Comprehensive Program Review Report

Program Review - Child Development

Program Summary

2022-2023

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

What are the strengths of your area?: Program Review and Planning Dashboard confirmed that the average student success rate across child development courses for 2021-2022 (including Fall, Spring, & Summer statistics) was 70.4%. Success rates for courses evaluated include CHLD 039 (71%), CHLD 042 (73%), CHLD 140 (63%), CHLD 148 (80%), and CHLD 149 (66%). Between 2020-2021 and 2021-2022 there was a noted decline in overall student success rates (81.5% to 70.4%) that can be attributed to both internal factors (within the Child Development Department) and external factors (outside of the Child Development Department). External factors that may be considered are shifts in learning platforms due to COVID19 since 2020 (fully virtual learning to a more pre-pandemic platform currently), drop in student enrollment between 2020-2021 (2620 total grades) and 2021-2022 (2154 total grades), the eradication of the more easily attainable EW with 309 EWs granted between 2020-2021 and 7 granted between 2021-2022, inflation, etc. With a return to campus this year (2022-2023) that promotes choice between face-to-face courses and online courses, it is anticipated that success rates will rise. It is still essential to consider internal factors that may contribute to the decrease in student success rates across courses, which will be addressed further in the appropriate sections of this review.

We noted 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.

Collaboration with community partner sites is ongoing. New partnerships are underway with TCOE and KCOE TK teacher preparation programs. The collaborations will support the development of academics that are directly related to the workforce/employment of enrolled students. Both agencies are applying for grants and have listed COS child development department as a partner in collaboration to prepare/push TK teachers through required coursework and offer employment readiness in accordance with the state timelines. These partnerships will help determine smooth and effective transitions for our students from COS to the workforce. These collaborative efforts have often offered our students superior employment opportunities and service in completing applications and getting hired.

In 2021-22, the department benefited from continued support via a private grant from the Belay Foundation. They doubled their grant amount to the department this school year! 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 first "Celebration of Success" ceremony was held in the Porterfield House and many graduating students (Spring and Summer 2022) were recognized for their certificates and degrees, nominations as outstanding lab students, high GPA's. Each student was given a basket of picture books to begin their teacher library as they transition into the employment arena. They also received child development stoles for graduation and a pin that said, "You are the Key to Making a Difference." The ceremony was so well received and attended by many students and their families. Additionally, we were able to fulfill "wish lists" and resource our mentor teachers and some of our other lab sites with high quality materials for the children and lab students to use while on site.

The department applied for and was awarded VTEA funding again this year for ongoing professional development and training.

We were again able to include community partners (lab teachers from each of our partner lab sites) in ASQ3 and ASQ-SE trainings. Offering these two training courses has allowed us to support partner sites with training new hires or staff who otherwise would not have received the training until the following school year teacher in-service at their organizations. This in turn directly benefits the lab students who are placed in their classrooms or programs as they receive coaching through assessments and supporting childrens' social emotional development.

An adjunct collaboration meeting was held in the Spring of 2022 semester. Three full time faculty and seven (more than half!) of our adjuncts attended. A Canvas collaboration shell was developed to more effectively inform adjuncts of announcements, opportunities for students, which textbooks are being used for classes, an "at a glance" contact information and "how to" steps (textbook adoptions, Canvas basics, etc). This Canvas shell was introduced at the meeting. Program updates were provided, SLO & PLO participation opportunities and suggestions were discussed, the adjuncts were invited to the child development celebration of success ceremony, group discussions were facilitated on the following topics: syllabus suggestions, lecturing tips & recommendations, anti-racist syllabus. A question and answer time was then opened for the group and there was extended participation. The department goal is to hold an adjunct collaboration meeting each semester, but at minimum once a year, in hopes of establishing better partnerships and collaboration between full time and adjunct faculty.

With COVID restrictions in place, maintaining courses and enrollment was difficult throughout the pandemic. In 2021-2022, 73 sections of CD/CFS were offered with a total enrollment of 1,980/243 (total =2,223; Program Review Dashboard – Census Enrollment). The total enrollment declined by 538 students from the previous cycle (2,497/264 2020-21; total = 2761). This equates to about a 19% reduction in total course enrollment. The department attributes the reduction in enrollment to the Pandemic. Despite the slight decline, the CD Department continues to be one of the largest in the State of California (Data Mart Program Summary Report, 2022). When comparing the size and scope of our program to other community colleges in the San Joaquin Valley, COS is significantly larger. The community college with the next highest number of certificates and degrees awarded was Bakersfield College with 215 (201 less than COS). All faculty members were encouraged by the increase in the number of certificates and degrees awarded to students this cycle (total = 416). It increased by 28 students (388 in 2020-21). The total number of recipients also increased from 279 to 298 this cycle (2021-22, Program Review Dashboard).

Specifically, enrolling students in the practicum course proved challenging because placement at community lab partner sites is relied upon for students to complete their required practicum hours. Because of the well established, positive relationships and committed teachers COS is partnered with, we were able to continue offering the courses and enroll all students in practicum course, with varying placements. Some sites allowed students to attend in person in smaller ratios and with COVID protocols in place. Some sites checked out a laptop (or more than one!) from COS and allowed students to complete their observation and activity teaching hours virtually via zoom. Regardless of the option, we were able to effectively place and complete all students who desired to take their practicum or observation course(s) during the pandemic. COS faculty recognize the commitment, additional time and work load, pressure and expectation this placed on our community lab site teachers and, on behalf of the students, are so grateful.

During the pandemic, another area that was improved was textbooks. Department faculty collaborated to update many of the textbooks that are being utilized to current, culturally relevant selections. Further, as many courses/sections as possible were shifted to ZTC/OER textbooks. This work is ongoing but the desire to shift the whole degree or certificate to OER options for students is present. Faculty will continue to collaborate and resource best options for students and a low cost alternative choice when a fully ZTC choice is not available.

What improvements are needed?: Limited resources [primarily time needed] to accomplish tasks deemed necessary as the program continues to grow has become an increasing area of difficulty for the department. Each of these tasks is not only time consuming and involves work, meetings, collaboration and outreach with community partners or other agencies, but they are also crucial to the success, quality and continued effectiveness of the child development program; they cannot be ignored. Examples of tasks [not a comprehensive list] that require time of the child development faculty outside of contractual obligations:

Development of new TK pathway as requested by KCOE/TCOE community partners. Collaboration with KCOE/TCOE as participating program in grant request to the state for funding to increase TK ready teachers within the next year. The California ECE Curriculum Alignment Project has requested/recommended that COS revise and formally realign to the CAP courses based on revised outlines from 2021. Keeping counseling department apprised of changes and updates to the program that impact students [new courses and programs, changes to the state matrix and requirements for child development permits]. Oversight of lab site programs/teachers. Collaboration and spending of private funding donation. Review and awarding of child development scholarship money. Planning and preparation for the child development student success ceremony in the Spring. Collaboration and partnership with our 13 adjunct faculty.

The co-director for the California ECE Curriculum Alignment Project reached out to notify the department that our core classes were aligned in 2016 and need to be resubmitted for review and re-alignment at this time. This is a huge project that involves review of the revised (2021) core classes course outlines on the CAP website, and evaluation of the corresponding COS core classes course outlines in Course Leaf to ensure alignment before submitting to the committee for formal review. In order to maintain our alignment with the state, this process will need to be worked on during the upcoming school year.

Through collaboration with the community advisory committee, need for additional classes was identified and requested. Specifically, COS is not offering all of the specialization units that are required for people to get their permit from the state of California. A new special education certificate was developed and added to the catalog effective in the Fall 2022 semester. These two new courses, along with a new infant/toddler course, and reinstatement of the administration courses will allow students to achieve all of the necessary specialization units except for two (adult supervision course). Scheduling the courses at times that is feasible for studnets who are already working in the field (the primary intended audience for these courses) has been difficult. Additionally, these courses have pre-requisites that have changed based on the Commission on Teacher Credentialing course matrix requirements, which have been updated. This has caused the courses to have a slow start in enrollment and the need for additional advertisement and collaboration with community partners to ensure they're made available as needed and also that changes trickle down to pre-requisite courses if need to support students movement through the required pathway to achieve a Master Teacher Level (or higher) permit.

There was significant decrease in overall student success rates in Child Development courses from 80.9% to 70.5% (10.4% loss). There was a similar decline in CFS 80. In 2020-21, the success rate was 90.6% to 81.8% (8.8% loss). Despite the decline in overall success rates, the department is proud of the efforts made by all faculty members to serve our students during this difficult time. All faculty returned to campus after COVID19 and implemented protocols to include a face-to-face learning environment for students and fostered flexibility for those that were exposed to Covid, and those who had it. This included an overall decrease in the number of enrolled students due to smaller class size capacities to allow for social distancing.

Describe any external opportunities or challenges.: Quality and oversight of CHLD 141 lab sites & programs remains difficult. This year, the biggest challenge is that Tulare County Office of Education [usually our largest offering of placement sites] is still not accepting lab students due to COVID protocols and challenges at the preschool sites. This has limited the number of local placements we have available to only a few Visalia Unified School District (VUSD) sites. As the sites fill quickly and can only take a specific number of students each, this limits the availability to first come first serve. Students cannot necessarily get a placement that is convenient for transportation or scheduling purposes, but instead are left with whatever is available; some having to travel to Lindsay or Porterville to complete their lab hours. TCOE has several lab sites located in Tulare, Visalia, and Woodlake. These sites enable the students who live in these areas to complete their lab hours in the areas where they reside. The department will continue to follow up with TCOE.

Our mentor teacher placements have continued to decline; we currently only have three mentor teachers. These teachers are identified as high quality and held to the highest possible standards, as well as reimbursed by the state of California for their time coaching lab students one on one. In hopes of raising the quality of available site options, the department faculty chose to modify the process of becoming a lab site effective in the Fall 2022 semester. An application process similar to that of the formal mentor teacher application at the state level was developed. Teachers were required to apply individually, rather than programs as a whole, and they were only eligible if they met specific requirements established by the department. Though this process was far less stringent than the formal mentor teacher application and approval process, it did still limit and decrease the number of lab placement sites we had available for the semester. The goal is that this process makes contact, collaboration, monitoring and oversight of the lab classrooms more feasible for full time faculty and overall quality is increased this school year. Monitoring of the new lab teacher application program will be a challenge (given the size and scope of the program) just as it was in monitoring lab students in partner agencies. Full time faculty will continue to work on conducting site visits at new lab teacher sites. The department will maintain ongoing communication with the new lab teachers to ensure quality as well as planning site visits.

As the state continues to change its expectations and regulations for individuals in the Early Childhood Education field, it is difficult to maintain alignment and address all the various moving parts that impact our students. For example, although students can achieve a 24 unit certificate at COS in 4 semesters or less, there are also general education, professional development hours and other requirements imposed on students before they are able to apply for the coinciding permit at the state level. They do not necessarily leave us "job ready" or prepared for employment in the field because of the other requirements associated with permit achievement. This is often confusing for students, faculty, and certainly the counseling department. It also causes an apparent delay in our annual data when reviewed because students are graduating transfer or job ready by COS standards, but not necessarily by industry standards. A better system on educating people of these differences and creating awareness of how employment readiness can be achieved is needed.

The department faculty desire to shift as many (if not all) as possible courses to OER textbooks. Although this has been successful with at least a few of the courses, there are limited resources or insufficient textbooks available for other courses. Proudly, at least one entire certificate has been shifted and is available using OER textbooks. However, there are others that have proven difficult and although shifts were made to support students (specifically with ease of access and use of resources during COVID), the textbooks need to be improved or large amounts of supplemental materials need to be utilized. The department was recently notified by the library that a grant is available to support furthering of ZTC/OER resources and textbooks for programs and a collaboration on that project and scope of work is intended.

The COS Child Development Department continues to work on improving the quality of work experience of our students who are enrolled in lab classes and completing their lab hours at community sites. The department utilizes the Early Childhood Environment Rating Scale (ECERS) to measure the quality of learning environments in a preschool classroom.

On March 9, 2022, the COS Child Development Department met with Catherine Kemp, Early Childhood Mentor Program Coordinator. Catherine is subcontracted by the Child Development Program to evaluate and monitor community and mentor sites for quality using the ECERS rating scale. Catherine presented her finding on community sites by citing the overall scores for each classroom/site. All the community sites scored below five, indicating a below-average score. A score of 7 is considered an excellent rating. Catherine Kemp also presented the subscale scores of the various learning environments for each classroom/site (listed below).

Space and furnishings, soft furniture, room arrangement, space for privacy, children's work not displayed). 7 findings, average score of 1.85- inadequate
Activities (dramatic play, art, music & movement, sand/water, promoting acceptance & diversity, nature/science, fine motor): 16 findings, average score of 2.81-between inadequate and minimal
Interaction (staff/child interactions, interactions amongst children, supervision of gross motor: 3 findings, average score of 2-inadequate
Personal Care Routines (meals, snacks: 4 findings, average score of 2-inadequate
Language & Reasoning (informal use of language, books & pictures: 3 findings, average score of 2 -inadequate

Catherine's findings also corresponded to qualitative reports from some students concerning their experience at the lab sites, such as staff/child interactions, classroom arrangement, supervision, and promoting acceptance & diversity. Students are instructed to follow the chain of command if they have questions concerning the lab site and the staff.

Because of the ECERS finding, the department decided to institute an application and approval process which closely aligned with the requirements and expectations of the California Early Childhood Mentor Program. As in previous years, lab teachers/sites would no longer automatically become COS lab teachers/sites. If they did not meet the requirements, they would be denied lab status. Those qualified as lab teachers/site will be provided a stipend to purchase classroom materials and supplies. In addition, training and support will be offered/provided (as needed).

Overall SLO Achievement: According to TracDat three courses were reviewed and updated within this assessment cycle. CHLD 039 (all SLOs were successfully met), CHLD 148 (all SLOs were successfully met), CHLD 147 (all SLOs were successfully met), and CHLD 158 (all SLOs were successfully met).

Changes Based on SLO Achievement: In last year's program review it was confirmed that prerequisites were added to CHLD 149 which are predicted to increase student success rates in meeting SLOs. These statistics are scheduled to be added to TracDat in Fall 2023 and will be revisited then to determine if the conjecture is supported. As stated under the "What improvements are needed?" section, the California ECE Curriculum Alignment Project has recommended that the COS Child Development Department revisit and align CAP courses with current course outlines updated in 2021. This process will lead to CAP course SLOs being reevaluated and changed when applicable based on CAP course outlines. It is expected that an increase in student success rates overall and across evaluated courses will be impacted positively as modifications are implemented.

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: During this 3-year outcome cycle the Child Development: Associate Teacher Skill Certificate and the Child Development-AS Degree were set to be reviewed and evaluated. As stated in last year's program review, Courtnee Hoogland, an adjunct professor for the Child Development Department, monitored PLOs to ensure dates in TracDat were correct. Mrs. Hoogland also sent emails to faculty members teaching courses within this assessment cycle to remind them to input data where necessary. This has helped to synthesize PLO cycles with TracDat and promote more consistent outcome entry.

The Child Development: Associate Teacher Skill Certificate PLO data in TracDat indicated that 2/3 outcomes were successfully met. The achieved outcomes included: Identify major theorists: Identify the major theories and/or principles of child development. Students in CHLD 039 partook in a final exam and were able to identify child development theories, theorists, and corresponding information and earned 70% or higher; 27/34 students met this outcome (79.4%). Learning Domains: Demonstrate understanding of child development domains. Students in CHLD 141 planned and implemented activity plans aligned with various child development domains and earned 70% or higher; 16/17 students met this outcome (94%).

The Child Development: Associate Teacher Skill Certificate data in TracDat conveyed that 1/3 of the outcomes were not measured during this 3-year cycle. The PLO was: Explain Title 22 Licensing requirements: Explain the requirements for CA Title 22 Licensing Regulations regarding health, safety, nutrition, and mandated reporting. Data for this outcome is gathered from CHLD 148, which is a new change since the last program review. An update to the certificate was made in order to align with state expectations for core unit achievement, and the updates have not yet been made in TracDat to align with the new program outline in CourseLeaf. Once this is done, the correct course mapping will be utilized to add data and make PLO updates to courses and this skill certificate.

The Child Development-AS Degree PLO data in TracDat supported the conclusion that 3/3 outcomes were successfully met. The achieved outcomes included: Developmentally Appropriate Practices: Based on knowledge of child development theories and principles, students will demonstrate the ability to apply developmentally appropriate practices in their work within early childhood. Students in CHLD 141 completed a "final reflection" assignment that evaluated understanding and application of best practices in ECE classrooms, based on their lab experience throughout the semester and earned a 70% or higher; 12/12 students met this outcome (100%). 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. Students in CHLD 158 completed the "Communicating Across Cultures" assignment and were able to make connections between NAEYC principles and best practices for working with/engaging families and promoting cultural diversity and pluralism in the classroom and earned a 70% or higher; 16/18 students met this outcome (89%). Professionalism: Understand and demonstrate knowledge of ethical standards and professional behaviors that will be supportive of their role in the early childhood profession. Students in CHLD 141 conducted a teaching day using appropriate planning, preparation, and implementation of developmentally appropriate activities with preschool aged children and earned a 70% or higher; 11/12 students met this outcome (92%).

The Child Development Department added a new certificate: Certificate of Achievement in Special Education. This certificate will prepare students for entry-level employment in the field of child development and will support attainment of skills needed to work with children with disabilities and their families. Two additional courses were incorporated into class sections offered including CHLD 146 & CHLD 154 to fulfill requirements to earn this certificate. The PLOs for this certificate include the following: Design and implement curriculum strategies based on children's individualized needs. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community. Identify the benefits of using a strength-based approach in working with children with special needs and their families. The PLOs for this certificate will be assessed and reviewed in future program reviews to determine success rates.

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: Associate Teacher Skill Certificate and the Child Development-AS Degree show an overall success rate with the exclusion of one PLO within the Child Development: Associate Teacher Skill Certificate that does not include data collection for the 2021-2022 assessment cycle: Explain Title 22 Licensing requirements: Explain the requirements for CA Title 22 Licensing Regulations regarding health, safety, nutrition, and mandated reporting.

It is presumed that this is contributed to the need to support inclusion of adjunct faculty in the process of data collection for classes/programs within assessment cycles. Data collected from adjunct instructors when monitoring PLO success rates would be beneficial when analyzing outcomes to foster further examination of achievement rates, provide a larger sample size for analysis of PLOs, foster a more informed understanding of student success rates, and mitigate missing data in one course during assessment cycles.

As determined in last year's program review (2020-2021), it would be beneficial to analyze data across multiple courses (rather than one course per PLO) and include data collected by more than one instructor to expand measurable evidence.

The Child Development Department aims to (further) integrate the identified changes above with the assistance of Courtnee Hoogland. It is advised that full-time faculty meet to determine class sections that can be integrated to measure PLO outcomes. Also, through the utilization of the department classified funding source, Mrs. Hoogland will continue to align PLO assessment cycle outcomes with TracDat and monitor data entry to remind adjunct and full-time faculty of upcoming deadlines. To support adjunct faculty participation in the collection of PLO data, full-time faculty will take time during collaboration meetings to discuss and train adjunct faculty in PLO data collection. Furthermore, guidance will be offered during implementation to support movement through the learning curve.

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: All of the new courses and the special education certificate have been added to the 3 year outcomes assessment cycle and are on schedule to be reviewed & evaluated as planned. Additionally, this year, Courtnee Hoogland aligned all of the outcomes cycle assessment dates to match Trac Dat so we know that we are on track (and will stay ahead of the curve) for upcoming required assessments. Currently, the department is up to date on assessments of classes and programs.

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:

Update on Action

Updates

Update Year: 2022 - 2023   09/12/2022
Status: Action Completed
One collaboration meeting with adjunct faculty was held last year (Spring semester), although two were desired. Three full time faculty and seven adjuncts attended! A Canvas collaboration shell was also developed by the full-time faculty and shared with adjunct faculty that shares job postings/announcements that pertain to all students, textbooks utilized for each course, SLO/PLO information for courses, course outlines, contact information for important individuals in the division and other information that is pertinent to adjunct faculty. There is also a discussion board/space for adjunct faculty to interact with one another. The collaboration meeting was very successful and included some training and also some discussion, best practices, etc. The goal this year is to hold two collaborative meetings (one each semester) and also increase participation of adjunct faculty.
Impact on District Objectives/Unit Outcomes (Not Required):

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.

Program Review - Child Development

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

Leave Blank:
Implementation Timeline: 2021 - 2022, 2022 - 2023
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:

Update on Action
Updates

Update Year: 2022 - 2023   09/12/2022
Status: Continue Action Next Year
Bid was received and funding awarded for remodel of Tule 501. In the meantime, division assistant has inventoried all items in Tule 501 and Tule 509 and developed a checkout system for students in CHLD 141 who are utilizing materials in their teaching demonstrations and lab activities. Division Chair has been working with vendors to get something on the schedule for installation of new cabinetry in Tule 501. This action item will be continued this year and completed once cabinets have been installed, inventory updated and lab environment improved.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Facilities - Bid received from vendors 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

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

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

Action: Program Alignment

The program needs to update and re-align with the state of California: this includes development of a TK certificate or pathway in accordance with the proposed upcoming regulations and also course re-alignment with the Curriculum Alignment Project through the Child Development Consortium.

Leave Blank:
Implementation Timeline: 2022 - 2023
Leave Blank:
Leave Blank:
Identify related course/program outcomes: District Objective 2.4 By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
Person(s) Responsible (Name and Position): Full Time Child Development Faculty
Rationale (With supporting data): TK teacher pathway/certificate has been requested by community partners as there is a need for over 10,000 new TK teachers within the next year due to the expansion of early learning funding. TCOE and KCOE have both requested collaboration for scheduling new classes, development of a pathway and linking it to a certificate so that financial aid, etc. can be received for students who are enrolled.

Re-alignment of core classes with the Curriculum Alignment Project through the Child Development Consortium has been recommended by the co-director of the project.
Priority: Medium
Safety Issue: No
External Mandate: Yes
Safety/Mandate Explanation: https://www.ctc.ca.gov/docs/default-source/educator-prep/files/pk-3-faq.pdf?sfvrsn=9c9027b1_3#:~:text=The%20PK%2D3%20ECE%20Credential,and%20may%20not%20be%20again.

Link Actions to District Objectives

District Objectives: 2018-2021

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

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 3.2 - 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.

Action: Lab Site Quality

The department will monitor, evaluate and continue to make efforts to improve the quality of lab site placement options for students.
Leave Blank:
Implementation Timeline: 2022 - 2023
Leave Blank:

Program Review - Child Development

Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Child Development Full Time Faculty
Rationale (With supporting data): The department continues to struggle to find high quality lab site placement options in the Tulare County region, specifically the city of Visalia. Outreach to three new potential sites occurred this school year, but each of them was determined to be too low quality to participate in the lab site placement program. We have only a couple high quality sites that have been identified, and they are in rural areas/cities. Changes will be made effective Fall 22 semester to the application process and monitoring/oversight for potential child development lab student site placement options, in hopes of improving quality of lab sites.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021
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 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 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 3.2 - 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 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: Improve Student Success

Provide iClicker to students enrolled in CHLD 39 large lecture to increase participation and engagement and improve overall student success.

Leave Blank:
Implementation Timeline: 2022 - 2023
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Rebecca Griffith
Rationale (With supporting data): iClickers are used during large lecture in Ponderosa to engage students in the environment and instruction. In this year's data analysis, overall success rates for CHLD 39 were 71%. This was a decrease from the prior year's analysis, at which time success rates were 80%. Purchasing iClickers and making them available to students to check out/return at the end of the semester will eliminate the financial hardship and other barriers.

Program Review - Child Development

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

Resources Description

Equipment - Instructional - iClicker [MacMillan Publishing] - 54.99 each.
COST: 440 iClickers = 24,195.60
Plus Sales Tax: (7.50%) = $1,814.67
GRAND total = $26,010.27 (Active)
Why is this resource required for this action?: This is the primary way that students are engaged in the coursework and large lecture portion of class for CHLD 39.
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 26010.27

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 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.

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

Program Review - Child Development

Safety/Mandate Explanation: Required as part of governance processes and in support of accreditation.

Update on Action

Updates

Update Year: 2022 - 2023   09/12/2022
Status: Action Completed
Department faculty met regularly, assigned updates for completion to individual faculty members and successfully stayed on time with updates throughout the course of the year. This was identified as a standing item during monthly department meetings and time was spent collaborating to make updates and changes as needed. This will remain a standing item on the monthly meeting agenda moving forward. Additionally, the outcomes assessment cycle (3 year) was revised and updated to match Trac Dat and include new courses and programs. There was one course identified as having incomplete updates, and it was taught by three adjuncts in the semester updates were required. Though the data was requested from them, there was insufficient follow through. This is being addressed and should not be a problem moving forward.
Impact on District Objectives/Unit Outcomes (Not Required):

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):

Link Actions to District Objectives

District Objectives: 2018-2021

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.

Program Review - Child Development

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: 2022 - 2023   08/09/2022
Status: Action Completed
Department faculty met regularly during the 2021-2022 school year to discuss budget, ongoing efforts, spending, and increase
collaborative efforts. A draft budget spending plan was developed that can be carried over each year as a starting point, with
minor tweaks or changes made as necessary. The department effectively expended all of the allotted budget for this project
during the 2021-2022 school year as planned. This action is completed and will automatically be carried forward as an ongoing
part of the scheduled meetings. A plan for spending the budget effectively and collaboratively has been developed and will be
utilized/monitored moving forward.
Impact on District Objectives/Unit Outcomes (Not Required):

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

District Objectives: 2018-2021

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.

Program Review - Child Development

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.