

# Comprehensive Program Review Report



## Program Review - Child Development

### Program Summary

#### 2023-2024

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

**What are the strengths of your area?:** The California Child Development Training Consortium Curriculum Alignment Project made revisions to course outlines over the last couple of years and the department was no longer aligned. Full time faculty revised and resubmitted all 8 courses that are part of the alignment project's core 25 units. An application for re-alignment was provisionally approved by the CDTC CAP Committee. The courses are now going through the Curriculum Committee approval process at COS and once that is complete, and final course outlines with local approval dates are submitted, COS will be considered aligned with the state expectations once again.

The TK expansion project in the state of California presented some challenges for local elementary schools. TK teachers, moving forward, will be required to meet certain criteria in order to be eligible to teach TK. Currently, that criteria is that they must have completed 24 units of child development prior to August 1st, 2023 in order to teach TK. Faculty were approached by Kings County Office of Education and Visalia Unified School District and asked to pilot a "cohort" program that would offer short term online classes to teachers currently working in the field in order to qualify them for teaching TK prior to the August 1st deadline. Two courses were offered in the Fall of 2022, four courses were offered in the Spring of 2023 and the final two courses were offered during the Summer 2023 session. The cohort of students that has taken all eight courses will now meet the eligibility criteria for maintaining their jobs in the Fall semester when the requirement takes effect, and the local school districts will be eligible to receive apportionment for the students in those TK classrooms that they otherwise would not have been eligible for.

Due to the increase in demand for these core units to satisfy the TK teaching requirement, and to stay as current and relevant in the field as possible, the department submitted and recently received approval for a new 24-unit Transitional Kindergarten teacher 24-unit certificate program. Additionally, a need for infant toddler specialization units was expressed on multiple occasions by the Community Advisory Committee members. The additional 3-unit infant toddler course was written and approved and put on the class schedule. However, it ended up being cancelled more than once. After following up with the committee to determine whether the course was in fact still needed, additional concerns arose. Primarily, staff who were returning to college to take the additional units most often have a degree already. Having a stand-alone course that was not linked to a program was creating financial aid barriers for these students. As such, the department wrote an Infant Toddler Specialization certificate and recently received approval from the regional consortium for that program as well.

The ZTC OER mapping group at College of the Sequoias identified nine programs at COS that are ZTC for students. Of those 9 programs, two of them are in the child development department. The Assistant and Associate Teacher in Child Development certificate programs are both available as ZTC/OER to students. The department faculty continue to participate in OER conversations and work groups at the state level, in hopes of furthering the opportunities for students to enroll in ZTC classes as resources are available.

In the Spring semester, an adjunct collaboration meeting was held once again. This meeting gave full time and adjunct faculty the opportunity to collaborate with one another on best practices in the classroom, which textbooks are being recommended and utilized, activity and assignment resource and idea sharing, etc. Further, full time faculty have continued to update and maintain the Canvas Child Development collaboration shell at a local level so that adjunct faculty are informed and included in the most current happenings of the department. That shell is also utilized to push current employment opportunities for students, as shared by our community partners, which is obviously of direct benefit not only to the students, but to our partner employers as well.

Department faculty who are invested in the program participate in professional growth opportunities and also community agency collaborations. Full time faculty participated this year in several collaborative groups and committees, including the Mentor Teacher Selection Committee, Tulare County Local Planning Council and Kings County Local Planning Council. Further, numerous training courses were attended that included a variety of relevant topics, including child abuse and neglect, behavior, infant and toddler teaching/coaching, infant and toddler mental health, online teaching, and others.

89 sections of CD/CFS were offered with a total census enrollment of 2,416 (Program Review Dashboard). The Child Development Department is happy to report that “unduplicated head count” was 1,625 students. That is an increase of 117 students (9.28%). The department increased the number of course offerings by 12. As COVID restrictions lifted, additional sections of classes were able to be scheduled again. Additionally, in August of 2022 we established a partnership with several community employers (Tulare County Office of Education, Kings County Office of Education, Visalia Unified School District) and developed a hybrid program that allowed TK teachers to earn the necessary 24 units in order to keep their jobs or obtain required units to teach TK, prior to August 2023. This program worked much like a “cohort” with the same two full time faculty teaching the majority of the courses, and a large group of students moving through the entire program together. The success rates of these classes, as evidenced below as well, were extremely high and there was a direct benefit to our community partners and the workforce. These students were able to successfully accomplish all of the required units and keep their jobs as TK Teachers effective in the Fall 2023 semester, which also allowed the districts to collect apportionment for those classrooms, due to having qualified teachers employed.

The average student success rate across child development courses for 2022-2023 (including Fall, Spring, & Summer statistics) was 75.4%. When comparing this program review’s cycle to 2021-2022, student success rates in Child Development increased by 4.71%. Success rates for CFS 80 increased from 80% to 83%. The success rates for CD courses also increased from 70.5% to 75.4%. The evaluated courses for Child Development included CHLD 039 (74%), CHLD 042 (76%), CHLD 140 (75%), CHLD 148 (81%), and CHLD 149 (95%). The total increase in Child Development from 2021-2022 was 50 percentage points. The increases for each course assessed was CHLD 039 increased by 1%, CHLD 042 (4%), CHLD 140 (15%), CHLD 148 (1%), and CHLD 149 (29%). (Program Review and Program Review Dashboard, COS).

**What improvements are needed?:** The new courses that were recently approved, as requested by the community advisory committee (infant toddler specialization units, administration units) have both been cancelled more than a couple of times, despite being offered online and in different semesters. None of the changes made to date have resulted in a class that was full enough to run; both were cancelled as recently as the Summer 2023 semester. However, the community partners continue to report a need for those classes, and request that they be offered. Some of the difficulty seems to lie within the prerequisite courses, as those are still being offered primarily face to face and perhaps not at times that are conducive to staff who are working full time. Moving forward, with the approval of the new certificates relevant to these courses, the department will continue to advertise and collaborate with community partners to determine the best section offerings to meet the needs of the industry.

Within the new course outlines that are in the process of being approved, soft skills for students and anti-bias practices have been incorporated. The industry feedback at the employer appreciation breakfast in the Spring 2023 semester was heavily focused on the need for soft skills with students. Although this has been lightly embedded into the curriculum in the past, there will be a more intentional focus on this moving forward, as evidenced in the updated course outlines of record.

A few high schools (Tulare Western, Exeter High School, Visalia Adult School) reached out to the department this year and requested on campus child development dual enrollment classes. However, due to the limited daytime availability of adjunct faculty, and the need for coverage of daytime child development courses on the Visalia campus, we were unable to add any additional dual enrollment sections. To expand the dual enrollment program in the future, and offer courses requested by partner high schools on their campuses, we would need to hire additional adjuncts with daytime availability. One was hired effective Fall 2023 semester, and this eliminated the need to cancel (or give full time faculty overload to teach) courses on the Visalia campus. However, we still are spread too thin to be able to expand to dual enrollment, specifically given the nature of their limited scheduling capacities.

This year, department faculty once again found themselves in need of extensive additional support for monitoring budgets, spending, and oversight of the lab program. Our independent contractor was able to observe and evaluate 14 classrooms where lab students were attending, utilizing the Early Childhood Environmental Rating Scale (ECERS). This is not something that would have been possible without her support. Only 7 out of the 14 lab classrooms assessed were recommended for continued placement of lab students without any need for additional support, improvement, or changes. The other 7 failed to meet program quality standards measured by the Early Childhood Environment Rating Scale (ECERS) and other classroom issues observed by the independent contractor that warranted not recommending those sites for student placement. Some of the

issues identified included: hand washing procedures (children and staff), environment and classroom set up, interactions with children, organization and materials, extreme behavior issues from children (that are not being managed appropriately by teachers), staff changes, and lack of engagement, etc. (ECKER's Scores & Summary, Spring 23).

The findings on the ECERS Scores and Summary need to be discussed and followed up on with each individual lab site. More hands-on support is needed given the variation of needs that were discovered. In the upcoming year, the department is left with a few options for lab placements: continue eliminating lab sites that do not meet our required and desired standards (which leaves us lacking a sufficient number of lab placements, specifically in Visalia), continue placing lab students in lab site environments that do not meet the required and desired standards (which leaves a lab practicum experience that is lacking in necessary elements to properly prepare students for industry employment), or provide more direct, ongoing and involved oversight at each lab site placement. The department is requesting additional funding this year to hire a professional expert as a "stand in" program director, who can offer this support to lab sites and act as a liaison between them and department faculty. In addition to this oversight, each summer and between semesters, the process of recruiting, processing and monitoring applications, onboarding, form and document updates, contract signatures and routing MOU's, gathering insurance information, training and additional oversight of processes is necessary. Full time faculty do not typically work during the summer, and the division chair (who is currently a child development faculty member) has been doing all of these tasks. This needs to be delegated to the program director for purposes of consistency and overall improvement of relationships and ongoing oversight of the lab teachers and site directors. This will in turn have a direct benefit to the students enrolled in the practicum class and attempting to obtain their degree and/or certificates.

At the employer appreciation breakfast, several industry partners mentioned an unmet need that they were hoping COS could offer support with. There has been a rise in behavior problems in preschool classrooms and it is expected to continue. Tulare County Office of Education, one of our largest partners for providing opportunities for lab students to complete their practicum hours, in locations throughout and across the county, has been unable to accept lab students for placement since the pandemic due to staffing shortages and teachers being overwhelmed with the need for support with behavior intervention and management. There are minimal opportunities for staff to receive training or guidance in this area, and a semester-long class would be neither feasible nor timely for participants. Department faculty have begun discussions about what can be done to meet this need for our community partners. A child guidance class, at minimum, would be beneficial in the upcoming year. Moving forward, a certificate, several one-unit courses, weekend workshops, etc. in child guidance may be pertinent and well received by community partners.

Despite the increase in enrollment and student success rates, there was an overall decline in the number of awards earned by students. The Child Development Department attempted to analyze the number of COS program awards compared to other programs in the San Joaquin Valley, but the only data available for the current cycle (2022-2023) on the Chancellor's Data Mart website is Merced's total. This represents only 1 of 7 local community colleges that the department compares success rates to every program review. Merced College had a total of 74 awards. The only other data available to compare to Data Mart is the one provided on the COS Program Review and Planning Dashboard. The total awards for our department were 351. This is a decrease of 64 awards compared to the data from 2021 on the COS Dashboard. On Data Mart, the total number of program awards in 2021-2022 was 416. The disparity in the data makes it difficult to analyze the results for the current Program Review cycle and raises concerns about other comparisons using COS data. A surprising number of students have contacted full time faculty by email indicating that they had not received their "certificates." This is concerning given the fact that the students making the inquiries filled out the application in class and applications were then hand delivered to registration. This is one of the tasks that the department will give to the program director this semester, and needs additional monitoring, oversight and follow up moving forward. We need a more firmly established process for collecting, submitting and follow up on certificate awards to students who applied.

**Describe any external opportunities or challenges.:** Due wholly to the generosity of the Belay Foundation and their increased donation to the program this year, we were able to offer stipends to lab teachers who met our requirements and expectations for supporting lab students during the Spring 2023 semester. We piloted our lab teacher application program for the first time this school year and were able to maintain greater oversight of the lab teachers for this reason. Having the opportunity to offer them a stipend truly improved both the efforts and outcomes of the lab teachers and students who were enrolled in the Spring semester. Monthly communication (at minimum) was maintained between COS faculty and the lab teachers. Part of the expectation of this monthly communication was updates on student progress as well as any concerns. This provided an opportunity to quickly address and rectify any issues that arose on behalf of the teachers or students. Further, we were able to fund a "wish list" for all of the lab teachers who submitted one. The items purchased from their wish lists went directly back into the classrooms to support not only the children in the programs, but also the lab students who were/will be participating as well.

Department faculty participated in an OER grant some years ago with the instructional designer who was hired at COS at the time. The goal was to produce a 24-unit certificate that could be offered entirely online (or at least to the extent possible) and

utilize zero textbook cost/open educational resource materials. Since then, we have successfully shifted all the classes to ZTC/OER materials, with the exception of two: CHLD 126 and CHLD 141. Despite a collaborative search among department faculty to find a ZTC textbook or OER resources that could be utilized, we have been unsuccessful. Given the specifics of these classes and the need for a high-quality textbook that meets all the required needs and components, additional support may be needed to achieve success in this regard.

There has been ongoing confusion regarding the California Teaching Consortium Child Development Permit Matrix vs. the COS child development certificates. Students who achieve the certificates at COS are often under the impression that they have earned the permit required by the state to work in a preschool classroom in California. Faculty have attended counseling meetings on numerous occasions to clarify the difference and advertise the requirements of the permits in California. This summer, we also added images of the matrix and additional information about program requirements to the child development COS webpage. Moving forward, faculty are committed to making changes to curriculum and including education within course content that better educates the students on permit requirements at the state level, and the difference between permits and certificates, in hopes of improving employment readiness at (or shortly after) graduation.

As mentioned previously in the program review, we continue to have difficulty recruiting and maintaining quality lab teacher & mentor sites in the Visalia area. Our strongest partner programs are in Lindsay and Porterville, which presents an obstacle in traveling for some students. The more localized programs have various issues that could hypothetically be addressed and corrected, if ongoing oversight and support were to be provided. This is a goal of the department moving forward and we will be piloting a part time program director beginning this school year. Most of the sites we partner with are willing to make improvements and adjustments as needed, and our hope is to maintain a group of high-quality sites and teachers that we can partner with consistently and on an ongoing basis. This would eliminate the need for many of the extra tasks that happen over the summer and between semesters with onboarding and updating documents, as well as orientations. This would allow us to spend our time consistently with the same centers and teachers, and hopefully improve overall quality continuously.

Numerous community partners have submitted and been awarded grants for a variety of purposes. Tulare County Office of Education, Kings County Office of Education, Tulare Adult School, Porterville, Exeter, Lindsay, etc. Have all applied for and/or been awarded grants that name College of the Sequoias in some way. These grants included expansion of dual enrollment classes, offering of specific courses at COS that support teachers seeking to obtain their TK/ECE certificates, expansion of concurrent enrollment classes to adult school campuses, support with a child development lab school, etc. This has increased the need for our department's presence at a variety of committee meetings, grant and pathway meetings, individual meetings with administration at partner agencies and necessity to make provisions of a variety of data sets to these partners, depending on their grant needs and requests.

The TULE building has ongoing problems with technology. Some of the classrooms do not have the capacity to support all students being on Wi-Fi at the same time for projects or other in class activities. Several offices (504A, 504B, 504C) have frequent network outages, which makes it impossible to provide student support during office hours or complete work in a timely or effective manner. TULE 509 is being utilized for the Fall 2023 semester for a live synchronous hyflex course offering, and there have been frequent issues with the hyflex monitor. IT technicians have been extremely responsive and helpful but per their reports and responses, they are limited in what they are able to do to provide permanent fixes, as the infrastructure (cabling, wiring, etc.) of the TULE building is outdated and needs to be completely replaced.

**Overall SLO Achievement:** CHLD 134 outcomes were met with a 92%, 96% and 81% success rates.

CHLD 140 outcomes were met successfully overall. One of them was met with 100% success rate for participating students. Students in online and short-term sections of the course showed increased difficulty with successfully mastering and/or completing signature assignments.

CHLD 141: All active students met all of the course outcomes successfully. Further, the teaching day is the capstone of the required lab hours that must be met in order to successfully pass the course. All active students passed the teaching day, with feedback from supervising mentor teachers, with a B or better.

CHLD 152, CHLD 146 and CHLD 139 outcomes were met successfully.

**Changes Based on SLO Achievement:** CHLD 134: Success rates show that more time needs to be spent on mandated reporting, roles and responsibilities of students in their future employment.

CHLD 140: Multiple students who did not successfully complete the assignment did not complete each section entirely or they skipped certain parts of each section. It may be beneficial to consider breaking this assignment into smaller sections that are submitted at different times to encourage completion. Though students had time to complete the assignment it is important to consider if they are giving themselves the necessary time to focus on the assignment when working online.

**Overall PLO Achievement:** All outcomes were met successfully for our newly reactivated Special Education Certificate of achievement. There is one course that is showing no outcomes, however it is due to an error in TracDat of that course being

owned by "inactive Courses" despite it having been reactivated and having outcomes data entered. A web helpdesk ticket has been submitted to correct this.

All outcomes were met successfully for our Child and Adolescent Development for Transfer Degree. CFS 80 is showing a red flag in TracDat due to the fact that it is scheduled to be updated during the 2023-2024 school year.

**Changes Based on PLO Achievement:** No changes to program learning outcomes are identified at this time.

**Outcome cycle evaluation:** This is the first year that all of our required courses and programs have been assessed as expected, without delays or missing information. KUDOS child development department team and thank you to all adjuncts who participated and offered support with this process.

## 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, 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:** 2023 - 2024

09/14/2023

**Status:** Action Completed

Cabinets were secured and the remodel of Tule 501 was completed between the Fall 2022 and Spring 2023 semester. The room has been reorganized and inventory updated in order to support student success and participation in this room.

**Impact on District Objectives/Unit Outcomes (Not Required):**

**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):**

### 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



# 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 4.2** - 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, 2023 - 2024

**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.](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.)

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

09/14/2023

**Status:** Continue Action Next Year

All of the core classes (24 units) that are required to be aligned with the state of California were submitted to the Curriculum Alignment Project team and we received provisional approval on March 2nd, 2023. The courses are now in the approval process at COS; once they have gone through the process and received all approvals at COS, a final approval award will be issued by the commission.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

# Program Review - Child Development

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: Child Development Lab Program Support

The department will designate a professional expert to act as a program director each semester and offer support to lab sites.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** CFS Division Chair + Child Development Full Time Faculty

**Rationale (With supporting data):** The intent of this is to provide ongoing oversight and monitoring to the community lab partner programs. The consultant who has been working with us to complete the Early Childhood Environment Rating Scale on each of our lab classrooms each year has provided follow up reports and next steps. The full time faculty do not have the capacity to complete the required follow up needed in order to improve the quality of the lab sites as students continue to attend there. The program director will take these reports and follow up with each site individually, as well as provide liaison support (observation of lab teachers and lab students, reporting of concerns, etc.) between the lab sites and the full time faculty.

**Priority:** High

**Safety Issue:** Yes

**External Mandate:** Yes

**Safety/Mandate Explanation:** We utilize the ECERS (Early Childhood Environment Rating Scale) in order to evaluate the quality of our community lab classrooms. Each year, we receive a follow up report from the private consultant we have hired to complete these evaluations. However, from that point, we do not have the time, staff or funding to pay for additional follow up as required.

## Resources Description

**Adjustment to Base Budget** - We currently have money allocated to support the program director position, however it will only cover minimum activities and follow up that we are expecting this year. Moving forward, we would like the program director to offer support during the summer months as well as each summer we are onboarding new lab sites and teachers, preparing for placement of lab students for upcoming school year, developing contracts and obtaining signatures, and processing applications. Full time faculty are not working during the summer and this is a task the division chair has been doing. (Active)

**Why is this resource required for this action?:** The funding we are currently using in our base budget is sufficient to cover oversight of the lab programs and follow up on ECERS results in order to improve program quality, however, we need additional funding in order to maintain the program and continue recruitment and onboarding, as well as sufficient training of new and returning lab teachers.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 5000

## Link Actions to District Objectives

# Program Review - Child Development

District Objectives: 2018-2021
<b>District Objective 2.4</b> - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
<b>District Objective 4.3</b> - 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
<b>District Objective 2.4</b> - 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.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 4.2</b> - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.
<b>District Objective 4.3</b> - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness 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, 2023 - 2024

**Leave Blank:**

**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:**

<b>Update on Action</b>
<p><i>Updates</i></p> <p><b>Update Year:</b> 2023 - 2024 <span style="float: right;">09/14/2023</span></p> <p><b>Status:</b> Continue Action Next Year</p> <p>This year we piloted a new application process for teachers who wanted to supervise lab students. We developed our own local requirements for lab teachers and aligned them as closely as possible to the requirements for mentor teachers at the state level, while alleviating some of the barriers and obstacles that often hinder teachers from applying. Additionally, we offered a stipend to teachers who supervised lab students that included stipulations and expectations of a high-quality program, relationship with</p>



# Program Review - Child Development

COS faculty, and excellent oversight of lab students.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 2.4</b> - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.4</b> - 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.
<b>District Objective 3.2</b> - 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.
<b>District Objective 4.2</b> - 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.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

<b>Update on Action</b>	
<i>Updates</i>	
<b>Update Year:</b> 2023 - 2024	09/14/2023
<b>Status:</b> Action Completed	

# Program Review - Child Development

iClickers have been purchased and a pilot system was implemented during the Spring of 2023 semester. They were used the last 6 weeks of this semester. Students gave positive feedback: felt that each individual student had a voice and were able to give feedback and engage in the class. 100% of students participated during class using the iclickers and also there was an improvement noted in students staying for the duration of class (they had to participate throughout different portions of the lecture in order to receive full credit for the class meeting). iClickers were found to support all students effectively (based on participation rates).

**Impact on District Objectives/Unit Outcomes (Not Required):**

## *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.