

Child Development Department

Program Review Self-Study Report 2020-2021

**Cerritos College
Instructional Program Review**

Instructional Program Review Submittal Form

This form is completed and submitted as a cover sheet for the self-study report.

Name of the Program : Child Development

Date Submitted: December 9, 2020

Scheduled Presentation Date: January 19, 2021

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle. **Yes** No

The Program is in compliance with guidelines established by the Student Learning Outcomes committee. **Yes** No

Explain any exceptions for non-compliance with Curriculum or SLO requirements:

Self-Study Prepared by:

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Reviewed by (Division Dean): **Sandra Marks**

Description of the Program

The Cerritos College Child Development Department is “committed to empowering diverse students by developing their skills and abilities to become intentional and professional early childhood educators who thoughtfully develop an effective pedagogy of best practices. In an ever-changing world, our focus is to create a community of life-long learners and educators who respect and value the dignity, worth and uniqueness of each child’s physical, cognitive, and psychosocial development. We strive to model a constructivist approach to teaching and learning that occurs through collaborative, meaningful, caring, social relationships and interactions (<https://www.cerritos.edu/child-development/mission-statement.htm>). We serve several different student populations on campus: Child Development majors, Teacher TRAC students, Speech and Language Pathology Assistant Program (SLPA) students, and students who are fulfilling General Education requirements. Within the Child Development Department, we offer the AA degree, the AS-T degree, and Certificates of Achievement for Core, Core+, Child Development/Early Childhood, and Preschool Director.

Our department consists of five full-time faculty and eleven part-time faculty. Of the approximately 1,600 students we serve in the Child Development department, we currently have a total of 353 Full Time Equivalent Students (FTES).

Enrollment Counts by Academic Year or Term

Subpopulation	Aggregation Selection	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All students	Cerritos College	137,102	136,326	130,220	129,277	129,735	128,130
	CDEV department	3,527	3,503	3,474	3,596	3,106	3,106

Full-time Equivalent Students by Term

Subpopulation	Aggregation Selection	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All students	Cerritos College	17,836	17,735	17,200	16,961	16,776	17,505
	CDEV department	373	364	366	382	345	353

The students we serve range from 18 years to over 50 years of age with approximately 56% of the students enrolled between the ages of 18 and 24. Our students are predominantly Latinx (79%), females (88%) who are looking to enter a career serving children and families.

Child Development Department Demographic Data

Demographic Group	Demographic	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Age	19 and under	16.5%	16.9%	14.4%	15.9%	17.4%	18.4%
	20 - 24	45.9%	44.6%	45.9%	46.0%	41.1%	38.0%
	25 - 34	23.9%	24.6%	26.5%	22.0%	25.6%	26.7%
	35 and over	13.6%	13.9%	13.1%	16.0%	16.0%	16.9%
All students	Overall	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Gender	Female	89.5%	89.8%	88.3%	87.8%	88.6%	88.6%
	Male	8.5%	7.9%	10.1%	10.7%	10.2%	10.1%
	Unknown	2.0%	2.3%	1.6%	1.5%	1.2%	1.3%
Race/ethnicity	American Indian or Alaska Native	0.4%	0.3%	0.4%	0.3%	0.2%	0.2%

Demographic Group	Demographic	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Asian	6.2%	5.7%	5.0%	5.7%	4.4%	3.9%
	Black or African American	5.7%	5.3%	5.4%	5.3%	5.3%	4.6%
	Hispanic/Latino	71.5%	73.1%	73.9%	73.8%	78.1%	75.9%
	Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0.4%	0.5%	0.2%	0.2%
	Two or More Races	2.7%	2.5%	1.8%	2.3%	1.5%	2.0%
	Unknown	7.7%	6.8%	7.0%	6.5%	4.2%	8.0%
	White	5.7%	6.1%	6.0%	5.6%	6.2%	5.2%

Between 2016 and 2019, we have witnessed a steady increase in the number of students earning their degrees and certificates in Child Development. Since the 2016-2017 academic school year, students earning an AS-T degree have increased by 94% while those earning an AA degree and Certificates of Achievement have increased by 36.5% and 96% respectively.

Certificates and Awards

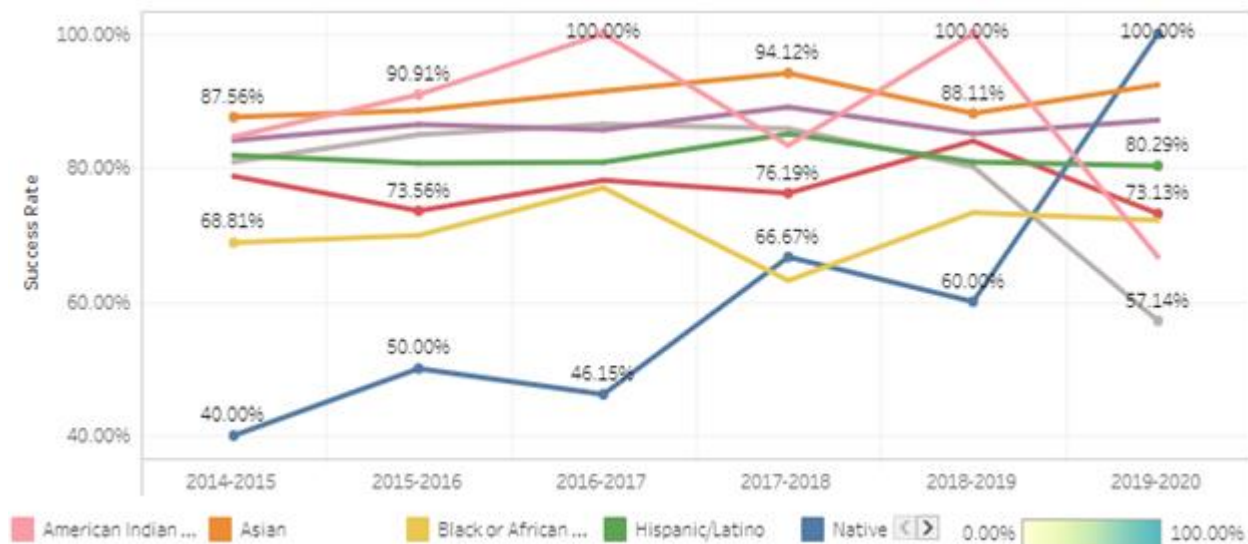
Program Awards Summary Report - Data & Format Area					
Report Area	Program Awards Summary				
	15-2016 Count	Annual 2016-2017 Award Count	Annual 2017-2018 Award Count	Annual 2018-2019 Award Count	Annual 2019-2020 Award Count
<input checked="" type="checkbox"/> Cerritos Total	168	197	236	286	209
Certificate requiring 16 to fewer than 30 semester units				42	30
Associate in Science for Transfer (A.S.-T) Degree	32	35	49	68	67
Associate of Science (A.S.) degree		11	13	18	19
Associate of Arts (A.A.) degree	50	51	52	71	39
Certificate requiring 30 to < 60 semester units	61	57	73	87	54
Certificate requiring 18 to < 30 semester units	25	43	49		

While we have seen success rates increase in our student population, we are aware that African American/Black and Hispanic/Latinx students continue to perform at rates significantly lower than their Asian and White counterparts and we fully intend to reflect on our own practice to ensure an equitable and fair opportunity for underrepresented students to succeed in our program.

Child Development Department Success Rates

Success Rate	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
American Indian or Alaskan Native	77.8%	90.5%	90.0%	100.0%	83.3%	100.0%	66.7%	
Asian	87.3%	85.1%	89.0%	92.4%	94.2%	88.2%	93.1%	85.7%
Black or African American	68.0%	71.0%	73.2%	80.2%	64.9%	73.2%	70.6%	29.6%
Hispanic or Latino	80.1%	82.0%	81.2%	81.2%	85.3%	81.1%	80.5%	73.4%
Native Hawaiian or Other Pacific Islander	100.0%	40.0%	50.0%	46.2%	66.7%	60.0%	100.0%	
Race/ethnicity Unknown	82.8%	81.8%	82.0%	78.4%	82.5%	80.8%	60.8%	50.0%
Two or More Races	68.4%	78.3%	72.1%	77.5%	75.9%	83.7%	75.4%	50.0%
White	84.4%	84.5%	87.2%	86.3%	88.5%	86.7%	87.6%	66.7%

Child Development Department Success Rates



According to the Bureau of Labor Statistics, “Employment of preschool teachers (not including special education) is projected to grow 2 percent from 2019 to 2029, slower than the average for all occupations” (www.bls.gov). The 2019 median pay for preschool teachers was \$30,520 annually (\$14.67/hour) as compared to kindergarten/elementary teachers with a Bachelor’s degree who earned \$59,420 in 2019. Past legislation (e.g., SB 837 and SB 1123), coupled with the California Strong Start Program, sought to establish a comprehensive, evidence-based, locally controlled program for children ages birth through three. In turn, educators who fell under previous credentials were required to return and successfully complete Child Development units to pursue their work as Transitional Kindergarten (TK) educators. Many have since completed their coursework and updated their professional credentials thus, directly impacting enrollment in our courses. In the context of this slowing job market and declining enrollment at institutions of higher education overall, our department will remain informed about current legislation and will face these challenges proactively. We will carefully follow AB 212 which seeks to expand early childhood training to adults who provide care to young children in informal settings (e.g., babysitting, family members caring for young children, and care as a nanny) further professionalizing the field. We fully recognize both the threats and opportunities for enrollment as the economy shifts, legislation changes, and policies are implemented all in the context of a global pandemic.

The Child Development Department prides itself on its constructivist approach to pedagogy and in this spirit, we ensure students have meaningful opportunities to apply their theoretical knowledge. Our on-campus Child Development Center (CDC) serves as a lab school and is an integral part of many college students' education. The CDC is not only a high-quality program for students, faculty, staff, and community members, but it offers a unique opportunity for our students to take practicum and complete course observations. In addition to the CDC, the department is eagerly awaiting a state-of-the-art indoor and outdoor lab classroom to guide future early childhood educators in their work as reflective and intentional teachers. We anticipate construction of the lab classroom to complete in 2024. This Child Development Lab will offer a meaningful context for students to apply their knowledge of lesson planning, documentation, and effective classroom design. Our Child Development students will immerse themselves in an emergent curriculum, the project approach, and strive to exemplify best practices in their interactions with children.

Data Collection

A variety of data were collected and analyzed to support the development of our Child Development Program Review document. Institutional data, Program (Perkins Core Indicators and Unit Plans) data, and Primary data were included to fully understand the unique strengths, weaknesses, opportunities, and threats of our department. During the spring semester of 2020, we developed surveys for the following constituent groups: Students (Child Development), Advisory Committee members, California Early Childhood Mentor Teachers/Child Development Center teachers, and Child Development part-time faculty. It is important to note, survey distribution took place during a global pandemic and amidst rapid transition to online coursework. Both students and faculty alike, moved abruptly to online remote learning when campus closed. To continue our program review process, we distributed our surveys and collected data in the context of this transition.

Primary data was collected from Child Development students via a survey distributed on Survey Monkey. We received 436 unique responses from this Child Development Student Survey. An additional survey was distributed to various stakeholders including Advisory Committee members, Mentor Teachers, Child Development Center staff, and part-time faculty. This Stakeholder Survey was administered to determine the effectiveness of our Child Development students in successfully meeting the technical standards necessary for individuals working with young children and their families. The Child Development Stakeholder Survey yielded 21 unique responses and four of the survey participants held dual roles (i.e., Advisory Committee Member and Part Time Faculty).

A final piece of primary data was solicited from Child Development part-time faculty. Seven of our ten part-time faculty members responded to a survey that elicited information to better understand department strengths and areas for improvement. Data was collected to gather information about communication, department climate, and knowledge of campus services.

Findings

After an in-depth analysis of the data, Child Development faculty identified specific areas of program success and concern (details will follow in the SWOT Analysis). The Child Development department prides itself on integrating a constructivist approach and we were pleased to find that students felt supported in our program while engaged in classes that tapped a range of modalities for learning. Students reported they acquired the necessary skills and dispositions to effectively work with young children and their families. All department faculty are collaborating to best serve students and our strong partnership with Teacher TRAC will continue to provide resources for student success. This success is visible in the increasing number of students transferring to four-year institutions where they will build on the theoretical and practical knowledge they gained at Cerritos College. As we celebrate these successes, we are also fully prepared to face our areas for growth. Male students continue to enroll in small numbers and we fully recognize the demand for males in our field. We must also ensure that course offerings meet the complex schedules of our students who often balance school while working,

parenting, and facing financial insecurities. Finally, we are professionals in a field that values inquiry-based teaching and learning yet, we find minimal opportunities to come together as a faculty to engage in reflective inquiry regarding our own practice. We realize the benefits of this ongoing reflective work to improve department pedagogical practice and ultimately student success.

This review of the data provided important insights and will continue to guide our department as we strive to improve success for all students. We will challenge ourselves to meet the needs of a new generation of early childhood educators as they face challenges brought on by a new world that continues to change and evolve.

Child Development Program Review SWOT analysis:

Strengths

S1. Ongoing faculty involvement in organizations and agencies. All faculty are involved in organizations and agencies that serve the broader community including Partnerships in Education, Articulation, and Collaboration in Higher Education (PEACH); the California Mentor Program; WestEd; Desired Results for Children; Programs for Infant/Toddler Caregivers (PITC); the Child Development Training Consortium (CDTC); California Community College Early Childhood Educators (CCCECE); National Association for the Education of Young Children (and our California affiliate); and EarlyEdU. We have also developed an incredibly strong partnership and pathway with Teacher TRAC which directly increases student transferability rates.

S2. Clear distinction between Department Chair and Program Director. Since our last Program Review (2014), we now have two leadership positions within our Department. Program Director and Department Chairperson duties are clearly distinguishable and both positions partner with one another to advance the department.

S3. Part time faculty involvement in the department. Part time faculty strongly agree that they are valued in the department and are provided the resources they need to be successful. Ongoing and effective communication to support part time faculty is consistently available. In addition, part time faculty attendance at monthly departmental meetings has dramatically increased as a result of compensation earned for attendance as well as meetings being held at a time convenient for adjunct faculty who often hold full time employment responsibilities.

S4. Student recruitment across various platforms. We actively recruit students through Senior Preview Day, Counselors Day, and individual visits to local high schools.

S5. Transferability rates to four-year institutions have increased. Over the last three years, the department has experienced an increase in Child Development students applying for the AS-T degree. 60% of our students transfer to earn their bachelor's degree which demonstrates that we are doing our part to advertise the AS-T degree and promote the professionalism of our career.

S6. Child Development courses support student learning and professionalism. The majority of our students strongly agree that Child Development classes help them develop skills needed to be a successful student and to be a successful teacher of young children.

S7. Student Learning Outcomes data tracking. Full time faculty consistently report SLO data through eLumen. CD Program SLOs are also consistently tracked through this same process. Full time faculty work collaboratively each year to analyze SLO data and establish action plans to advance course improvement and student learning.

S8. Student Success Rates. Institutional data shows that Child Development students have higher levels of success when compared to overall Cerritos College students. Over the last five years, success rates among Child Development students have ranged from 81-84% while the college standard averaged 68-73% for overall success.

Weaknesses

W1. Continued underrepresentation of male students in our program. Male students continue to be underrepresented in our Child Development courses. While we have seen a 2% enrollment increase of male students since 2013, we must continue to seek and support males who hope to pursue a career in early childhood. In an effort to appeal to male college students, we will actively promote and seek out male candidates to apply for positions within the Child Development Department.

W2. Maintain integrity to the department mission statement for constructivist pedagogy in an online learning environment. As a result of the mandated shift to remote online learning due to Covid-19, Child Development faculty are actively investigating meaningful ways to align online teaching with our commitment to a constructivist philosophy. While 83% of our students prefer face to face classes, we are aware of the need to support our student population with online courses that maintain integrity to our approach. As we continue to teach in the context of a global pandemic and as we determine courses for future online instruction, we will work to ensure all full and part time faculty are proficient and prepared to engage students in meaningful online learning.

W3. Provide course offerings that meet the needs of a diverse student body. While we offer courses morning, afternoon, evening, and online in a typical academic year, only 53% of students strongly agreed that courses were offered during convenient hours. We will analyze our online course offerings (beyond the pandemic campus closure) and summer course offerings (48% of students reported they wanted more summer classes) while ensuring strong enrollment patterns during the traditional fall and spring semesters.

W4. Child Development Club inactivity. Our Child Development Club has been on hiatus since fall of 2019 due to lack of student engagement. We realize the many benefits of student clubs and we hope to reinstate ours soon.

W5. Textbook costs impede student success in CD courses. 67% of our students use financial aid to pay for college expenses. In addition to ensuring we are actively connecting students with resources on campus, we must investigate and find alternatives for the high costs of some textbooks in our department.

W6. Attrition rate of Child Development students in math and science courses. In our survey of Child Development students, 57% reported that CD courses supported their success in other classes on campus. However, we continue to see high attrition rates in both math and science as students strive to complete their program of study.

W7. Part time faculty have limited knowledge of the SLO process. More training is needed for part time faculty to ensure the department is measuring SLOs and completing improvement plans across all Child Development courses.

W8. Ongoing collaboration and advancement of pedagogy. Effective educators are reflective and constantly seeking to grow professionally. While we value this process of growth, time constraints and college demands severely limit time to discuss and share teaching practices. This ongoing department weakness is often made visible when faculty return from professional development (e.g., On Course and Opal School).

Opportunities

O1. Universal Preschool. The push for higher quality, universal preschool continues to be a goal at both the state and federal levels. Governor Newsome is a strong proponent of early childhood education and his support will result in more employment opportunities for our students. As progress is made towards universal preschool at the state level, high quality centers that offer a worthy wage and benefits will serve to employ our students. Studies show that teachers who are well supported are less likely to experience burnout and leave the field. Depending on the 2020 Presidential election outcome, it is possible that Title 1 funding will triple, and Universal Pre-K will be funded nationally.

O2. California Department of Education (CDE) Updates. As the CDE continues to revise expectations for professionals in Early Childhood Education, we will remain current and proactive. Updates impacting our program include, but are not limited to: CAP Alignment, CD Permit, CA Early Childhood Teacher and Administrator Performance Expectations (TPEs), and Early Childhood Competencies. All systems to further professionalize the ECE field.

O3. Programs to influence student enrollment in community college. Students often choose to attend a community college versus a four-year institution due to cost saving benefits. The College Promise program has a direct impact on student enrollment. In addition, the implementation of Guided Pathways serves to support students in successfully identifying and following a program of study. Combining the benefits of Guided Pathways and Educational Plans, students can follow a specific program of study that will balance general education coursework with Child Development courses. Finally, student access to the Child Development Training Consortium (CDTC) support grant and permit funding provides added benefit to students.

O4. Child Development Learning Laboratory Classroom. The renovation of the Health Science building (to be completed in 2024) will offer a new, state of the art indoor and outdoor learning lab classroom for Child Development students. New facilities will be clean, bright, organized and most importantly will align with our constructivist approach that effectively integrates hands on learning.

O5. Perkins and Strong Workforce Funding. Unlike other academic programs on campus, the Child Development department is privileged to receive both Perkins and Strong Workforce Funds each year. This funding directly serves to support student learning and success.

O6. Equity in instruction. In alignment with our view that intentional educators constantly reflect and ask questions as part of their own growth, the Child Development department recognizes opportunities to enhance equity in our work. A series of questions serve to guide our inquiry and will influence our systematic change towards more equitable practice: *How does instructor privilege (e.g., economic and white privilege) impede student success in and out of the classroom? In what ways do students see themselves represented in the curriculum and faculty? How does course design demonstrate a humanizing and culturally sensitive approach in working with students? How do faculty both empathize and support students' professional and personal growth? Whose voice and/or perspective is missing from our work (e.g., assignments, lessons, readings, meetings)?*

O7. Workforce Registry awareness. “The California ECE Workforce Registry is a state, regional and local collaboration designed to track and promote the education, training and experience of the early care and education workforce for the purpose of improving professionalism and workforce quality to positively impact children” (<https://www.caregistry.org/>). By informing students of the Early Childhood Workforce Registry and encouraging them to create a profile, students will begin their professional career in the Child Development field.

O8. Ensuring pedagogical decisions at the Child Development Center (CDC) align with practices Child Development students learn in their program of study. The department will continue its collaboration with the CDC. Both center staff and CD faculty will engage in ongoing dialogue to support students as they make meaningful connections between classroom learning and practical application of pedagogy with the young children who attend the center.

Threats

T1. The budget for the California Early Childhood Mentor Program has decreased. By 2021/2022 the Mentor Program will be redesigned by the California Department of Education (CDE). While many of these changes are still unclear, the CDE's new vision for the Mentor Program will no longer include Mentor Teachers as an integral part of the practicum experience students receive in CDEC 164 (Practicum). This drastic change will create a huge challenge for the CD Department as we seek alternative placements for approximately 30 students. In turn, students' ability to complete their Certificate of Achievement and/or AS-T degree will be directly threatened. In addition to the student impact on degree completion, the loss of the Mentor Program will directly affect local programs (i.e., state funded preschools, Head Start programs, and local school districts) and relationships with the larger community. Mentor Teachers have served as a bridge to connect practicum students and future employment. With the loss of this program, student professional growth will be drastically impacted.

T2. Opportunities for employment. Statewide many smaller preschools were forced to close their doors due to the global Covid-19 pandemic and the programs that remained open faced limited staffing opportunities due to decreased enrollment. Our students are not only facing challenges to secure employment but, they are also limited in locations for volunteer hours required for their Child Development permit.

T3. Overall lower enrollment rates. Nationwide, college enrollment is declining. During a recession, it is common for workers to return to college for job training. However, we are not experiencing increased enrollment during this challenging economic time. Considerations for why we may be experiencing lower enrollment include, but are not limited to, the following: Immigration status, increased wages in the service industry (e.g., fast food and home improvement stores), and men not being attracted to the field, often due to a deeply rooted societal gender bias that views women as the

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	1. Aim to increase student engagement, retention, and completion rates by 5% as measured through SLO data and action plans.	<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	2. Improve student success rates among under-served communities.	<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>

Ref	Goal	Action to be Taken	Completion Date	Person Assigned
		<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>

Ref	Goal	Action to be Taken	Completion Date	Person Assigned
		i. Investigate OER for CD 110	i. December 2022	all CD 110 instructors
W2 W3 O4	3. Assess the need for Distance Education courses in Child Development.	<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	4. Provide students with resources to maximize their options and opportunities for professional development.	<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>

Ref	Goal	Action to be Taken	Completion Date	Person Assigned
		<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	5. Remain current in CDE updates in Early Childhood Education (including CAP Alignment Revisions, Commission on Teacher Credentialing Permit, and TPEs).	<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	6. Aim to recruit and maintain non-traditional students while also building our student	<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>

Ref	Goal	Action to be Taken	Completion Date	Person Assigned
T4	enrollment by 2%.	<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>