

CLDDV

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

In 2017-2018, we served 1754 students who took 1 or more courses (Crystal Report Data) 1773 students were declared as child development majors, indicating a strong interest in the program. (Colleague Student Demographic, 2017-2018) Of the 1754 students served, there were 325 full time equivalency students (Crystal Report Data) We offered 69 sections of courses (Crystal Report Data) Our students success rate overall 76% in 17/18, which was up 5% since 16/17.(Crystal Report Data) Our certificate completers have risen from 169 to 253 from 16/17to 17/18 and our students obtaining associates degrees have risen from 58 to 72 (Crystal Report Data). We have seen the most growth in Associate Teacher certificate, which students are able to complete in 1 or 2 semesters (Crystal Report Data). Our student success rates increased each semester, with the greatest increase occurring in Summer (80%) (Crystal Report Data)

2. Are there specific aspects of the program that are exemplary or could serve as a model?

Our continued partnership with Salida USD provides an onsite Early Head Start program serving as our Toddler Lab Practicum as well as child care for MJC students. CDTCC Lending Library We have a contract with the Child Development Training Consortium, which provides us the funding to purchase books for us to loan to students who are working with children in the community, after those students have borrowed books, we are able to loan out the rest to our students in need. We provide three (2 current, 1 forthcoming January 2020) on-site practicum opportunities providing our students and volunteer interns with practical experiences to support future employment. Faculty connect well with students outside of class as well, currently 3 of our 5 faculty serve as advisors to the Child

Development Club. Due to our pathways to completion being well understood, our students form their own cohort-like relationships which allow them to move through their education together, creating relationships and providing support to one another.

3. What do others see as the program's strengths?

In our CDTC survey our students report that the areas they have improved in the most since completing child development courses are: o Curriculum o Diversity o Inclusion o Preschool programs o Special needs According to the Stanislaus County of Education 2018 Child and Family Services Public Report, there remains a high need for permitted early education workers in Stanislaus County, as 68% of substitute jobs have gone unfilled and the lack of permitted workers has meant that 2 sites were not able to open. Our advisory board confirms these shortages and say that our program is helping to address these gaps.

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

Between 89% - 96% of our total students are meeting Program Learning Outcomes in Child Development. PLOs are created using basic skill expectations for employment within common positions requiring an AS-T or certificates in Child Development

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

Our student retention rate was 72% from fall to spring, while the region rate is 73%, in order to improve completion rates, we need to work on improving our retention rates. There is still a success gap in our Black/AA (72%) and Native American (62%) compared to our Hispanic (76%) and White (76%) students. However, in 2016-2017, Black/AA students success rate was 46%, so we are on an upward trajectory. Additionally, there continues to be a small gap between men (68.2%) and women (76.4%) success rates.

6. What disproportionate gaps need to be addressed?

The success gaps between our Black/AA students and our Native American students needs to be addressed. While we have seen growth in this area, we should be aiming to equalize our success rates across student demographics

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

We would like to increase active learning opportunities. We would like to update the current technology within our instruction laboratory classrooms. We need to repair and replace the audio/visual equipment in our laboratory classrooms to better enable students to observe children. The laboratory is not currently retrofitted for quality safety standards such as lock-down procedures.

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

Because the success rates are lower for Black/AA students, they are not meeting the program learning outcomes at the same rate as their Hispanic and White peers (Crystal Report Data)

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

Activities stemming from members of our advisory committee i.e. job fairs, possible internships, and creating more visibility of our students in the community. Creating service learning opportunities in our classes.

10. What are some industry or disciplinary trends that could enhance the program?

Creating an early childhood mental health certificate to keep up with changing employment expectations. Including the topic of trauma-informed care in each of our courses as it relates to each specialty area.

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

Our current instructional labs are outdated, the computers do not work on a regular basis, the audio/visual systems are broken or non-existent, and our facilities are not retrofitted for current safety standards given new protocols of lock down procedures.

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

The current changes to education requirements for transitional kindergarten teachers, has led to an increase in demand for multiple sections of each course, which has resulted in long waiting lists and possible delays in student completion

13. What other obstacles does the program face?

As our enrollment continues to expand, many of our full-time faculty are already carrying overload and our adjuncts are often carrying as many courses as they are able. In the hiring prioritization last year, our department was scheduled to receive a position (#8 of 9 funded), however, our department was passed over in favor of an athletic counseling position and a welding position due to external funding. Therefore, we continue to have long waitlists for our classes and it has become critical to our success that we get back to our previous capacity with 6 full-time instructors (1 more).

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
1. Establish better integration of our program with the community via our advisory board members	Workforce Needs	Professional Development
2. Reduce success rate gaps across student demographics.	Equity	Student Support
3. Modernization of instructional labs	Programs / Services based on Scholarship of Teaching and Learning	Program Design

Activities

Activities	In Support of Goal #	Outcome or Deliverable
1. Develop partnerships with CSU faculty and community partners in conjunction with our advisory committee.	Goal #1	Setup quarterly meetings with Stan State (Fall 2020)
2. Faculty will take part in various equity and professional development trainings.	Goal #2	Increase in course success rates across demographics (Spring 2021)
3. Update instructional labs to model quality safety practices.	Goal #3	We will consult with campus safety on the lockdown protocol and request resources through IELM and CTE
4. Update instructional lab technology	Goal #3	Research and purchase appropriate audio/visual equipment and computers for labs.
5. Hire full-time faculty for Fall 2020	Goal #2	We will present at the hiring prioritization committee.

Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	Funding for 5 faculty to attend national meetings on Early Childhood Education. This will help faculty keep up to date on current ECE practices and provide faculty the opportunity to develop their knowledge of pedagogy and their specialty areas. Possible examples:	2	7500.0

Division for Early Childhood conference National
 Research Conference on Early Childhood NAEYC
 Profession Learning Institute

Equipment	Intruder defence system: The Barracuda Intruder Defense System for Commercial doors with scissor closers-DCS-1 (\$62.95 each x 18) Bilco Barracuda Intruder Defense Systems For Inward Swinging Door (\$128.95 x 1)	3	113.1
Equipment	Commercial Solar Shades for lab windows (Me-Wuk and Infant Inclusion portable Wawona 1)	3	5000.0
Equipment	3M Safety and Security Clear Film that protects from active shooters, explosions, and earthquakes for Me-Wuk windows: Quality Tent Incorporated: \$14-\$22 per Square Ft Me-Wuk Observation Booth Windows (9) \$1,719.94 - \$2,704.36 Me-Wuk Classroom Windows (18) \$3972.64 - \$6156.70 Me-Wuk Planning Room Sliding Glass door (2) \$470.00 - \$1239.48 Total between \$4,614.58 - \$10,136.54 (plus installation and tax)	3	10000.0
Technology	Audio visual equipment for Me-Wuk and Infant Inclusion lab	4	15408.0
Technology	New computers for instructional labs and adjunct office (x4)	4	4000.0
Personnel	Full time faculty	5	110000.0
Personnel	Full time Administrative Technician to facilitate community relationships, help students access available resources such as CDTC funding and other opportunities.	1	56270.0
Facilities	Logistical updates to modernize instructional labs (including facilities request for plumbing, electrical, internal locks)	3	6000.0