.

1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

1. Stay involved with the facilities committee in order to advocate for a resolution of the child safety concerns cited in your review with regards to the current design and functionality of the Child Development Center

   To increase center wide security until a new facility is built, a secured gate was installed at the entrance of the center. The new six foot gate not only encloses all entrances and exits from the center so that no door has direct access to the parking lot, it also has a keypad that is capable of programming over 2000 individual secure codes. Each semester separate codes are developed for faculty, staff, practicum and lab students, and parents. To keep access codes private, entry pass-codes are not shared or transferred to other persons. All other guests or visitors to the Child Development Center are required to ring a "doorbell" and wait outside the security gate until a staff member greets them, inquiries about the reason for the visit, then

opens the gate and escorts them to the facility. Additionally, at the back of the CDC there will be an additional gate installed. This gate will enclose the perimeter of the center closing the back of the CDC entries off to the larger campus. Because this is part of the campus emergency outlet the gate will allow for proper evacuation in the event of a center emergency.

In addition, as new guidelines emerge due to the COVID pandemic, the Child Development center will be implementing daily health and temperature checks for children and staff. Along with daily health checks modifications to the environment, increased frequency of cleaning, sanitizing, and disinfecting will also be implemented in accordance with CDE, Community Care Licensing, and the department of Public Health.

2. Stay involved with the facilities committee to advocate for an expansion of the Child Development Center

   Due to insufficient votes on the last Proposition V, the 55% of passing votes needed to support the Child Development Center facilities improvement and renovation fell short. Construction of a new Child Development Center is included in the campus master plan. However, the new Child Development center partnership with Head Start enabled the redesign and completion of a new outdoor classroom learning space for the existing center. This redesigned outdoor learning space for the two-year old classrooms will provide the children, teachers, and Child Development students increased opportunities to connect to nature while providing the children opportunities for calculated risk taking in an environment that uses the natural landscape to support large and small motor development.

3. Work with the staffing committee and your dean to request additional faculty for the program (9.1).

   These past several years have been marked with severe budget restraints across the state and the community college system. Grossmont College is no exception. We submitted faculty staffing application in 2016 but we were not able to hire anyone at that time. We were able to hire our newest member, Michelle Soltero, in Fall 2019 and hope to hire additional full-time members soon.

4. Work with your dean to assess your classified staffing needs and submit necessary forms to hire the classified staff necessary to satisfy the mandated low child-teacher ratios (1.3).

   Our current hiring process remains the same and we value the thorough application and interview process. Our hiring process includes an in depth in person interview and role-play, which is invaluable to the hiring process. As the campus begins to migrate the paperwork collection process for hiring online, we continue to use the current interview process.

   Currently the Child Development Center staffing is sufficient to meet the mandated low child-teacher ratios. However, with increased funding from the Head Start partnership we have been able to employ consistent support staff to help sustain and maintain low ratios and support the

new guidelines and policies mandated due to the COVID pandemic. Currently the CDC coordinator is working with the dean on a plan to increase classified contracted staff from .90 percent contracts to full time contracts. Our new partnership with Head Start coupled with increasing assessments mandated by CDE has resulted in an increased administrative load for the Child Development Center lead teachers. An increase in contracts will allow for the teachers to complete the additional administrative load while still supporting classroom planning, time to support the adult learners, and the creation of responsive and nurturing environments that are the cornerstone of our program's success.
    a.

5.   Continue to develop options for students to complete lab work by utilizing community learning centers (4.2).

   We have not been able to enroll more students in CD 106 due to the lack of space that is available at our child development center. CD 106 requires that students be assigned to the center so that they may begin to put into practice what they have been learning. We believe that by assigning them to our child development center our students will be able to see best practice. We did consider assigning students to child development centers in the community that have Mentor Teachers through the California Early Childhood Mentor Program however there currently not enough teachers to be able to do this.

6. Continue to investigate and implement strategies that address achievement gaps in your student population, and use your expertise in diversity to help lead college efforts regarding student equity (5.4).

   The achievement gap that was observed in our last program review data was between the combined age groups and the age group of 30 and above. As mentioned, this high success rate for students 30 and over is mainly due to the fact that a majority of these students are currently working in the field and need these courses to upgrade their permits or for professional development. Faculty has continued to work on building relationships with their students of all ages so students can become more engaged with in the class with the faculty member and their peers.

7. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

   Until recently we have only had two full-time faculty members that has caused us to unfortunately not be able to put this task on the priority list. We do however, see the importance of updating our curriculum and course outlines and have discussed how this will worked on in the next year.

8. Use student-learning outcome data for continued course and program improvement.

We have recently started discussions with the SLO Coordinator and Acreditation Co-cchair about how to best continue to improve on using SLOs to monitor the success of courses and student achievement. Due to low number of full-time faculty we found it difficult to keep current with this work.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

To answer these questions, refer to your department's catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section).
If your program has an Associate Degree or Certificate program, refer to the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section).

2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

In 2012 the Child Development Education and Family Studies Department began a collaboration with the Freshman Academy which lasted until 2018. The Freshman Academy emphasized contextualized learning, academic and social community building, service and leadership opportunities and rich student support services, in order to help freshman students with their educational journey. In the fall of 2012, the department linked CD 125 Child Growth and Development with Counseling 104, English 98R and English 98 for the first link. From 2012 to 2018, the combination of the courses linked with CD 125 varied. English courses varied between 98, 98R, 110 and 120 and in Counseling between 104 and 130. During the seven years of the collaboration, Robin Sepulveda worked with faculty from the English and Counseling department to create interdisciplinary instruction and assignments.

We modified CD 123 and CD 106 by no longer requiring them to be corequisites. Before the modification, students had a difficult time enrolling in CD 123 because they also had to enroll in CD 106 concurrently. Due to the size of our child development center we were limited in the number of CD 106 lab students that could be placed there and therefore limited in the number of students that could enroll in CD 123. These courses can now be taken independently. By modifying CD 106 to have a prerequisite of CD 123 or CD 125 instead of the corequisite of CD 123, it can ensure that students have access to CD 123 as an entry level course. Students will enroll in CD 106 with a foundation in child development theory and practice.

We did some house cleaning by removing CD 170 as a corequisite from some courses. CD 170 was deleted a few years ago but it was still listed as corequisites from some courses. For example, we modified CD 133 remove corequisite of CD 170.

While making the modifications to the aforementioned courses we updated the entrance skills

for CD 106, CD 132, and CD 212. We also updated the exit skills for CD 143, CD 129, CD 127, CD 121, CD 106, CD 123, CD 130, CD 131, and CD 125.

2.2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices

The course outlines are periodically reviewed during our flex week meetings. Typically, faculty that teach the same course will meet in a group to discuss if the course outlines still reflect the currency in the field of early childhood education and if the current teaching practices need to be updated. The outlines remain the same for the majority of the classes but will be updated for update items such as adding current textbooks. As the field of Early Childhood Education evolves and changes over time, the focus on what defines school readiness as well. Our Child Development Program and Center continue to evolve to meet these changes to better serve all of our learners from adult college students, the children who attend the center, and the professionals that work with them. Social and Emotional learning and development, Trauma Informed Care, and strategies to increase family engagement in early childhood programs are prevalent. Given the current social climate and focus on closing the opportunity gap in an effort to build equity for all learners, the current issues and topics in the field of Child Development call for building courses and programs of study that support these issues.

2.3 How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

The department uses a wide range of strategies to engage students in the classroom. As a field, we strongly believe that what we believe to be true with our work with children, applies to our work as faculty with our students. Engagement in the classroom starts with an effective learning environment and strong relationships. The environment must be welcoming and interesting. In our field it is believed that the environment is the "third teacher" due to its importance in the learning process. Many of our courses encourage students to work collaboratively on assignments and long term projects. When designing the interior of our newly remodeled classroom and offices we chose to have furniture that is on casters so that all of it can rearranged with this purpose in mind. We believe this builds a sense of community amongst the students as they have stated that they look forward to coming to classes as it is a place they can truly engage with their peers while they learn. Many of our classrooms include furniture that is easily rearranged. The Child Development and Family Studies department is very active serving on committees and are members of professional organizations that inform us of the current issues related to our field at the state and federal. The department regularly host and attend meetings with these professional organizations. Our faculty instructors promote student engagement by including current issues in course content such as:

- Trauma- informed care
- The Teaching Pyramid

- Reemphasizes of the importance of social emotional development

2.4. What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

The department orientation includes a tour or discussion about different departments campus, including District Offices HR/Payroll, the Dean's office/staff, Business Communications and Mailroom (Staff ID, mailroom access, staff parking and keys, etc.) Instructional Operations (room requests, etc.), Printing and duplicating (business cards, duplicating requests/supplies process) IS email set up. Canvas certification information, office space, classrooms and smart cart orientation, LTRC, Media Desk, Library, Tutoring, Admissions & Records (Web Advisor instructions, grade information, grade change, incomplete info, etc.) Child Development Center tour and introduction to department and center staff during professional development all faculty meeting. Bookstore where textbooks are ordered and sold (textbook order directions are emailed to instructors from bookstore, department coordinator to assist in ordering process if needed). Web Advisor and Self Service orientation/instructions available from department coordinator.

In addition, the department coordinator meet with full-time and part-time faculty members to provide welcome and review the philosophy and history of department and course(s) assigned, course outline(s), previous syllabi (hard copy & electronic) from faculty who currently or previously taught classes assigned, including contact information in order to collaborate/discuss the specifics of the course. Suggestions on textbooks and publisher contact for courses assigned to help with media/textbook used.

Instructors work together during department meeting and throughout the semester to develop, share, and discuss all aspects of like courses. They share assignments, teaching strategies, grading rubrics, exam and quiz preparation, and class activities based on SLOs assessment, discussion, and recommendations.

Ongoing dialogue regarding curriculum standards or changes are done at department meetings every semester. Emails from department coordinator regarding pertinent information regional meetings such as California Community College Early Childhood Education (CCCECE), Child Development Training Consortium (CDTC), AB212 SD CARES (Comprehensive Approaches to Raising Education Standards), and Department Advisory meetings are sent to faculty if they were not able to attend. Their feedback and an ongoing discussions related to topics is reciprocal.

2.5 Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on

how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection. [The Program Review Data Liaison can help you with this section and will be providing you with all required data.]

The grade distribution for Child Development as a whole was relatively stable over the five year period and is currently, as of spring 2019, consistent with the patterns of the division, college, and state. It is important to note that in graphs 2 and 3 the courses are not listed in sequential order. When the data from the courses are listed in sequential order it would illustrate that courses have higher success rates as students progress through the curriculum.

The success rates of newly enrolled students and students new to child development courses (most of them starting with CD 125) tend to struggle with the rigor of taking college courses for the first time along with other personal and academic pressures. In the last of couple of years faculty have heard from an increased number of students that are struggling with anxiety and depression which may affect their performance in the courses.
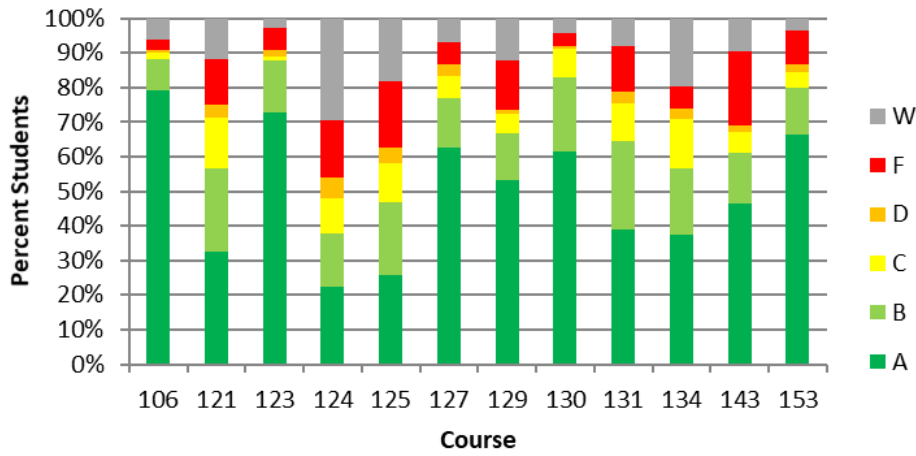
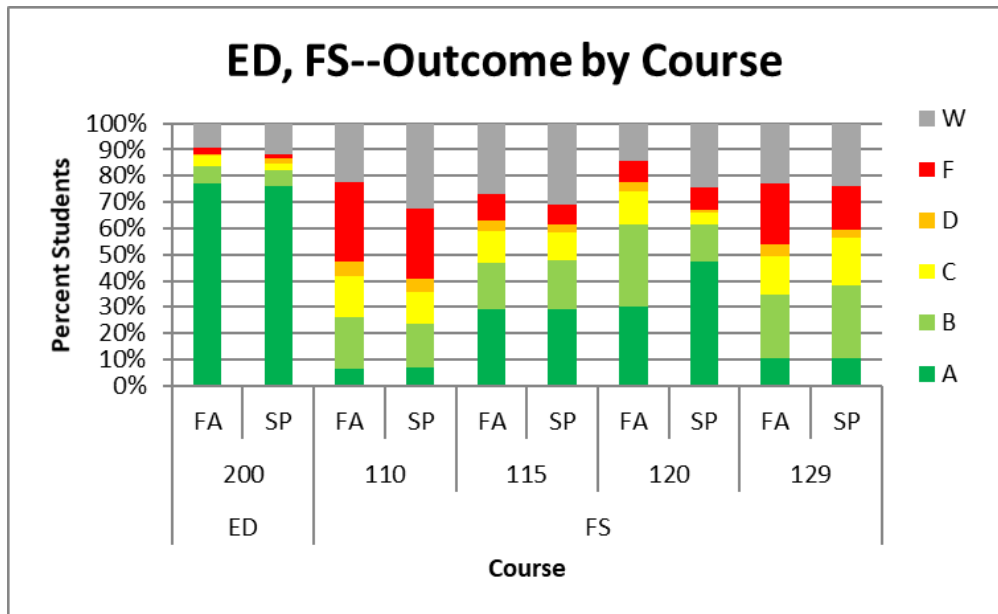## Appendix 1. Grade Distribution Summaries

CD--Outcome by Course, Fall
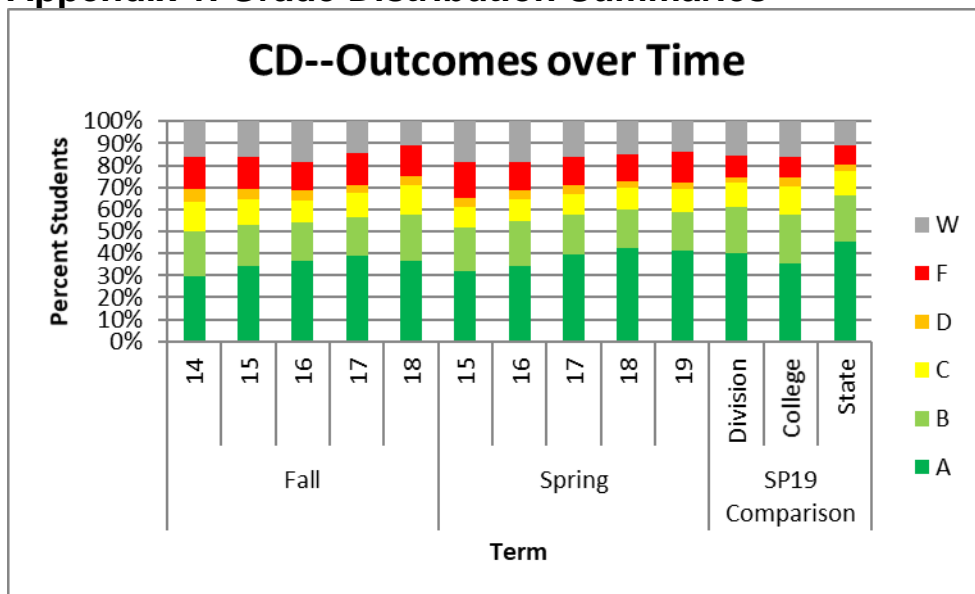
CD--Outcome by Course, Spring
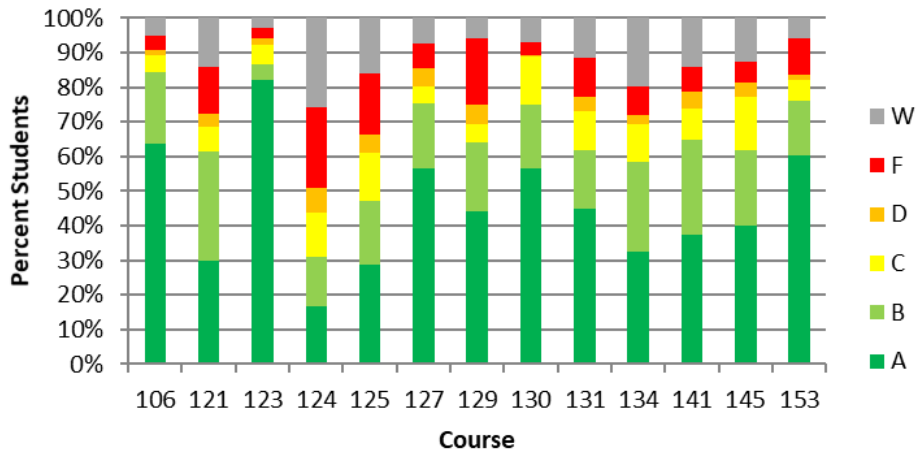
ED, FS--Outcome by Course

2.6 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert graph here).

The two following graphs demonstrate that students have had higher success rates in CD 125 and CD 115 in a face to face format then in an online format. Our faculty tend to form strong relationships with our students and we believe that students are therefore more likely to engage in in-class discussions, ask questions, or stay after class to ask questions they may have. First-time online students may underestimate the amount of work required for the class and not having the face to face experience may hinder their ability to feel successful managing the independent and structured nature of the course. With this being said, there is always we are eager to explore how we can help students be more successful in our classes including online. The recent increase in the number of online training faculty have completed, due to quarantine order, should result in better results in future data.

CD 125--Outcome by Delivery Method

CD 115--Outcome by Delivery Method
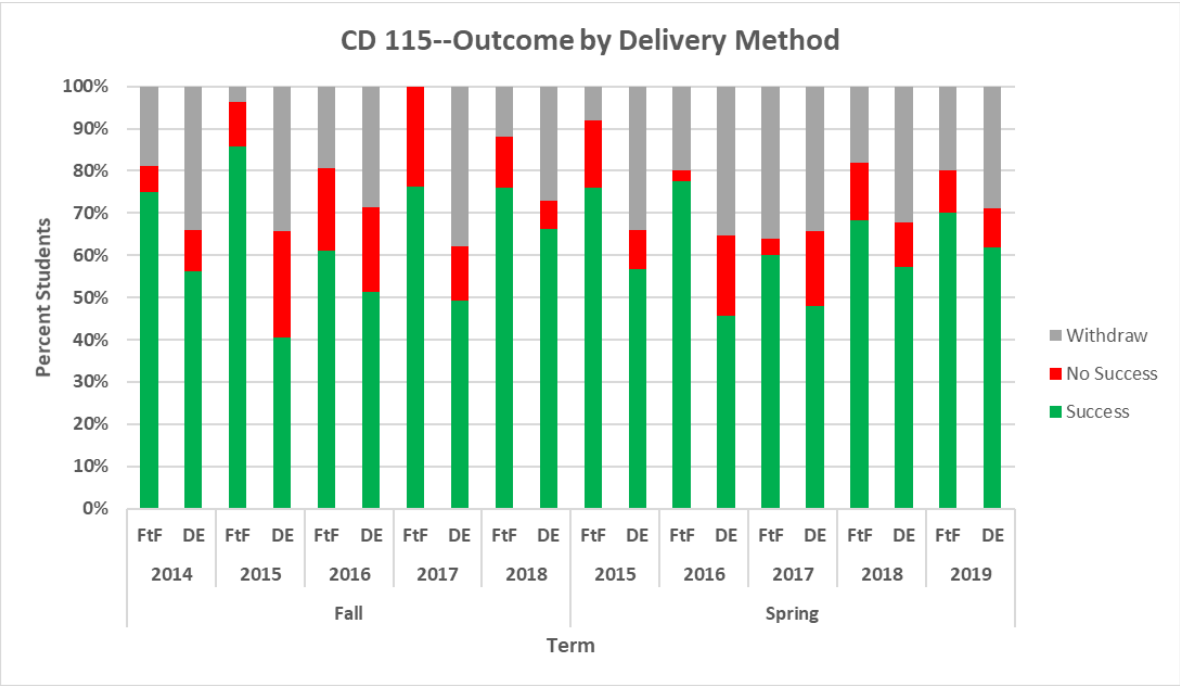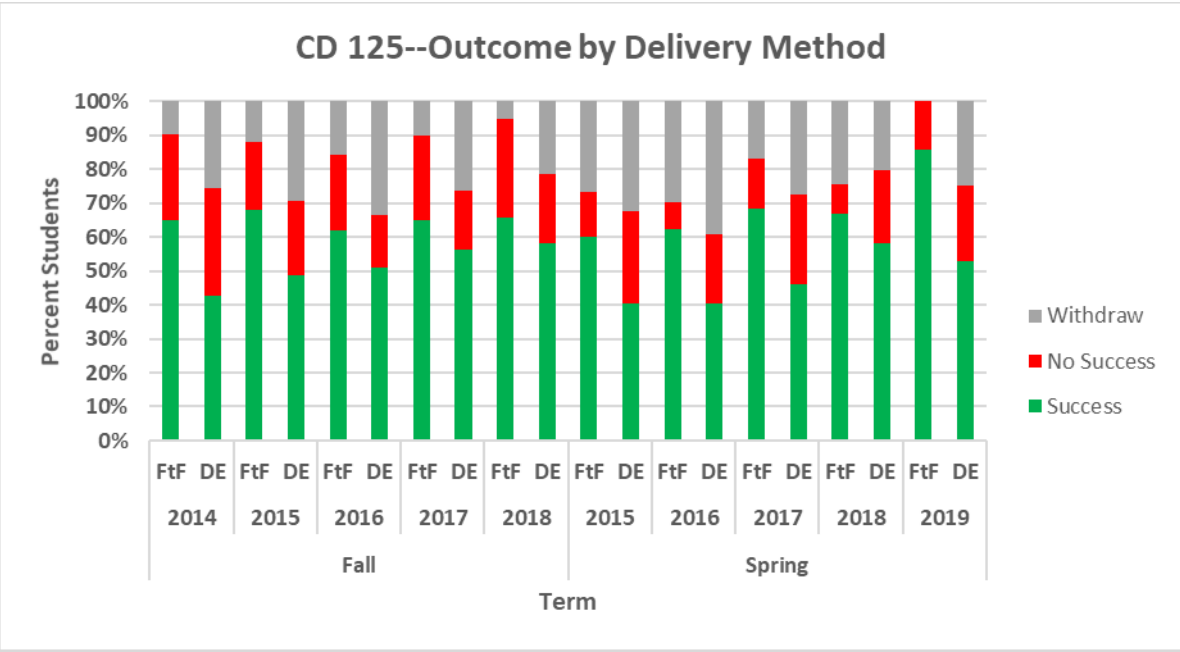
2.7 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

Our department has worked with our Career Services Program Coordinator who is tasked with creating or updating articulation agreements with local east county high schools. Below is a list of courses that have been articulated with high schools:
- ED 200 (Teaching as a Profession) with Teaching and Learning 1 and 2 at Mt. Miguel and Granite Hills
- CD 123 (Principles and Practices of Programs and Curriculum for Young Children) with Developmental Psychology of Children 1 and 2 at Grossmont and Granite Hills
- CD 124 (Infant and Toddler Development) with Human Psychology and Sociology at Valhalla and Helix Charter

We are currently working on articulating CD 153 (Teaching in a Diverse Society) with some local high schools.

2.8 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

There are no concerns or additional needs in regards to articulation agreements with four-year institutions. Our Articulation Officer has been very attentive and proactive to make sure all agreements are kept updated. She is consistently updating the department about any changes. Below is a list of articulated courses with San Diego State University:

Articulation Agreement for the Child and Family Development	
Grossmont College	San Diego State University
CD 115- Changing American Families	CFD 135 – Principles of Child Development
CD 125 – Child Growth and Development or FS 120 Human Development	CFD 270 – Human Development Across the Lifespan
CD 106 – Beginning Observation and Experience	CFD 270L – Principles of Observation: CD Laboratory
CD 131 – Child, Family, and Community	CFD 272 – Child, Family, and Community Engagement
CD 130 – Curriculum: Developmentally Appropriate Practices	CFD 275 – Learning Environments and Developmentally Appropriate Practices
CD 134 – Health, Safety, and Nutrition of Young Children	CFD 278 – Nutrition, Health, and Safety for Children

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1   Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include a brief description of why these changes were necessary. NOTE: Changes should include reassessment of SLOs requiring further attention.

In general, our department follows the current SLO assessment cycle. Recently we have been off cycle as some of the courses that were to be assessed were not offered due to low enrollment or they have not been offered in a number of semesters. When the SLOs were being assessed we did not record the data collected in TracDat due to the limited number of faculty to assist with this task. We have started the process of trying to get back on track. We have had recent discussions with the current SLOs coordinator and Accreditation Co-Chair to be advised on how to get back on cycle of assessing our SLOs. They have been a great resource.

We have continued to review the current SLOs at our flex faculty meetings. At the present time, the department does not need to make changes to our SLOs.

3.2   Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay particular attention to assessment of courses that directly lead to a certificate/ degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course. For help with this prompt, please see the chart on the following page:

The department has not used SLO results to make improvements as we have been off cycle and have found it difficult to get back on track due to limited faculty. We are however, in the process of rectifying this.

3.3   What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements? Please explain. LACK OF TIME (FACULTY)

We have not used available resources in the past to carry out improvements but as mentioned above we are in the process getting back on track.

3.4   What evidence did you collect to demonstrate that the planned improvements were successful? If you have yet to assess the improvements, what evidence do you plan to collect?

Unfortunately, we do evidence at this time as mentioned above.

3.5 How will you use this evidence to ensure ongoing course/course sequence/program improvements are sustained?

Unfortunately, we do evidence at this time as mentioned above.

SECTION 4 - FACILITIES AND SCHEDULING

4.1   List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

Our department is primarily scheduled to teach in building 31. During the recent renovation of our dedicated classrooms and offices we were housed in the building 100 for a few semesters. We also use the child development center (building 32A and 32B) for a variety of classes to visit and demonstrate best practice in the field. Our lab students and some of our practicum are assigned to the center to complete their mandatory lab hours. Other practicum students are assigned to one of 15 different sites throughout the region to complete their mandatory practicum hours. Online courses utilize Canvas, Zoom, and Voicethread, and LaunchPad.

4.2   Are the spaces listed in 4.1 adequate to meet the program's educational objectives?
Yes___ No _X_

- o If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

- o If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

The size of our current child development center is inadequate as it has limited the number of students that can enroll CD 106, CD 132 and CD 133 as we do not have the space to assign to the child development center.

There were several issues with the facilities while we were in building 100 from AC issues (not working, blowing exhaust into classrooms, loud units), not enough tables and/or chairs in some rooms, constant loud noise (from traffic and constructions). Lack of storage was also an issue.

In the newly renovated building 31 there is a room that has a major tripping hazard and has already become an issue (in the short time we used the room before Covid) for a student in a wheelchair presenting in front of the class. The tripping hazard consist of a bundle of cables from the wall to the smartcart.

4.3   What proactive steps have you taken with regards to facility and scheduling to improve

the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Due to insufficient votes on the last Proposition V, the 55% of passing votes needed to support the Child Development Center facilities improvement and renovation fell short. Construction of a new Child Development Center is included in the campus master plan.

We have discussed our concern in regards to the tripping hazard in one of the rooms with facilities. We were told that the smartcarts were approved by the taskforce/work group at all stages of the design of the newly renovated building and they were installed per plans. Although we did have input in the type of smartcart we wanted we did not have input on how it would be installed but assumed that all cables would concealed in the walls or in an electrical recessed box. Facilities will be looking into purchasing thresholds to conceal the cables

4.4   Identify and explain additional needed technological and equipment resources that could further
Enhance student learning in these spaces.

Although we were not able to use the new building for an extended period of time before the quarantine order but the newly renovated classrooms appear to have met all of our current technology and equipment needs.

4.5   Are students trying to access your program impacted by the facility spaces listed in 4.1?
Yes_X_ No___

- o If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.
- o If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

The size of our current child development center is inadequate as it has limited the number of students that can enroll CD 106, CD 132 and CD 133 as we do not have the space to assign to the child development center.

4.6   If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, open workspaces for students/tutoring, etc.

SECTION 5 – STUDENT EQUITY AND SUCCESS

NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

5.1   What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g. campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

In addition, you should examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think is causing these patterns

When analyzing the disaggregated enrollment data the trends have remained fairly consistent from Fall 2014 to Fall 2018. The enrollment by age data shows that the majority of our students have consistently been younger students (20-24 or 19 or less). There was a slight decrease in 20-24 year olds between Fall 2017 and Fall 2018 but an increase of 19 or younger aged students during the same period. The number of these age groups resembles the size of high school graduating classes in east county feeder schools.

Child Development has traditionally been a female dominated field and this is evident by the enrollment by gender data. This data shows that the majority of our students are made up by female students by 85-90% and male students by 12-15%. According the US Bureau of Labor, fewer than 3% of preschool and kindergarten teachers are men. This could be due to constraints and suspicions society has set on men in this field.

5.2   Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps. [Data and a summary of notable patterns will be provided by the Program Review Data Liaison]

On average, the proportion of child development student success and retention across these semesters are comparable or higher than of the college .

College 5-YR Averages: Success 69% and Retention 84%
College Targets: Success 75% and Retention 85%

The student success and retention data for fall semesters shows that at the beginning of this

cycle (Fall 2014) our success rate was 63.5% (6.5% below the college 5-year average of 69%). During this same period our retention rate was 83.8% (0.2% below the college 5-year average of 84%).By the end of this cycle (Fall 2018) our success rate was 71.3% (2.3% above the college 5-year average of 69%). Our rate was 89% (5% above the college 5-year average of 84%). The spring semester data yielded similar growth over the cycle period.

The disaggregated data shows lower success rate for male and black students. Our courses generally have fewer male and black students. Diversity is a topic that has always been discussed in most our classes. In the last several years, faculty have made an even more intentional effort to discuss diversity in all of our classes. We encourage faculty to use examples in class lecture that include diversity. Faculty have been told by students that they appreciate the examples of males in the field as it gives them hope that they too can be successful in this field.

5.3 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

Within our classroom settings, many of our instructors engage the students in collaborative group work or innovative assignments that reflect work and tools that they will be using in the "real world". Examples of this would be working on the developmental assessment tools that the State requires to assess children's developmental levels or environmental assessment tools that are used to evaluate child development environments.

Many of our course assignments require that students complete observations, activities with the children and interview center staff at our child development center and centers in the community. In CD123 students are required to observe three different types of centers. Additionally, assignments in CD133/132 require students to observe centers. These outside assignments, particularly at our child development center, often make the theories they are learning in the classroom come alive. Our department offers a number of courses online and in hybrid format. The majority of our instructors use online resources in addition to their traditional classroom teaching.

5.4 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

We are collaborating with Neighborhood House Association Head Start to develop and offer a

Child Development Educator Apprenticeship program to our students. This will provide our students to start working with the largest employer of early childhood educators in the country while attending classes at Grossmont.

Faculty encourage students to take part in local workshops and conferences so that they may have the opportunity to see what is happening locally in the field and to have an opportunity to network with those in the field. Our department played a major part in the development in the San Diego Reggio Roundtable and we continue to nominate students in our department to be recipients of a scholarships that will allow them to attend the conferences they hold throughout the year.

At the beginning of this program review cycle our Child Development Student Association (CDSA) was very active in college events. The membership has dropped for the last number of years in part not being able to find the leadership needed among students. We are currently discussing restarting CDSA.

5.5 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

Federal and state examinations do not govern our program. However, the State Departments of Social Services and Education have regulations that govern the Child Development Center and the center holds two licenses from the California Department of Social Services, one for the infant/toddler building and one for the preschool building.

5.6 If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the "Degrees and Certificates" data table in this section.

Department	Award		14/15	15/16	16/17	17/18	18/19	Total
Child Development	Master Teacher	AS	7	8	16	16	18	65
		COA	8	9	14	19	19	69
	Site Supervisor	AS	1	1	4	1	3	10
		COA	1	1	4	2	3	11
	Teacher	AS	1	0	0	1	0	2
		COA	0	0	0	1	0	1

In general we has seen an increase in the number of degrees awarded in our department. The Master Teacher and Site Supervisor degrees have double during this program review cycle. Our Teacher degree did go down from 1 to 0. Students have expressed that they would rather take the additional courses needed to earn the Site Supervisor or Master degree. These two degrees will provide more opportunities for them in the field.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1   Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

The department has been very deliberate in promoting the support services provided by the college. We continuously have discussions about what services are available for students that students may not be aware of such Mental Health Services, Career Services and the Accessibility Resource Center (A.R.C.) to name a few. All faculty include support service's information on their syllabi and/or distribute the contact information for all of the available services. In the last couple of years we have encountered more students in need of mental health services. A few semesters ago the mental health services was only available on certain days which made it inconvenient for students in need. In the last couple of semesters the mental health services has become available on more days. Recently there has also been an increase in food insecurities. Although the college has created a food pantry we believe that it should be available for more days throughout the week and for longer hours. For example, many students may not be on campus until their evening classes and they would not be available to access these services.

6.2   What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

We continuously hear positive feedback about our Accessibility Resource Center (A.R.C.) and how helpful they are. We have also heard from students that they were not aware of what services were provided at the A.R.C. We believe more students are using the support service as we have noticed an increase in students that come faculty with paperwork to sign so that accommodation can made.

Although we provide a lot of academic advising within the the department we do refer a number of students to counseling to make sure are taking the correct general education courses and that they declare their major. We also encourage them to work with the counselor to create an education plan so that the students can use it to keep track of what they still need to enroll in.

6.3   Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

We believe that the support services provided for faculty have been adequate for the last number of years.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

The first table you see in this section is INFORMATIONAL ONLY, so you can understand what type of information you should be providing for this section. The second table you will see is the suggested table format you should use to display your information for this section.

TABLE ONE: INFORMATIONAL ONLY – PLEASE ADDRESS THE CONTENT IN THIS TABLE

OFF CAMPUS	ON CAMPUS
Marketing Flyers, brochures, booths, radio	**Marketing** Flyers, brochures, booths, Summit newspaper
Discipline Specific activities Conferences, Clubs/Organizations, Department Events, Licensing Meetings, Technical Reviews/peer reviewing manuscripts/textbooks and other discipline-specific volunteer activities, regional and state task forces	**Campus Volunteerism** Involvement in college and other department's activities (campus open houses, science fair, water project, helping out as a theater usher or at a sports team event)
Community Involvement Advisory committees, serving in regional groups, K-12 outreach, Job Fairs, other college-related but not discipline-specific activities	**Interdisciplinary Collaboration** Collaborating on shared events, cross-listed courses, working with campus student services, linked courses (sharing of expertise/resources between departments to benefit student success, such as guest lectures, shared lab activities, simulation or other special events)
Professional Development Attendance, creation/presentation, grants, sabbaticals	**Professional Development** Workshop Attendance, creation/presentation of professional development activities, grant-writing and sabbatical projects

Table two on the next page shows how you should organize your activity data. Complete this table with your commentary.

If you need assistance in creating a table, please contact the Program Review Chair. If you are using word, simply select 'insert' from the main menu, then table, and then select the number of columns and rows you want for your table.

TABLE TWO: SUGGESTED TABLE FORMAT

Faculty	Activity/Committee	Year(s)	Value to Student Success
Angie Gish	California Community College Early Childhood Educators Region 10 Meeting	2012-2020	To serve as an active stakeholder when decisions are made about ECE workforce development.
Angie Gish	Canvas Certification Training	2020	Provides faculty with the knowledge and skills needed to create and run Canvas courses for student
Angie Gish	San Diego Regional Coordinator for California Early Childhood Mentor Program	2010-present	Coordinating Mentor Teachers, Director Mentors for the San Diego Region, (Grossmont, Cuyamaca, City, Mesa, Miramar and Southwestern Colleges) for practicum placements.
Angie Gish	Grossmont College Academic Senator	2009-present	Active participant in Senate meetings, sharing new information with faculty and students.
Angie Gish	Grossmont College Chairs & Coordinators	2015-present	Active participant in Chair & Coordinator meetings, sharing information regarding the Child Development & Family Studies Dept.
Angie Gish	NAEYC – National Association of Educators of Young Children	2006-present	Provides students and faculty with current issues and research in our field.
Angie Gish	Reggio Annual Conference New York,	March 2015	Provided students with foundations of the Reggio Emelia Philosophy in child development.
Angie Gish	Reggio Conference with Lilian Katz	March 2015	Provided students and faculty with latest research completed by Lilian Katz, a contributing author in many of our textbooks.
Angie Gish	CAEYC Conference Sacramento, CA	October 1-3, 2015	Provides faculty with current events and changes at the state level regarding early childhood.
Angie Gish	Reggio Conference with Margie Carter & Deb Curtis	October 17, 2015	Provides faculty with latest research by authors Margie Carter and Deb Curtis. Our department uses several of their textbooks.
Angie Gish	CECMP Annual Conference and CAEYC Forum	Nov 2015-2019	Provides faculty with updates in California Dept of Education, Early Childhood Division
Cathie Robertson	Grossmont College Distance Learning Committee (On campus)	2013-2018	Serves as group to set goals, find innovations and provide support to distance learning faculty
Cathie	Canvas Mentor Training	2017	Participated in first group of 11 Distance

Robertson	(On campus)		learning teachers to be trained to mentor the switch over to Canvas from Blackboard so faculty can get up and running quickly to be able to help students do the same.
Cathie Robertson	Volunteer, Next Generation child care (off and on as needed)	2014-2018	Worked with 3 year olds to help them learn about nutrition and food through learning experiences. Helped me to better relate to what my students were doing. In addition, helped to establish a school garden. Due to circumstance at the school (lack of water source, etc.) it did not go well and that was a learning experience to pass on to students.
Cathie Robertson	Board Member, River Valley Charter School	2015-2018	Participation in board experience gave me insight as to what the challenges students are facing as they go through learning experiences. Helped me to adapt some of my methods of teaching
Cathie Robertson	@One Conference on Distance Learning	2017	Participated in workshops and discussions to improve delivery of distance learning to students
Cathie Robertson	Volunteer, River Valley Charter School	2018	Helped set up a school garden. Through observation of positive and negative elements it allowed me to rethink some of the discussion with students on setting up school gardens.
Cathie Robertson	Revision of Text for 7th Edition	2018	Revising text book to keep up with changes in early education safety, nutrition and health to allow students the benefit of the newest research and information.
Cathie Robertson	Volunteer, feeding homeless in downtown San Diego	2019-2020	Participated in feeding homeless- allowed me a greater insight into what my students might be going through and helped extend my understanding and empathy
Cathie Robertson	Revision of Text for 8th Edition	2020	Revising text book to relate new early education standards, laws, etc. to be able adapt to the Covid 19 Pandemic and related areas.
Jennifer Andrews	Canvas Certification Training	2019	Provides faculty with the knowledge and skills needed to create and run Canvas courses for student
Jennifer Andrews	Problem Solving for Literacy Review of children's books for language and literature course to help all areas of crisis, trauma and family dynamics	2012-2020	Provides a plethora of resources for promoting young children's social and emotional development. Children gain skills in solving their own problems

Jennifer Andrews	Book Review and Evaluation of Content for Several Publishers	2014-2020	Reviews allow for relevancy of material to meet SLO's and evaluation of material and for review of updated points, websites, and statistics for students and department
Jennifer Andrews	Advisor for California Commission Teacher Credentialing for Permit	2014-2020	Advisor for students to obtain their permit In the State of California.
Jennifer Andrews	Completed a research on how students learn in 2019 and methods to help with current Mental Health issues. Also, reviewing course content to help with Anxiety, ADHD, OCD and Substance Abuse.	2014-2020	Students will have a stronger foundation and direction for handling their education goals In college if there is an awareness of their strengths and weaknesses.
Jennifer Andrews	Crisis and Trauma Counselor on site and consultant. Member of California Association of School Counselors.	2014-2017 & 2017-2020	Advisor for Counseling Interns and Resource for current issues revolving around pre-k through Community College
Jennifer Andrews	Speaker/Panelist for Resiliency For Grossmont College Event	2016-2017	Taught a Resiliency course for Educators, Psychologists and Sociologists which in turn strengthened my course content in the Changing American Families course for Child Development and Family Studies
Mary Courtney	California Community College Early Childhood Mentor Teacher Program	2017-2020	To serve as a Mentor Seminar Facilitator. Mentor Teachers provide placements for the CD 133 Field Experience/Practicum Course.
Mary Courtney	Canvas Certification Training	2017	Provides faculty with the knowledge and skills needed to create and run Canvas courses for student
Mary Courtney	CLASS Certification/Preschool	2011-2016 2018-2019	CLASS uses research-driven insights to improve how teachers interact with children every day to cultivate supportive, structured, and engaging classroom experiences. CLASS is used widely in early childhood programs. The training provided me with an understanding of the CLASS tool that I can share with students and teachers at the Grossmont College Child Development Center
Mary Courtney	MTP CARES Program	2011-2016	MTP CARES Program that provided support for teachers in improving their teaching.
Mary	Board Member: PILA	2017-	A California 501(c)(3) organization

Courtney	(Pedagogical Institute of Los Angeles)	present	helping children rise to their highest potential through early childhood education that nurtures critical, collaborative and creative thinking. PILA works with teachers in the US and provides a safe environment for refugee children in Lesvos and Samos Greece, the Congo, and Tijuana, Mexico – "The Nest"
Mary Courtney	Volunteer in Lesvos, Greece; working with refugee children	2018	"Nests" are safe, engaging spaces where young children (1–6 years old) can play and explore. They are a peaceful refuge from the overcrowded living conditions that families endure as they wait for their immigration. Equipped with open-ended materials that spark creativity and curiosity, our Nests offer children what all children are entitled to ensure healthy development – the right to play. I was fortunate to spend two weeks in the "Nest" in Lesvos. This experience provides me with a deeper understanding of the needs of children experiencing trauma, as well as the needs of the adults. At Grossmont we have many immigrant students.
Mary Courtney	Volunteer in Tijuana, Mexico, working with refugee children and training volunteers	2019-2020	In addition to working with the children at the "Border Nest" in Tijuana, I also train the volunteers - providing them with a basic foundation in early childhood education. In addition to being a role model for Grossmont students, I also expand my knowledge of the immigrant experience.
Michelle Soltero	Program for Infant/Toddler Care, Partners for Quality, [PITC], Advance Training Online, CA	April 2020	Provides attendees with the knowledge and skills needed to support infant/toddler programs with latest research, training and technical assistance to engage infants and toddlers in discovery and learning through online learning venue.
Michelle Soltero	Certification of Teaching Online with Canvas	Spring 2020	Provides faculty with the knowledge and skills needed to create and run Canvas courses for students.
Michelle Soltero	San Diego County Child Care and Development Planning Council	2020-2014	To service as an active stakeholder when decisions are made about Early Childhood Education accessibility, affordability and quality services for children and their families.

Michelle Soltero	California Affiliate for the Education of Young Children of NAEYC	2020-2014	To service as an active stakeholder when decisions are made about Early Care and Education profession and the field.
Michelle Soltero	San Diego Region Mentor Teacher Project	2020-2014	To service as an active stakeholder when decisions are made supporting the expansion and maintain a pool of mentor teachers throughout the region.
Michelle Soltero	NAEYC Professional Learning Institute	2020-2014	Provides attendees with the knowledge and skills needed to support Early Childhood Education systems with the cutting-edge research, practices to advance professional development through training and technical assistance.
Michelle Soltero	San Diego Imperial Chapter of CAAEYC Affiliate	2020-2015	To service as an active stakeholder when decisions are made about local Early Care and Education profession issues and the field as a whole.
Michelle Soltero	CAEYC State Conference, California.	2019-2014	Provides faculty with the knowledge and skills needed to support teachers and students with latest research and training.
Michelle Soltero	Program for Infant/Toddler Care, Partners for Quality, [PITC, PQ], Advance Training.	2019-2014	Provides IT Specialists with the knowledge and skills needed to support infant/toddler programs with latest research, training and technical assistance to engage infants and toddlers in discovery and learning held in Bay area or in San Diego.
Michelle Soltero	CPIN Training California Preschool Learning and Development Foundations.	April 2019	Provides a conceptual framework of evidence-based practices for promoting young children's learning and development domains. Benefits students to demonstrate these practices through observations and lesson planning.
Michelle Soltero	USD Non-profit Leadership and Management Institute, Board Member Certification Course	August 2019	Provides a conceptual framework of evidence-based practices of volunteering and non-profit organizations. Benefits students to demonstrate these practices when supporting student clubs and promote volunteering opportunities.
Michelle Soltero	National Association for the Education of Young Children Annual Conferences	2018-2014	Provides attendees with the knowledge and skills needed to support Early Childhood Education, programs and teachers with latest research, training and technical assistance.
Michelle Soltero	BUILD National Conferences focus on Early Child Education Systems	June 2018-2016, 2014	Provides attendees with the knowledge and skills needed to support Early Childhood Education systems with the latest research, training and technical assistance.

Michelle Soltero	San Diego Imperial Chapter of California AEYC, Annual Conference, Chula Vista, CA	Oct 2018	Provides attendees with the knowledge and skills needed to support Early Childhood Education, programs and teachers with latest research, training and technical assistance.
Faculty	**Activity/Committee**	**Year(s)**	**Value to Student Success**
Michelle Soltero	MAAC Board of Directors	2017-2018	To service as an active stakeholder when decisions are made about evidenced based practices of high quality ECE programs; family engagement; ECE workforce development and in-house professional development and systems of services for families and their children.
Michelle Soltero	The Council for NAEYC Accreditation of Early Learning Programs	2017-2014	To service as an active stakeholder when decisions are made about evidence-based practices of high-quality early care and educational settings and supporting ECE workforce development.
Michelle Soltero	The Program for Infant/Toddler Care, Graduate Conference, Berkeley, CA	Oct 2016	Provides IT Specialists with the knowledge and skills needed to support infant/toddler programs with latest research, training and technical assistance to engage infants and toddlers in discovery and learning.
Michelle Soltero	National Council of La Raza Annual Conference	July 2016-2014	Provides attendees with the knowledge and skills needed to support Latino and Latin X communities with latest research, best practices of programs and services training and technical assistance. Benefits students to demonstrate these practices throughout the various Child Development courses.
Michelle Soltero	WestEd, On-line Seminar: Prevention of Sexual Harassment	September 2015	Provides a conceptual framework of evidence-based practices for preventing of sexual harassment in the work place and in the classroom for everyone from employees and students. Benefits co-workers, and students to ensure a healthy work place.
Michelle Soltero	USD Annual Nonprofit Governance Symposium, San Diego, CA	Jan 2017, 2015, 2014	Provides attendees with the knowledge and skills needed to support non-profit communities with the latest research and best practices. Benefits students to demonstrate these practices throughout the various Child Development courses.
Pandy Warner	Parenting Workshops: Understanding Teens, Discipline for Young Chilren	2017-2018	Gain insights from parents to apply to my students' understanding of discipline and development.

Pandy Warner	Conduct "MomTalk" meetings monthly.	2018-2020	Gain insights from parents regarding parenting concerns and strategies that they have implemented. This gives me a broader understanding of parenting in current times, allowing me to more accurately meet the needs of my students.
Pandy Warner	Online training on several topics related to distance learning, including using Canvas effectively.	2018-2020	Improving my ability to meet the learning goals of my online students by using Canvas more effectively.
Bill Marsden	Mentorship Recertification in Canvas	April 2020	Students receive benefit of having an instructor that is providing quality Distance Education.
Bill Marsden	Mentoring Faculty in Zoom	March 2020	Provides faculty and staff the means to instruct and inform students by the use of Zoom.
Bill Marsden	Department orientation meetings	2014-2020	The beginning of each semester this meeting provides guidelines and updates that are needed to provide students with educational opportunities and guidelines.
Bill Marsden	Child Development Club Advisor	2015-2020	Provides opportunity for students to network and work together on projects that benefit the student body and the surrounding community.
Bill Marsden	Sexuality and Gender Acceptance Club Advisor at SWC	2018-Present	Provides opportunity, support, and advocacy for students who are members of the LGBTQIA+ Community
Bill Marsden	Faculty Chairperson at SWC of PRISM	2020	This new affinity organization provides to students advocacy, role models, and curriculum for students of the LGBTQIA community.
Bill Marsden	Resources for Students of the LGBTQIA+ Community	Oct. 2019	Facilitating this training provided students of the LGBTQIA+ community many resources to strengthen their endeavors in studying and staying in college.
Patrick Monaghan	CCCECE Member	2014 - present	To be a member of a professional group that supports community college teachers
Patrick Monaghan	CA Teacher Mentor Selection Committee	2014-present	To be a member of a professional group that supports child development teachers
Patrick Monaghan	CA Director Mentor Selection Committee	2014-present	To be a member of a professional group that supports child development directors
Patrick Monagha	NAEYC/CAEYC/SDAEYC Member	2014-2020	To be a member of a professional organization that supports child

n			development professionals
Lindsay Hanlon	Education Rejuvenation	2017-2019	Creating ways for professionals in the ECE sector can connect for free and receive essential learning from guest speakers each month.
Lindsay Hanlon	Reggio Roundtable Spring Conferences	2017-2019	Facilitator or attendee of conference on different topics related to the Reggio philosophy.
Lindsay Hanlon	Canvas Certification Training	2018	Provides faculty with the knowledge and skills needed to create and run Canvas courses for student
Lindsay Hanlon	Limitless Learning: A Social Science Summit: Cengage Learning	2018	Providing development and support with online tools
Lindsay Hanlon	Miramar College Early Childhood Conference	2018	Keynote speaker: Networking and Branding in ECE
Lindsay Hanlon	Breaking Down Barriers	2019	Creating partnerships throughout the educational pathway. Creating smoother transitions and stronger bonds from k-12 to college. Guided Pathways workshops will help solidify knowledge and best practices on what is happening across San Diego County and colleges around the country. This conference is partnered with AVID and sessions are geared towards shortening the success gap for our students and traditionally underserved populations.
Lindsay Hanlon	San Diego Reggio Roundtable Social Justice Committee Member	2019-2020	Creating a space to learn and grow in the social justice arena for early chidhood educators.
Lindsay Hanlon	Make Believe With Magic: Sesame Street Workshop	2020	Online course for math and pretend play
Lindsay Hanlon	Strengthening Families: County office of Ed.	2020	Teachers professional development
Lindsay Hanlon	Early Childhood Education Webinar	2020	Best Practices for Engaging Young Children and their Families through Technology
Lindsay Hanlon	MiraCosta BSU Conference and summit in collaboration with PROJECT online	2020	June 15-19 Workshops every day based around serving and supporting our Black students and community members.
Lindsay Hanlon	Black Minds Matter	2020	Led by Dr. Luke Wood. Learning on how to support Black students and create equitable and accessible spaces.

7.1   Referring to the above table, what activities contributed most to student success?

The faculty in our department have been part of a diverse number of trainings and organizations that include topics such as mental health, diversity, social justice, crisis and trauma informed care to name a few. These types of trainings and organizations have allowed our faculty to not assist students dealing with current situations they may be in and how this information would benefit their work with children.
These types of activities have assisted our faculty to intentionally create an environment that promotes relationships to be built between students and faculty. We strongly believe that this type of environment will result in better retention and success in our classes. In addition, our faculty members have participated in local, state, national community organizations that advocate for educational, economic and social policies that benefit children, students, and our communities.

7.2   Please provide an overall reflection on your department's activity displayed in your table.

The Child Development, Education and Family Studies Depart faculty members participate in activities that helps promote student success, engagement and retention at multiple levels. As a result of the diverse professional activities they have participated in our faculty members are prepared, abled, and willing to assist the whole student (academic and social-emotional development) which in turn provides for long-term student success

7.3   Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

        Yes___ No _X__

        If no, please describe what faculty professional development needs are not being met.

Although we believe that the professional development department has done an excellent job there are some training workshops and out-of-state conference that require additional and ongoing funds to be able to take part in.

SECTION 8 – FISCAL & HUMAN RESOURCES

NOTE: All required data tables and graphs will be compiled and delivered to you by the Program Review Data Liaison.

Fiscal Resources

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.
These are combined data for CD, FS and ED

	FA14	FA15	FA16	FA17	FA18
Earned Enroll	1407	1315	1337	1231	1178
Max Enroll	2175	2179	1899	1958	1954
% Fill	**64.7**	**60.3**	**70.4**	**62.9**	**60.3**
Earned WSCH	4232.0	3936.9	4011.0	3693.0	3604.4
Total FTEF	7.6	7.6	7.0	7.4	6.8
Earned WSCH/FTEF	**555.6**	**521.4**	**577.1**	**502.4**	**528.8**

	SP15	SP16	SP17	SP18	SP19
Earned Enroll	1506	1249	1315	1244	1159
Max Enroll	2201	2129	2355	2492	2191
% Fill	**68.4**	**58.7**	**55.8**	**49.9**	**52.9**
Earned WSCH	4495.7	3727.1	3930.9	3670.4	3456.0
Total FTEF	8.3	7.4	8.5	7.6	7.0
Earned WSCH/FTEF	**544.3**	**505.9**	**462.9**	**484.9**	**494.4**

	SU14	SU15	SU16	SU17	SU18
Earned Enroll	284	346	367	294	256
Max Enroll	425	720	725	625	641
% Fill	**66.8**	**48.1**	**50.6**	**47.0**	**39.9**
Earned WSCH	835.2	1016.2	1080.9	868.3	760.5
Total FTEF	1.6	2.2	2.4	2.0	1.6
Earned WSCH/FTEF	**522.0**	**461.9**	**450.4**	**434.1**	**475.3**

8.1 Describe any patterns in enrollment; maximum enrolment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

From 2014 we have experienced a reduction in enrollment during the fall and spring semesters. More so in the spring semesters. Some of these reduction can be attributed to budget cuts which were a response to the overall decline in enrollment at Grossmont College. When we have to make cuts to classes, students tend to want to wait and return when they can enroll in more classes during a single semester. When this occurs students find jobs which in turn makes it more difficult to return to school due to their financial circumstances.

The majority of courses have a course maximum of 50 in accordance with Collective Bargaining Agreement's negotiated maximum. CD 106 has a maximum of 25 as we are limited due the number of lab students that can be placed at our child development center due to its size.

8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

Our earned WSCH/FTEF declined from fall 2014 to fall 2018. In part the decline we can we experienced can be attributed to the increase in the economy as there is correlation between how the economy is doing and the enrollment of students in our classes. Recently, the department has put into practice different ways to increase the promotion of courses being offered to our east county community. In addition, hopefully resulting in an increase in % Filled and therefore increase our Earned WSCH/FTEF

The size of our current child development center is inadequate as it has limited the number of students that can enroll CD 106, CD 132 and CD 133 as we do not have the space to assign to the child development center. These course have a lower Max Enrollment. During most semesters there is so many students that have an interest in the course that if were not for the size of our center we could double the amount of students enrolled in that course. CD 137 and CD 138 (Administration in Child Development courses) have a lower Max Enrollment as these courses are not required for all of our degrees and only a few students reach a high level in the field where these courses are required. We continue to offer these courses as we strongly believe that we would be doing a disservice to our students if we did not offer them the opportunity to develop in the field to the level of site supervisor. These courses are also offered as they are required the California Commission on Teacher Credentialing.

8.3.   For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

The Perkins funding we currently receive is adequate for providing different opportunities for our child development students. Our student workers are first generation College students and are able to stay in school while gaining worked based learning experience in their field of study. Other student workers are adult re-entry students and at times also ELL students. The work the NANCE workers provide helps to support the campus efforts to promote student outreach, engagement, success, and retention. The CDC lab is also providing student majors with the technological supports necessary to complete their lab projects and Child Development course work by providing digital cameras, computer use, and printing supplies that are necessary to complete their college coursework. The CD Department purchased 3 laptops for instructional use.

8. 4   If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Our Child Development Center is funded through grants from California Department of Education Early Education and Support Division and Head Start. Both the center and department receive a portion of Perkins funding as well to support the CDC Lab portion of the program. For the past 20 years additional funds were received from WestEd to support the implementation of the six essential policies of PITC: Program for Infant and Toddler Care, however that grant sunsets June 30th, 2020. As a recipient of CDE funding our program is required to participate in the state mandated QRIS: Quality Rating and Improvement System.

This system is designed to create a benchmark of quality for all programs serving children 0-5 within the state of California. Programs who receive quality ratings of 4 & 5 receive an additional sum of funding from the San Diego County Office of Education. Our program, rated a Tier 5 yielding a small amount of additional funding from SDCOE.

The added expansion of our Head Start partnership into our preschool classroom directly supports the sustainability of the center. As an NHA partner, Grossmont College Child Development Center is now able to provide wrap around comprehensive services to the low-income children and families we serve program wide. This expansion allows the low-income student parents we serve to continue to receive support and social services for their children and families--many for the duration of their college career at Grossmont. Being able to provide these comprehensive supports and services to the families continuously during their time in our program helps to fortify our approach of continuity of care in that our Head Start Teacher Family Support Specialist is able to work with families throughout the time they are connected to our program. For any parent, raising a child in and of itself is difficult, but for low-income student parents, many of which are single, first generation college students, the load is even

heavier. The additional funding and social supports that this partnership provides has been a determining factor for some of our families to stay in school and complete their education. This has become even more evident as we have experienced this pandemic.

Human Resources

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the following questions.

	FA14	*FA15*	*FA16*	*FA17*	*FA18*
FT Faculty Count	3	2	2	2	2
PT Faculty Count	15	18	17	15	16
Full-Time FTEF	2.67	1.60	1.75	1.55	1.62
X-Pay FTEF	0.35	0.00	0.20	0.60	0.80
Part-Time FTEF	4.60	5.95	5.00	5.20	4.40
Total FTEF	7.62	7.55	6.95	7.35	6.82
FT Percent	**39.61%**	**21.19%**	**28.06%**	**29.25%**	**35.46%**
Permanent RT	0.52	0.32	0.33	0.36	0.57
Temporary RT	0.00	0.00	0.00	0.00	0.01

8.5   Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

The primary difference in the roles and responsibilities between our full-time and part-time faculty is the participation in campus governance by full-time faculty. The main responsibility of our part-time faculty is to teach the courses assigned to them but many of them seek ways to be active in the college community by volunteering at different events. They also attend department meetings in person or online. Their participation in activities, in addition to their course(s), is encouraged but not they are not contractually obligated to participate. With the retirement of full-time of faculty members, we have depended on part-time faculty to teach an increased number of courses.

8.6   Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

For a good portion our last program review cycle (Fall 2006-Fall 2012), our department consisted of 8-9 full-time faculty members. During that cycle our highest % FT FTEF was about

70%. For this current program review cycle, the majority of time the department had 2 full-time faculty members with our lowest % FT FTEF at 21%. It increased to 35.4% during the last semester in the cycle (Fall 2018). In Fall 2019 we were able to hire an additional full-time faculty member (for a current total of 3) but it is not reflected on the data for this current cycle. Unfortunately, one of our full-time faculty members may be retiring soon and could cause us to be back a total of 2 full-time faculty member for the department. Due to the low number of full-time faculty members we have had to reduce our participation from several college committees and community organization meetings. Given this situation we could use an additional faculty member to replace retired and possibly soon to be retired faculty members.

8.7   If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.

Full-time faculty who are engaged with college governance on a regular basis or who are more involved with the college community as a whole are more likely to better serve students as they may be more knowledgeable about the events and services being offered at the college. Although our part-time faculty are made aware of the events and services, many times they have to leave campus as soon as their classes have ended due to other teaching commitments at other colleges. Students may also find it easier to build a relationship with full-time faculty who are available throughout the day. As these relationships become stronger students are more likely to seek them for questions or advising which leads to student retention and success.
In the Fall 2018 semester, our FT Percent was 35% which is not an adequate position to be in as a department if we want to be able to meet some the goals we have set for ourselves

8.8   In the table below, list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers.

Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed. If you have questions on how to complete this table, please contact the Program Review Committee Chair.

Position	Funding	FTE/Hours					
		YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
CDC Assistant Sr. (CDC Lead Teachers)	CDE Contract	.90	.90	.90	.90	.90	.90
CDC Assistant Sr. (CDC Lead Teachers)	CDE Contract	.90	.90	.90	.90	.90	.90
CDC Assistant Sr. (CDC Lead Teachers)	CDE Contract	.90	.90	.90	.90	.90	.90
CDC Assistant Sr. (CDC Lead Teachers)	CDE Contract	.90	.90	.90	.90	.90	.90
CDC Assistant Sr. (CDC Lead Teachers)	CDE Contract	.90	.90	.90	.90	.90	.90
Child Development Center Specialist (Vacant)	CDE Contract	.90	.90	.90	.90	.90	.90
CDC Aide	CDE Contract	.90	.90	.90	.90	.90	.90
CDC Aide	CDE Contract	.90	.90	.90	.90	.90	.90
CDC Aide	CDE Contract	.90	.90	.90	.90	.90	.90
CDC Aide	CDE Contract	.90	.90	.90	.90	.90	.90
CDC Aide	CDE Contract	.90	.90	.90	.90	.90	.90
NANCE/SW	Perkins/Head Start	.625	.625	.625	.625	.625	.625
NANCE/SW	Perkins/Head Start	.625	.625	.625	.625	.625	.625
NANCE/SW	Perkins/Head Start	.625	.625	.625	.625	.625	.625

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1   Summarize program strengths in terms of:
- Outreach

Our department has had open dialogue with local high schools that we have articulation agreements with that help to promote the courses we offer. We have started to work with YMCA Childcare Resource Service (our local Resource and Referral Agency) to send out mass email blasts to east county early childhood educators to advertise our courses

- Engagement

We continue to promote open student hours and our walk in policy which allows students to have easy access to faculty. We also encourage all faculty to make themselves available before and after classes.

- Retention

We encourage faculty to build relationships with our students in order have them engage with faculty and peers. We continue to encourage faculty to offer students support when they are struggling in the class.

9..2   Summarize program weaknesses in terms of:
- Outreach

Limited faculty to help carry the load of doing outreach efforts.

- Engagement

None

- Retention

None

9.3   Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

We will have 1 full time faculty and 1 in the tenure process after retirement of Angie Gish in December of 2020.

9.4   Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

   o   Hire at least one additional full-time faculty member.
   o   The department is in desperate need of a new child development center.
   o   Continue our relationship with local high school faculty and staff to help with the promotion of our classes.
   o   Continue our relationship with YMCA Childcare Resource Service (our local Resource and Referral Agency) to send out mass email blasts to east county early childhood educators to advertise our courses.
   o   Continue to promote open student hours and our walk in policy.
   o   Continue to build relationships with our students.
   o   Revive our Child Development Student Association in order to encourage CD majors to build stronger supportive relationships.
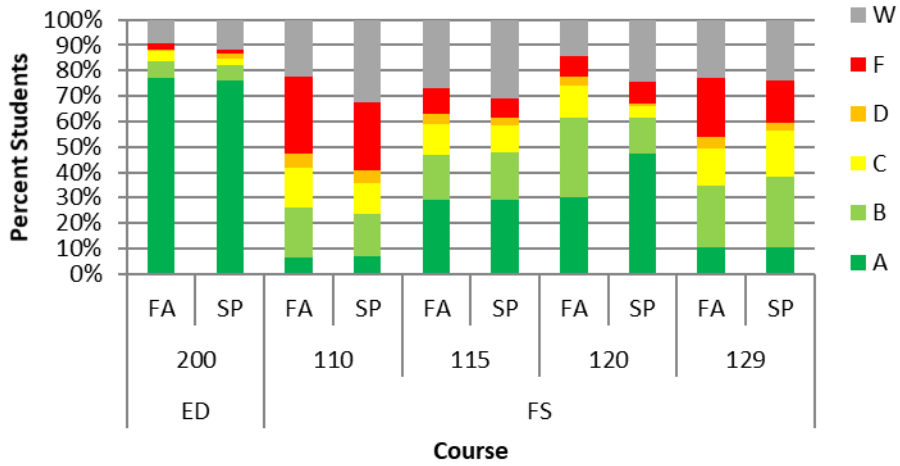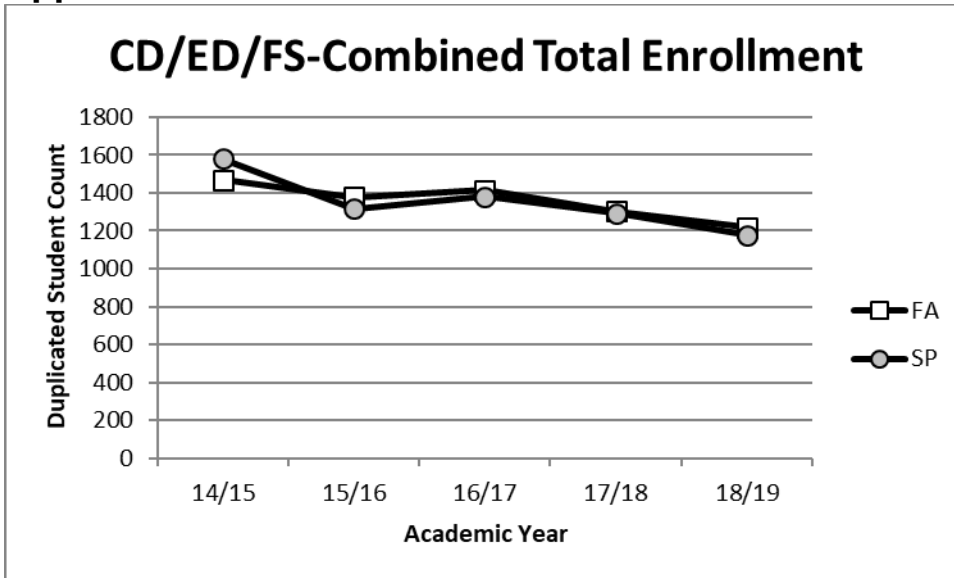
Appendix 1. Grade Distribution Summaries

CD--Outcomes over Time

CD--Outcome by Course, Fall
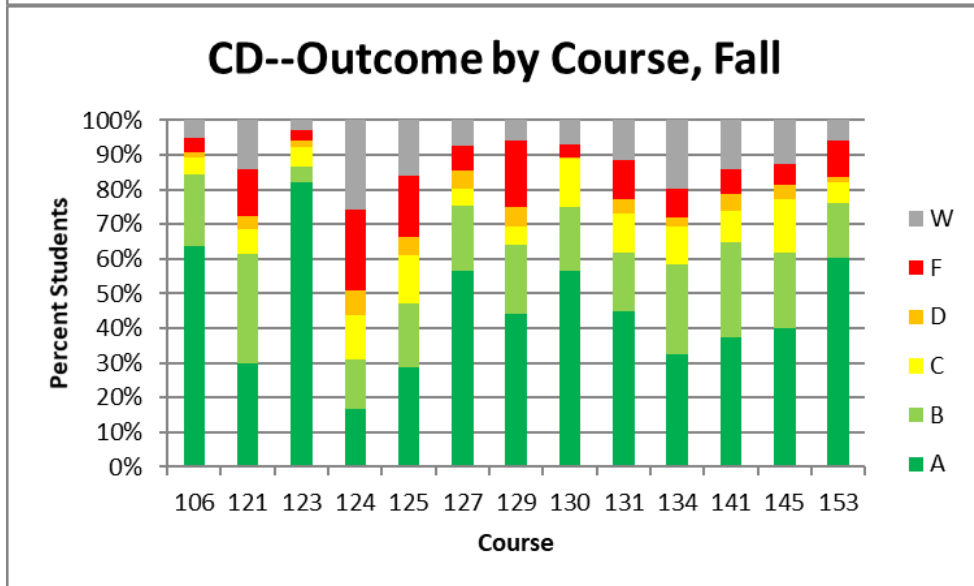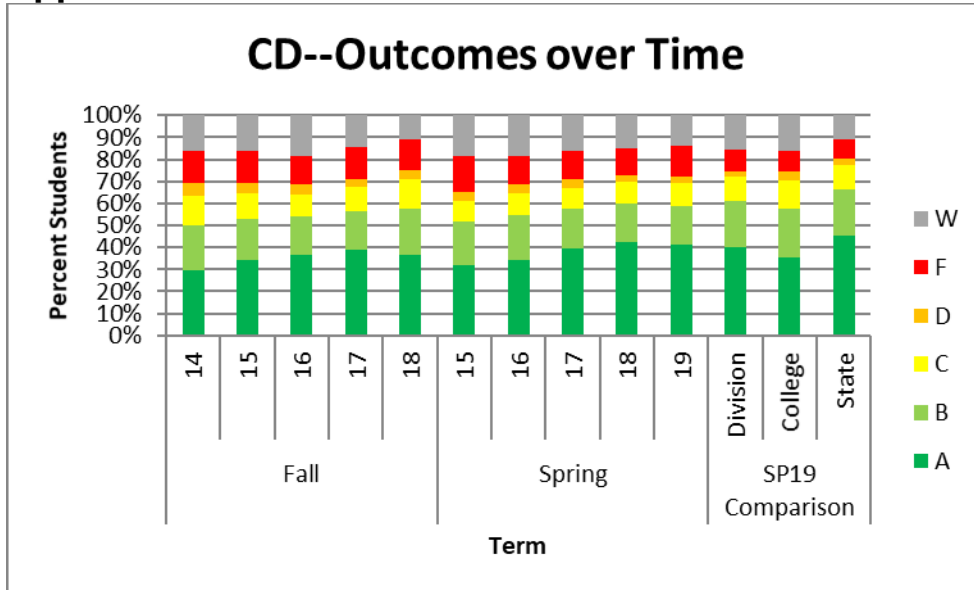
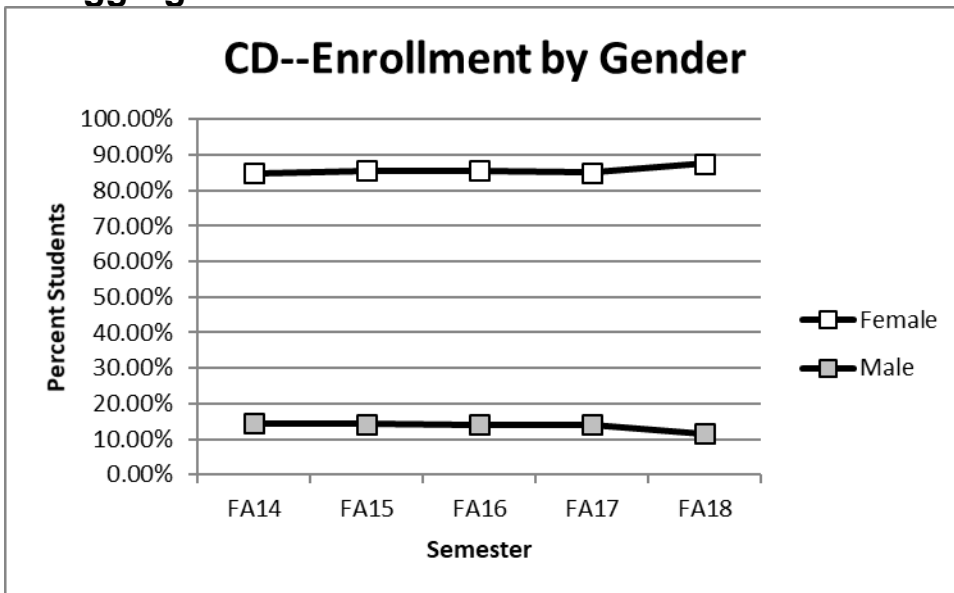**CD--Outcome by Course, Spring**
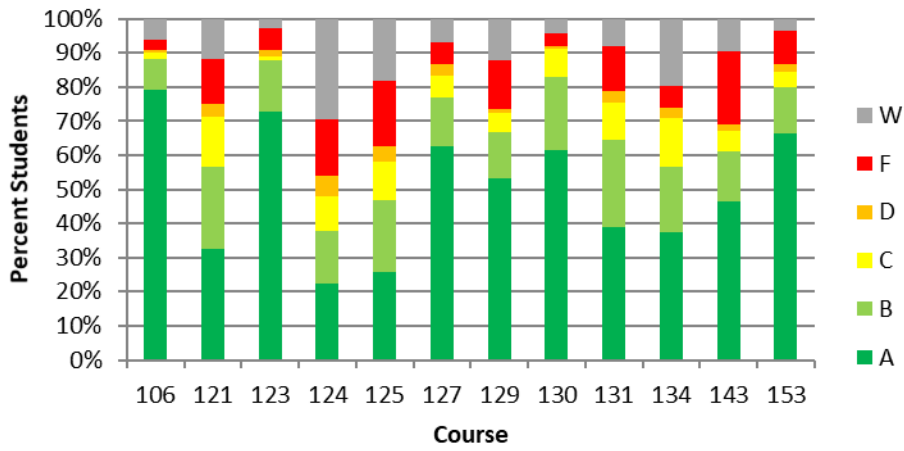
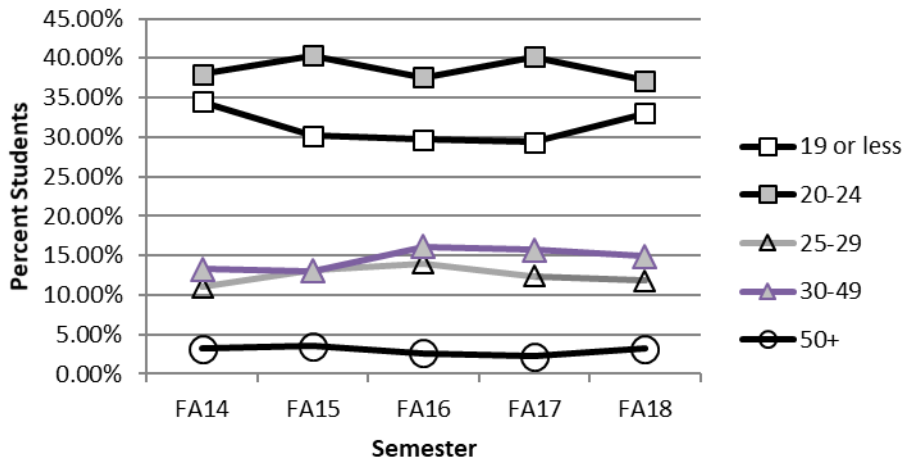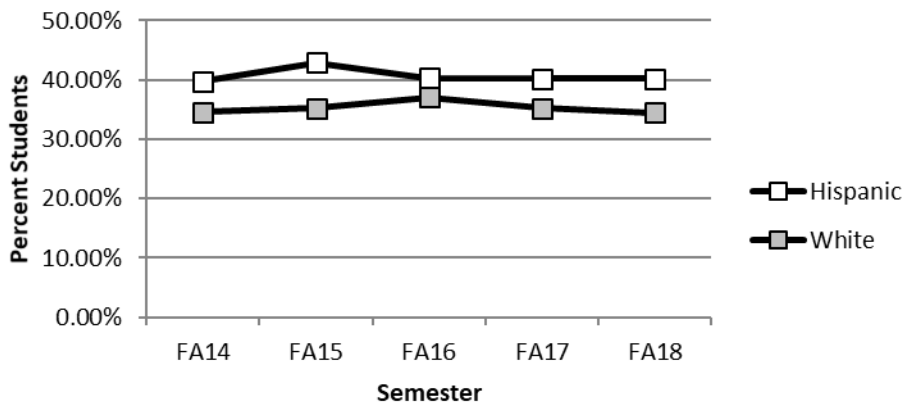**ED, FS--Outcome by Course**

Appendix 2. Enrollment Data

Disaggregated Enrollment Data

CD--Enrollment by Age

CD--Enrollment by Ethnicity, Hispanic & White

CD--Enrollment by Ethnicity, Other

Legend: AI/AN, Asian, Black, Filipino, Pac. Isl., Two+

X-axis: Semester (FA14, FA15, FA16, FA17, FA18)
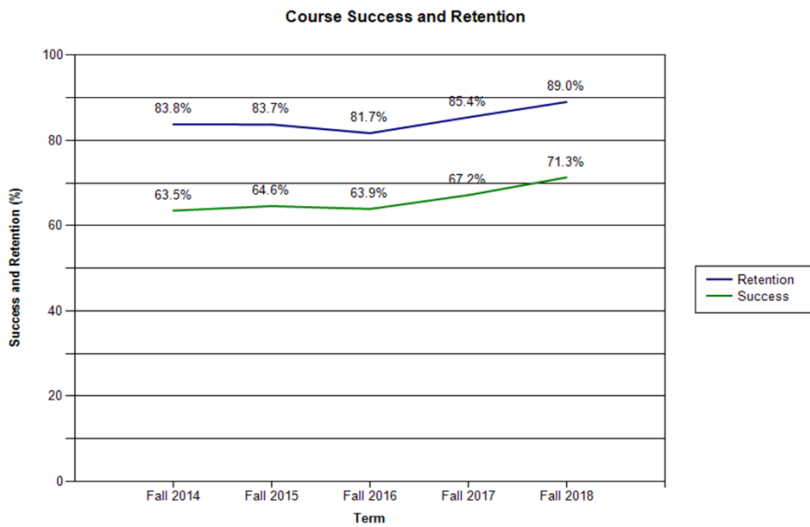
Y-axis: Percent Students (0.00% – 10.00%)
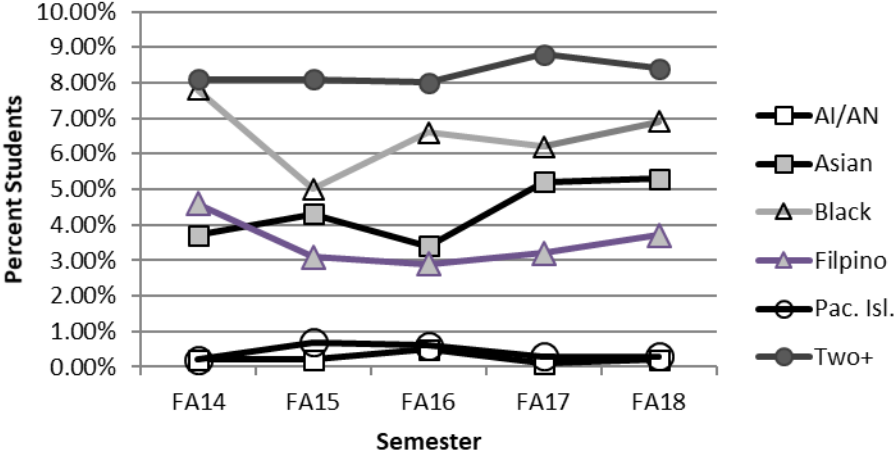
Appendix 3. Student Retention and Success Data

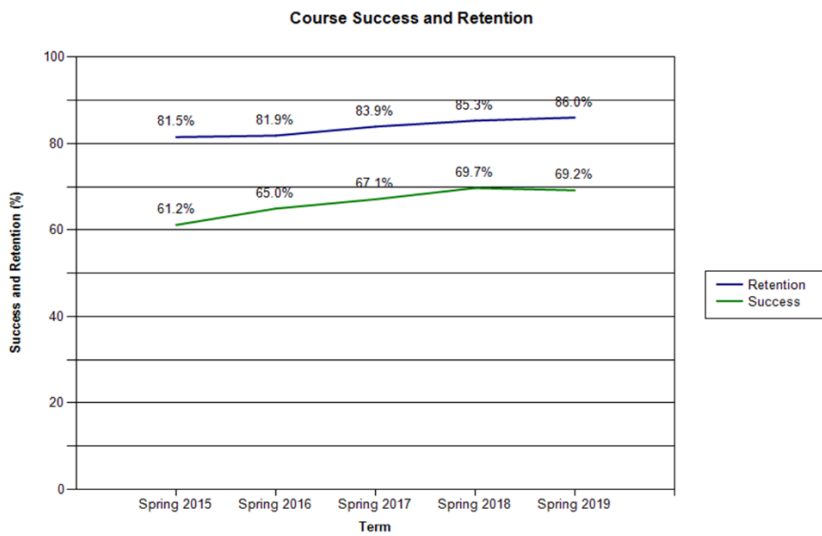College 5-YR Averages: Success 69% and Retention 84%
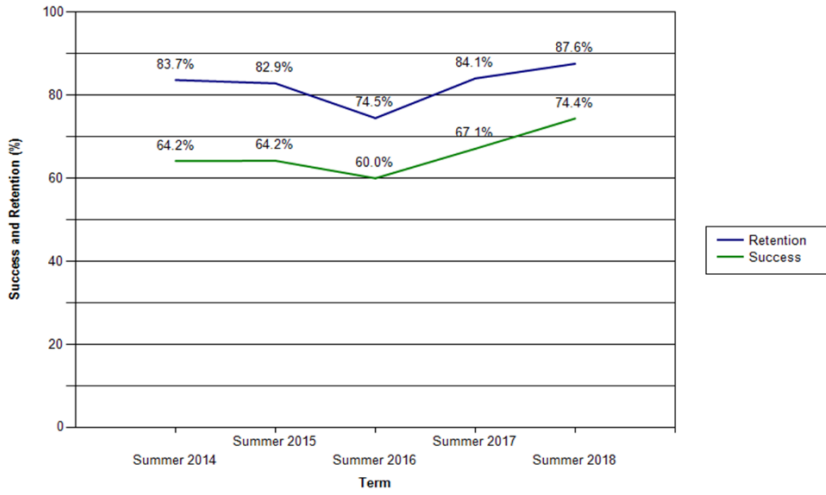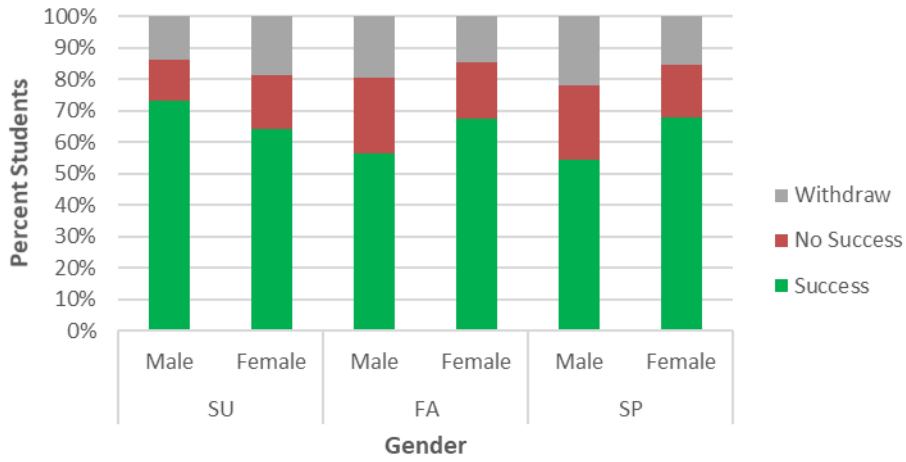College Targets: Success 75% and Retention 85%

All Students: Fall

Course Success and Retention

Fall 2014: Retention 83.8%, Success 63.5%
Fall 2015: Retention 83.7%, Success 64.6%
Fall 2016: Retention 81.7%, Success 63.9%
Fall 2017: Retention 85.4%, Success 67.2%
Fall 2018: Retention 89.0%, Success 71.3%

All Students: Spring

Course Success and Retention

Spring 2015: Retention 81.5%, Success 61.2%
Spring 2016: Retention 81.9%, Success 65.0%
Spring 2017: Retention 83.9%, Success 67.1%
Spring 2018: Retention 85.3%, Success 69.7%
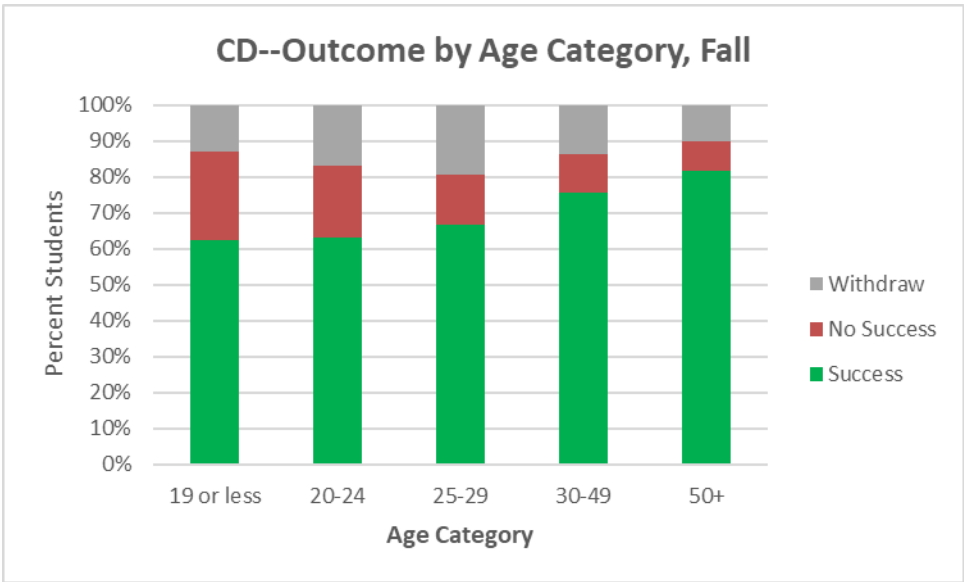Spring 2019: Retention 86.0%, Success 69.2%
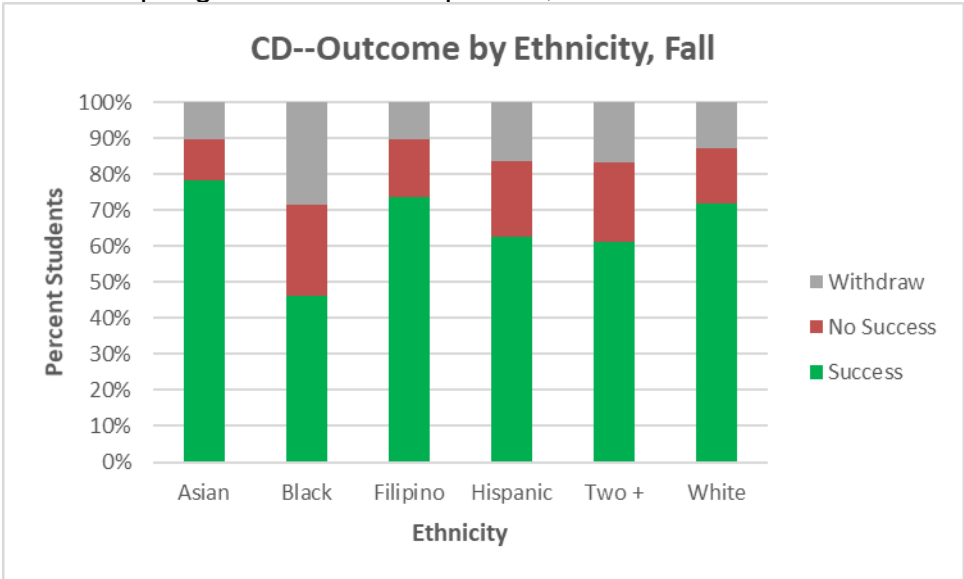
All Students: Summer

Course Success and Retention

Student Success & Retention, Disaggregated

CD--Outcome by Age Category, Fall

Data for spring show the same pattern, so are not included.

CD--Outcome by Ethnicity, Fall

American Indian/Alaska Native and Pacific Islander data are not shown since sample size is too small. Data for spring show the same pattern, so are not included.

<u>Academic Program Review-Follow-up Questions</u>

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make these questions clear and very specific to minimize this effort. Please email the answers to the questions below to joyce.fries@gcccd.edu and Kelly.menck@gcccd.edu by: .

Section/Page	Question	Response
2.1	What were some of the pros and cons of the linked courses, why are they not offered any longer?

What other curriculum updates are needed that you haven't had time to address? | With linked courses students are able to have more intellectual interaction with their peers and faculty members. Students start to build a sense of community which may increase student involvement in and out of the classroom. The department's participations in Freshman Academy demonstrated higher success rates, and retention rates. The students were enrolled in and attended the same courses as a cohort. This helped in establishing relationships and a support system amongst themselves. Students reported that they looked forward to attending classes as they had developed friendships. They were motivated to attend and succeed in the class. The department would link CD 125 to an English and Counseling course. The assignments that were assigned in the child development course typically required writing. The linking of these courses allowed students to practice writing across curriculum with support from their English instructor and their peers. One of the cons was the planning of the cross disciplinary coursework. The reduction in faculty made it difficult to continue with the linking of these courses. In addition to the planning, The English department decided to link with different courses to provide students different opportunities.

At this time our department needs to work on updating our course outlines. |
| 2.2 | Can you give us 2 - 3 specific examples of a curriculum change to reflect currency in the field? | As a department, we have decided to incorporate Adverse Childhood Experiences (ACEs) in many of our courses and at our child development center. Using ACES helps us as a department and staff to focus and trauma informed care and how to best serve our students and with the children at the center. The information gathered by ACEs is now widely being used in assessing children's health. |

		We continue to discuss the importance that social emotional development plays in the development of the whole child. Like the example of ACEs, this topic could also be used to in supporting them as a student as they too deal with social emotional issues throughout their academic career.
2.3	Are all faculty members (full time and part-time) part of these professional organizations? If not, how does the department make sure they are current in their fields? Can you give us an example of a student engagement strategy that you would use to teach the Trauma Informed Care or the Teaching Pyramid?	Q1: Not all faculty members are able to participate in these professional organizations but the information gained is shared at department/center meetings. Information on these current issues/topics in the field are also distributed via articles/books to the whole department. Many instructors also turn to the students to share and information/news stories they have seen that pertain to children. Q2: In 2016 the department hosted a viewing of the movie *Resilience: The Biology of Stress and Science of Hope.* This viewing introduced students and faculty to the impact childhood adversity and toxic stress has on the life of an individual. The information gleaned from this film kick started our department and center focus on becoming *trauma informed* and how best to serve the diverse and often times traumatic life experiences that many of our students carry with them to our classrooms. Through this strength-based approach we have shifted our focus from a "what is wrong with..." to "what has happened to...". With this framework we have been able to identify students who may need resources beyond what the college class offers them. Many instructors also incorporate a student's ACEs score in their class discussions to exam why the questions asked in the ACES are important.
2.5	It was mentioned that newly enrolled students and those new to the CD courses tend to struggle (see graphs for 124, 125). What has the department put in place or plan to do to support these struggling students? What explains the very high grades in ED200 and very low grades in FS110 & 129?	Many of our students in CD 125 and CD 124 are freshman students that may be new to the college environment and may not truly understand the rigor of the courses. The majority of our students in CD 125 are taking the course as a GE and are not child development students so they not know what will be covered during the course. There also seems to be a misconception by the students that child development courses will be easy. They are unfamiliar with the theories, psychology and biosocial development of children. The department recognizes some of these barriers but have continued to be proactive and thoroughly go over course expectations. Faculty continues to make themselves available for students.

			Students in ED 200 are typically students that are already working in the field and have had experience and first-hand knowledge they can share and use during the course. In discussing the low grades FS 110 and FS 129 with the faculty member that typically teaches both courses we believe we may have pinpointed what may be affecting the students in these courses. We have discussed possible changes that should result in more evenly distributed grades for both courses.
2.6		We see that your faculty has recently received training in online teaching strategies. Are all faculty members receiving training? What specific training is being utilized? What skills were learned and are now being used in online teaching? What else has your department implemented or planned to help ensure that online learning experiences will be more successful and equal to in person learning?	The majority of are faculty has been through the Canvas training. Only one faculty member has chosen not to teach online and has not gone through the training. The online training has been through the college or @One. Faculty members have also attended trainings on different online tools that they can incorporate into their online and face to face courses. LaunchPad and VoiceThread. They have also learned to use additional tools such as Dropbox, a variety of Google apps, embedding online videos, Flipgrid, Goreact, Padlet, among others. Faculty have collaborated to support each other with newly learned online skills for supporting students. The aforementioned tools used to provide students with a variety of ways to communicate with their peers and instructor.
3.1		We see that your faculty has recently received training in online teaching strategies. Are all faculty members receiving training? What specific training is being utilized? What skills were learned and are now being used in online teaching? What else has your department implemented or planned to help ensure that online learning experiences will be more successful and equal to in person learning?	SAME QUESTIONS
4.2		If there are not enough mentor teachers at sites within the community, what other solutions have you explored for accommodating more students in CD 106, 132 & 133, given the lack of space available in the Child Dev Ctr?	There are many child development centers throughout the county that could accommodate our students but the challenge is to find quality programs that have experienced teachers at their sites. The department has always placed practicum students (CD 132/133) at sites that participated in the California Early Childhood Mentor Program which would have qualified Mentor Teachers. A Mentor Teacher is a high quality early childhood educator of infants, toddlers, preschoolers or school aged children, who has a minimum of 2 years teaching in

			an ECE environment, holds a Degree or Certificate in ECE including a course in Supervised Student Teaching, eligible for a CA Child Development Permit at a Master Teacher level or higher, completed an Adult Supervision Course, and has passed the appropriate Environment Rating Scale for their facility. The department is need of a new and larger child development center that could accommodate more children, families and lab students (CD 106). A larger center would accommodate families that often wait 1-2 years for a spot for their child. It would provide more space/opportunities for lab and observation students and improve the technology used for recording and observing. The center is used by students from a variety of different departments as well.
5.1		Enrollment in your department has declined 25% over the program review cycle. Are you seeing these declines in any particular group of students or course? What types of outreach do you do to attract students to Grossmont? Diversity & inclusion strategies may be working somewhat for your male and Hispanic students (10% success gap) but are not for your Black students (25% success gap). Besides discussing diversity, what teaching practices do you use to help your students from diverse backgrounds feel included in class and to be successful?	The department experienced a decline in enrollment during this cycle due to a variety of reasons including having to cut courses due to the budget. In addition, we were limited in the number of courses we could offer due the lack of placements for practicum and lab students. For example, many semester we have a enough students to fill two sections of CD 106 but could only offer one due the limited space we have at the child development center for our lab students. We also believe that teaching out of the 100 building had an effect on the number of students that enrolled in some of our courses. Our classrooms in building 31 were more inviting and better suited for the small group learning that usually takes place. Some the classrooms in building 100 did not allow for us to put in practice what we normally do. We have a strong relationship with local high school staff that has helped in promoting our department and courses. As one of the key contributors and creators of the San Diego Reggio Roundtable we have been able to use this platform to promote our department to the 100s of conference participants throughout the community. We have also worked with YMCA CRS to assist us by sending out a mass mail out to east county childcare center and family childcare staff. We also work closely with the Head Start and the San Diego County Office of Education on different projects that help in promoting our program. One strategy faculty use to include diversity in their discussions is the use of bio-boards. Students create these boards to provide a space where students are able to use various mediums to represent "who" they are. Their personal culture, values, hopes, and dreams are presented with intention and meaning. This activity not only allows students to get to know one another but provides faculty with information that they can use to get to know their students on a

		deeper level. Often these stories connect students and faculty as commonalities are realized and differences celebrated.
5.3	Please provide a few specific examples of teaching strategies or activities that encourage student engagement.	Many faculty intentionally set up their classrooms to promote small group work. We believe that this allows students to be more engaged and then be more willing to participate in the large group discussion afterwards. Many faculty members discuss different learning styles and then have students complete a learning Style self-assessments. This technique allows students to openly share what type of learner they are. This information is used to individualize classroom instruction. Some faculty have students work on reflective writing and journaling allows students time to ponder and process the knowledge and information they are learning. Many faculty also provide students with hands on activities which encourage students to experience kinesthetic learning and have first-hand knowledge using the materials children may use in their early childhood education classrooms.
5.6	Have you thought about discontinuing the Teacher degree?	As education requirements in the field are changing and will continue to change we will need to take a closer look at which degrees we offer.
6.1	Please elaborate on essential student support services such as tutoring/library? How is your department engaging and communicating with these departments to address student success?	For many years we had tutors that were very enthusiastic about assisting students with help outside of the classroom. Since our last tutor graduated and left Grossmont the department has not had a tutor but we are eager to have one in place soon. We do provide textbooks for students to check out at the library for a limited time. We also check out extra copies we may have in our offices so that students can use them for an extended period of time. We have also written to our publisher reps to ask for copies of the textbooks for students in need.
6.3	Please elaborate or explain which college support services have been most beneficial for your faculty and staff?	Our faculty have utilized all of the examples of support services listed through the program review cycle and they have all assisted us with the material, support, services we needed. IT has provided support by recommending the best hardware the department can purchase to meet our needs, providing

		technical support in our offices and classrooms. Instructional Operations have provided support in department planning, scheduling, and curriculum. Printing services by providing necessary copies and supplies. CAPS by providing information and working with them in the planning of dedicated parking for families at the child development center. Once again , all support services have been supportive when needed
8.1	Are decreases in course fill across the board, or in some specific courses?	The decrease in course fill rates were across the board and we believe this was due in part to the decline in enrollment college wide. At that time we had to cut classes. As mentioned in a previous response, there are some classes that we could have offered more sections for but were limited due to the size of our child development center.
8.4	Has the grant from San Diego County Office of Education been a consistent form of funding? Is this something you count on for future revenue? What kind of funding issues will you have since PITC ended in June of this year ?	Our grant from SDCOE is a small grant and is awarded for our center's participation in the local QRIS system that is mandated by the state. The amount is determined by the overall program rating and amount of sessions offered. This funding stream is enhancement funds and is a program stipend for providing a high-quality early learning and education to young children and their families. The PITC fund loss will not impact the program's viability or operational funding. The grant was specifically to support the professional development and implementation of the six essential policies of PITC. While our PITC grant ended this year, our implementation and professional development around the six essential policies will continue as it is the framework and philosophy of the program. Our funding from CDE and Head Start
9.2	Can you please reflect on what your department could do better regarding outreach, retention, and success? Identify some specific efforts you can employ to address each of them?	Outreach Being limited in the number of full time faculty over the last couple of years has limited the number of events we could attend to promote the program but as mention previously we have made some efforts in outreach by doing the following: *We have a strong relationship with local high school staff that has helped in promoting our department and courses. As one of the key contributors and creators of the San Diego Reggio Roundtable we have been able to use this platform to promote our department to the 100s of conference participants throughout the community. We have also worked with YMCA CRS to assist us by sending out a mass mail out to east county childcare center and family childcare staff. We also work closely with the Head Start and the San Diego County Office of Education on different projects that help in promoting our program.* RETENTION

		We will continue to provide students with an environment that gives them a sense of belonging. This has always been done in all of our classes, The sense of belonging is accomplished by providing the necessary support students need in and out of the classroom. We emphasize the importance of building relationships with our faculty which turn reminds them of the importance of building relationships with each of their students. We strongly believe that a student who believes that they can turn to a faculty member or a peer for support is likely to attend class more often and engage with those they share a classroom with. We also believe that because our department have been part of a diverse number of trainings and organizations that include topics such as mental health, diversity, social justice, crisis and trauma informed care we are able to have a better understanding of what a student may be going through during difficult times. SUCCESS As stated above, we believe that building relationships with our students will support them in continuing with a course and it will also help them in succeeding. We encourage faculty to make themselves available to students before and after class, during office hours or via an online platform like Zoom.

GROSSMONT COLLEGE
SPRING 2020 Child Development and Family Studies

PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION

The committee recommends <u>maintaining</u> this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:

1. Having a reputation of excellence at the state level, serving as one of five PITC sites state-wide, and being a CA Teaching Pyramid Partner site.
2. Improving management of and increasing funding for the Child Care Center by changing supervisory model and partnering with Head Start.
3. Using social/emotional intelligence and trauma-informed teaching to facilitate learning and student engagement.
4. Extensive involvement in discipline-specific activities, the community, and professional development.

Committee recommends the following:

1. Update COR for all courses and submit to curriculum committee by September 2021.
2. Develop and implement strategies to improve course success rates in CD 124 & 125 and for online courses.
3. Communicate with the SLO coordinator to get back on track with assessing SLOs and reporting data in Tracdat.
4. Continue to develop and implement strategies to reduce equity gap for Black and Hispanic students and to recruit and encourage more male students.
5. Expand outreach efforts, including promoting degrees and jobs rather than only courses and restarting the CDSA club.
6. Manage course offerings to increase fill rates and WSCH/FTEF, especially for summer.

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_____   _____
College President   Program or Department Chair   Academic Program
Review Chair

CHILD DEVELOPMENT AND FAMILY STUDIES

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2014-15	64.7	555.6	68.4	544.3
2015-16	60.3	521.4	58.7	505.9
2016-17	70.4	577.1	55.8	462.9
2017-18	62.9	502.4	49.9	484.9
2018-19	60.3	528.8	52.9	494.4