

primary caregivers of young children. As institutions of higher education are facing lower enrollment rates, the Child Development department is also noting a decrease in enrollment.

**T4. Declining retention rates in CD courses.** As reflected in the Child Development enrollment data for fall 2020, retention rates in classes are declining. As students face our current global pandemic, they are experiencing a range of stressors including the following: limited access to and knowledge of technology, inconsistent internet, caring for their own children who are participating in online learning, providing care for sick family members, mental health challenges, and financial stressors. These additional stressors have a direct impact on a student’s ability to be successful in online classes.

**References**

<https://www.cerritos.edu/child-development/mission-statement.htm> retrieved September 2020

<https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm> retrieved September 2020

**SMART Goals**

Ref	Goal	Action to be Taken	Completion Date	Person Assigned
S2 S3 S6 S7 S8 W2 W7 W8 O4 O8	<b>1. Aim to increase student engagement, retention, and completion rates by 5% as measured through SLO data and action plans.</b>	<p>a. Investigate using Flex Time and Strong Workforce funds for self-study and collaboration around SLO data analysis and effective pedagogy.</p> <p>b. Provide training and support for current and incoming adjunct faculty to measure SLO data, complete improvement plans and match faculty who teach the same classes to work together.</p>	<p>a. May 2021</p> <p>b. June 2022</p>	<p>a. Olga Andrade and Dionne Gibson</p> <p>b. Angie Beck, Susan Gradin</p>
W1 W3 W5 W6 O5 T2 T4	<b>2. Improve student success rates among under-served communities.</b>	<p>a. Actively reach out to our male students in CD 110 and specifically ask them if they have considered a career working with young children.</p> <p>b. Research and attend equity instruction workshops as offered by the CTX and other agencies.</p>	<p>a. Ongoing each semester.</p> <p>b. June 2021 and ongoing</p>	<p>a. All FT and PT Faculty</p> <p>b. All faculty</p>

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		<p>c. Collaborate with the Teacher TRAC counselors and Adult Education to plan advise for math and science courses.</p> <p>d. When hiring faculty, consider equitable representation.</p> <p>e. Invite more CD students to the Advisory Committee or create a separate student advisory board (coffee hour with faculty).</p> <p>f. Investigate sources of support (e.g., UnDocU Alliance) for students who don't have a SS # when they are registering for the Workforce Registry, obtaining their permit, or for other professional documentation.</p> <p>g. Collaborate with Research and Planning to design an anonymous overall program evaluation survey to be disseminated at the end of each spring semester.</p> <p>h. Ensure equitable and inclusive representation in course materials, textbooks, children's books, case studies, and other assignments/activities.</p>	<p>c. August 2021</p> <p>d. August 2021</p> <p>e. August 2021</p> <p>f. December 2021</p> <p>g. May 2022</p> <p>h. June 2022 and ongoing</p>	<p>c. Angie Beck and Jenn Palma</p> <p>d. FT faculty assigned to the hiring committee.</p> <p>e. Dionne Gibson and Olga Andrade</p> <p>f. Jennifer Palma</p> <p>g. All FT and PT faculty</p> <p>h. All faculty</p> <p>i. Olga Andrade and</p>

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		i. Investigate OER for CD 110	i. December 2022	all CD 110 instructors
W2 W3 O4	<b>3. Assess the need for Distance Education courses in Child Development.</b>	<p>a. Faculty to increase skills while implementing a constructivist approach while teaching content remotely. Look into reimbursements for @One courses. Explore options for part-time faculty to earn online certification.</p> <p>b. Analyze student retention and success rates across fall and spring semesters. Compare past and present retention and success rates among courses offered face to face and online (i.e., CDEC 161 and 230, CD 110, 139) to look for patterns and trends.</p> <p>c. Analyze course offerings and provide online courses to support students who require flexibility outside of a face to face classroom.</p>	<p>a. Spring 2021 and ongoing</p> <p>b. December 2022 and ongoing</p> <p>c. June 2024</p>	<p>a. All FT and PT Faculty</p> <p>b. All FT Faculty</p> <p>c. All FT Faculty</p>
S1 S5 W4 O3 O6 O7 T1	<b>4. Provide students with resources to maximize their options and opportunities for professional development.</b>	<p>a. Remind students about their Educational Plan and the Workforce Registry when they meet with full time faculty to apply for the permit.</p> <p>b. Include information about the Workforce Registry and the need for Ed Plans on the Child Development website.</p> <p>c. Advertise Teacher TRAC pathways handouts. Provide flyers and brochures for the AA, AS-T.</p>	<p>a. August 2021 and ongoing</p> <p>b. August 2021</p> <p>c. August 2021</p>	<p>a. All FT Faculty</p> <p>b. Angie Beck and Dionne Gibson</p> <p>c. Olga Andrade and Dionne Gibson All FT Faculty</p>

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		<p>d. Introduce the Professional Growth Plan and Record in the Administration courses (CDEC 166, 167 and 230).</p> <p>e. Seek partnerships with local directors to find placements for students wanting experiential hours to apply for their permit.</p> <p>f. Investigate providing stipends to students through Teacher TRAC to complete hours at the center.</p> <p>g. Offer college tours or college guest speakers.</p>	<p>d. August 2022</p> <p>e. August 2022</p> <p>f. August 2023</p> <p>g. August 2024</p>	<p>d. All Faculty who teach 166, 167, 230</p> <p>e. Dionne Gibson</p> <p>f. Dionne Gibson</p> <p>g. Dionne Gibson</p>
O2 T1	<b>5. Remain current in CDE updates in Early Childhood Education (including CAP Alignment Revisions, Commission on Teacher Credentialing Permit, and TPEs).</b>	<p>a. Verify all course syllabi reflect the most current Student Learning Outcomes</p> <p>b. Apply for Flex time credit for CD Inquiry Groups through the CTX</p> <p>c. Evaluate our curriculum to ensure it reflects current CAP Alignment topics and make necessary changes in eLumen.</p> <p>d. Research hiring a permit specialist to remain employed on a consistent basis.</p>	<p>a. May 2021</p> <p>b. May 2021</p> <p>c. December 2021</p> <p>d. May 2022</p>	<p>a. All FT Faculty</p> <p>b. Olga Andrade and Dionne Gibson</p> <p>c. All FT Faculty</p> <p>d. Olga Andrade and Dionne Gibson</p>
S4 W3 W5 O3 T1 T3	<b>6. Aim to recruit and maintain non-traditional students while also building our student</b>	<p>a. Use Strong Work force funds to pay for google ads so our webpage receives more visibility in online searches.</p>	<p>a. September 2021</p> <p>b. January 2022</p>	<p>a. Dionne Gibson</p> <p>b. Olga Andrade and</p>

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T4	<b>enrollment by 2%.</b>	<p>b. Provide more resources for students to succeed. For example, have at least two textbooks per course on reserve at the school library.</p> <p>c. Design and order professional marketing materials. Seek the support of Public Relations and Teacher TRAC to partner with existing campaigns. Encourage Teacher TRAC counselors to recruit for Child Development.</p> <p>d. Invite male CD alumni to speak at recruitment events (e.g., Orientation, Senior Preview Day, visiting high schools, Counselor Day) and interview male alumni to share their professional experiences in the field.</p> <p>e. Create an online orientation video for the CD website and develop a Canvas Module orienting CD students to the department. (Module to be included in each faculty member's courses.)</p>	<p>c. May 2022</p> <p>d. September 2022</p> <p>e. May 2025</p>	<p>Dionne Gibson</p> <p>c. Dionne Gibson</p> <p>d. Dionne Gibson, Angie Beck and Jennifer Palma</p> <p>e. Angie Beck and Jennifer Palma</p>