Plans for Child Development and Education
>> 2016 - 2017 Child Development and Education CHC Instructional Program Review 2016-2017

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Name :
2016 - 2017 Child Development and Education CHC Instructional Program Review 2016-2017
Principal Preparer :
Meridyth McLaren
Progress Report Preparer :
Meridyth McLaren
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Instructions

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions, the timeline for due dates, and the schedule for the four-year plan schedule.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

   a. Organization (including staffing and structure)
   b. Primary purpose
   c. Whom you serve (including demographics) - Click HERE to view program and college demographics by term and HERE to view program and college demographics by year.
   d. What kind of services you provide
   e. How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)
   f. **Rubric Item:** Describe how your curriculum is up-to-date and Needs-Based. Base the description on surveys, environmental scan data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.
   g. **Rubric Item:** Attach your scheduling matrix to show when courses in your area are offered. Click here for sample!

a. **Organization:** The Child Development and Education (CDE) Department currently consists of one full time faculty member and 3-4 part time instructors each semester. We are housed in

the same building at the Child Development Center which allows for student observation and interaction with real subjects and the opportunity to link class room information with real world situations. The department supports an active Child Development Club, with the full time faculty member serving as the advisor. The Child Development building contains two adult/college classrooms. These two rooms accommodate all CD classes and provide access for instructors and students to the materials and resources often needed for instruction (paper, paint, children, etc.). As part of our funding we are required to gather information from the field through an advisory committee. Our advisory board is made up of representatives from Crafton and other local agencies that prepare students for the field (ROP, Valley College) as well as a representatives from a variety of early childhood agencies that hire our students.

b. **Purpose:** The primary purpose of the CDE department is to prepare students to work effectively with young children in a variety of settings, post education. Our program is designed to allow students to complete their education at which ever level is the most effective for them – certificate, degree or transfer. The majority of our students are interested in working with young children at either the infant/toddler/preschool level or elementary education level.

c. **Whom we serve:** The field of Child Development and Early Childhood Education is primarily made up of woman (95% for early childhood and 87% for elementary education) and our department mirrors these numbers to an extent. The majority of our population is female (87%) between the ages of 18-30 (84%). The two highest ethnicity groups are Hispanic (46%) and Caucasian (38%).

d. **Services we provide:** Our program provides students with a combination of opportunities to expand their knowledge of young children and their development. Our lecture classes include observations of children, direct interactions with children as well as individual and group projects. Our classes build to the capstone laboratory class. Early classes focus on theory, development, curriculum, guidance and discipline, observation and interactions with families. This prepares students for the practicum class, where they spend time in the field working directly with young children and their families on a regular basis. We particpate in a grant program through the Child Development Training Consortium (CDTC) which provides financial support to students who qualify. We have also been able to participate in the Supplemental Instruction program for the past three years. This provides students in our CD 105 (Intro) class additional support to improve course success rates. Students in our department can earn a variety of certificates - Assistant, Teacher, Master Teacher, and Site Supervisor or an AA or AS-T in Child Development.

e. **How services are provided:** In the last 5 years we have worked to increase the delivery methods of our classes. Our introductory class (CD 105) is offered fully online as well as hybrid. We schedule our classes at night and on Fridays to accommodate student work schedules. For the last year we have offered a few of our series classes as back to back 9 week classes. This allows students to complete specialized licensing and permit requirements within one semester. All eight core classes are offered every year, potentially allowing students to complete all of their major requirements within one year.

f. **Curriculum:** Our curriculum meets the recommended course work identified by the National

Association for the Education of Young Children (NAEYC) as well as the degree requirements of the college, complies with the AS-T and CI-D requirements as well as the requirements identified by the state for Child Development and Education teachers. Crafton participates in the CA Community College Early Child Education Core 24/Curriculum Alignment Project. The core units of our program are aligned with all other community colleges in the state who also participate in the project. These units then align with the AS-T degree which students can use to transfer to the CSU system. Students completing the CD program at Crafton qualify for locally granted certificates as well as State issued Child Development Permits (which are typically required for employment).

g. **Matrix:** see attached

2. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

    a. Budgetary constraints or opportunities

    b. Competition from other institutions

    c. Requirements of four-year institutions

    d. Requirements imposed by regulations, policies, standards, and other mandates

    e. Job market

        i) Requirements of prospective employers

        ii) Developments in the field (both current and future)

a. **Budgetary contraints or opportunities:** Because Child Development is considered a career and technical field, we do have the benefit of qualifying for funding many other departments do not. Strong Workforce is a potential area of funding although currently the campus is focusing on different areas. We are able to utilize Perkins funding for the consumable materials our department utlilizes as well as equipment, marketing and other resources. Child Development, specifically parenting is one of the areas approved as a non credit course offering. The department has started the conversation with the director of the PDC about creating these courses, if the college should decide to pursue non credit.

b. **Competition from other institutions:** Although most of the community colleges in the area also house a Child Development Department, this does not appear to be negative competition. We work well with Valley College and in fact refer students to Valley if they are in need of a class we are not offering at that time. The biggest competition is in online course offerings. If we are losing students to other community colleges it is most likely due to our limited number of online courses. This is an area we could expand but requires time to create and submit the courses and certified instructors to teach them.

c. **Requirements of 4-year institutions:** We are fortunate to have a CSU so close to us. This is beneficial to students because of the close physical proximity and the opportunity to get first hand information about the university and the related departments through our part time instructors. Historically, we have had a good working relationship with the Human Development/Child Development department at CSUSB. Although we have had a very good relationship with CSUSB, the Human Development Department has resisted making the transfer a seamless system due to the slighly different focus of their degree (they are Child Development but not as much Early Childhood Education). The development of the AS-T degree in CD appears to be having an impact on CSUSB accepting the pattern of transfer into the Human Development Department. I expect in the next year or so, the transfer of lower division classes will be seamless.

d. **Requirements of regulations and mandates:** One area that could have a positive impact on our department is the discussion regarding teacher preparation for teaching tranisitional kindergarten (TK). Currently the elementary teachers teaching these classes are not required to have any child development units, but this requirement may be coming. When it does, Crafton and the Child Development department will be there to meet the need. We are in the process of creating and submitting the course outlines to get this certificate program in place.

e. **Job market:** The job market in the field of Child Development and Early Childhood Education continues to be strong. Unfortunately, this is often the result of fairly low state education requirements for ECE teachers and high turnover rates. As with many fields, however, ECE is seeing a push for higher education of its employees and higher levels of accountability. Both of these could result in more teachers taking college classes which our department has already established.

3. Progress on Outcomes Assessment

Rubric Item: Student Learning Outcomes

> a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.
>
> b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
>
> c. What is your plan for continuously completing the assessment cycle?
>
> d. If your program has SAOs, please discuss here.

a. **SLO Progress:** SLO data continues to be accumulated and recorded. Updates were made to the PLOs and all SLO information on the Cloud in the Fall 16. We also added a few classes and SLOs that had not been included in the Cloud previously (CD 185, 250, 271, & 272).   SLO information has been collected for all courses being taught each semester, but not all of this data has been entered into the Cloud. SLO information for courses taught by the full time faculty member has been entered, but half of our courses are taught by part time faculty. The department chair has met with each part time faculty member and explained the importance of entering SLO data into the Cloud and provided a demonstration of how to enter the information, however, these are the courses where SLO information is consistently not recorded. Part time faculty were also informed that they would be paid for completing SLOs. Degree courses assessing SLO's this year include: CD 105, CD 112, CD 115, CD 126, CD 132, CD 182, CD 186, CD 211, CD 205 and CD 250.   ILO data was collected in CD 182, Teaching in a Diverse Society in Fall 16 but has not yet been entered.   SLO data for 4 sections of CD 105 was collected and entered into the Cloud in the Fall 16.

b. **Improvements:** Discussion of CD 250 & CD 271 SLO performance in Fall 15 resulted in the decision to update the SLOs for both othe classes. This was completed at the beginning of Fall 16. Despite the data not being entered into the Cloud, we have met as faculty a number of times and discussed student performance and learning in the classes. Course content for CD 132, CD 186 and CD 271 was revised based on faculty discussion of student performance on SLOs. In CD 132 we will increase the amount of lecture (including examples) of what constitutes developmentally appropriate curriculum. In CD 185 more distinction between infant/toddler and preschool environments was needed and will be included in each lecture (as opposed to one or two lectures at the beginning).

c. **Plan for assessment:** Our department will continue to assess at least one SLO for every class taught.   We will continue to encourage our part time faculty to submit SLO data from Fall

16. Continued training and reminders about the importance of recording SLO data in the Cloud, for part timers, will be offered.

4. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each program specific data item as provided by the Office of Institutional Effectiveness, Research, and Planning (OIERP). If you have already discussed your program's performance on one or more these components then refer to that response here, rather than repeating it.

> a. Instructional Program Health Evaluation Rubric (The rubric is available in Blackboard, on the OIERP Web Site, and in the PPR Handbook.)
>> i) **Rubric Item:** Use the data provided by the OIERP to set a Course Completion Rate (formally retention) target and provide an explanation for the target that has been set. Click HERE to access your program specific data.
>> ii) **Rubric Item:** Use the data provided by the OIERP to set a Course Success Rate target and provide an explanation for the target that has been set. Click HERE to access your program specific data.
>> iii) **Rubric Item:** What is your FT/PT Faculty Ratio, how is it impacting your program, and student success? Click HERE to access your program specific data.
>> iv) **Rubric Item:** Use the data provided by the OIERP to set a WSCH/FTEF Ratio target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) Click HERE to access your program specific data.
>> v) **Rubric Item:** The Fill Rate target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. Click HERE to access your program specific data.

i) **Course completion:** The course completion rate for Child Development classes during 2015-2016 was 93.5%. This is above the college target rate and is consistent with the slowly increasing retention numbers for the last 5 years. The total number of students enrolled in CD classes has dropped overall, but a higher percentage of students are completing. Neither gender, age nor ethnicity appear to have a significant impact for course completion in Child Development. Based on the average completion rate for the last five years, the Child Development Department has set a target rate of 90%.

ii) **Course Sucess:** The course success rate for Child Development is 73.9% and represents a continue increase in success rates over the last 5 years. This is above the college success rate of 72.4 %. The course with our lowest success rate continues to be our Introduction to Child Development course (66%) although this number has steadily improved over the last few years. High standards must be maintained in this class due to the current state licensing rules which could allow a student to get a job working with young children after finishing this class. Success rate for CD 105 has shown some improvement over the last few years, due in part to implementing the Supplemental Instruction (SI) program for this course. Unlike course completion, gender, age and race do seem to have an impact on course success. Female students outperform male students, success increases with the age of the student and African American

and Hispanic students are less likely to pass the class. The department has identified a target of 75% overall for future semesters and a target of 68% for CD 105 specifically. These targets are keeping in line with the progress we have seen in recent years and would provide incentive to continue to improve.

iii) **FT/PT Ratio:** Full-Time/part time faculty ratio for 2015-2016 was .50. Because we are a one full time faculty department, half of our courses are now taught by adjunct. The impact on the program has been both positive and negative. It has allowed the department to offer some variety in instructors for a course. For many years if a student failed a course s/he had to retake the course with the same instructor. Now, students have some options. Another benefit for students has been an increased connection to Cal State San Bernardino. Most of our part time faculty come from CSUSB. Since this is the main transfer school for our students, they have an opportunity to connect directly with instructors who are familiar with the university and the programs it offers. A negative impact on students is a lack of access to part time faculty members outside of class time. While we are fortunate that our part timers make an effort to be available to students via email and some office hours, it is less due to the nature of their employment.   A negative impact on the department however, in that part time faculty do not, in general, assist in doing the work of the department. This makes it more difficult to create and implement ideas and projects that could benefit students.

iv) **WSCH/FTEF Ratio:** WSCH/FTES ration for 2015-2016 was 370. This number represents a continuing decrease from 2012-2013 (538) but is consistent with the overall drop in WSCH at the college level. This number is well below the 525 target and the 440 rate for the college in general. The course matrix was restructured last year which resulted in a few classes being offered back to back and thus reducing the total number of students taking the class the second time around. There was also an increase in the pre-requisite requirements for our capstone Lab Class. This resulted in a very low number of students enrolling in the class last year but the class had to be offered so those students could graduate. Now that we have made the schedule transition we will hopefully see an increase in this number in the future. Our target rate for the next few years is to be equal to the college rate, currently 440.

v) **Fill rate:** Fill rate for 2015-2016 was 81%. This is a drop from five years ago, but it is consistent with the slow increase we have been working towards in the last 2 years. It is still above the CHC fill rate of 78%. In past years the overall fill rate was increased by having large numbers in the CD 105 course (Intro to CD). This helped offset some of the less filled classes (CD 250- 35%), however the fill rate for CD 105 was also lower (93% as compared to 105% in past years) creating a less robust overall fill rate for the department. In the next few years we would like to see the fill rate for every class increase rather than one group of classes pulling the entire average up.

5. Other Unit-Specific Quantitative and Qualitative Results
Please provide…

a. A list of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, equity data, etc.) Click HERE to access your program specific data on degrees and certificates.

b. A summary of the results of these measures

c. What did you learn from your evaluation of these measures, and what improvements have

you implemented or do you plan to implement as a result of your analysis of these measures?

a. **Quantitative/Qualitative measures:** Historically, the CD department has not issued a great number of degrees or certificates. We continue to be a small department in enrollment and the number of majors. Many of our students take classes to meet employer requirements but they do not need to apply for the certificates to show completion (transcripts are sufficent for state licensing purposes). Although the CD department does issue certificates these certificates play very little role in employment. If an employer requires documentation of units it is typically a transcript or the state issued permit. We have made an effort in the last year to update our certificate requirements to bring them more closely in line with the state issued permits. This will hopefully lessen student confusion about the dual system and increase the number of students applying for the college certificates. We have included information about the certificates and the application process into the content of our upper level classes. Increasing the overall number of students in the Child Development department would also increase the number of certificates and degrees.

b. We did not see an increase in certificates last year but we were able to maintain the same number of degrees. We would expect to see an increase once we fully implement our information sessions and application workshops.

c. The ORP has developed a survey to send to local agencies who typically hire our students. Our goal is to get feedback about whether our students enter the field prepared with the knowledge and skills they need to be effective early childhood education teachers. This will help us determine if the content of our classes cover the most important need employers have for their ECE staff. As of yet, this survey has not been distributed but it will be this semester.

6. Evaluation

Based upon and not repeating the descriptions you provided in Question 1 and the responses provided in Questions 2-5, please provide an analysis of what is going well and why and what is not going well and why, in the following areas:

• Representativeness of population served
• Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
• Partnerships (internal and external)
• Innovation and Implementation of best practices
• Efficiency in operations
• Efficiency in resource use
• Staffing
• Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
• Professional development and training
• Compliance with applicable mandates

Representativeness: Currently the population we serve is predominately female. While this is representative of our field, we do recognize this is an area where we could make improvements. The need for more males in early childhood is recognized by the field as a whole, however, there are obstacles to making this change. Most noteable is societal suspicions about men working with young children. This attitude tends to discourage men from taking CD classes and entering the field. One technique that has made taking a CD class more acceptable to

our male students is having the class count as a General Education requirement. By far the greatest percentage of male students occurs in our Intro class (CD 105) and it is our only class that fulfills a GE requirement. The influence of ethinicity on course success is another area that our department needs to address. Information about student equity strategies would be beneficial for all of the faculty teaching in our department.

Modes of delivery: By far, our most successful class offerrings are the fully online and hybrid. Increasing these type of course offerings could benefit the overall number of students in our classes and in our program which could then bolster our WSCH, degrees and certificates.

Partnerships: The Child Development department has established a number of partnerships. Internally we work very closely with the Child Development Laboratory School on campus. The Lab School serves as an observation and practicum site for all of our classes. We partner with Valley College for the CA Mentoring Program. This program connects our students with more experienced teachers and directors in the area for mentoring and guidance while working in the field. Our partnership with the Child Development Training Consortium (CDTC) provides both resources and financial benefits to our students. Students can apply for unit reimbursement for both CD and GE courses if they are currently working with young children. As part of this grant we also conduct advisory board meetings that include resprentatives from local child care and education agencies. We also work with Child Care Careers, a work placement agency specifically targetted to ECE postions. We have articulation agreements with local high schools and ROP programs that allow student from their programs to receive college credit.

Best Practices: Our department strives to stay current with best practices in our field. Last year we purchased equipment for the students to use during their practicum that allows them to access online assessment tools. We now have Wifi access in the Lab School classrooms which will allow students to begin working with these tools in Spring 17. Alignment with State and NAEYC recommendations for teacher preparation means that we offer classes and a CD program that provides students with a solid foundation for creating high quality early childhood environments. Course content is altered when needed to meet knowledge and skill requirements of the field as indicated by research and state mandates.

7. Mission and Vision

a. Tell us your unit's mission: Based upon the responses you've given so far, provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

c. Alignment with the college Mission and Vision:

    c.i. **Rubric Item** (Mission Alignment): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. In what ways does your program advance the mission of the college?

    c.ii. **Rubric Item** (Vision Alignment): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. In what ways does your program advance the vision of the college?

a. **Mission:** The Child Development Department at Crafton Hills College provides an educational environment that produces knowledgeable and effective early childhood professionals.

b. **Vision:** To inspire students to see early childhood education as a profession worthy of the dedication and effort needed to become knowledgeable and effective early childhood professionals and to increase the quality of early childhood programs by educating students about theory and practices that positively impact children's development.

In the next four years, I would like the Child Development Department to be recognized by the surrounding areas (including local early childhood facilities) as a high quality institution for training early childhood professionals. We need to strive to be the top choice for both early childhood and elementary professionals for continuing education (including offering a Transitional Kindergarten certificate). Establishing a robust non credit program would also be great achievement for our department. The departmental increase in enrollment will enable us to offer multiple sections of multiple classes. Through these achievements we would double enrollment which will require hiring a new faculty member to teacher as well as support and/or create departmental projects.

c. **Alignment:**

    c.i. The mission of the CDE Department supports the mission of the college in that our department is focused on providing student the knowledge and skills they need to be successful in their employment. Students are provided opportunities to directly engage with young children as part of their coursework. Students leave our department with the basic skills they need to be successful in a career in Child Development.

    c.ii. To be an effective early childhood education teacher, students need to view themselves as professionals and understand what this means for their learning and growth. High quality ECE teachers embrace the opportunity not only learn knowledge and skills in their classes, but also how and when to apply them. Viewing the field as a profession and teachers as professionals is an element of deep learning, integral to our program. Early Childhood Education teachers also must develop the ability to evaluate personal experiences and engage in self reflection to work with children and families from diverse backgrounds. Our classes and our program support these processes and aspects of personal growth.

8. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan. To update this question, you will need to click on the link above to "Edit Progress Report goals/objectives/resource requests/actions/activities for plan (Question #8)"

- **1 - Goal - Goal 1: To provide a high quality educational opportunity for CHC students in the Child Development and Education discipline.**
  Priority Rank:
  1
  Objectives:
    - ○ **1.1 - Objective - Review/update degree and certificate courses to align content and SLOs with current research and requirements of the field.**

Priority Rank:
6
Original Start Date:
01/12/2015
Original End Date:
06/30/2015
Revised Start Date:
01/12/2015
Revised End Date:
06/30/2015
Responsible Person:
Meridyth McLaren
Strategic Direction:
7. Develop Programs and Services
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --

Actions/Activities:

- **1.1.a1 - Update curriculum**
  Start Date:
  03/01/2016
  End Date:
  06/30/2016
  Responsible Person:
  Meridyth McLaren
  Status Code:
  Work is Completed
  Progress Description:
  Curriculum was updated
  Measurements/Documentation of Progress:
  NA

- **1.1.a2 - Update SLO Cloud**
  Start Date:
  03/01/2016
  End Date:
  06/30/2016
  Responsible Person:
  Meridyth McLaren
  Status Code:
  Work is Completed
  Progress Description:
  Completed
  Measurements/Documentation of Progress:
  NA

- **1.1.a3 - Update degree and certificate requirements**

Start Date:
03/01/2016
End Date:
06/30/2016
Responsible Person:
Meridyth McLaren
Status Code:
Work is Completed
Progress Description:
Completed
Measurements/Documentation of Progress:
NA

- o **1.2 - Objective - Objective 1.2: To maintain equipment and materials supportive of classroom learning.**
  To maintain an appropriate aesthetic environment for classroom learning
  Priority Rank:
  3
  Original Start Date:
  10/03/2011
  Original End Date:
  06/30/2015
  Revised Start Date:
  10/03/2011
  Revised End Date:
  06/30/2015
  Responsible Person:
  Meridyth McLaren
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  Site
  Institutional Learning Outcome:
  -- Pick One --
  Resource Requests:
  - ▪ **1.2.r1 - VITEA and other college funding**
    Description
    Education in the field of ECE involves working with various consumable and non consumable materials. Yearly replacement is necessary for some items.
    Rationale
    Students need experience with relevant equipment and materials to prepare for furture jobs.
    Resource Type:
    One-time
    Expenditure Category:
    Supplies (4000)

Funded:
Yes
Funding Source:
Perkins
First Year Cost/Savings:
$1,000.00/$1.00
Second Year Cost/Savings:
$1.00/$1.00
Third Year Cost/Savings:
$1.00/$1.00

Actions/Activities:

- **1.2.a1 - Wifi Internet access**
  Students need to access the internet while doing their lab hours to utilize the state mandated assessment tool.
  Start Date:
  03/01/2016
  End Date:
  06/30/2016
  Responsible Person:
  Meridyth McLaren
  Status Code:
  Work is Completed
  Progress Description:
  Completed
  Measurements/Documentation of Progress:
  NA

- **1.2.a2 - Equipment & Supply replacement**
  Current tables and chairs will need to be replaced within the next 5 years. Consumable materials replaced.
  Start Date:
  11/15/2011
  End Date:
  11/15/2012
  Responsible Person:
  Meridyth McLaren
  Status Code:
  Work is Completed and Ongoing
  Progress Description:
  Need replacement as necessary
  Measurements/Documentation of Progress:
  NA

- **1.2.a3 - Painting/repair, general maintenance**
  Painting/repair, general maintenance
  Start Date:
  10/03/2011
  End Date:

10/03/2011
Responsible Person:
Meridyth McLaren
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:
NA
Measurements/Documentation of Progress:
NA

- **1.2.a4 - Replace & add white boards**
  Start Date:
  03/01/2016
  End Date:
  06/30/2017
  Responsible Person:
  Meridyth McLaren
  Status Code:
  Work is Planned but not yet firmly scheduled
  Progress Description:
  NA
  Measurements/Documentation of Progress:
  NA

o **1.3 - Objective - To increase the diversity of content knowledge of the department faculty.**
Priority Rank:
1
Original Start Date:
03/01/2016
Original End Date:
06/30/2017
Revised Start Date:
03/01/2016
Revised End Date:
06/30/2017
Responsible Person:
Meridyth McLaren
Strategic Direction:
1. Promote Student Success
Impact Type:
Site
Institutional Learning Outcome:
-- Pick One --
Resource Requests:

- **1.3.r1 - Fund New Faculty**
  Description
  Rationale

There are many programs and areas of specialization in the field of early childhood education. Students would benefit from faculty with varying areas of expertise and from the programs that could be implemented with more faculty to engage in the work of the department.
Resource Type:
Ongoing
Expenditure Category:
Personnel
Funded:
No
Funding Source:
General Fund
First Year Cost/Savings:
$85,000.00/$0.00
Second Year Cost/Savings:
$85,000.00/$0.00
Third Year Cost/Savings:
$87,000.00/$0.00

- **1.3.r2 - Fund professional development**
  Description
  Rationale
  Resource Type:
  One-time
  Expenditure Category:
  Services (5000)
  Funded:
  Yes
  Funding Source:
  Perkins
  First Year Cost/Savings:
  $500.00/$0.00

Actions/Activities:

- **1.3.a1 - Increase number of departmental faculty**
  Start Date:
  03/01/2016
  End Date:
  06/30/2017
  Responsible Person:
  Meridyth McLaren
  Status Code:
  Work is Planned but not yet firmly scheduled
  Progress Description:
  Eventually we will need another CD faculty member.
  Measurements/Documentation of Progress:
  NA
- **1.3.a2 - Participate in continuing education**

Start Date:
03/01/2016
End Date:
06/30/2017
Responsible Person:
Meridyth McLaren
Status Code:
Work is Completed and Ongoing
Progress Description:
A continuous process
Measurements/Documentation of Progress:
NA

- o **1.4 - Objective - To gather feedback from local ECE facilities regarding needed skills of employees and/or effective preparation of our students.**
Priority Rank:
4
Original Start Date:
03/01/2016
Original End Date:
06/30/2017
Revised Start Date:
03/01/2016
Revised End Date:
06/30/2017
Responsible Person:
Meridyth McLaren
Strategic Direction:
5. Enhance Value to Surrounding Community
Impact Type:
Site
Institutional Learning Outcome:
-- Pick One --
Resource Requests:
    - ▪ **1.4.r1 - Student researcher**
Description
The department would need support to dissminate survey, gather and analyze feedback.
Rationale
The department needs to assess whether we are preparing students effectively with skills and knowledge they will need in the field.
Resource Type:
One-time
Expenditure Category:
Personnel
Funded:
No

Funding Source:
Perkins
First Year Cost/Savings:
$10,000.00/$0.00
Actions/Activities:
- ▪ **1.4.a1 - Survey local ECE Agencies**
Start Date:
03/01/2016
End Date:
06/30/2017
Responsible Person:
Meridyth McLaren
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:
Survey has been generated
Measurements/Documentation of Progress:
NA
- **2 - Goal - Goal 2: To promote student success in transfer and/or areas of employment in the Child Development and Education Field.**
Priority Rank:
2
Objectives:
    - o **2.1 - Objective - Objective 1.2: To adapt course offerings as needed to meet licensing and permit requirements, as well as four year institution requirements.**
To adapt to Title 22 and Title 5 changes, as well as any changes the four year institutions may require, maintaining currency in the field.
Priority Rank:
2
Original Start Date:
10/03/2011
Original End Date:
06/30/2015
Revised Start Date:
10/03/2011
Revised End Date:
06/30/2015
Responsible Person:
Dean, Faculty Chair – Meridyth McLaren
Strategic Direction:
7. Develop Programs and Services
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --

Actions/Activities:
- **2.1.a1 - Offer core courses in one year matrix**
  Start Date:
  03/01/2016
  End Date:
  06/30/2017
  Responsible Person:
  Meridyth McLaren
  Status Code:
  Work is Completed and Ongoing
  Progress Description:
  Currently being done.
  Measurements/Documentation of Progress:
  NA
- **2.1.a2 - Offer all courses needed for all certificates**
  Start Date:
  03/01/2016
  End Date:
  06/30/2017
  Responsible Person:
  Meridyth McLaren
  Status Code:
  Work is Underway
  Progress Description:
  Underway
  Measurements/Documentation of Progress:
  NA

- **2.2 - Objective - To provide students with additional sources of educational support**
  Priority Rank:
  5
  Original Start Date:
  03/01/2016
  Original End Date:
  06/30/2017
  Revised Start Date:
  03/01/2016
  Revised End Date:
  06/30/2017
  Responsible Person:
  Dean, Faculty Chair – Meridyth McLaren
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  Department
  Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **2.2.r1 - Fund a unit tutor**
  Description
  Rationale
  Student Success would be increased by having a dedicated tutor in the tutoring center.
  Resource Type:
  One-time
  Expenditure Category:
  Services (5000)
  Funded:
  No
  Funding Source:
  SSSP
  First Year Cost/Savings:
  $12,000.00/$0.00

Actions/Activities:

- **2.2.a1 - Create a unit tutor position**
  Student Success would be increased by having a dedicated tutor in the tutoring center.
  Start Date:
  03/01/2016
  End Date:
  06/30/2017
  Responsible Person:
  Dean, Faculty Chair – Meridyth McLaren
  Status Code:
  Work is Planned but not yet firmly scheduled
  Progress Description:
  na
  Measurements/Documentation of Progress:
  na

- **2.2.a2 - Continue participation in SI program**
  Start Date:
  03/01/2016
  End Date:
  06/30/2017
  Responsible Person:
  Meridyth McLaren
  Status Code:
  Work is Completed and Ongoing
  Progress Description:
  SI is scheduled for S17
  Measurements/Documentation of Progress:
  NA

9. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

To update this question, you will need to click on the link above to "Edit goals/objectives/resource requests/actions/activities for plan (Question #9)"

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals (goal rubric) and objectives (objective rubric) you have formulated to maintain or enhance your strengths, to address identified weaknesses, and to demonstrably move your unit toward accomplishing your vision. ***In writing your objectives and developing your resource requests, take into account student learning and program assessment results.*** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of goals, objectives, actions, and how they work together.)

- **1 - Goal - Goal 1: To provide a high quality educational opportunity for CHC students in the Child Development and Education discipline.**
  Priority Rank:
  1
  Objectives:
  - ○ **1.1 - Objective - Objective 1.2: To maintain equipment and materials supportive of classroom learning.**
    To maintain an appropriate, supportive environment for classroom learning, i.e., technology, tables, chairs
    Priority Rank:
    6
    Start Date:
    08/01/2016
    End Date:
    06/30/2018
    Responsible Person:
    Meridyth McLaren
    Strategic Direction:
    1. Promote Student Success
    Impact Type:
    Site
    Institutional Learning Outcome:
    1. Critical Thinking
    Resource Requests:
    - ▪ **1.1.r1 - VITEA and other college funding**
      Description
      Education in the field of ECE involves working with various consumable and non consumable materials. Yearly replacement is necessary for some items.
      Rationale
      Students need experience with relevant equipment and materials to prepare for future jobs.
      Resource Type:

One-time
Expenditure Category:
Instructional Supplies (4300)
First Year Cost/Savings:
$1,000.00/$1.00
Second Year Cost/Savings:
$1.00/$1.00
Third Year Cost/Savings:
$1.00/$1.00

Actions/Activities:

- **1.1.a1 - Equipment & Supply replacement**
  Current tables and chairs will need to be replaced within the next 5 years.
  Consumable materials replaced.
  Start Date:
  07/01/2016
  End Date:
  06/30/2018
  Responsible Person:
  Meridyth McLaren

- **1.1.a2 - Painting/repair, general maintenance**
  Painting/repair, general maintenance
  Start Date:
  08/01/2016
  End Date:
  06/30/2018
  Responsible Person:
  Meridyth McLaren

- **1.1.a3 - Replace & add white boards**
  Start Date:
  03/01/2016
  End Date:
  06/30/2018
  Responsible Person:
  Meridyth McLaren

o **1.2 - Objective - To increase the diversity of content knowledge of the department faculty.**
Priority Rank:
4
Start Date:
03/01/2016
End Date:
06/30/2018
Responsible Person:
Meridyth McLaren
Strategic Direction:
1. Promote Student Success

Impact Type:
Department
Institutional Learning Outcome:
Not Applicable
Resource Requests:
- **1.2.r1 - Fund New Faculty**
  Description
  Rationale
  There are many programs and areas of specialization in the field of early childhood education. Students would benefit from faculty with varying areas of expertise and from the programs that could be implemented with more faculty to engage in the work of the department.
  Resource Type:
  Ongoing
  Expenditure Category:
  Contract Classroom Inst. (1100)
  First Year Cost/Savings:
  $85,000.00/$0.00
  Second Year Cost/Savings:
  $85,000.00/$0.00
  Third Year Cost/Savings:
  $87,000.00/$0.00
- **1.2.r2 - Fund professional development**
  Description
  Rationale
  It is important for early childhood professions to stay abreast of current research and practice.
  Resource Type:
  Ongoing
  Expenditure Category:
  Conference and Travel (5200)
  First Year Cost/Savings:
  $500.00/$0.00
Actions/Activities:
- **1.2.a1 - Increase number of departmental faculty**
  Start Date:
  03/01/2016
  End Date:
  06/30/2018
  Responsible Person:
  Meridyth McLaren
- **1.2.a2 - Participate in continuing education**
  Start Date:
  03/01/2016
  End Date:
  06/30/2018

Responsible Person:
Meridyth McLaren

- ○ **1.3 - Objective - To gather feedback from local ECE facilities regarding needed skills of employees and/or effective preparation of our students.**
  Priority Rank:
  7
  Start Date:
  03/01/2016
  End Date:
  06/30/2017
  Responsible Person:
  Meridyth McLaren
  Strategic Direction:
  5. Enhance Value to Surrounding Community
  Impact Type:
  Division
  Institutional Learning Outcome:
  1. Critical Thinking
  Resource Requests:
  - ▪ **1.3.r1 - Student researcher**
    Description
    The department would need support to dissminate survey, gather and analyze feedback.
    Rationale
    The department needs to assess whether we are preparing students effectively with skills and knowledge they will need in the field.
    Resource Type:
    One-time
    Expenditure Category:
    Nonstudent Hourly (2381)
    First Year Cost/Savings:
    $10,000.00/$0.00
  Actions/Activities:
  - ▪ **1.3.a1 - Survey local ECE Agencies**
    Start Date:
    03/01/2016
    End Date:
    06/30/2017
    Responsible Person:
    Meridyth McLaren
  - ▪ **1.3.a2 - Increase representativeness of Advisory Committee**
    By increasing the representativeness of the advisory committee members we can get more feedback, varied about the effectiveness and relevancy of our student preparation.
    Start Date:
    01/17/2017

End Date:
06/30/2017
Responsible Person:
Meridyth McLaren

- **2 - Goal - To increase enrollment.**
  Priority Rank:
  2
  Objectives:
  - o **2.1 - Objective - Increase the number of students taking Child Development classes**
    Priority Rank:
    1
    Start Date:
    01/17/2017
    End Date:
    08/14/2017
    Responsible Person:
    Meridyth McLaren
    Strategic Direction:
    2. Build Campus Community
    Impact Type:
    District Wide
    Institutional Learning Outcome:
    Not Applicable
    Resource Requests:
    - ▪ **2.1.r1 - Marketing/Outreach Materials**
      Description
      This would include hard copy materials as well as digital information.
      Rationale
      Materials need to be created and/or updated.
      Resource Type:
      One-time
      Expenditure Category:
      Media (4440)
      First Year Cost/Savings:
      $1,000.00/$0.00
      Second Year Cost/Savings:
      $500.00/$0.00
    Actions/Activities:
    - ▪ **2.1.a1 - Marketing/Outreach**
      As a department we need to create and distribute more marketing materials, increase our presence on the website and participate in more outreach events.
      Start Date:
      01/10/2017
      End Date:

06/30/2018
Responsible Person:
Meridyth McLaren

- **2.1.a2 - Create more Online/Hybrid Classes**
  We can increase enrollment in our classes by offering a greater variety of delivery methods.
  Start Date:
  01/17/2017
  End Date:
  06/30/2018
  Responsible Person:
  Meridyth McLaren

- **2.1.a3 - Explore GE component of current classes**
  CD 105 is our most popular class for non majors because it fulfills a GE requirement. If other classes could be counted as GE it would potentially increase enrollment.
  Start Date:
  01/17/2017
  End Date:
  06/30/2018
  Responsible Person:
  Meridyth McLaren

- **2.1.a4 - Non credit CD Classes**
  Non credit classes are an opportunity to increase enrollment for CD.
  Start Date:
  01/17/2017
  End Date:
  06/30/2018
  Responsible Person:
  Meridyth McLaren

- **2.2 - Objective - Increase the number of Child Development certificates and degrees awarded by 10%.**
  Priority Rank:
  2
  Start Date:
  01/17/2017
  End Date:
  08/15/2017
  Responsible Person:
  Meridyth McLaren
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  District Wide
  Institutional Learning Outcome:
  Not Applicable

Actions/Activities:

- **2.2.a1 - Admissions Guest Speaker**
  Provide opportunities for an admissions office representative to attend our classes to walk students through the process of applying for certificates.
  Start Date:
  01/17/2017
  End Date:
  06/30/2018
  Responsible Person:
  Meridyth McLaren

- **2.2.a2 - Create an application workshop**
  In addition to a guest speaker to explain the process we will schedule at least 2 application workshops towards the end of the semester where students could come and fill out paperwork with support from faculty.
  Start Date:
  01/17/2017
  End Date:
  06/30/2018
  Responsible Person:
  Meridyth McLaren

- **2.2.a3 - Create a TK Certificate**
  Having a Transitional Kindergarten certificate in place if and when the state requires it of elementary teachers to teach TK.
  Start Date:
  01/17/2017
  End Date:
  06/30/2017
  Responsible Person:
  Meridyth McLaren

- **2.2.a4 - Create a Course Completion Schedule**
  The department needs to create a course progression schedule to be given to students. As a small department we can not offer every class every semester. This would help avoid students having to wait an additional year or two to complete a class because they didn't get a course they needed the semester it was offered. These schedules would be available to students through the counseling office and in the department.
  Start Date:
  01/17/2017
  End Date:
  06/30/2018
  Responsible Person:
  Meridyth McLaren

- **3 - Goal - Goal 2: To promote student success in classes, transfer and/or areas of employment in the Child Development and Education Field.**
  Priority Rank:
  3

Objectives:
- o **3.1 - Objective - Increase faculty knowledge of student equity strategies.**
Priority Rank:
3
Start Date:
01/17/2017
End Date:
06/30/2018
Responsible Person:
Meridyth McLaren
Strategic Direction:
3. Develop Teaching and Learning Practices
Impact Type:
Site
Institutional Learning Outcome:
Not Applicable
  Actions/Activities:
  - ▪ **3.1.a1 - Student Equity Information opportunities**
  Provide information through guest speakers, workshops or online resources about student equity strategies (specifically addressing the course success discrepancy with Hispanic and African American students).
  Start Date:
  01/17/2017
  End Date:
  06/30/2017
  Responsible Person:
  Meridyth McLaren
- o **3.2 - Objective - Objective 1.2: To adapt course offerings as needed to meet licensing and permit requirements, as well as four year institution requirements.**
To adapt to Title 22 and Title 5 changes, as well as any changes the four year institutions may require, maintaining currency in the field.
Priority Rank:
5
Start Date:
08/01/2016
End Date:
06/30/2018
Responsible Person:
Dean, Faculty Chair – Meridyth McLaren
Strategic Direction:
7. Develop Programs and Services
Impact Type:
Department
Institutional Learning Outcome:

Unknown
Actions/Activities:
- ▪ **3.2.a1 - Offer core courses in one year matrix**
  Start Date:
  03/01/2016
  End Date:
  06/30/2017
  Responsible Person:
  Meridyth McLaren
- ▪ **3.2.a2 - Offer all courses needed for all certificates**
  Start Date:
  03/01/2016
  End Date:
  06/30/2018
  Responsible Person:
  Meridyth McLaren
- o **3.3 - Objective - To provide students with additional sources of educational support**
  Priority Rank:
  8
  Start Date:
  03/01/2016
  End Date:
  06/30/2017
  Responsible Person:
  Dean, Faculty Chair – Meridyth McLaren
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  Department
  Institutional Learning Outcome:
  1. Critical Thinking
  Resource Requests:
  - ▪ **3.3.r1 - Fund a unit tutor**
    Description
    Rationale
    Student Success would be increased by having a dedicated tutor in the tutoring center.
    Resource Type:
    Ongoing
    Expenditure Category:
    Part-Time / Overtime / Student (2380)
    First Year Cost/Savings:
    $12,000.00/$0.00
  Actions/Activities:
  - ▪ **3.3.a1 - Create a unit tutor position**

Student Success would be increased by having a dedicated tutor in the tutoring center.
Start Date:
03/01/2016
End Date:
06/30/2017
Responsible Person:
Dean, Faculty Chair – Meridyth McLaren

- **3.3.a2 - Continue participation in SI program**
Start Date:
03/01/2016
End Date:
06/30/2017
Responsible Person:
Meridyth McLaren

10. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

- **Commenter Name:** June Yamamoto (June Yamamoto)
  Commenter Role: Human Development - Manager
  Comment On: 1/14/2017 12:35:07 PM
  Last Modified On: 1/14/2017 12:35:15 PM
  ORP has devloped a survey to distrubute out to local ECE agencies, we now need to have the survey distributed, returned and review data.
  New Strong Workforce Program (regional funds) will be available for a job developer to assist with student to get their CHC certificates and look/obtain employment.
  CHC will work with statewide and regional groups to address ways to increase male population enrollments.

11. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required. To attached supporting documents, click on the link above to "Attach Supporting Document(s) - Optional (Question #11)"

- CD Course Matrix.xlsx