2019-20 Education/Child Development Comprehensive Program Review

I.A. **Program Purpose**
Describe the purpose of the program and how it contributes to the mission of Skyline College.

Narrative

- TRANSFER & ACADEMIC PREPARATION: To prepare future teachers & provide in-service opportunities for current educators. EDU/CD offers stackable certificates that can lead to a transfer AS degree that can lead to BA degrees and Teaching credentials and/or Child Development Teaching Permits.

- STUDENT SERVICES: To provide academic advising to students interested in pursuing a certificate, degree, or child development teaching permit or other teaching credential. This will assist students in pursuing career opportunities in education and child development, offering appropriate financial incentives, and connecting them to both college and community resources.

- COMPREHENSIVE COMMUNITY CONNECTION: To address the needs of workforce/business industries. EDU/CD maintains a robust Advisory Board & has strong connections with our sister ECE program at Canada College, the regional Mentor Teacher/Director program, and neighboring/community and County-wide schools as well as working with our College Strong Workforce and Bay Area Regional Teacher preparation Pipeline programs. We also host a "Careers with Children" College Fair each semester with both employer and 4-year university attendance and an annual Education Inclusion Conference in Early Childhood Special Education.

- INSTRUCTION: To build strong educational foundations & expand accessibility. The EDU/CD program offers both in-person & online course offerings. The program is committed to creating a "Teacher Preparation culture" at Skyline College that highlights the integration of theory/research with effective pedagogy, cultural competence, & child/family-centered practices. We offer core ECE/EDU courses in Dual enrollment at Oceana high School, Pacifica. Our college is in alignment with all Early Childhood Education Programs throughout the State as part of the California Alignment Project.

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Narrative

Upon completion of the program students will be able to:

- Analyze major developmental milestones and various theoretical frameworks that relate to early care and education to demonstrate an understanding of the importance of the early years as well as the many influences on development

- Identify best teaching and care practices and the components of early childhood settings, curriculum, and teaching strategies to increase child growth and competence.

- Assess the interrelationship of child, family, and community and how educational, political, socioeconomic factors directly impact the lives of children and families.

I.C.   Program Personnel
Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Narrative
The program consists of two full-time and eight part-time/adjunct faculty. The first full-time faculty member serves as Program Coordinator and receives release time to oversee the program, consisting of scheduling courses, hiring new faculty, consulting with the Division Dean, and participating in College program meetings. The Program Coordinator currently serves as President of Academic Senate and the CCC Commissioner on the CA Commission for Teacher Credentialing [CTC], and therefore teaches 2 EDU/CD Courses.   The second full-time EDU/CD instructor teaches 5 EDU/CD courses both in person and online. There is one full-time Program Services Coordinator who advises EDU/CD students, provides marketing and outreach, and assists with grants and budgets. All other employees are adjunct (including the PSC and the Coordinator of the Child Development Lab Center) who teach courses in all modalities- face-to- face [F2F], dual enrollment [Dual], hybrid [Hyb] and online [ONL]. This aligns with offering course multiple modalities to serve both traditional and non-traditional students, and to   support both full- and part-time students.

I.D.   **Personnel FTE**
-     Provide the current FTE of each category of personnel.
-     FT Faculty FTE:
-     Adjunct Faculty FTE:
-     Classified Staff FTE:
-     Administrator FTE:

Narrative
FT Faculty FTE: 2

Adjunct Faculty FTE: ~2.8

Classified Staff FTE: 1.0

Administrator FTE: 0

I.E. **Program Review Team**

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

Narrative

Kate Williams Browne-Program Coordinator [Tenured]

Kristina Brower- Program Services Coordinator [Classified Professional & Adjunct]

Nicole Porter- Full-time Associate Professor [Year 3 Tenure]

Tina Watts- Program Coordinator CDLC [Tenured & Adjunct]]

II.A.   **Progress on Prior Program Objectiveness (Goals)**

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Narrative

Based on the Action plan created in the 2013/2014 Comprehensive Program Review, Suggestions for improvement, we have made the following progress:

1. **Hire full time permanent Program Services Coordinator**. This goal has been accomplished, we now have Kristina Brower as the full time PSC for the Program.

2. **Establish the EPIcenter (Educator Preparation Institute) as the "one-stop" location for students interested in exploring and/or pursuing a career as an educator. Obtain funding to purchase curricular resources and materials. Timeline· academic years 2013/2014 and 2014/2015**. While the EPICenter has been established and the students utilize the lending library and computers, the need for the EPICenter to be available to students is low due to prevalence of part-time students [>70%] and to student's busy schedules. We are now looking into having these resources available also in Building 14, the CDLC center with an adult classroom, where day EDU/CD courses are being held.

3. **Hire full-time Faculty member with expertise in Elementary/ School-Age Education and/or Special Education**. We have not been approved to add another full time faculty member since our last CPR, and are still looking for college support in promoting the AA degree for transfer in Elementary Education, as well as researching the AA-T in Child Development.

4. **Revise School-age certificate**. We have decided to delete this certificate at this time because it is not required in the School Age industry. Instead, we plan to create a certificate utilizing the current GE requirements of our AA degree in Elementary Education.

5. **Review and revise Career Advancement Academy Foundations in ECE Certificate**. There is no longer a Career Advancement   Academy, so we have now begun a new Learning Community with the Teacher Internship Program and have revised that certificate to align with the requirements of theTeacher Internship LC program.

6. **Develop CA Teacher Pathways Cohort Program**.   Our Teacher Intern program has become a pathway cohort for students interested in obtaining a CA Child Development Teaching Permit and a College ECE Certificate.

7. **Continue to add online options for core ECE classes at the approximate rate of 1 to 2 courses per academic year**. All of the ECE and EDU courses have been approved to be taught online/hybrid through Curriculum Committee process

and the 'first four' core courses (ECE 201, 210, 2111, 212) are being offered both F2F and ONL in both fall and spring semesters. The 'second four' core courses (ECE 272, 333, 314 & 366/367) are now to be offered as alternating ONL/HYB each. All other college certificate and community-oriented courses are offered as HYB or ONL.

8. **Convene annual faculty retreat to discuss SLO assessment, course offerings and pedagogy, community and state needs, and general programmatic issues**. This has not occurred 2014-19. Our 4 full-time staff have met and most of the part-time faculty have been consulted regularly about course assessments, update COR's, and to share information about high impact practices.

Based on last year's APP these are the updates to our program objectives:

1. **Program Development. We continue to work on program development by first crafting a mission/vision for our program along with clear and measurable objectives**. As we approach Comprehensive Program Review this will be a critical part of our planning process. We will also work on developing certificates in alignment with industry standards. – New Certificate modifications have been submitted to Curriculum Committee for review based on Industry standards. We have not yet crafted a Mission/Vision statement for the EDU/CD program.

2. **Marketing. As the teacher shortage is now at the forefront of many state and local initiatives, it is important that we market our program using both digital marketing campaigns and by redesigning our website**. The website is now being updated as part of the college redesign. We will also like to work on social media messaging moving forward.

3. **Internship. Our Teacher Internship has proven to be instrumental in assisting students in the EDU/CD program with getting practical teaching experience while completing the coursework to fulfill the requirements for state certification with the California Commission on Teacher Credentialing, and then to continue this pathway to attain a Certificate and/or Degree from Skyline College in Early Childhood Education**. We continue to seek expansion of this program [with SWF support], and are researching state-wide Apprenticeship program, so students can get hired at the CDLC (or community programs] for application of their deeper course knowledge and more direct experience in classroom teaching. While adding the Apprenticeship component for students that have completed 2 years of Teacher Internship, we will work with the CA CTC-built ECE Teaching Competencies for the various levels of the CA CD Teaching Permit.

4. **Faculty/staff Involvement. Faculty and Staff need to be involved in all aspects of the planning process of our program development, as well as in the College redesign and initiatives. This should be in the form of retreats, meetings trainings, workshops, and conferences**. A retreat including full time & part time faculty as well as center staff will enhance the meetings we began this year to discuss the program and students.

II.B **Program Effectiveness**

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may include:

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at http://www.skylinecollege.edu/prie/request.php

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

Narrative

Based on the data reviewed since 2014/2015, our overall numbers have been declining along with the college as a whole. Our students have remained a steady 70% part time vs. full time. Our retention rate has also been consistently between 83 and 87% excluding summer. In terms of ethnicity our lowest success rates have been with our Black (55%), Pacific Islander (61%), and Hispanic students (68%).

At the same time, the ECE program is in the Top Ten for both certificates and degrees awarded by the College [2014-2019].

According to the Employment Development Department of California for San Mateo County labor Market survey this county has the following employment projections for 2016-2026:

*965 annual job openings for child care workers

*421 for Preschool teachers

*55 Special Education, Kindergarten & Elementary School teachers

* 689 Teacher assistants

Based on the number of job openings in San Mateo County in the field of Education and Child Development, it is critical that we continue to provide coursework and experience to meet the needs of our community. While our students have been meeting the expectations of the SLOs of the college courses, feedback from our CTE Community Advisory Committee indicates a need to provide students with more experience along with their coursework. This is in alignment with state-wide efforts to

create Early Learning Teaching Competencies that will need to be met for students interested in working with young children.

Our program plans to begin this process by continuing to improve and expand the Teacher Intern program, develop Apprenticeships, and expand the ECE focus to be inclusive of the full foundational age range of 0-8 [Infant/toddler, preschool/preK, and K-3] as well as both general and special education. Our team has been involved at both the county and state level to address the early learning workforce needs by participating in meetings and information-sharing around all of these areas. We are also in discussion with the Community Equity Collaborative of San Mateo/Santa Clara to build a program in north SM County and with the San Mateo Mentor Program to provide community program placements for students to complete applied course assignments in the areas of ECE, Elem and SpEd.

II.C   **Progress on Program Student Learning Outcomes**

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Narrative

After thoroughly reviewing our course outcomes, it is apparent that most of the outcomes have been met in all courses, however the data is difficult to decipher because there are no signature assignments or baseline rubrics that determine the student competencies or knowledge. We will be working on this as part of our CPR goals.

Evidentiary Documents

EDU_CD CPR 2020 PSLO report.pdf

II.D**Program Access**

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Narrative

Our program has been working with our Dean to develop a two year template of course offerings based on enrollment data and trends from the last two years. We will be focusing mainly on three means of delivering courses; daytime face to face [F2F] and online/hybrid [ONL/HYB].

The courses within our program not only allow students to receive a certificate and/or degree, but also to apply for a Child Development Permit. This permit has 6 levels and many programs begin to hire students at the second level (Associate Teacher). This level consists of 12 units, called "core units" as well as an experience requirement of 50 days of at least 3 or more hours per day.

The F2F courses that we are offering are based on these requirements. Students entering the Teacher Internship can take two of the "first four" core courses back-to-back two days a week, and complete an experiential component the other two days either at the CDLC, and, as we expand, in local community programs. They can take the next two courses the following semester, again including the experience. Once students complete these requirements they are able to apply for a job either as an apprentice at the CDLC or in the community and can take the remaining 'second four' courses for our certificate/degree as an online student.

We have begun to hold the majority of F2F classes at the CDLC. We have had the adult classroom renovated with seating that allows for group work, with a smart TV, and a large 1-way observation window looking into a classroom that is set up for small groups of children to be observed by students. Additionally, we have the 'first four' core courses consistently offered online each semester. Based on the data from the past two years our online courses consistently fill.

The 'second four" of the core courses then serves both as the 24-unit College ECE Certificate and as the 24 units of an ADT major in ECE. These courses will be offered primarily ONL with some HYB options.

The last course adjustment that we will be implementing to benefit students wanting to apply and qualify for a higher Child Development Permit Level (Master Teacher Permit) is to create a one- semester, two- course sequence. Students wanting to apply for this permit level must complete two "specialization" courses. The two "specializations" that we offer now are Special Education and Infant/Toddler. Students will be able to complete the two necessary courses in a hybrid format for 8 weeks each within one semester. We estimate that this will encourage students to complete both courses in the series. We are interested in adding an Elementary/ School-Age specialization. Each of these should be modified to an 8- or 9-unit certificate, with a relevant course added to the specialization, and thus be College-transcripted, qualify for CD Teaching Permit, and pave the way to higher levels of employment.

II.E   **Program Environment**

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

In alignment with the *Guided Pathways/College Re-design*, we have been implementing ePortfolios in several core classes [201, 210, 211, 333, 366/367] that can be linked or built upon in all the courses.   Faculty have used both Canvas and other software platforms, and a few have taken an ePortfolium training.   If the College is serious about this high-impact practice, we would like College support in training to implementation level ALL faculty, both full- and part-time in the next 1-2 years. Our goal is to have all students begin an ePortfolio in their first ECE course, adding onto it over their time with us, and culminate in a Professional Portfolio in the student teaching [capstone] course for use in their professional job careers and BA programs.

As part of the *Strong Workforce Initiative for Industry needs*, we will continue to offer and are interested in expansion of our Dual Enrollment courses at the local high schools [already in its 2nd sequence of the 'first four' at Oceana High, Pacifica). We are members of the Bay Area Teacher Prep Pipeline of the CA Community Colleges [BACCC], and have grant support from both those entities that we intend to continue. We will be partnering with community agencies to create a cohort program at a local Boys & Girls Club/StatePreschool in which students will attend ECE courses and receive wrap-around services such as child care, meals, and technology rentals.

Regulatory changes and state mandates at this time are in the form of competency standards as part of CD Teaching Permit revision [CA Commission of Teacher Credentialing], the development and application of the Quality Rating I System [CA Department of Education], and the extension of the CCC Curriculum Alignment Project [CAP]. Legislation at the State level is mandating a Department of Early Childhood and development of a potential ECE teaching credential, so our EDU/CD program must stay nimble and overtly present in the county- and state-wide work on early education.

Such advocacy and connection with many agencies and initiatives has *personnel ramifications*. Thus, we continue to request another full-time faculty member to both support these efforts and to develop the specializations as emerging trends appear, and both teach courses and make the connections in elementary and special education schools.

Additionally, *demand for student assistance with classes and course sequencing* is increasing, so we will be creating an intake form to post on our new website to assist students in taking the correct path and sequence of courses. Once students complete the intake form, they will be prompted to meet with the Program Services Coordinator to discuss EDU/CD programs, career opportunities, and identify any needed support.

Finally, *pathways matter*. As mentioned previously, we are creating pathways that will benefit both F2F and ONL/HYB students. We also are working towards aligning core assignments and SLO assessments across course sections and in all courses, making

data and assessment easier to effectively evaluate teaching methods and course success.

II.F Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Narrative

The biggest barrier to equity for EDU/CD students is the wage disparity of the ece teaching field. Our students enter a profession that is predominantly women, is often seen as unimportant work, yet is also considered easily entered and attracts non-traditional students. These are students who need to work, to provide for themselves and often their families. Faced with the daunting task of trying to juggle work and life along with classwork and required direct teaching experience in order to pursue their dreams of careers, state certification, and higher education. Funds are needed to offer our students a monetary supplement for a two-semester Internship which would give them the 12 units & 150 hour teaching requirement. Moreover, additional funds to expand this to an Apprenticeship would help students to complete their ECE major requirements toward a transfer degree.

III.A.   Curriculum Review

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. http://www.skylinecollege.edu/programreview/cpr.php

2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. http://www.skylinecollege.edu/programreview/cpr.php

3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).

4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Narrative

As of 3/4/2020, all but two of the EDU/CD program courses have been updated and approved by curriculum committee. ECE 201 and ECE 211 are now in the Que and should will be completed ad approved by 4/15/2020.

We have a two year template of course offerings that we have worked on with the help of our dream based on past enrollment trends.

Evidentiary Documents

EDU_CD CourseOutlinePrereqChecklist 2.pdf

EDU_CD CourseOutlinePrereqChecklist1.pdf

IV.A **Considering Key Findings**
Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Narrative
Our program strengths are in our exceptional faculty and in our flexible availability and welcoming to all students, regardless of their status of any sort. In addition, our collaboration with our Child Development Lab Center has amplified the demonstration of developmentally appropriate teaching for our students to see in action. Moreover, our constant connection with community [Canada College ECE program, SM Mentor program, SM County of Education, CTE Community Advisory group] assists us in keeping relevant and connected.

One of the key findings of our CPR is that a majority of our students are part-time. They need college services and supports that do not require them to be on campus during regular business hours. They need student-friendly access and resources from the College, rather than assuming that our part-time adjunct faculty and even full-time teaching faculty are responsible for this work. In addition, more than half of our students are over the age of 23 and working part- to full-time jobs [average 30 hrs/week]. Most are seeking CTE Certification or Transfer Degrees [not single courses from employer requests].

Challenges include under-enrollment trends in some specific ethnic categories, and we would like to be intentional about the recruitment of the underrepresented populations of Native American, Black non-Hispanic, and Pacific Islander. We would like to explore the resources the college offers for these specific populations including tutors, supplemental Instruction, counseling, and other student success supports.

While our retention rates meet and exceed college retention rates, and we are in the Top Ten in awards of both Certificates and Degrees, we are paying attention to withdraw rates by course & section, to see trends and make adjustments.

Since we have embarked on dual enrollment, we need the support of both the current High School and the SWF division to understand what is working and what needs improvement in delivering our content to high school students in their environment as well as encouraging a pairing of coursework with the service learning requirements that would offer both experience with the content and also connection to local ECEcenters for summer/future employment.

In preparation of this 2019-20 CPR, in all data collected, experiential learning tied to academic preparation is key to long term success and career viability in education programs. We are looking at innovative practices and delivery modes to expand our offerings to a broader audience including distance education, short courses, dual enrollment, and opportunities with our global education program to provide international education opportunities.

IV.B   Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Narrative

6 strategies have emerged from key findings and our program aspirations. They are

1. Experiential learning and other high impact practices: we want to tie these to academic preparation to ensure that knowledge skills and competencies are met in all key areas and to ensure students pursue advanced degrees and career viability.

2. Alignment of academic programs with industry standards: Additions to student course study such as experiential learning will help them and our program prepare for upcoming county and state level changes to early childhood programs and requirements.

3. Recruit underrepresented populations both by ethnicity and gender will deepen our program and make it more attractive to a wider range of our students and our communities.

4. Research the viability of the AA-T Elementary Education, the consideration of adding the AA-T Child Development, and the expansion of ECE into the elementary/school-age and special education areas.

5. Engage actively with the Guided Pathways/College Re-design by being invited into the Society & Education Meta Major, to explore connections between Education and Ethnic Studies, Psychology, etc., and to work in conjunction with faculty that will be teaching GE courses to assist in contextualized instruction.

6. Strengthen relationships with local 4-year institutions to ensure continuity for student's continuing education, ally with the potential 2+2 CSU campus in our District.

What long-term results does the program want to achieve?

1. Our hopes and aspirations are to create two robust programs.
a. The 1st program will be to have a fully enrolled day program that includes internships, apprenticeships, and well-planned course sequencing (including GE's) that will allow students to transfer, obtain a Child Development Permit, and master competence based assessments.
b. The 2nd program will be a fully online program that will include online advising and resources for non-traditional students to achieve goals.

1. Reassess our program's mission and vision statement that expands its scope to include the full range of ECE education [0-8] & both general and special

education, along with PSLO's, signature assignments, E-portfolio submissions and overall goals for students.

2. Have a team of three full-time faculty, along with the Program Services Coordinator, in strong collaboration with our college Child Development demonstration Lab, and continue to have diverse, qualified adjunct faculty with coordinated onboarding peer mentoring.

3. Reassess our program's mission and vision statement that expands its scope to include the full range of ECE education [0-8] & both general and special education, along with PSLO's, signature assignments, E-portfolio submissions and overall goals for students.

4. Have a team of three full-time faculty, along with the Program Services Coordinator, in strong collaboration with our college Child Development demonstration Lab, and continue to have diverse, qualified adjunct faculty with coordinated onboarding peer mentoring.

V.A.   **Program Strategy**

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Narrative

Aspiration #1) Student Focus

- Offer computer rentals for EDU/CD students
- Provide Onboarding online or/and face to face course for new EDU/CD students
- Create cohorts of students upon completion of onboarding course for in person and face to face courses.
- Secure funding specifically for paid experiential learning opportunities for students Develop an experiential course with levels based on successful implementation of competencies.

Aspiration #2) Faculty & Staff Focus

- Ensure that all faculty have the ability and access to technology that supports innovative teaching practices and online student strategies.
- Host consistent training and meetings to discuss course improvements, paid professional development opportunities for faculty to learn & be coached in high impact practices.
- Give paid time for after-hours department meetings.
- Schedule a program retreat to focus in depth the ways in which courses should be sequenced and competencies created.
- Identify key faculty to mentor potential and new faculty.

Aspiration #3) Program Focus

- Revise certificates to align with the Child Development Permit levels and industry standards.
- Develop courses to sequence with increasing skills and competencies identified for each course. Coordinate with county entities to ensure robust implementation of experiential learning opportunities, including funding, site placement, and employment opportunities. Work with SMCOE to offer course credit for continuing professional development and career advancement for the Teacher Workforce in San Mateo region.

V.B.   **Action Plan and Resources Requests**

Develop one of more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

1. To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
2. IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

See planning module.

Associated Objectives

1030-Course Creation

1032-Faculty/staff Retreat

1033-Program structure

1031-Regular faculty meeting and communication

Enhanced Budget with Objective and Task Detail

Education/Child Development Enhanced Budget with Objective and Task Detail