**Departmental Assessment Analysis**

(DAA form)

"Capturing the meaning of the assessment for the program."

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<tr>
<th>Program/Degree/Certificate:</th>
<th>Human Development &amp; Family</th>
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<tr>
<td>What does the department think it can do to improve teaching and learning?</td>
<td>Our department is finally fairly adept at CLSOs. As a result, we took the “next step” in planning and assessment, and looked at the Sierra College goals and how our department can assist to achieve ISLOs. The following list was brainstormed by 26 part time and 3 full time faculty at the January 2016 Planning and Assessment Session on the Rocklin Campus, arranged by Sierra College goal.</td>
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1. Student Success/Institutional Effectiveness: Ensure student success and educational effectiveness as defined and measured by internal and external plans and standards of excellence and accountability.
   - PEER MENTORING: Pair up seasoned or high functioning students with new students (CRC does this called “Pathways to Success”)
     - $$ to pay for seasoned students:
       - Lots of reflective practice and goal setting
       - Review concepts at “work” sessions; focus on making connections and applications
       - Study sessions one day a week
   - UTILIZE STARFISH: Decrease student frustration in taking classes that they don’t need (particularly in Math and English). Allow students to take a 2 week refresher course, and then take the assessment test again.
   - STUDENT ORIENTATIONS for HDEV STUDENTS: APA Format, research technology usage, list of resources (online and on campus)

2. Identify and close success and equity gaps amongst underserved and/or underrepresented student populations.
   - BUDDIES: In class for support
   - USE RUBRICS
   - REFER TO WRITING CENTER and OTHER SUPPORT SERVICES
3. **Campus Climate:** Foster an environment of mutual appreciation and respect.

   Innovative and Responsive Programs and Services: Encourage development and expansion of innovative programs, partnerships, and delivery methods.
   - **SMALL GROUP EXERCISES/ ACTIVITIES**
     - Open ended group activities
     - Safe environments for sharing, no judgement by peers OR instructor
     - Model/share
   - Partnerships with lab schools and with students
   - Sitting in a circle, eye contact
   - Personable with students, knowing students by name, etc.
   - Student ownership
   - “Classroom agreements”, especially for tender topics
   - Learn about goals/interests among students
   - Group roles-scribe, presenter, leader, change up groups/roles

4. **Enrollment Management and Growth:** Develop and implement strategies to increase student enrollment and capture available growth revenues.

   - Promote in other classes in the department (the course)
   - Create relationships with agencies, CDA, Head Start
   - Newspapers for our community and employers
   - Social media/Facebook, etc: People will “like” the page and then the friends of this person will see the information about the college, enrollment, etc
   - Get information regarding our department out to the community information
   - Lab (Do they have information available for others than students that are placed to do their lab observations/lab hours etc)

5. **College Facilities:** Continue to develop and implement a variety of strategies to address current and future college facility needs.

   - What about utilizing preschool sites to hold classes at? With limited rooms, we could make a partnership
     - Enhance HDEV 5 and 10 with remote coaching and videotaping. This could be a hybrid environment where lecture is balanced with remote coaching
     - Offer non major classes in an institute form marketing to professional development of the preschool teacher
6. **Community Partnerships/Governmental Relations:** Increase public support for the college through enhanced visibility, community involvement, and advocacy efforts.
   - Presenting at “college nights” in high schools and connecting with them there and follow them here when they enroll
   - ECE job board in central location
   - Continue with making Advisory Board meetings, meaningful and relevant
   - Using preschools as sites for classes
   - Hybrid online classes-removes fear creativity in how classes are offered
   - Continue to bring in resources from department of education and present/share
   - CAEYC: Push student to understand and join ECE organizations
   - We want to be seen as a valued profession
   - Make connections with county welfare and family/client needs
   - Panel of people who are willing to come and talk to us and our students (ways to compensate these professionals)
   - Present to organizations as to why our degree is important
   - Show how degree is for more than just preschool teachers
     - Bring these organizations to our students
     - Allow students to go out to these programs for internships

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<th>What help or resources are needed from the college to improve teaching and learning?</th>
<th>1. Provide departments with resources to assist in the equity movement</th>
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<td>2. Provide annotated sheets regarding resources etc for instructors to distribute to students</td>
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<td>3. Fund a job board for ECE jobs</td>
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<td>4. Support hybrid instruction or off campus instruction in order to ease the burden of facilities</td>
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<th>What are top priorities for improvement?</th>
<th>As identified by staff</th>
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<td>1. Stay current and supportive of Sierra College equity and re-engineering efforts: reconsideration of courses in our major, how to offer professional growth courses. This includes off</td>
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1. Strengthen community partnerships through service learning, internships, job fairs, etc.

3. Job board

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<th>How will department implement those priorities?</th>
<th>Secure CTE or district funds for these items above.</th>
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<td>Provide timeline.</td>
<td>2016-2017 school year as funded by June 2016 CTE funding</td>
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