



2016-17 Academic Department Annual Report

Academic Department:
Document Prepared By:

Child Development/Education
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Annual Report Submission Instructions:

This Annual Report of your Academic Department is intended to serve as a summary of departmental activities over the past year and as an outline of plans for the upcoming year.

Please note that responses are limited to the space provided below for each prompt and do not need to be written in narrative form (you are welcome to use bullet points/lists, as appropriate).

Please submit your Academic Department 2016-17 Annual Report to your Dean via email by May 31st.

For your reference, prior year reports (2011-2015) can be found on the Instructional Support website, <http://www.grcc.edu/instructionalsupport/departmentyearendreports>. If you have any questions about the 2015-16 reports entered into WEAVEonline, please contact Sheila Jones, Dean of Instructional Support, sheilajones@grcc.edu or x4289.

Part I: Report on 2016-17 Progress

Part I is intended to provide a “big picture” overview of your department’s activities during this past academic year. When completing the sections below, please consider the main points/highlights of each category.

Current Year Goals & Outcomes

This section asks you to provide details about the status of your department’s goals and outcomes for this past year. Please limit your response to the space provided in the text boxes below.

Goal: Cultural Competency**Outcome: Partial Completion**

As we reviewed the use of cultural competence throughout the Child Development Program, we began by reviewing the book called "What If?" by Steve Robbins. This opened a discussion about our own personal feelings and biases. This reflection was the impetus for each faculty member to create a chart listing the instructional strategies and assessments from each of their courses regarding cultural competency. We came together in a full day planning session to devise a set of cultural competency standards to use as a guide for assessing the current program strengths and weaknesses in this area.

As we reflected on the program's strengths and weaknesses as a whole, we identified areas of future development. Each faculty member will move forward to identify, plan and implement new and or additional cultural competency strategies within individual program courses.

Goal: Electronic Rubrics**Outcome: Partial Completion**

- Electronic rubrics have been completed for all assessments in CD 210, CD 209, and CD 229.
- Key assessments for accreditation have all been turned into electronic rubrics, though not all are currently being implemented.
- CD 230 and CD 285 electronic rubrics are in process.

Goal: ECLL Adult Classroom**Outcome: Complete: packed/un-packed all items**

- All materials were packed and moved from 302 Main to 122 ECLL.
- 122 ECLL was effectively used for the winter 2017 semester.



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Departmental Professional Development

In this section, please provide details about your department's emphasis for professional development during this year. Please limit your response to the space provided in the text box below.

The department's emphasis in professional development has focused on diversity and inclusion. In addition to the Perkins professional development work described earlier under goal number one, faculty attended conferences and continued to focus on this theme as listed below:

Keri Davis: CD 116 & CD 230 text "Far from the Tree", how to work with families who have special needs children

Deb Vilmont: Lead faculty professional development, Great Teachers leadership summit

Tricia Siegel: Lilly Conference, Best Practice evidence based

Becky Brinks: Early Childhood World Forum

Departmental Advising Plan & Outcomes

In this section, please describe your department's advising plan and outcomes for this year. Please limit your response to the space provided in the text boxes below.

- Students interested in advising for any of the Education Department programs are encouraged contact Lauren Shirey at [\(616\) 234-3380](tel:6162343380) or laurenshirey@grcc.edu. Advisors are given the student's contact information or the student may contact the advisor directly.
- In addition to day-to-day and drop-in advising, the department holds 2 full-day advising days in the fall and winter semesters of each year. Students are encouraged to stop by the department office to review their educational plan and receive assistance in scheduling classes for the following semester.
- Advising days were held on: 10/11/16, 10/12/16, 3/14/17, & 3/15/17

Program Accreditation Updates

In this section, please provide details regarding any program accreditation or re-accreditation that occurred this past year, if applicable. Please limit your response to the space provided in the text boxes below.

The annual report was submitted and received by NAEYC. NAEYC approved the report on September 3, 2016.



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Perkins & Key Performance Indicators

In this section, please discuss Perkins and Key Performance Indicators for programs (total student enrollment, demographic profile, new students, student progress rate (transferred, graduated, enrolled), number of graduates, graduate employment rate, time to completion), if applicable. Please limit your response to the space provided in the text boxes below.

Program Codes	Total Candidate Enrollment in Winter 2017	Full-time Enrollments in Winter 2017	Number of Program Graduates (2015/16)
120, 634	139	30	30
180	49	9	0

- Fall 2015 had 70% part-time students and 30% full-time students with an average fall-to-fall retention rate of 88% across all programs
- The 2015/16 Academic Year had 30 program completions, 23% were full-time students and 77% were part-time students at time of completion

Perkins Data
CD 120: 1P1: N/A, 2P1: Yes (36.99%), 3P1: Yes (68.63%), 4P1: Yes (100%), 5P1: No (4.5%), 5P2: No (6.66%)

The program continues to struggle to meet 5P1 and 5P2 which focus on males in early childhood education. This is a reflection of the field in general which remains predominately female.

Learning Outcomes Assessment Data & Findings on Past Year's Projects

In this section, please summarize your department's assessment work for this year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) assessed, the assessment measure, the findings, and the improvements planned based on the findings. Please limit your response to the space provided in the text boxes below.

GRCC Child Development & Education Department			
CD 230 IEP Assignment			
Application 1: Fall 2016			
Application 2: Winter 2017			
Key Elements of Standard 3	Not Met	Met	Exceeds
Key Element 3a	Application 1 N = 0 % = 0	Application 1 N = 2 % = 15	Application 1 N = 11 % = 85
	Application 2 N = 0 % = 0	Application 2 N = 1 % = 4	Application 2 N = 23 % = 96
Key Element 3b	Application 1 N = 1 % = 8	Application 1 N = 2 % = 15	Application 1 N = 10 % = 77
	Application 2 N = 0 % = 0	Application 2 N = 1 % = 4	Application 2 N = 23 % = 96
Key Element 3c	Application 1 N = 0 % = 0	Application 1 N = 3 % = 23	Application 1 N = 10 % = 77
	Application 2 N = 0 % = 0	Application 2 N = 3 % = 12	Application 2 N = 21 % = 88

CD 285 Child's Portfolio Assignment

Application 1: Fall 2016

Application 2: Winter 2017

Key Elements of Standard 3

	Not Met	Met	Exceeds
Key Element 3a	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 5 % = 100
	Application 2 N = 0 % = 0	Application 2 N = 2 % = 13	Application 2 N = 13 % = 87
Key Element 3b	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 5 % = 100
	Application 2 N = 0 % = 0	Application 2 N = 2 % = 13	Application 2 N = 13 % = 87
Key Element 3c	Application 1 N = 0 % = 0	Application 1 N = 0 % = 0	Application 1 N = 5 % = 100
	Application 2 N = 2 % = 13	Application 2 N = 1 % = 7	Application 2 N = 12 % = 80

Over the course of the past year the original child portfolio and family resource file has been adapted. The decision to make changes to this assignment came as we were seeing an opportunity to connect them to make them more relevant to one another. At this time, students choose one child to focus on for their child study. They complete observations and a screening with this child. They collect pictures and work samples on the child. And then they write a developmental summary based on all these collected artifacts to provide an overview of the child's development. Then the connection comes when the students conduct an interview with the family of the child from the child study. Once the family interview has been completed the student takes all of their collected information to create a family resource file to be given to the family at the end of the project. Students provide the family with a family friendly article and an agency or activity directly related to the information collected from the child study and from the family interview.

Part II: Plan for Upcoming Year

Part II is intended to provide a guide for your department's plans for the upcoming year with regards to the following: **Operational Goals and/or Plans, Curriculum Goals and/or Plans, Learning Outcomes Assessment Plans, and Advising Plans.** When answering the questions or completing the sections below, please consider the main points/highlights of each category.

A. Operational Goals and/or Plans

What are your departmental goals and plans for 2017-18?

- 1) Cultural Competence Continuation: We plan to continue to work on diversity and inclusion throughout the curriculum. Our emphasis will be on families and scaffolding how diversity is addressed from lower to higher course levels
- 2) Recruitment: We plan to work on developing brochures, tours of the new ECLL, meetings with high school groups, and focusing on recruiting men and teachers of color.
- 3) CDA Fast Track Expansion: We plan to develop an informational video for the CDA Fast Track, create a separate brochure for this program, and explore ways to publicize this program across the state.

What new information from external sources has influenced your planning for next year?

There continues to be shortages of early childhood teachers and associate teachers across the community and the state.

Are your goals targeting any Perkins or Key Performance indicators? If yes, please explain.

We are targeting Perkins 5P1 and 5P2 as we continue to look for strategies to attract and retain more men to the early childhood field.

What resources do you need to accomplish your departmental goals for the upcoming year?

We are working with Media Services to develop the CDA Fast Track video.

Do you need support from other departments to accomplish these goals? If yes, please explain.

We will require assistance from the Media and Communications department to develop the video and brochures.

Do you need professional development in order to accomplish these goals? If yes, please explain.

We will identify conferences, books, and other resources to continue our work on cultural competency.

For each of your departmental goals/plans/projects, please list the name of the lead faculty member(s) involved.

- Keri Davis & Deb Vilmont: Families/Diversity (Perkins)
- Tricia Siegel: Lead on Fast Track video
- Becky Brinks: Lead on Recruitment

For each of your departmental goals/plans/projects, please provide a brief timeline for completion.

- Diversity: Summer/Fall – review grid and specifics on family diversity (access), course pack updates, cultural competence review
- Fast Track Video: Summer – Come up with plan, Fall – Settle on script and specifications, Winter: Shoot video and put it all together
- Recruitment: Summer – create department brochures, identify target audiences and appropriate communication for them, Fall/Winter – implementation, tours at ECLL, high school groups, Summer 2018 – assess how these approaches are working

B. Curriculum Goals and/or Plans

What are your departmental curriculum development goals and plans for 2017-18?

- Diversity, cultural competency, families
- Electronic Professional Portfolios – 2017/18 school year implementation with summer planning
- Articulation Agreement with Central Michigan University

Review of Department's Curriculum Transferability

Please note: this section should be completed by all SAS Departments, Business, and CIS.

Using transferability data provided by Instructional Support, please summarize your perceptions of how courses in your department transfer to our four-year university partners and how this understanding will impact your curriculum goals for the upcoming year.

The Education and Child Development department was able to add two 3+1 articulation agreements with Ferris State University for Early Childhood Education and Elementary Education (with ZS Endorsement) this year.

The equivalencies chart reflects strong transferability of courses with FSU and WMU. Courses that have equivalence at GVSU are also clearly identified.

There is more work to be done in better identifying direct transfer courses with EMU and CMU. We have been approached by CMU to develop an articulation agreement for their Early Childhood Education B.S. and we will work on this in the coming year.

What new information from external sources has influenced your curriculum development planning for next year?

We will continue to follow changes that have been proposed for Elementary Education certification by the State of Michigan. These are scheduled to be finalized by Fall 2017 and may impact our curriculum and transfer agreements.

Are your curriculum development goals targeting any Perkins or Key Performance Indicators? If yes, please explain.

Expanding diversity awareness related to gender connects with Perkins 5P1 and 5P2.

What resources do you need to accomplish these curriculum development goals?

We will continue to work with Kathleen Neumann, the community liaison funded by Kellogg, on the development of cultural competence.

Do you need support from other departments to accomplish these curriculum development goals? If yes, please explain.

We will work with Matt Novikoski, Transfer and Articulation Coordinator, to develop an articulation agreement with CMU.

For each of your departmental curriculum development goals/plans/projects, please list the name of the lead faculty member(s) involved.

Deb Vilmont and Tricia Siegel: Diversity

Keri Davis: Electronic Portfolio Development

Becky Brinks: Articulation Agreement with CMU

For each of your departmental curriculum development goals/plans/projects, please provide a brief timeline for completion.

Diversity: Fall 2017 – develop activities throughout courses, Winter 2018 – assess activities

Electronic Portfolio Development: Summer 2017 – develop and pilot electronic version, Fall 2017 – implement electronic version, Winter 2018 – assess effectiveness

Articulation Agreement: Fall 2017 – meet with Matt and CMU to develop agreement, Winter 2018 – complete and sign agreement

C. Learning Outcomes Assessment Plan for 2017-18

In this section, please outline your department's plan for learning outcomes assessment work for the upcoming academic year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) that will be assessed as well as the assessment instruments/measure that will be used. Please limit your response to the space provided in the text boxes below.

Our PLO standard 2: Building Family and Community Relationships

Standard 2-Building Family and Community Relationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics.

2b: Supporting and engaging families and communities through respectful, reciprocal relationships.

2c: Involving families and communities in young children's development and learning.

D. Departmental Advising Plan for 2017-18

In this section, please outline your department's advising plan for the upcoming academic year. Please limit your response to the space provided in the text box below.

- Students interested in advising for any of the Education Department programs are encouraged contact Lauren Shirey at [\(616\) 234-3380](tel:6162343380) or laurenshirey@grcc.edu. Advisors are given the student's contact information or the student may contact the advisor directly.
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Part III: 2016-17 Faculty & Staff Accomplishments/Awards

Part III is intended to provide a space to share the accomplishments, awards, and/or accolades achieved by faculty and staff in your department during the course of this past year.

Recognition of Years of Service:

Deb Vilmont: 25 years

Liz LaPonsie: 30 years

Penny Folsom: 25 years

Tricia Siegel: granted full Professor status

Degree Completions:

Claudia Lovely – B.S. in Psychology from CMU

Melissa Ruskey – B.S. in Early Childhood Education from FSU

CDA Fast Track Video and FSU Articulation Agreements

Thank you for completing this report. Please submit to your Dean via email.