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

Prepared by: San Dee Hodges

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. Currently we have 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, on weekends and short-term format to meet the needs of our students. We think this has helped increase the student success rate for our department. (Document Link-CFS Master Plan)
4. The department has 4 full-time and 10 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%. This was over the 72% state average. (Document Link-General)
2. The DataMart statistics for 2013-2014 show the COS Child Development Certificates awarded for 2013/2014 fiscal year were 177, the largest amount 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-Degree and Certificates)
3. 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)
4. 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)
5. 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. We used a capstone assignment attached to the certificate applications which proved to give us accurate data for student success. (Document Link-Program Outcomes)
6. 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 and 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 any 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 158. (Document Link-ECE Degree Transfer Model)
3. Course currency is completed annually and each year we update 20% of CHLD courses. This year the following courses need to be updated: CHLD 134, 136,
143, 144, 147 and 152 (Document Link-CFS Course Currency)
4. The same work-study student has been employed over the last two years to provide support for the laboratory classrooms. Continual work by the same person has greatly improved the operation and efficiency of the lab; therefore we want to submit a request for .6 lab technician for lab classrooms. A lab assistant will greatly help with the classroom maintenance and set up for demonstrations in our department.

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 opportunities or challenges. 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 dividing up 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%. 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 statistics were positive and demonstrated students learned the skills needed for employment. (Document Link-3-Year Assessment Cycle)

Changes based on outcome 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 achievement: 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 year. If the course was taught 2013-2014, faculty was responsible to complete an assessment. Participation was 100% for faculty completing all assessments in 2013-2014. The first year 6 child development courses were assessed and two program outcomes. (Document Link-3-Year Assessment Cycle)

Action: Child Development Transfer Degree

Design a 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 Program Outcomes:
course/program outcomes:
~Identify the major theories and/or principles of child development.
~Complete a lab experience needed for employment in a licensed child care facility at an approved site.
~Explain the requirements for CA Title 22 Licensing Regulations regarding health, safety, nutrition and mandated reporting.

District Objective #1 for 2013-2015:
~Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses

Person(s) Responsible (Name/ San Dee Hodges, CFS Division Chair and Position): Rationale (With supporting data):
Priority: High
Safety Issue: No
External Mandate: Yes

Mandate Explanation: Chancellors 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 Program Outcomes:
course/program outcomes:
~Identify the major theories and/or principles of child development.
~Complete a lab experience needed for employment in a licensed child care facility at an approved site.
~Explain the requirements for CA Title 22 Licensing Regulations regarding health, safety, nutrition and mandated reporting.

District Objective #1 for 2013-2015:
~Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses

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

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: Apply for VTEA Funding

To maintain high student success in vocational courses, the department will complete an application for VTEA funding 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

Identifying related Program Outcomes:
- **course/program outcomes:**
  ~Identify the major theories and/or principles of child development.
  ~Complete a lab experience needed for employment in a licensed child care facility at an approved site.
  ~Explain the requirements for CA Title 22 Licensing Regulations regarding health, safety, nutrition and mandated reporting.

District Objective #7
~Allocate resources based on an accountable and systematic district wide planning and budget development process that links this allocation to Institutional Program Review and the Strategic Plan.

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

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 resource 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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<tr>
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<tr>
<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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<td>Yes</td>
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Action: Maintain Continual Laboratory Support

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

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

Identify related Program Outcomes:

Course/program outcomes: ~Identify the major theories and/or principles of child development.
~Complete a lab experience needed for employment in a licensed child care facility at an approved site.
~Explain the requirements for CA Title 22 Licensing Regulations regarding health, safety, nutrition and mandated reporting.

District Objective #7
~To allocate resources based on an accountable system to maintain college operations.

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

Rationale (With supporting data): A part-time 10-month classified Instructional Assistant is needed to maintain a quality classroom environment in the four CFS lab classrooms. These classrooms are used by multiple departments on a daily basis and the usage necessitates additional maintenance. This position is needed to coordinate class setup for CHLD lab instructors, which would include gathering and organizing curriculum for demos for students. 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 education/experience. Duties include weekly shopping for supplies, proper storage of foods, keeping financial records of purchases and maintenance in the nine lab classes.

Priority: High
Safety Issue: Yes
External Mandate: No

Add Resource Request for Action

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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 food laboratory has had less pest issues, is more organized in inventory control and purchasing, has 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 classrooms are used by multiple departments/divisions on a daily basis 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 education/experience. Duties include weekly shopping for supplies, proper storage of foods, keeping financial records of purchases and maintenance in the four labs. This position is also needed to coordinate class setup for CFS lab instructors which would include gathering and organizing food items for class cooking and food preparation for demos.</td>
<td>Yes</td>
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</table>
Prepared by: Dennis Goebel

What are the strengths of your program? Provide athletic training services to 400 athletes in 17 different sports per year according to industry competencies and standards set by the National Athletic Trainers Association per industry "White Paper". See attached documents - Professional Education in Athletic Training and Future Directions in Athletic Training Education.

1. Transfer level Sports Medicine program has 100% completion rate per Perkins Core Standard 2. See attached documents - Perkins.
2. 25-30 students in the COS Sports Medicine curriculum which meets the academic requirements and skills for job placement and transfer.
3. Provide internship experience for 100% of students who desire to become employed in the field of Sports Medicine. The COS Sports Medicine program has provided over 1125 clinical hours in and on the athletic training room and fields during the Fall 2013/Spring 2014 semesters.
4. Completed all SLO assessments for academic courses in Sports Medicine program; analysis was completed and 80% of students met all SLOs; see 4 Column SLO report in documents.
5. Resource efficiency is very high as measured by WSCH/FTEF is over the 525 goal at 607 Fall 2013 and 511 Spring. See attached document - SMED Efficiency.

What improvements are needed? Certified Athletic Trainer staff is needed to provide services to cover the numerous athletic events. There are approximately 1000 hours of additional time needed to cover heavy fall/non-traditional sports schedule as well as school holidays and vacations. Number of hours being required by Athletic Training staff may increase due to the CCAA (California Community College Athletic Association) requirements which mandate that non-traditional sports have medical coverage for the safety of the student athletes. This new mandate can be found in the CCAA handbook under by-law 3.5 and 9.2.2. See attached document - CCAA Bylaws. The NATA (National Athletic Trainers Association) also has Recommendations and Guidelines for Appropriate Coverage of Intercollegiate Athletics based upon the following: Basic Health Care Index, Number of student athletes, days in a season (traditional and non-traditional) percentage of the year, and travel days. The data indicates that the Sports Medicine Program should have 3.99 full time athletic trainers needed to cover the health care needs of student athletes. This does not include weekend or holiday coverage, which we currently provide. See attached documents - AMCI worksheet.

2. Budget augmentation is needed to provide equipment and supplies to provide for the essential health care needs of the COS athletes. Recent revenues for the Sports Medicine program have decreased due to the Affordable Care Act implementation.
3. Additional funds of $14,000 is needed to purchase knee braces for high contact sports need replacement as technology has changed. Sports Medicine program currently uses obsolete knee braces that were purchased 10 years ago and need to be replaced in order to provide safe contact athletes and prevent injury.

Describe any external opportunities or challenges:

1. Due to the Affordable Health Care Act implementation, a source of funding known as MAA (Medi-Cal Administrative Activities), was eliminated approximately $7,000 per year from the Sports Medicine budget that supplemented the District's cost for its Athletic programs.
2. CCAA has recently adopted new guidelines to provide services for all sports including non-traditional athletic events, such as baseball games that are played out of season. See attached documents - CCAA Bylaws. Currently all COS athletics teams can compete in the non-traditional season, with the exception of football. COS Athletic Training staff now covers 17 sports teams in the traditional season; an additional 16 sports now need to be covered in the non-traditional season.

Overall Outcome Achievement: Sports Medicine program overall achievement was met with an 81.87% success and retention rate. See attached documents - Success Retention 2013.14. The core courses, SMED 040 and SMED 060 are open enrollment and therefore student success rates are slightly lower. Contributing factors seem to be students do not understand the academic rigor required for the Sports Medicine program. Then courses SMED 151, 153, 181, 182 and all Work Experience courses have a much higher student success rate, perhaps due to the fact that students understand the academic challenge but also on field experience solidifies the learning. The 28 year history of the Sports Medicine program indicates that this is a consistent pattern. SLO assessments were completed for all 16 Sports Medicine courses (8 courses each semester). Due to state mandates, SMED 150, 151, 152, 153 and SMED 180, 181, 182, 183 had to be rewritten as individual courses and this is the first assessment of these individual classes. Assessment data indicates that the SLO's in each SMED courses are measuring student learning and outcome goals were met for each course.

Changes based on outcome achievement: No changes in the program or course outcomes were indicated due to high percentages of student success.

Outcome cycle evaluation: Sports Medicine Program courses are evaluated each semester in order to meet industry standards for employment and transfer requirements. The Sports Medicine program is committed to assessing every three semesters in order to ensure that students are learning the most current techniques as well as utilizing strategies that lead student success. There is effective participation with other certified Athletic trainers with the course assessments. Program assessment is completed in cooperation with the Sports Medicine Advisory committee.
Action: Improve Athlete Safety

Provide safe and current athletic training coverage for all traditional and non-traditional sports which is mandated by the California Community College Athletic Association.

Implementation Timeline: 2015 - 2016
Start Date: 08/01/2015
Completion Date: 05/31/2016
Status: New Action

Identify related The additional athletic trainer would allow the current Sports Medicine Director to have time allotted to teach students on the field in order to meet the program
course/program outcomes: outcome that students will explain, interpret, and relate anatomical, physiological, and bio-mechanical systems to sport and physical activities. Additionally, Sports Medicine Director needs to utilize on the field training experiences to allow students to meet the other program learning outcomes through SMED 181, 182, 183, 184, Wrk Exp SMED 193, Wrk Exp SMED 194, Wrk Exp SMED 195, Wrk Exp SEMD 196 (Program Outcome Injury Care), which is that students will plan, implement, and assess appropriate injury care and management procedures.

Person(s) Responsible (Name) Dennis Goebel
and Position:

Rationale (With supporting The Sports Medicine program students are required to meet the competencies at the four year level in order to transfer into other Athletic Training programs. These data): requirements are dictated the National Athletic Trainers Association.

Priority: High
Safety Issue: Yes
External Mandate: Yes

Mandate Explanation: Mandate is from California Community Colleges Athletic Association bylaws 3.5 and 9.2.2. Also Recommendations and Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics by the National Athletic Trainers Association - 3.99 athletic trainers necessary for proper medical coverage for traditional and non-traditional sports. See attached worksheet.

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<tr>
<td>Full time certified Athletic Trainer</td>
<td>In order to provide safe and effective collegiate athletic sports program for all traditional and non traditional sports, an additional 1000 hours of Athletic trainer services are mandated.</td>
<td>Salary and benefits.</td>
<td>Yes</td>
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Add Resource Request for Action

Action: Implement proper Athletic Training services for all athletes

Provide necessary supplies for Athlete's safety, which includes resources for expendable supplies and equipment.

Implementation Timeline: 2015 - 2016
Start Date: 08/01/2015
Completion Date: 05/31/2016
Status: New Action

Identify related This action request allows the Sports Medicine program to enhance performance of the COS athletes by providing methods to improve physical function and
course/program outcomes: condition.

This supports the first Program Outcome of Performance Enhancement. See Four Column Program Report.

Person(s) Responsible (Name) Dennis Goebel
and Position:

Rationale (With supporting 1. Due to the MAA (Medi Cal Administrative Activities ) money being drastically reduced due to new calculations required by the Affordable Care Act, the Sports data): Medicine program budget was reduced by $7,000 in 2013-2014.
2. An additional $14,000 is also needed to replace obsolete knee braces that were purchased 10 years ago. During this last year, replacement parts were not available.
3. Sports Medicine has not had a budget augmentation for the last 15 years, even though two major athletic teams have been added.

Priority: High
Safety Issue: Yes
External Mandate: No
Add Resource Request for Action

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<td>Increased of the District contribution to the Sports Medicine budget by $24,000.</td>
<td>In order to provide the supplies necessary to implement and safe and current sports medicine program for the health and wellness of all COS student athletes.</td>
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<td>This includes one time expense of $14,000 for knee brace replacement.</td>
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<td>Ongoing budget augmentation of $10,000 each year to cover increased cost of expendable first aid supplies.</td>
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<td>Resource Type:</td>
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<tr>
<td>Instructional equipment</td>
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**Action: Career Mentoring**

Sports Medicine Director will provide one on one career mentoring to assist students to develop a career pathway that leads to employment in the different aspects of Sports Medicine, such as Athletic Training, Physical Therapy, Kinesiology, Exercise Physiology, Sport Psychology, and Sports Nutrition. This includes a pre-entry interview as well as ongoing personal evaluations of student education plan. The Sports Medicine Director will consult with the Academic Counselors to ensure specific career pathway requirements are met.

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 08/01/2014
- **Completion Date:** 05/31/2015
- **Status:** New Action

**Identify related**
The career mentoring is a necessary step to help students connect what they are learning to actual employment opportunities. This strategy will support all Program course/program outcomes: Learning Outcomes where students will evaluate and plan 1) performance enhancement, 2) anatomical systems and 3) injury care.

**Person(s) Responsible (Name and Position):** Dennis Goebel

**Rationale (With supporting data):**
1. Students need help from faculty who are aware of current transfer requirements as well as employment trends.
2. Students interested in pursuing a doctorate in Physical Therapy need a very specific educational plan as well as the opportunity to obtain clinical observation hours.
3. Students interested in pursuing Master's degree in Athletic Training also need letters of recommendation as well as specific experiences in a variety of athletic venues.
4. This type of mentoring is necessary to help students bridge from the educational environment to employment opportunities.

**Priority:** High
**Safety Issue:** No
**External Mandate:** No