Comprehensive Program Review Report

Program Review - Child Development

Program Summary

2021-2022

Prepared by: Vanessa Bailey, Raul Angeles, Laura Harris, Becky Griffith

What are the strengths of your area?: The Child Development Department was dedicated to improving the program despite challenges imposed by the Pandemic. Those efforts included outreach, improved class/lab scheduling, expanding relationships and collaboration with our community partners, and student success. In 2020-2021, 67 sections of CD/CFS were offered with a total enrollment of 2,047 (Banner Web Schedule Query). The department offered fewer sections of courses per directive from administration (9 less than 2019-20). Despite the reduction in course offerings and enrollment, the size and scope of the child development program continues to be one of the largest in the state of California (CCC - Data Mart, 2021).

Our analysis of the COS Program Review Data Metric statistics (2020-21) indicates that the department issued 64 more awards (total = 388) than it had issued in 2019-20 (Total = 324). There was a slight decline in overall student success rates compared to 2019-2020 from 83.1% - 79.7% (3.4% loss) (excluding EW grades). The department was disappointed in the decrease, but not surprised given the impact of the Pandemic on both students and faculty. Success rates across child development courses were also evaluated. The courses evaluated included CHLD 039 (80% to 76%); CHLD 042 (85% to 82%); CHLD 126 (83% to 76%); CHLD 140 (85% to 86%); and CHLD 158 (90% to 83%). Success rates in CFS 80 (a course offered by our other program - Consumer Family Studies) increased from 89.02% (2019-20) to 90.2% (2020-21).

Despite the decline in overall success rates in child development courses, the department is proud of the efforts made by all faculty members to create and deliver course content in a remote learning environment. Our faculty attended virtual workshops focused on remote learning and equity, researched new technology, effective pedagogies, and how to better support students (e.g., referrals to campus and community resources).

The department also evaluated equity success rates based on race/ethnicity across all child development course sections (COS Dashboard). Between 2019-20 (83.1% overall success rate) and 2020-21 (79.7% overall success rate), there was a slight 3.4 % decline in overall success rates. The success rates for students who identified as African-American went up 7.2% from 72.3% in 2019-20 to 79.5% in 2020-21; and Multiethnicity grew by 5.2% from 79.3% in 2019-20 to 84.5% in 2020-21. The child development department is committed to ensuring equity for all groups regardless of race, ethnicity, gender, sexual orientation, age, ability, and so on.

The overall number of FTES in the Child Development Department (2020-21) declined from the previous cycle. In 2020-21 there were 270.86 FTES compared to 309.80 in 2019-20 (12.5% - fewer students). This can be attributed to the Pandemic's impact on overall enrollment across the California Community College System, including College of the Sequoias (9.96% - fewer). Consumer Family Studies (CFS) FTES count increased 2.87%. CFS 80 has historically been offered each semester as a fully online course. Enrollment in those sections is always full with a waitlist.

The department also analyzed the FTES count across several child development courses. The largest number of sections offered by the department was CHLD 39. The number of FTES declined from 2019-20 from 138.10 to 105.10. The decline occurred across all courses offered in Visalia, Hanford, and Tulare. However, there was an increase in the "Online Campus" FTES count from 28.0 (2019-20) to 45.00. The same trend occurred with our other General Education course offering – CHLD 42. An increase in FTES was notable in CHLD 134 (2.6 in 2019-20 to 6.20) and CHLD 141 (14.47 to 20.20).

The number of certificates and associate degrees awarded by the child development department continues to grow. The total

number increased by 64 (from 324 to 388). 31 students earned an AS-T-ECE degree. 45 students earned an AS-CHDEV degree in 2020-2021 (up from 40 in 2019-20).   The number of students who earned a 6-unit certificate in child development, which enables them to earn employment in a licensed child care facility, increased by 78 (from 87 in 2019-20 to 165). There was also an increase in the number of students earning a 12-unit certificate in child development (up 16). The department is committed to providing students with the skills needed for future employment, even if their major is not child development specifically (e.g., social work, school counselor, child psychologist, teacher).

The department's 2020-21 FTEF numbers declined slightly from 14.90 in 2019-20 to 14.06. This number demonstrates the productivity of a department with only 4 full-time faculty members. There was a decline in our ratio between FTES/FTEF (down 6.87% from 2019-20). The decrease can be attributed to the reduction in course offerings and caps on enrollment. The Child Development Department is confident that these numbers will improve.

The department faculty evaluate issues and concerns deeply and collaboratively in order to identify problems and address them together, both quickly and effectively. This is exemplified in the department's flexibility during COVID to maintain the enrollment of all students who were enrolled when the shift occurred, as well as keep courses from being canceled. Namely, CHLD 141 students were able to proceed with their lab classes and complete the required work experience hours. The majority of junior colleges canceled their practicum course due to confines and restrictions associated with COVID19. COS faculty willingness to modify and change the course, provide alternative options to students, reach out and brainstorm ways to effectively conduct lab hours with community partners and willingness of community lab teachers to continue supporting COS allowed the students to succeed with no delays in their educational progress. Each department faculty member is committed to ensuring that we have a high-quality program to offer our students.

The department continues to use research and data to drive change and productivity within the program. Collaboration occurs among faculty members to discuss and brainstorm data sets, which promotes a rich understanding of the program by each department member and supports movement in a positive direction given the data that is obtained. Specific examples of this will be shared later in the program review as it relates to SLO and PLO data findings.

The child development faculty have adopted OER textbooks in several courses and collaborated with adjuncts to encourage them to do so as well. This has been driven based on student needs, specifically in the courses that are taken by a high number of students and have the most expensive textbooks. Faculty have been collaborating and sharing information with one another to ensure useful and effective supplemental materials to support the OER textbooks.

In 2020-21, The department benefited from continued support via a private grant from the Belay Foundation. Scholarships are being awarded directly to child development students with a large portion of the money. The remaining funds were designated toward a promotion/commencement ceremony specific to child development students and their families, as well as awards specific to major of study. This year, the ceremony was unable to be held due to COVID restrictions. Instead, faculty got creative and received approval to utilize the funding for book baskets to be given as gifts to high achieving students and teachers from our community lab sites who supported our students throughout the Pandemic.

A faculty member reviewed and analyzed data in TracDat, as well as sent reminders and provided updates to faculty members (including adjuncts) when items are missing or due. This has already resulted in some excellent improvements to the data in TracDat. The goal, over time, is that full and part-time faculty members will be more collaborative on SLO and PLO data, thereby enriching the results and allowing for better improvement to specific courses, assignments, etc., based on the needs and outcomes of the students.

Finally, collaboration with community partners informs the decisions in the department. The community advisory board meetings have been taken over by department faculty due to the discontinued funding of the mentor program. There has been an increase in attendance and a variation of community partners attending. Based on feedback from the advisory meetings, the child development faculty have proposed two new special education courses, a new infant/toddler class, and a new special education certificate. Excellent working relationships with community partners has allowed for continued success and improvement of the child development program.

What improvements are needed?: Due to the number of certificate applications and program awards received by child development students, the department has difficulty tracking and following up on award recipients. Students frequently report back to faculty that they applied for their certificate and never received it. We have no way of supporting them except for referring them back to the admissions/records office.

Additionally, the Child and Adolescent Development recipients on the 2021 Commencement Program did not appear to be separated from the aggregated data; all child development award recipients were "lumped" together, which would mean that

the tracking and or data is incorrect. In addition, students who were double majored (e.g., Psychology and Child and Adolescent Development) were only listed under one of their degrees. Earning two AA-T's is an accomplishment that our department believes should be noted and honored. There was a decrease in the number of students who earned an AA-TCHADDEV in 2020-21 (down 10). This is still a relatively new degree at COS and many students are not aware of this option. This is based on qualitative data that students report to child development faculty members. It was designed for students interested in pursuing a career with school-age children or adolescents. The department uses part of our classified funding budget to pay an adjunct faculty member to track, monitor, and communicate with students and COS staff about certificates and degrees in child development.

An increased/continued presence on campus is an area of difficulty for the department. The need for involvement on committees, outreach and marketing for the program, presence at events, an ongoing working relationship with the counseling department, and other necessary tasks are difficult to spread between only four full-time faculty. We have elicited some adjunct faculty support with this via the classified funding we have been awarded, but it remains an area of focus for us that needs improvement.

The full-time faculty in the department desire to increase and improve the working collaboration with adjuncts. We have MANY adjuncts who support the work of the department, and we are aware that there is a disconnect between the work that they do and the updates and information pertinent to the ongoing tasks and processes in the department. Textbooks, SLO and PLO data reporting, syllabi, training, and professional development participation on important topics are items we would like to work more efficiently and collaboratively with adjuncts on. Our goal is at least one meeting each semester with adjunct faculty to improve this working relationship.

One of the most significant ways our division's classified assistant provides support to the child development department is an inventory of our lab classrooms. She completed an inventory of every single item that we have in the room, as well as developed a spreadsheet for re-ordering, and maintains a list of needed supplies and when they should be ordered. The inventory has helped immensely with classroom organization and minimizing the tasks that both full-time and adjunct faculty have to complete as it relates to lab preparation. However, there are still some identified problems. There is minimal storage for inventoried items due to the classroom shifts during COVID (new furniture). The "surplus" storage cabinets that we had for the items that are stored for restocking when supplies get low have been removed due to space issues. This has shifted many of the previously stored items out of sight onto open shelves or cabinet space. This is a big problem, mainly because these items tend to "walk away" or get used by students who are not enrolled in lab classes. Additionally, the classroom now appears very cluttered due to the number of items stored in open face shelving. The department faculty plan to submit a VTEA request in next year's application for shelving/cabinetry similar to what is in the Fashion lab classroom to address this problem.

Due to the limited availability (part-time hours) of the division assistant, there are still many lab-related tasks that must be done, often by adjunct faculty. Student-workers have been brought in this semester to support these tasks, but that means time to train new people and familiarize them with the processes and expectations of the department, which is an additional expectation for full-time faculty that will be ongoing with the rollover of student workers each semester. Job advertisement, interviewing, hiring, and paperwork were all tasks that could have been avoided if our division assistant had more hours that could have been utilized for lab support.

Describe any external opportunities or challenges.: Maintaining high-quality lab site placements for CHLD 141 students continues to be a challenge. The California Early Childhood Mentor Program funding has been threatened for the last couple of years. Last year, we were told that mentor teachers/classrooms (those that are deemed and regulated via contract by the state of California to be of the highest quality) would no longer be evaluated or funded. Only over the summer did we learn that there was in fact some funding that would allow the mentor program to continue, at least temporarily. However, no contracts are still in place. That leaves additional work to be done in researching and reaching out to potential partner programs and classrooms that are both interested but also high-quality lab options for students.

Visalia Unified School District has not taken child development lab students for over one year. Before COVID19, we had begun limiting VUSD placement options to only CHLD 126 lab students. They are only required to do six hours of lab in a semester, which means they can start much later. For several semesters in a row, we were running into problems with getting CHLD 141 students cleared through VUSD in time to start lab hours. They are required to go in person to Crestwood Elementary (which is a transportation issue for some students), with a copy of a driver's license (which not all of our students have) and all the other required documents, in order to be approved to start lab hours. After dropping those documents off, it was sometimes taking up to two weeks to get cleared. Despite our attempts to streamline this, or requests to improve the process, we made no progress. Not having this option for all of our lab students has left Visalia lab placement options extremely limited for students.

The department continues to prioritize the screening of current and potential lab placement options via completion of a site visit(s) and Early Childhood Environment Rating Scale (ECERS) evaluation through an independent contractor (Catherine Kemp). Though this provides valuable information about our sites, if we discover that any of them are low-performing (which we have in the past), we are limited in resources and options for improvement. As it stands, we have limited placement options and don't want to sacrifice any additional ones unless necessary, so we often find ourselves "stuck" with what we have. This area is a consistent focus for full-time faculty and will likely remain so as so many moving parts and factors influence each lab site's specificity.

This year, one of the ways we sought to address the issues with low-quality lab placements was by partnering with our community lab sites to offer Ages and Stages Questionnaire (ASQ) training to their teachers/classroom staff. This was something they requested and identified as a need at one of our advisory board meetings. It is difficult for them to get staff trained who trickle in mid-year and aren't hired over the summer before the annual pre-service training takes place. We utilized VTEA funding to pay for the training, which can be done virtually and saved a lot of money (usually, a trainer has to be flown on site, which results in additional travel-related expenses, etc.). The sites were extremely receptive and excited about this idea once it came to fruition, and 2 COS full-time staff members and 23 community lab site teachers were trained on the ASQ-3 (a developmental screening tool utilized in the programs to track children's development and identify concerns). Due to the overwhelmingly positive response and participation (many more slots were requested than we had, as the cap was 25 participants!), we have included this request in our VTEA application again this year. Additionally, we added the ASQ-SE (Ages and Stages Questionnaire-Social Emotional), which gives an overview of developmental screening specifically for children's mental health.

The COS Human Resources department presents several barriers to the successful function of the department. There is no process for notification of when there are new applications available for review. Access to the applications must be specifically requested by a faculty member, and even after that occurs, there is often a 1–2-week delay to get access. The last time access was requested because a new hire adjunct faculty member was needed, there were over 30 applications (some of which had been submitted months prior). The applications were reviewed, and then there was a delay in the ability to schedule interviews. On the day of the interviews, we were told by some of the candidates that they had only been notified the week before their scheduled interview (though the timeline on our end was about a month). Finally, after individuals were selected, there were many delays and many follow-ups required by more than one person to get the individuals in Banner to be added to the course schedule. The schedule was ready and nearing the time it would go live, and the individual still hadn't been added to be assigned to the course. Despite our efforts to keep processes moving and effectively support the transition of new hires, there is a lot of delay and obstacles in the relationship with human resources.

Overall SLO Achievement: The Program Review Data Metric Statistics from the Office of Research, Planning and Institutional Effectiveness illustrated a continuing increase in overall student success rates in Child Development courses. The average success rate in 2020-2021 was 82%, slightly down from 83% in the 2019-2020 school year. However, success rates continued to rise in the majority (3 of 5) of Child Development courses evaluated. Courses evaluated included CHLD 039 (80% to 77%), CHLD 042 (84% to 85%), CHLD 140 (85% to 87%), CHLD 148 (90% to 96%) and CHLD 149 (89% to 86%). The overall decrease and decrease in specific courses are likely attributed to the shift to fully online instruction due to the COVID19 Pandemic and stay-at-home order. However, a couple of specific items will be addressed later in the review.

Changes Based on SLO Achievement: Last year's program review mentioned that the course updates to CHLD 140 and CHLD 141 inadvertently impacted CHLD 149, a pre-requisite course for CHLD 141. Student success in SLO's in this course decreased due to the lack of lab experience they would have generally had upon entering this course. The course has been revised to include pre-requisites and is currently in the curriculum approval process in Courseleaf. SLO's for this course are expected to increase with the revisions to the CHLD 149 pre-requisites and curriculum.

Overall PLO Achievement: The Teacher Certificate of Achievement and AST in ECE were scheduled to be reviewed and evaluated on the 3-year outcome cycle assessment. Neither of them had any data entered for the current assessment cycle until the program review process began. This is an ongoing area of concern for the department and one that will remain a continued action item this year. This is partially addressed with the addition of our adjunct, Courtnee Hoogland, as a support in this area. She will be monitoring the PLO cycle to ensure that dates in TracDat are correct, which was part of the problem in this case. The dates had never been aligned for either of these programs, and thus, they were not flagged as needing to be completed.

Two of the three teacher certificate of achievement outcomes were met successfully. Students demonstrated knowledge of the major theories and principles of child development without a problem, and they also completed lab experience hours in a licensed childcare facility. The third outcome is related to Title 22 licensing regulations: mandated reporting, licensing regulations, health, safety, and nutrition of enrolled children. Twenty-four students attempted the final exam, and 7 of them failed it. This could be attributed to the online platform of delivery due to COVID19. For online delivery of the course, additional supports may need to be embedded throughout to determine that students are absorbing the information. Multiple modalities

of delivery need to be utilized for instruction.

The outcomes for the AST in ECE are the same as those for the teacher certificate of achievement. Different classes could be utilized to obtain the results, which would give a broader view of how students are learning and whether outcomes are being achieved in more than one class, different instructors, etc. In this case, because of the last-minute identification of the need for PLO data, the same courses were used to evaluate the data for both programs. The difference in additional achievements for students receiving the AST in ECE is the completion of general education units/courses and also possibly some additional child development electives. Because there is a variation in which courses students may take, it does make sense to align the PLO's with the teacher certificate of achievement.

Changes Based on PLO Achievement: The PLO's for the teacher certificate of achievement are appropriate outcomes. Students achieving this certificate will be considered "teacher ready" for employers when they leave COS. They understand and can apply licensing regulations to their work, they have completed lab practicum experience in a classroom, and they know the basic fundamental theories and theorists of child development.

In the future, it would be better to analyze data from more than three class sections to determine the achievement of these PLO's. Even if the same classes are used (CHLD 141, for example, is the only class with lab practicum experience requirement that can measure that goal), different sections and more than one instructor should ideally contribute to measuring the overall success better. Courtnee Hoogland will be supporting this in the upcoming year as a "pilot," utilizing our classified funding source, to determine if we can better include adjuncts and a wider spread of sections by sending reminders, data requests, etc. adjunct and full-time faculty.

Outcome cycle evaluation: The department recently added two new special education courses and a new 19-unit certificate to the repertoire of offerings available to students. All of these items need to be added to the outcome cycle evaluation. Additionally, based on updates this year and changes to some course offerings, including off-cycle evaluations, the outcome cycle needs to be updated. The new division chair, Vanessa Bailey, will work on this before the Fall semester. As mentioned above, Courtnee Hoogland has been hired to monitor the outcome evaluation cycle, including cycle dates, matching dates to TracDat, and ensuring all necessary courses and programs are included on the outcome cycle evaluation.

Action: Improve working collaboration with adjunct faculty

Schedule one meeting per semester with adjunct faculty to develop and improve working relationship and collaboration, which will in turn benefit the students of the department. Meetings may include discussion on: textbooks, SLO and PLO data, syllabi, training and professional development participation, etc.

Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Vanessa Bailey, Raul Angeles, Becky Griffith, Laura Harris (All full time child development faculty).
Rationale (With supporting data): The full-time faculty in the department desire to increase and improve the working collaboration with adjuncts. We have MANY adjuncts who support the work of the department, and we are aware that there is a disconnect between the work that they do and the updates and information pertinent to the ongoing tasks and processes in the department. Textbooks, SLO and PLO data reporting, syllabi, training and professional development participation on important topics are all items that we would like to more efficiently and collaboratively work with adjuncts on. Our goal is to have at least one meeting each semester with adjunct faculty to start improvement of this working relationship.
Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District

departments, divisions, and constituents
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.
District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.
District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: Improve laboratory environment to increase faculty effectiveness and support student success.

Add standardized cabinetry and additional workspace for students throughout the classroom in Tule 501.

Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Division Chair
Rationale (With supporting data): There is minimal storage for inventoried items due to the classroom shifts during COVID (new furniture). The "surplus" storage cabinets that we had for the items that are stored for restocking when supplies get low have been removed due to space issues. This has shifted many of the previously stored items out of sight onto open shelves or cabinet space. This is a big problem, mainly because these items tend to "walk away" or get used by students who are not enrolled in lab classes. Additionally, the classroom now appears very cluttered due to the number of items stored in open face shelving.

Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Facilities - Bid received from woodcraft custom cabinetry for split leveled plastic laminate casework with closed storage, adjustable shelving, open cubbies, drawer storage and countertop section for student to utilize during lab work. (Active)
Why is this resource required for this action?: We have minimal funding for improvement of the lab classroom without this resource request.
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 55000

Program Review - Child Development

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Action: Improve SLO and PLO Outcomes Assessment Cycle

Department faculty will formally collaborate at least once each semester in order to identify the SLO's and PLO's that are scheduled to be assessed. Consensus will be established regarding which faculty member(s) is responsible for each outcome (including responsibility for communication with adjunct) and a deadline for completion. A date for a follow up meeting date will be scheduled to evaluate and discuss results.

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: CD AS Degree PLO #1 Understand & Promote Relationships (Students will demonstrate an understanding of influencing factors and strategies to utilize in effectively promoting partnerships between children, and their teachers, families, and/or communities).
Person(s) Responsible (Name and Position): Vanessa Bailey, Becky Griffith, Raul Angeles, Laura Harris
Rationale (With supporting data): Given the size and scope of the Child Development Program, it is necessary for faculty members to schedule time to collaboratively address and assess course SLO's & PLO's in a regular and consistent manner.
Priority: High
Safety Issue: No
External Mandate: Yes
Safety/Mandate Explanation: Required as part of governance processes and in support of accreditation.

Update on Action

Updates

Update Year: 2021-2022   06/08/2021
Status: Continue Action Next Year
The department faculty met during both semesters and identified which SLOs and PLOs needed to be assessed. Outcomes were submitted in TracDat and the department is currently up to date on all necessary items. This item will be continued next year in order to improve effectiveness and maintain the ability to submit on schedule, prior to deadlines.
Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021   09/25/2020
Status: Continue Action Next Year
Although the process described in this action was completed (tasks were assigned, deadlines for completion were established, etc.); the SLOs and PLOs were still not all completed. Lack of follow through by assigned individuals and failure to follow up as a team needs to be addressed this year so the processes can be completed in a more improved manner. The hiring of a new full time faculty member should help support this action item this year as well, because the work will be distributed more evenly.
Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

Program Review - Child Development

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025
District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: Evaluate Program Strengths & Identify Needs

The department will meet a minimum of four times per school year to evaluate status on the classified funding budget. Identification of strengths and areas of greatest need will guide the channeling of classified funding as appropriate and ensure that the most current high priority areas are being addressed.

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: CHLD 141 SLO #1: Given a visit of community child development facilities, students will be able to observe and evaluate the effectiveness and appropriateness of curriculum activities.

District Goal #4. College of the Sequoias Board of Trustees, administration, faculty, and
staff will engage in best practices and staff development to sustain effective operational
systems for institutional assessment and continuous improvement.
Person(s) Responsible (Name and Position): Full Time Faculty
Rationale (With supporting data): Spending of classified funding needs to be evaluated on an ongoing and annual basis in order to determine whether spending is effective and appropriate, and what changes need to be made. Additionally, the department will track and monitor spending to determine what tasks are still not being completed and where additional funding should be spent.
Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   06/08/2021
Status: Continue Action Next Year
The department met regularly throughout the year to discuss classified spending and make changes as necessary. A draft spending plan with improvements and potential changes has already been developed for the upcoming year. The department will continue this action item next year in order to maintain quality of spending and ensure the budget is distributed appropriately.
Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

Program Review - Child Development

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

District Objectives: 2021-2025

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and
attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.