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Instructional Program Review

General Information

1. Name of department (program) under review.

Child Development

2. Who is the person(s) submitting the Program Review form?

Pam Guerra-Schmidt and Adrienne Seegers

3. What is the current academic year (i.e., 2022-23)?

2022-2023

4. Please describe the department/program, its staff and faculty, etc.

Child Development is a thriving program at Columbia College that offers two degrees and two certificates.

Both degrees and certificates provide a solid foundation in nationally recognized child development principles, observation and assessment techniques that lead to planning developmentally appropriate, inclusive curriculum, and awareness of diversity as it relates to children and families. The integration of theory with practical and experiential courses prepares students for a wide variety of careers in all types of programs in the field of Child Development.

In addition, each award prepares students for the education requirements and some of the experience requirements for the various levels of Child Development Permits issued through the California Commission on Teacher Credentialing. Permits are required for Teachers that work in educational sites that are state and/or federally funded programs.

The Child Development Associate in Science degree is for students with varied professional goals related to working in direct services with culturally diverse infants, toddlers, preschool and/or school-aged children, and their families. Preparation for the workforce includes specializations in infant and toddler, early intervention, administration, and school-age care and education.

The goal of the Early Childhood Education Associate in Science degree for Transfer program is to prepare students for transferring to and pursuing a bachelor's degree at a California State University. The program is intended and designed to make the transfer of Columbia College students to CSU (California State University) as seamless as possible for students interested in pursuing a career in the field of children and families.

The Certificate of Achievement in Associate Child Development Teacher/Future Educator's prepares future educators including infant, toddler, preschool, transitional kindergarten, before/after school, and elementary school teachers with a sound foundation in child development.

The Certificate of Achievement in Associate Infant/Toddler Teacher provides students with a foundation in high-quality caregiving and environments for infants and toddlers. This certificate prepares students for entry-level teaching roles with infants and toddlers.

Two full-time faculty teach a variety of coursework during fall and spring semesters and two to four dedicated part-time faculty teach courses over the summer along with teaching CCAP (College and Careers Access Pathways) courses at the local high schools and at the Sierra Conservation Camp. There may be potential for growth at the local high schools and Conservation Camp if more part-time faculty were available to teach. Currently the high school courses are three days a week for approximately 50 minutes making it challenging to find instructors available for these short time periods. The program has worked hard to streamline offerings to avoid class cancellations. The result has been steady enrollments with surprisingly high numbers during spring 2023. We also have a part-time Child Development Specialist, embedded tutors, and a student worker supporting the program, particularly student success.

5. Please describe how this department's/program's mission relates to the college [mission](#) and [strategic goals](#).

The Child Development instructional program's mission fully supports the College's mission. We serve diverse students in engaging learning environments. Students earning our certificates and degrees are well prepared to be hired in programs serving children and families, advance their careers, and to be successful in higher education. We work closely with community partners through our advisory committee, community events, our Tea Party fundraiser, our Child Development-Future Educator's Major event, the California Early Childhood Mentor Program, the Child Development Training Consortium (CDTC) and the Child Development/Future Educators' Club.

The program also aligns with the College's strategic goals through supporting student completion of courses, certificates, and degrees by offering many layers of support for students both within the program and through the campus at large (for example, embedded tutors and connections with campus activities and programs). Anecdotally, students who transfer to 4-year universities are well-prepared to meet their higher education goals. We continue to look for ways to reduce barriers to success.

We are proud that our program is almost 100% Zero Textbook Cost. We also work closely with the library to ensure that students have hotspots, laptops, and materials. Through our advisory committee, we revise our curriculum to be sure that graduates are workforce ready. We strive to expose students to the types of activities that they will encounter in the world of work and encourage students who are already employed to share their experiences with their peers.

Close connections with the on-campus childcare program allow students many opportunities to engage with a high-quality program as student workers and student teachers, through tours and visits, and by carrying out observations and other assignments.

Equity is a concept that is highly valued in the field of child development/early childhood, and faculty and staff strive to model it as well as teach it in all our courses. The intention is for our program to actively engage in supporting students and designing teaching strategies and program supports that break down existing barriers to equity that will provide equal and inclusive opportunities to all students enrolled in our program. Both full-time faculty members

are engaged committee members of the Cultural Enrichment committee or the Diversity, Equity, Inclusion, and Accessibility committee.

Department Data Sheet

1. Review the Department Summary Data Table. What are the strengths? What are the challenges or areas of improvement? What is the impact on students? Respond to a minimum of three trends such as census enrollment, FTES/FTEF, course success rate, course retention rate, etc.

Child Development has been working hard to streamline course offerings to minimize cancelled classes and negative impacts on students from confusing pathways. As the Summary Data indicates, we are increasing enrollment while offering fewer sections (active sections are down while census enrollment is up.) The clear strength is increasing enrollment despite overall lower enrollment in college courses post-pandemic. We believe that students are positively impacted by fewer choices in elective classes. We hope that Starfish and other tools are making student's pathways through the program easier to navigate.

The number of awards dipped dramatically in 22/23 but a preliminary list shows graduations numbers for this year back to the typical 20ish graduates across the four awards offered. The dramatic decrease is likely an impact of lower enrollment during the beginning of the pandemic.

2. Review the Department Student Equity – Success Rates Data Table. What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

The success rates for Child Development range from 61.7% to 90% across the demographic data slices presented in the success rates data table. Overall success rates are fairly high, which is an accomplishment. Interestingly, success rates for historically underrepresented groups in Child Development (people of color and men) are higher than their white counterparts. Native students succeeded at a rate 2.3% less than their white counterparts and students ages 18-24 were 11.1% less likely to succeed as compared to the other age groups. Young students made up the largest group among the age categories while Native American students were one of the three smallest ethnic groups served by the program over the last three years. Thinking about ways to bolster success for typical college-age students and Native American students will be part of our plan and goals for the coming year. Our campus has similar objectives as noted in the DEIA (Diversity, Equity, Inclusion & Accessibility) identified goals which includes identifying, attracting, retaining, and graduating a diverse student body and connecting the Columbia College Community to diverse services, information, and resources. Additional data about the less successful 18–24-year-olds might be helpful.

Student success rates seem to be stable across online and face-to-face offerings and full-semester and short-term classes.

3. Review the Program (Department) SLO Data Table. How does your department support ISLOs (Institutional Student Learning Outcomes)? What are the strengths and challenges? What is the impact on the college mission?

Child Development assesses courses that map to the career, critical thinking, culture/community, and knowledge ISLOS. The Child Development data do not suggest a clear impact on the college mission.

The SLO data is hard to translate into meaningful information about the program since SLO assessment is done infrequently for each class. The success rates overall are high and follow the trends on the success rates data table. Typical college age students (18-24) are meeting SLOs at a lower rate than their older peers and white students are less successful than their peers of other ethnicities.

Award Data Sheet

1. Review both tables on the Award Data Sheet. What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

Some students receive one or more of the four awards yearly. Although not represented in the data sheet, the program is aware that many students receive multiple awards upon graduation from the College. We would like the number of completions to increase for each award. We are less confident about how to do this. We have talked about a student success model where a staff member actively reaches out to students to encourage them to complete their awards. In addition, having a system that identifies students that have completed one of the certificates would be helpful as some students are not aware they even completed the award. Each year, we typically have one or two students who will return to college after long absences and complete an award. Some students move on to career and higher education goals at universities without earning our awards. The Child Development Permit granted by the California Teacher Credentialing office is an alternate employment standard.

Course Data Sheet

1. Review the Course Summary Data Table for each course. What are the trends for enrollment, retention, and success rates? What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

Enrollment dipped significantly during the 20/21 school year, which was the first year of COVID. Enrollment rebounded nicely after that with a 2022/23 census enrollment at an all-time high of 893 as compared to 710 five years ago. The “free for me” program starting spring 2021 offered free tuition for the last three semesters and has had a positive impact on enrollment across campus.

Child 1, Child Growth and Development course has the strongest enrollment in the program with 305 students for the 2022/23 year; the next closest child development course had 76 students enrolled. It is a required course for all four program awards, and it transfers to both the CSUs (California State University) and UCs (University of California), meeting two different general education areas for both our college and the transfer pattern. Historically, this course has had two sections offered each fall and spring semester and one section during summer. Due to the consistent wait list, an additional late start class was added for fall 2022 and spring 2023. This new late-start class has had a wait list too, and there is a possibility for an additional section to be added.

Fill rates look low for Child 16 and Child 44 practicum courses because these sections are stacked. Fill rates are higher than presented. Success rates and SLO attainment are also higher than the average course in this capstone course.

2. Review the Student Learning Outcomes Data Table for each course. What are the strengths and challenges? What is the impact on the college mission?

Outcome assessment is an indicator of student learning, and currently student learning outcomes are achieved by 75 to 100% of students who complete each course. This shows that the courses are designed to support the students in achieving educational outcomes in knowledge, skills, and abilities as a result of taking a course. SLO data is a bit floppy because not every course is assessed every time it is taught. The impact on the college mission is the Child Development department is successfully preparing students to complete awards leading to employment opportunities and/or continued education.

Curriculum Analysis

1. What courses and awards are due for a 5-year review? To find this information, go to the [Curriculum Committee webpage](#) and click on the following links in the left menu bar: Course 5 Year Review Tracker link and Award 5 Year Review Tracker link.

We just completed a review of curriculum including all courses and all four awards during fall semester 2022. Child 16 and 44, practicum courses, still need additional work regarding the prerequisites listed in our college catalog and the C-ID course outline. We have been waiting for a response from C-ID for 5 months. We are now creating a plan to move forward without their response.

Goal Setting

On the following pages, please establish goals for your department. Keep in mind the purpose of the Program Review to drive continuous improvement, as well as to help establish a need for funding or other support to achieve improved outcomes. **What sorts of things will the department be doing, or would like to be doing, to maintain, expand, or improve excellent instructional delivery?**

This template has space to establish up to three goals. If you wish to add more goals, additional forms are available in the Teams folder.

Goal 1

1. State the status of this goal (new, in-progress, or completed):

New

2. State this goal in one or two sentences?

Replace Pam Guerra-Schmidt, full-time faculty member who plans to retire July 2024.

3. What is a short name for this goal?

Replace full-time faculty

4. In what ways will achieving the goal support the college's mission and/or core values?

Child Development is a strong program with clear alignment to the college's mission, core values, and strategic goals. If the position is not filled the program will have to scale back particularly in the activities that keep it connected to the community. It is likely that student success would decrease due to less consistent quality across courses and fewer opportunities to feel connected and nurtured (Student Success Factors) in the program. Without replacing this position, the program will be unlikely to increase success with completions, equity, and transfer and workplace readiness.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

- Increase award completion
- Reduce barriers to completion
- Reduce equity gaps
- Increase transfer readiness
- Increase workforce readiness
- Maintain institutional stability

6. What steps are you going to take to achieve this goal?

Encourage administrators to see the value of the program. Write a really convincing faculty hiring prioritization proposal. Cross all fingers and toes!

7. How are you going to measure completion of this goal?

The position will be filled or not.

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

Staffing

Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request Form (Secured – YCCD (Yosemite Community College District) Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

Goal 2

1. State the status of this goal (new, in-progress, or completed):

In-progress

2. State this goal in one or two sentences?

Continue to work toward 100% ZTC (Zero Textbook Cost) in Child Development

3. What is a short name for this goal?

100% ZTC

4. In what ways will achieving the goal support the college's mission and/or core values?

Reducing barriers to access and success is a vital component of the College's mission and values.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

Reduce barriers to completion

- Increase award completion
- Reduce barriers to completion
- Reduce equity gaps

6. What steps are you going to take to achieve this goal?

We are still searching for solid ZTC options for a few courses. We are reaching out to faculty in other colleges and scanning newly developed OER (Open Educational Resources) resources. The college has offered opportunities for faculty to enroll in a ZTC course to identify a ZTC or OER resource (or resources) with real potential to replace the textbooks in a course.

7. How are you going to measure completion of this goal?

Every class in the schedule will be labeled with the ZTC symbol.

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

We have adopted new OER texts in several courses.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

Instructional materials may be needed if online sources are not available, we may purchase a class set of textbooks to lend through the library. Will complete a resource request if OER materials are not found.

Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request Form (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

Goal 3

1. State the status of this goal (new, in-progress, or completed):

New

2. State this goal in one or two sentences?

Engage culturally responsive practice (CRP) across the Child Development program by using liquid syllabi, humanizing online courses, and other tools to best support diverse students. All students experience a sense of belonging and significance in Child Development courses.

3. What is a short name for this goal?

Increase culturally responsive practice

4. In what ways will achieving the goal support the college's mission and/or core values?

Culturally responsive practice supports several of the college's core values including; transformational learning and growth, vital community and access, positive campus environment, civic awareness, and institutional wellness.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

- Increase award completion
- Reduce barriers to completion
- Reduce equity gaps
- Increase transfer readiness
- Increase workforce readiness
- Maintain institutional stability

6. What steps are you going to take to achieve this goal?

Faculty and staff will participate in professional development relating to CRP and then implement changes in courses and experiences based on the latest information gained.

7. How are you going to measure completion of this goal?

We will report on implementation of CRP in courses and department activities.

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

We do not anticipate additional resources needed to support this goal. This goal may require attendance at conferences and workshops.

Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request Form (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

Goal 4

1. State the status of this goal (new, in-progress, or completed):

New

2. State this goal in one or two sentences?

Increase the Child Development Specialist from 19 to 30 hours per week to increase student success.

3. What is a short name for this goal?

Increase support staff position.

4. In what ways will achieving the goal support the college's mission and/or core values?

Increased time for this position will allow for more hands-on support of students in course and program completion. It would allow Child Development to implement the 6 Student Success factors more fully (Focused, Nurtured, Engaged, Connected, Valued, Directed.)

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

- Increase award completion
- Reduce barriers to completion
- Reduce equity gaps
- Increase transfer readiness
- Increase workforce readiness
- Maintain institutional stability

6. What steps are you going to take to achieve this goal?

Work with the CTE (Career and Technical Education) Dean to find the additional funds needed to make this happen.

7. How are you going to measure completion of this goal?

The hours for the position will be increased or not.

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

Staffing and benefits

Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request Form (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

Submit

- When you have completed all areas of the Program Review as outlined above, notify your dean by typing the @ symbol and your dean's name in the box below (e.g., @Sean Osborn, @Steve Amador, etc.).

Dean's Review and Feedback

Deans: Please review the form above and place any thoughts or feedback that you have in the space below. Feedback from AAC (ACADEMIC ACHIEVEMENT CENTER), counseling, industry, etc. can be included. When completed, please put the @ symbol and the faculty member name(s) at the end so that they will get notified when your review is completed.

@Steve Amador

@Brandon Price

I'm very interested in researching the effect of implementing Culturally Responsive Practice across the Child Development curriculum.

@Pam Guerra-Schmidt

@Adrienne Seegers