Comprehensive Program Review Report (Narrative)
College of the Sequoias
Program Review - Child Development

Prepared by: San Dee Hodges, CFS Division Chair

What are the strengths of your Academic Quality area?:
1. Each year the department updates 20% of courses to meet course currency. Eight child development core classes were revised to include rigor of the C-ID transfer level status required by the Chancellors Office. Courses approved by the District and Chancellors Office were: CHLD 39, 42, 126, 140, 141, 148, 149 and 158. These core classes will also be included in the Early Childhood Education Transfer Degree. (Document Link-ECE Transfer Degree)
2. We received Above Base Funding for a Smart Station in Tule 501 to increase the academic quality and teaching effectiveness for staff and students. A new work station was installed in July 2014.
3. Child development has 19 active courses taught by various delivery methods such as face-to-face, hybrid, and online. Courses are offered during the day, in the evenings, and short-term formats to meet the needs of our students. These formats helped increase the offerings for students in our department. (Document Link-CFS Master Plan)
4. The department has four full-time and 11 adjunct faculty teaching child development courses. All faculty have a Master’s Degree and meet instructor qualifications. Without our adjunct instructors we would not be able to provide the quality of instruction needed for a successful program.

Student Success
1. The 2014 Program Review Data Metric showed the average student success rates for 2012/2013 in 19 child development courses was 83.3%. We anticipate this level will increase since we eliminated the stand alone courses in 2013. (Document Link-General)
2. The 2009-2013 course completion rates from the Master Plan show a 74% completion rate which was higher than the 72% state average. (Document Link-CFS Master Plan)
3. The DataMart statistics for 2013-2014 show the COS Child Development Certificates awarded for 2013/2014 fiscal year were 176, the largest number ever given. We improved our tracking method in an excel data base and are now able to get accurate statistics for the completion of vocational certificates. (Document Link-CFS Degree and Certificates)
4. The number of Child Development AS degrees listed in the DataMart statistics for 2013-14 were 36. When comparing statistics from previous fiscal years there was a slight increase in completions of Child Development AS Degrees during the last three years. (Document Link-Degree and Certificates)
5. There was a 100% involvement of full-time and adjunct faculty completing course outcomes in 2013-2014. Courses assessed were CHLD 134, 136, 140, 141, 146, 152 and 154. (Document Link-Course Outcomes)
6. Two program level outcomes were completed for the Associate Teacher and Assistant Teacher in 2013-2014 and the goals were met with an 80-100% success rate. A capstone assignment attached to the certificate applications proved to be effective and accurate data for student success. (Document Link-Program Outcomes)
7. All course and program outcomes for the 3-year assessment cycles were entered into TracDat in 2013. (Document Link-3-Year Assessment Cycle and CFS Program Assessment Cycle)

Resource Efficiency
1. The department offers 10 sections of CHLD 39 each semester; This year a streamlined version of the textbook was designed for students to reduce the cost of the required text.

Internal Relations
1. The department has received funds from VTEA Perkins Grant to help maintain student supplies and equipment for child development classroom which leads to student success in vocational programs. Last year we received $7,000.00 to improve the quality of our program. (Document Link-VTEA 2014-2015)
2. The division coordinates with the Cal-Works/Federal Work Study to provide a student worker for maintenance of our lab classrooms.

External Relations
1. The department has an advisory committee that includes representatives from 10 child development agencies in Kings and Tulare Counties. The committee meets every semester to discuss updates in the field, current regulations, enrollment, certificates, SLO and PLO’s. (Document Link-COS Advisory Committee Minutes)

What improvements are needed?:
1. The 2009-2013 WSCH/FTEF efficiency statistics on the Master Plan was 497 which was lower than the state average of 525. Faculty would like to increase these numbers for the 10-Year Master Plan; but are limited due to enrollment cap in lab classes and room capacities. (Document Link-CFS Master Plan)
2. Complete a Transfer Level Degree in Early childhood Education, which includes the following C-ID core courses: CHLD 39, 42, 126, 140, 141, 148, 149 and
Describe any external opportunities or challenges:
1. Obtain and maintain community lab sites for clinical placements of our lab students. We currently have six community lab sites and five Early Childhood Mentor lab sites that serve 80-90 students a semester. (Document Link-COS Advisory Committee Minutes)

2. Continue to apply for VTEA Perkins Grant to help maintain student supplies and equipment for child development classroom which will lead to student success. (Document Link-VTEA 2014-2015)

Overall Outcome Achievement: 2013/2014 was the first year we started the 3-year Assessment Cycle for the CFS Division. A matrix was developed by dividing the courses and programs into the various departments. In the first year, six child development courses were assessed (CHLD 134, 140, 141, 146, 152, and 154) and the performance was acceptable with success rates between 80-100%. Only one outcome did not meet its goal. Students in lab classes performed higher than the traditional lecture class. Two program outcomes were completed for the Associate Teacher and Assistant Teacher certificate. Overall outcomes statistics were 90-100% and demonstrated students learned the skills needed for employment. (Data Link-Course Outcomes and Program Outcomes)

Changes based on outcome achievement: CHLD Faculty was pleased with results of the course outcomes, but after further analysis we realized that staff needs more training on the process of completing program and course outcomes. Faculty participated in the Dialogue Days training, but most of the work was completed one-on-one. The department will be offering more training and also revise some of the assessment plans so that we can achieve a higher degree of critical thinking needed for success in this field. We will be reviewing and modifying the course outcomes as courses are updated. (Data Link-Course Outcomes and Program Outcomes)

Outcome cycle evaluation: The 3-Year Assessment Cycle for CHLD completed a percent of courses taught during that year. If the course was taught in 2013-2014, faculty was responsible to complete a course outcome. The department had 100% participation for faculty that completed all assessments in 2013-2014. This first year six child development courses were assessed and two program outcomes. (Document Link-3-Year Assessment Cycle and Program Assessment Cycle)

Action: Child Development Transfer Degree
Design an Early Childhood Education Transfer Degree, which includes the eight core classes that include in C-ID requirements: CHLD 39, 42, 126, 140, 141, 148, 149 and 158.

Start Date: 09/01/2014
Completion Date: 06/30/2015
Status: New Action

Identify related course/program outcomes: District Objective #1 for 2013-2015: Linked

Person(s) Responsible (Name and Position): San Dee Hodges, CFS Division Chair

Rationale (With supporting data):
Priority: High
Safety Issue: No
External Mandate: Yes
Mandate Explanation: Chancellor's Office has a Transfer Degree Model for Early Childhood Education and has requested that we complete this degree including the child development C-ID core courses.

Action: Continue the 3-Year Assessment Cycle
Continue to monitor the progress of the 3-Year Assessment Cycle started in 2013-2014. This is the second year of assessments for course and programs. This year we will be measuring CHLD 42, 126, 136, 143, 144, 149 and the Teacher Certificate Program. Additional training is needed for faculty to complete the outcome assessments.

Start Date: 08/11/2014
Completion Date: 06/30/2015
Status: New Action

Identify related course/program outcomes: District Objective #1 for 2013-2015: Linked

Person(s) Responsible (Name): San Dee Hodges, CFS Division Chair
Rationale (With supporting data): The college is required to complete outcomes and assessments for courses and programs in each department. All instructors are required to have the outcomes in their syllabus and measure those outcomes to evaluate what students have learned.

Priority: High
Safety Issue: No
External Mandate: Yes
Mandate Explanation: Accreditation requirement by ACCJC.

Action: Improve laboratory support to increase class coordination, demonstrations, inventory control, and health and safety standards.

Acquire a .6 employee to maintain the child development lab operations to standards. (The employee would be part of the request from culinary and fashion to also assist in the maintenance of their labs.)

Implementation Timeline:
- Start Date: 10/01/2014
- Completion Date: 06/30/2015
- Status: New Action

Identify related course/program outcomes:
- Program Outcomes: None

2013-2015: District Objective #1: Linked

Person(s) Responsible (Name and Position):
- Division Chair

Rationale (With supporting data): There has been one person for the last two years and as a result there have been less pest issues, more organized in inventory control and purchasing, better coordination of lab procedures between instructors, continual oversight of equipment maintenance needs, and overall better lab experience for students and instructors.

Priority: High
Safety Issue: Yes
External Mandate: No

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<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
<th>Active</th>
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<td>Hire an employee for 19-26 hours per week to provide continual lab support to the child development, culinary and fashion lab instructors and classrooms.</td>
<td>One work-study student has been employed for the last two years and as a result the lab classrooms have had less pest issues, are more organized in inventory control and purchasing, have better coordination of lab procedures between faculty, there is continual oversight of equipment maintenance needs, and an overall better lab experience for students and instructors. This is the first time in at least 15 years the same person has been employed for a three year period. Typically a new student-work is hired every fall semester and significant time is spent by faculty outside of their faculty duties, to train, orient and supervise this position.</td>
<td>A part-time 10-month classified Instructional Assistant is needed to maintain a quality classroom environment in the four CFS lab classrooms. These laboratory classrooms are used by multiple disciplines (Culinary, Education, Child Development and Fashion) and the usage necessitates additional maintenance; however most of the duties for this position relate to the foods lab. A permanent position would allow us to hire a person with food safety/sanitation and foods service education/experience. Duties include weekly shopping for supplies, proper storage of foods, keeping financial records of purchases and weekly maintenance in the four labs. This position is also needed to coordinate class setup for foods lab faculty which would include gathering and organizing food items for food preparation and for faculty demos.</td>
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Action: Apply for VTEA Funding

To maintain high student success in vocational courses, the department will complete an application for VTEA funding to purchase supplies and equipment for child development lab classroom curriculum and demonstrations.

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 08/11/2014
- **Completion Date:** 06/30/2015
- **Status:** New Action

**Identify related course/program outcomes:**
None

**2013-2015: District Objective #1: Linked**

**Person(s) Responsible (Name and Position):**
San Dee Hodges, CFS Division Chair

**Rationale (With supporting data):** Our division budget does not support purchasing new curriculum for demonstrations. The student materials fees only replace consumables that we use in the classroom. We need an additional resources to purchase supplies and materials to provide students with the knowledge and understanding of all aspects of the industry. (Document Link-VTEA 2014-15)

**Priority:** High
- **Safety Issue:** No
- **External Mandate:** Yes
- **Mandate Explanation:** Perkins IV Grant is available for vocational programs operating throughout the state. An Advisory Committee and faculty collaborate on the application and additional resources needed to increase the technical skills leading to success of students in the field of child development. Funding is also used to recruit more non-traditional students into the program and prepare students for employment within the field of child development. This grant is administered by Dr. Louann Waldner who determines the application process and timelines. (Document Link-VTEA 2014-15)

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<td>Purchase curriculum items used for skill demonstrations using VTEA funding.</td>
<td>Students need the hands on use and demonstrations to be successful preschool teachers.</td>
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