FULLERTON COLLEGE
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Two-Year Program Review Template
Academic Programs

Child Development and Educational Studies Department and Lab School

Social Science Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Program Review. Statements included herein accurately reflect the conclusions and opinions of the program faculty.

Participants in the review

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Sharon DeLeon
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Authorization

After the document is complete, it must be signed by the Department Coordinator and Dean prior to submission to the Program Review Committee.

Signature of Department Coordinator

Signature of Dean

Date of Submission

1.0 Mission and Goals

The Fullerton College Child Development and Educational Studies (CDES) Department shares and exemplifies the college Mission, Vision, Core Values and Goals. We see ourselves as a vital part of the college and community environments. The following examples provide a snapshot of specific demonstrations of our commitment to the mission, vision and values of the college.

MISSION: We prepare students to be successful learners.

*The CDES department began two years ago a structured Academic Support Program through the Academic Support Center. Students in need of specialized help in a course are identified and given a form that they take to the ASC to receive specialized attention. Close follow-up is made between instructor and student.

VISION: Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.

*The examples of the CDES Department commitment to the core values listed below demonstrate the alliance with the college vision.

CORE VALUES:

We respect and value the diversity of our entire community.

*In 1992 we began a dialogue with all full-time and adjunct instructors to form an Anti-Bias Support Group where we provided in-service to all faculty on creating equitable classroom environment for both our college classes and the Lab School.

*Out of this group grew a presentation to the 1995 Claremont Reading group and a book describing the process.

*In collaboration with the Ethnic Studies Department, we created the CDES 110: Anti-Bias Perspective Seminar class.

*In 1997 to more fully mirror our community, the Lab School took on a State Dept. of Education General Child Care Grant, which provided for greater diversity with children & families and for our students.

We value tradition and innovation.

* We value the traditions in our fields from classic research (Pestalozi, Dewey, Piaget, Frobel, Erikson, Vygotsky, etc.).

*We support a tradition of inclusion whereby The Lab School continues to work to include children with varying abilities to be part of our program. We also work with adults with developmental delays to work in our Lab School.

* We value the tradition of Constructivist Education where we utilize constructivist research to educate our students to provide high quality education and care of children in our community.

*Both in our course design and in the projects and programs we design and provide for our students and the community, the CDES department exemplifies innovation. A few highlights of such innovation include:

-Received quality improvement monies to bring in WestEd educators to educate our students and community in Infant Toddler development and care.

- Created innovative new courses such as CDES 240: Leadership in the Early Childhood Profession, which educate early childhood students to take leadership positions in the field.

-Created innovative coursework such as the CDES 120 Child Development assignments where students utilize the theoretical framework of Piaget to conduct research "interviews" of young children.

-Developed program offerings to include a series of five courses in the Special Education field.

- Developed Internship programs in the CDES 110 and 238 courses made up of former students who have gone through these courses. These interns are not only current CDES students in the department but are also students attending other colleges and universities (i.e. UCLA, CSU, Fullerton, Pacific Oaks).

-Designed and presented Summer Institutes that utilize a conference format to bring innovative workshops to our students and early childhood professionals.

-Implemented innovative curriculum such as the Nature Curriculum that has been developed in our coursework and within the Lab School environment and is now being visited by students, instructors, and other professionals from the early childhood community from all over the country.

-Utilized VTEA grants for innovative programs such as a Professional Lecture Series where we are bringing nationally know early childhood professionals to speak and provide workshops for our students.

-Utilized another VTEA grant to provide documentation work-stations that capture video and photos of child work for college students to observe, analyze, and document this work.

-Joined the state-wide Curriculum Alignment Project (CAP) and aligned our core courses with the program to allow students easy certificate, permit and transfer completion.

-Are currently working on the SB 1440 First Five TMC (Transfer Model Curriculum) for Early Childhood Education and for Teacher Preparation.

We support the involvement of all in the decision-making process.

*CDES Department meetings are inclusive of full-time and adjunct faculty and decisions are made by all members of this group.

* CDES faculty work as a team to create department, division, and campus wide policies.

* The CDES Advisory Committee meets twice annually and helps to guide the department.

We expect everyone to continue growing and learning.

Students are required to utilize current technology to demonstrate their learning.

*The CDES 225: Student Teaching class has a blog to connect student learning

*The Lab School has a Facebook page to keep students and professionals connected.

*We have brought an Italian educator in to educate our students on various aspects of early childhood education.

*Faculty attend, present, and take leadership roles in local, state, and national early childhood organizations.

We believe in the power of the individual and the strength of the group.

*The CDES department models behaviors that show students each instructor as an individual but also a member of a unified team.

*The CDES department works with students to help them develop as strong individuals and educators as well members of a greater early childhood community.

We expect everyone to display behavior in accordance with personal integrity and high ethical standards.

*We as a department model NAEYC's code of ethical conduct in our work with each other, with students, with children, with families, and the community.

*Give students the opportunity to practice ethical behavior with each other, faculty, children, families, and community in our classrooms, Lab School, and the greater community.

We accept our responsibility for the betterment of the world around us.

*The CDES department believes that we can make a difference with the students we work with, the children and families from the Lab School, and the early childhood community.

*The CDES department believes that we are preparing students to make a difference with the children and families they work with.

*The CDES department believes that we are preparing students to help make children successful in school and beyond.

*As a department we

-participate in the Conditions of Children in Orange County
-work with the Fullerton Collaborative
-work with Fullerton Elementary School District and Anaheim City School District
-work with Faces of Fullerton
-work with the Orange County Association for the Education of Young Children on
      the State Curriculum Alignment Project (CAP)
      the Competency Project
      CCCECE
      the Child Development Training Consortium
      the California Mentor Teacher
      CDCWorks
      Title 5/CTC Child Development Permit
      The Achievement Gap Project

We value and promote the well being of our campus community.
The CDES program works on the following activities that help promote well being:
- Dia De Los Muertos annual event
-Feast Day at the Lab School
-Kindercaminata
-Work with the Cadena Transfer Center
-Work with Academic Support Center

2.0 Program Data and Trends Analysis

2.1 Key Performance Indicators (KPI)
For each KPI listed below, summarize the trend. (Attach 5-year longitudinal data to appendix.)

KPI	Trend
Enrollment	Enrollment in the program has shown a slow but steady increase of approximately 9% over the last five years .
Total FTES	FTES has increased from 180 to 213.
Sections	Until the cut-backs began in 2009, the CDES program offered between 84 and 88 sections per year. Now, with the cut-backs, the number has reduced to 70. We have a high demand for the courses, often with as many students trying to petition a full class on the first day as there are students enrolled.
FTEF	Two occurrences took place in 2009 to reduce the FTEF for the CDES program. One, a full-time professor retired and has not been replaced and two, one full-time professor was assigned to the directorship of the Lab School full time when the district closed the Child Development Center and returned the Lab School to the responsibility of the CDES department. This full-time position has not been replaced. This situation has put a great burden on the remaining three full-time professors and the program.
Fill Rate	Previous to the recent cut-backs, the CDES program maintained a fill rate in the low to mid 90 percent range. With the cut-backs of the past two years, the fill rate is now substantially higher at 108%.
WSCH/FTEF	In addition, with the cut-backs we have experienced a rise in the

	number of weekly student contact hours per full time equivalent faculty, as would be expected. Our numbers have risen from 385 to 503.
Retention	Apparently few factors have influenced the retention rate over the last five years. The percentage for our program has remained very close to the 2010 figure of 79%.
Success	A likewise trend is seen in the success rate of CDES courses, at just about 62%.

2.2 Ranking of Department

How does your program compare with peers? (Peers include similar programs at the college or programs at peer institutions as identified by the Office of Institutional Research)
The following chart compares figures for the Spring Semester, 2011, with peer programs:

SCHOOL	FC CDES	FC SOCIOLO.	GROSSMONT	L.A. CITY	S.D. CITY	BAKERSFIELD
Retention	80	88	83	84	83	77
Success	62	71	59	74	64	59
Degrees	18	26				
Certificates	5	0				
Transfers	91	40				
Enrollment	1073		1657	1271	1298	1949

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research.)

Group	Number Enrolled	% Retention	% Success
Males	204	72	46
Females	1,978	80	63
Unknown Gender	32	81	59
Asian-American	162	85	72
African-American	109	71	46
Filipino	46	63	35
Hispanic	1,013	77	58
Native American	12	100	92
Other Non-White	12	100	92
Pacific Islander	16	69	44
White	724	84	69
Unknown	72	75	60
Range (Max-Min)		69 – 100	35 – 92

2.4 Other Data

Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education program.

It can be seen from this data that many more students transfer to the four-year institutions than apply for and receive certificates. In this field the higher paying jobs are with schools that require a Child Development Permit from the state of California. Data is needed here on number of students receiving a Permit. A number of students will go for the Permit and forgo the certificate, especially because the Child Development Permits are seen by many professionals as the 'standard' measures of educational background for those working in early childhood education.

Note: Figures in this data are inconsistent from one collection to another. For example, the Achievement Gap figures give a total enrollment in the program of 2,214 whereas the Retention and Success figures show an enrollment of 1073. More accurate data is needed for successful analysis.

2.5 Strengths, Weaknesses, Opportunities, Threats (SWOT)
2.5.1 *What are the strengths of your program as indicated in the above data?*

The Fullerton College CDES program is a strong program that is experiencing a slow but steady growth given the current economic environment and maintains a high fill rate in its classes. The program maintains retention and success rates that are typical of other community colleges in the southern California area. In addition, the program is aligned with the CAP program, giving students the advantage of easier access to Permits and to some four-year college and university programs, including nearby California State University at Fullerton.

The strengths of the program are also seen in the commitment to the core values of the college. The program gives all students many opportunities to become actively engaged in their own learning, the coursework, the college and the greater community. Faculty and staff continually role model this engagement and collaborative work with their personal commitments to the students, the professional field and the greater community.

2.5.2. *What are the weaknesses of your program as indicated in the above data?*

Although the retention and success rates are just slightly below the average for the Social Science Division as a whole (83.2% and 64.9% respectively), there is room for improvement in these areas.

The achievement gap shows that the differences in retention ranges approximately 22% points and in success approximately 37% points. Males, and Filipino, Pacific Islander and African American groups have the lowest success rates and therefore have the greatest need for attention. In addition, the enrollment data show that the Hispanic group is by far the largest in number yet have a low success rate. Greater assessment of particular needs of these groups is needed to address the gap in success.

The low number of certificates and degrees needs to be investigated. While many students get units so they may gain employment in the field, there is a strong emphasis in the field for further education. Data is needed here on number of students applying for and receiving Child Development Permits. Some students will apply for the permit and forgo the certificate, especially as the Child Development Permits are seen by many professionals as the 'standard' measures of educational background for those working in early childhood education.

2.5.3. *What opportunities exist for your program based on the above data?*

Opportunities for continued growth of success rates exist. Continued efforts in working with the Academic Support Center, the Basic Skills programs, and other student assistance programs is desirable. A particular need is in the area of increasing trained assistance in the support center to meet the needs of inadequately prepared students. We have seen that increased engagement in the field of study can bring about greater commitment and greater success in the classroom. We would like to continue to find ways to engage students in the coursework and the professional field.

Opportunities exist in increasing the number of certificates, degrees and transfers.
Electronic application for certificates would make it possible to track students' progress towards meeting the goals for certificates.
We would like to investigate the possibility of working with Admissions and Records to program Banner to automatically print on the student transcripts when all requirements for certificates have been met and to alert the department so that appropriate follow-up can be done.
A postcard system to inform and encourage students about applying for certificates and degrees can be implemented.
We would like to maintain an up to date database/ list-serve of CDES and Liberal Studies majors.

2.5.4 *What threats exist for your program based on the above data?*
The most significant threat to the CDES program lies in the fact that two full-time positions have not been replaced. This puts a burden on the remaining full-time faculty and requires that a greater number of classes be taught by adjunct faculty. The threat is even greater in the long run. The department has not been able to hire a new position since 1996 and consequentially two of the remaining three full-time faculty members are nearing retirement. A program of formerly five full-time faculty could soon be reduced to one.

3.0 Student Learning Outcomes Assessment

3.1 *What percentage of courses have identified SLOs?*
Comment on progress/lack of progress

100% of our 39 courses have SLO's. Some (11) of these have been revised. As we began the assessment process, we found some SLO's were not appropriate for the classes. We are still in the process of revising others. Seven of these courses have not been taught in the last 3 years.

3.2 *What percentage of courses have ongoing SLO Assessment?*
Comment on progress/lack of progress:

We have begun SLOA's with our 'core' courses: CDES 120, CDES 201, CDES 115, CDES 122, and CDES 125. This represents 16% of our courses. Only the CDES 120 class has had two semesters of conducted assessment. The other 4 listed will be done during the fall, 2011 semester.

3.3 *How has assessment of course level SLOs led to improvements in student learning and achievement?*

We have seen a correlation between course level SLO's and student achievement, but learning is questionable. Only the CDES 120 class has had more than one semester of assessment to compare.

Performance on the assessment for this class in spring 2011 was considerably better than it was in the fall, 2010 sections. This likely does not however, reflect an increase in real learning or achievement. In comparing the scores on the SLOA and student grades in the class, only a 25% match was found in fall 2010. We drew the conclusion from this finding that the assessment tool was flawed and hence we changed the tool significantly. We did not significantly change the content of the questions but rather their format. In the spring of 2011, then, the match of SLOA scores to scores in the class went up to 45%. In the fall of 2010, only 38% of the students who passed the classes got a C or better on the SLOA. After taking a closer look at the assessment and making changes, in spring of 2011, 80% of the students who passed these classes earned a C or better on the SLO assessment. These numbers would seem to show that the correlation of achievement on SLOA's is related mostly to what questions and type of questions are asked on the SLOA rather than to learning achievement.

3.4 *How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?*

We have not assessed program-level SLO's.

3.5 *What challenges remain to make course and program level SLOA more effective?*

To make course level SLOA's more effective we would need to find in what ways SLOA's have been found to correlate to school success in the research and emulate those strategies. As with other forms of assessment such as exams, written work and practical application work, and grades, performance varies tremendously from one semester to the next, it is difficult to assess what factor has influenced the results. In looking at the SLOA results for spring of 2011 in the CDES 120 class, taking just two sections of our seven, only 45% of the grades on the SLOA tool, matched the overall grade for the class. What does this mean? We still don't have the tool quite right? That was up from only a 25% match the semester before but is this only a reflection of the changes in the assessment? Further study is needed to answer these questions. See appendix

4.0 Evaluation of Progress Toward Previous Goals

4.1 *Evaluate steps taken to achieve goals established in the last program review.*

Short Term

> A: The department name "Child Development and Educational Studies" has been consistently changed throughout the various campus media outlets except for the Faculty and Staff Directory. Requests have been made for this change but it has not yet been implemented.

> B: The Child Development Laboratory School name has replaced "Children's Center/Child Development Center" in campus publications such as the annual college catalog, course schedules, and campus electronic media.

> C: The six -year curriculum review has not been completed as the department is scheduled to complete this review process for all department courses in 2012.

D: Student Learning Outcome (SLO) Assessments are in place for 20 of our 39 courses. The first full cycle of SLO Review will be completed for four courses by the end of the 2011 fall semester.

Long Term

A: The Child Development Laboratory School is becoming a cutting edge Demonstration School by:

      i. modeling the CDES department philosophy

      ii. modeling what we teach in the department course offerings

      iii. modeling innovative curriculum such as
- ✓ creating natural environments
- ✓ inclusive settings
- ✓ Anti-bias work to create equitable classrooms
- ✓ Reggio inspired curriculum

      iv. modeling innovative environments both indoors and outdoors
- ✓ State Department of Education Renovation & Repair grants have funded projects such as our documentation work stations in both child classrooms and child studios as well as planting our oak tree, orange grove and building our tree house.

      v. modeling a collaboration/partnership with families
- ✓ Advisory Board
- ✓ Feast Day Celebration
- ✓ Dia de Los Muertos Celebration
- ✓ Family Concert

      vi. holding staff development meetings now monthly

      vii. utilizing Vocational and Technical Education Act (VTEA) grant monies to fund Documentation work stations in our classrooms and studios and the Child Development/Early Education Seminar Series.

      ix. continuing to build a sense of community within the CDES department, Laboratory School staff and families, college campus, and greater Fullerton community in such activities as Faces of Fullerton, KinderCaminata, Dia De Los Muertos.

      x. developing a vehicle to support CDES students within the Academic Support Center.

4.2 In cases where resources were allocated toward goals, evaluate the efficacy of that spending.
- ✓ State Department of Education Renovation & Repair grants have funded projects such as planting our oak tree, orange grove and building our tree house. Future

monies will be utilized to continue to repair and renovate our yards and classrooms. The resources used for these projects have been highly effective in transforming the Lab School yards to state of the art, highly desirable spaces that have garnered attention from the wider community of early childhood professionals and students.

✓ Vocational and Technical Education Act (VTEA) monies have been awarded to the Laboratory School and have been utilized to purchase our documentation work stations in both child classrooms and child studios as well as providing speakers for our Child Development/Early Education Seminar Series. The resources used for these projects have been highly effective in transforming the Lab School to state of the art, highly desirable program that has garnered attention from the wider community of early childhood professionals and students.

5.0 Program Goals and Plans

5.1 Short-term Goals (two year cycle)
5.1.1 *Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next 2-year cycle.*

Goal 1 Hire faculty and staff needed to adequately support the program.

Measurable Outcome: Two new faculty positions added to the CDES Department.
   Plan: Work with Dean Dan Tesar and NOCCCD to implement replacement of lost faculty positions.

Measurable Outcome: Half-time contract manager position added to oversee and maintain our Department Of Education State Preschool contract .
   Plan: Work with Dean Dan Tesar and NOCCCD to implement this needed position.

Goal 2 Increase the visibility of the Child Development Laboratory School for campus and community benefit.

Measurable Outcome: Create a sign for the Child Development Laboratory School that serves to identify the location to all interested parties as well create a welcoming image and signage within the Laboratory School to identify specific spaces and rooms.
   Plan : Create a welcome sign to identify the Laboratory School and develop signage within the Laboratory to identify specific spaces/rooms. See Appendix

Measurable Outcome: Design a brochure for our program to be used to communicate with prospective students and the community.
   Plan: Design and have printed a minimum of 2,000 full color brochures to which current semester offerings could be added.

Measurable Outcome: Install works of art as 'identity pieces' throughout the Laboratory School.

    Plan: Collaborate with the FC Art Department (and possibly the Horticulture Department) for student art creations to be located on the site of the Laboratory School. See Appendix for photos

Goal 3 Document the multiple ways in which the Laboratory School is utilized. This would include but not be limited to use by our CDES students, faculty and staff and student families; students, faculty and staff of other FC campus departments, other college and university students, faculty and staff, members of the ECE professional community, and those interested parties from the general community.

Measurable Outcome: A database of information regarding all visitors and collaborators who utilized the Laboratory School facilities each semester.

    Plan: Purchase, install and put into action a 'swipe card' system whereby all visitors to the Laboratory School will sign in and document the time and purpose of the visit. This database could be used for research, evaluation of the effectiveness the use of resources, increasing community partnerships and future grant applications.

Goal 4 Update the existing staff pool to current Child Development field standards.

Measurable Outcome: Rewrite existing job descriptions for teachers in include field standard educational requirements and to include a new position description for a teacher with specialized education/training in working with children with special needs.

    Plan: Rewrite job descriptions.

Measurable Outcome: Provide for staff development to meet the CDES program education and curriculum standards. (Teachers must be able to provide environmental and educational quality that is the foundation of the CDES Department philosophy and teaching).

    Plan: Provide tuition for one course per year for each Lab School teacher.

Goal 5 Maintain CDES and Liberal Studies Majors data.

Measurable Outcome: Create database for emails, addresses, phone numbers to be gained via the campus electronic systems for all CDES and Liberal Studies Majors.

    Plan: Create database and maintain each semester. Use the database information to track students and to communicate with majors in regards to program activities and opportunities.

Goal 6 Complete CDES Program work.

Measurable Outcome: Complete SLOA's for courses where assessments have not yet been identified and complete full cycle of assessment for all core classes.

    Plan: Review all SLO's and update any needed course SLO's. Add assessment types to each course that does not currently have this information. Perform one complete cycle of assessment for all core classes(CDES 115, CDES 120, CDES 122, CDES 201). Identify assessments for all lower division eight (CAP) courses and complete cycle of assessment for these. (CDES 110, CDES 125, CDES 215, and CDES 225).

Measurable Outcome: Update CDES Program SLO's.
   Plan: Review existing CDES program SLO's and revise as needed. Add assessment component to each outcome.

Measurable Outcome: Complete required paperwork for submission of program courses to the Curriculum Alignment Project (CAP) by the March 4, 2012 deadline.
   Plan: Contact our CAP representative, set up meetings to go over program and fill out all required paperwork for submission.

Measurable Outcome: Completed Early Childhood Education Transfer Degree and Liberal Studies-Teacher Prep Transfer Degree.
   Plan: Work with campus curriculum representatives and CAP representative to complete required documentation for both the AA Transfer Degrees that are required by the state of California.

5.1.2 *What specific aspects of these goals can be accomplished without additional financial resources?*

-Collaboration with campus departments such as the Art Department could be accomplished without additional financial resources.
-Rewriting existing job descriptions will not require additional financial resources.
-Creating a majors database can be accomplished through the existing campus resources.
-Completing existing documentation for SLO's, SLOA's, CAP and AA Transfer Degrees will not require additional financial resources.

5.2 Long-term Goals (six year cycle)
5.2.1 *Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next six years.*

Goal 1: Continue creating the "cutting edge"/demonstration Laboratory School.

Measurable Outcome: Continue an Annual Child Development – Early Education Seminar Series that was begun Fall 2011.
   Plan:
-Bring key educators, researchers and activists in the field of education today to our campus to present to our college students and members of the community.
-Engage the students in critical discourse on key issues in the field.
-Apply for VTEA grant resources to fund the Seminar Series.

Goal 2: Formalize the Center for Early Childhood Collaboration. This will be the Orange County place for critical discourse involving cutting edge strategies for teaching and creating environments for young children. It will create partnerships with families, ECE professionals, other colleges and universities, businesses and our FC community.

Measurable Outcome: Reclaim 1800 and 1810 for the physical space of the Center for Early Childhood Collaboration.

Plan:
-Replace 1810 with a large grass area for community coming together as well as space for large motor development
-Replace 1800 with Conference facilities for the Center for Early Childhood Collaboration. Conference center would need meeting room(s), food service facilities and reception area.

Measurable Outcome:
-Workshop/Training series that allows us to bring the professional community onsite and/or to take our professionals out to the community to provide for workshops/training.
   Plan: Design and implement the workshop and training series.

Goal 3: Create a CDES Video/DVD Library of Quality Practices using the Laboratory School as the setting.

Measurable Outcome: A collection of Video/ DVD recordings demonstrating quality early childhood teaching practices to use in CDES courses and special presentations.
   Plan:
- Videotape (using existing equipment) learning and experiences in the Lab School that demonstrate quality environments and interactions with children and transfer to DVD.
-Determine a labeling, storage and check out system.
-Continue video recordings to provide a wide variety of topics.

5.2.2 *What specific aspects of these goals can be accomplished without additional financial resources?*

-All these goals will require at least a minimum amount of financial assistance.
-VTEA funds may be available for continuing the Child Development – Early Education Seminar Series.

6.0 Requests for Resources

For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel	$250,000 for salary and benefits for 2 new full-time faculty positions (Short Term goal 1) $30,000 for salary and benefits for ½ time contract manager for the State Preschool contract (Short Term goal 1)	NOCCCD
Facilities	$10,000,000 to Replace 1800, 1810 and 1830 buildings on the current site, creating conference center and large grass area(Long Term Goal 2) $5,000 for Lab School signage(Short Term goal 2)	"master plan" funding
Equipment	$500 for 'Swipe card' access system (Short Term Goal 3)	
Supplies		
Computer Hardware	$3,000 for computer for 'swipe card' access system (Short Term Goal 3)	
Computer Software	$500 for 'swipe card' access system software. (Short Term Goal 3)	
Training	$5,000 per year for training materials and mileage related to the Center for Early Childhood Collaboration (Long Term Goal 2)	
Other	$3,000 for brochures and marketing materials for the program (Short Term goal 2)	
Total Requested Amount	Short Term Goal 1: $280,000 Short Term Goal 2: $8,000 Short Term Goal 3: $4,000 Long Term Goal 2: $10,005,000	

6.1. *Describe the resource request.*

The descriptions are listed in the chart above.

Short Term Goal 1: Requested amounts are rough figures for salary and fringe benefits for needed faculty and staff positions.

Short Term Goal 2: Lab School signage would include professionally designed and constructed permanent welcoming sign for front of the CDES Lab School, along with room identification signs throughout the center.

Short Term Goal 3: Requested funds for this goal are to purchase and install a complete system for tracking Laboratory visitors and users. This would include the equipment for the 'swipe card' system along with computer hardware and software to maintain the database.

Long Term Goal 2: To create a center to be viewed by the professional field as the coming together place for collaboration, education, community partnerships and critical discourse, these funds would be needed to provide the physical structure and the educational training and workshops of the center.

6.2. *What program outcome(s) does the resource request address?*
One program outcome is to maintain a 'state of the art/cutting edge' Child Development and Educational Studies Program and Lab School which would:

Bring in experts in the field; take department expertise to the field.
Become innovative change agent for the field.
Be able to document the effectiveness of the program.
Become the school where students interested in the CDES field want to come and where employers in the field want their employees to be educated.

6.3. *What measurable outcome(s) will result from filling this resource request?*

Increase in student enrollment in CDES program.
Engagement in courses should increase student learning and achievement.
Number of workshop/trainings and participation in each.
Evaluations of trainings and presentations through the Center for Early Childhood Collaboration.

7.0 <u>Executive Summary</u>

The Fullerton College Child Development and Educational Studies Department is a vital part of the college and the community environments. We share and exemplify the college Mission, Vision, Core Values and Goals. Supporting the college mission, the CDES department works closely both in our classes and with the Academic Support Program through the Academic Support Center to prepare students to be successful learners.

The CDES department has worked diligently since the early 1990's to ensure equitable environments reflecting the diversity in our classrooms, the community and the profession. In collaboration with the Ethnic Studies Department, the CDES 110: Anti-Bias Perspective Seminar class was initiated. To more fully mirror our community, the Lab School in the later 1990's took an a State Department of Education General Child Care Grant which is still in effect today and provides for greater diversity with children and families and for our students.

The CDES Department has a rich tradition in classic research and study from such stand-outs as Pestalozi, Dewey, Piaget, Frobel, Erikson, and Vygotsky while at the same time exploring innovative teaching and learning strategies such as creating new courses in Leadership in the Early Childhood Profession, a series of courses in Special Education, and internship programs in the CDES 110 and 238 courses. VTEA grants have been awarded to the department to add innovative technology and a Professional Lecture Series to the program. The program has been aligned with the new state Curriculum Alignment Project and will soon have new Transfer Model Curriculum AA degrees for ECE and for Teacher Preparation.

We have an active department where all faculty and staff work collaboratively, each adding his or her particular strengths to the group, always working to make a positive difference with the students we work with, the children and families from the Lab School and the early childhood community.

Data analysis of Key Performance Indicators shows the CDES program to be a strong one, growing approximately 9% over the last five years, with full classes (now at 108%), a fairly high WSCH/FTEF, and retention and success rates that rank similarly to other like programs in the southern California region. CDES courses are ethnically and gender diverse with an achievement gap most noticeable in success rates. The achievement gap shows that the differences in retention ranges approximately 22% points and in success approximately 37% points. Males, and Filipino, Pacific Islander and African American groups have the lowest success rates and therefore have the greatest need for attention. In addition, the enrollment data show that the Hispanic group is by far the largest in number yet have a low success rate. Greater assessment of particular needs of these groups is needed to address the gap in success.

The strengths of the program are also seen in the commitment to the core values of the college. The program gives all students many opportunities to become actively engaged in their own learning, the coursework, the college and the greater community. Faculty and staff continually role model this engagement and collaborative work with their personal commitments to the students, the professional field and the greater community. In addition, the program is aligned with the CAP program, giving students the advantage of easier access to Permits and to some four-year college and university programs, including nearby California State University at Fullerton.

The weaknesses of the program are similar to other programs across the campus in terms of retention and success. The achievement gap shows that the differences in retention ranges approximately 22% points and in success approximately 37% points. Males, and Filipino, Pacific Islander and African American groups have the

lowest success rates and therefore have the greatest need for attention. In addition, the enrollment data show that the Hispanic group is by far the largest in number yet have a low success rate. Greater assessment of particular needs of these groups is needed to address the gap in success.

The low number of certificates and degrees needs to be investigated. While many students get units so they may gain employment in the field, there is a strong emphasis in the field for further education.
Data is needed here on number of students applying for and receiving Child Development Permits. Some students will apply for the permit and forgo the certificate, especially as the Child Development Permits are seen by many professionals as the 'standard' measures of educational background for those working in early childhood education.

Opportunities for both continued growth of success rates for all groups exists. We would like to continue to find ways to engage students in the coursework, academic support available, and in the professional field in order to garner greater excitement, commitment and success from the students. A need for additional trained assistance in the support program appears evident. We will investigate ways to increase the number of certificates and degrees earned such as designing Banner to help track student progress, implementing a post card system to encourage student progress and maintaining an up to date database/ list-serve of CDES and Liberal Studies majors.

The most significant threat to the CDES program lies in the fact that two full-time positions have not been replaced. This puts a burden on the remaining full-time faculty and requires that a greater number of classes be taught by adjunct faculty. The threat is even greater in the long run. The department has not been able to hire a new position since 1996 and consequentially two of the remaining three full-time faculty members are nearing retirement. A program of formerly five full-time faculty could soon be reduced to one.

Student learning outcomes have been created for all 39 courses, some have been revised and others will be revised as part of 6-year Curriculum Review. Several of the courses have not been taught in the last 3 years due primarily to mandated cutbacks in units. Focus is on the core courses and those that qualify for the Curriculum Alignment Lower Division Eight with which the program has been aligned. SLO assessments or assessment types have been identified for these courses. Only the CDES 120 class has had two semesters of conducted assessment. The other 4 listed will be done during the fall, 2011 semester.

We are investigating ways to implement the SLO assessments in ways that will correlate with student success in learning and achievement. Thus far we have not yet seen a connection other than where designing the assessment tool differently brought about greater achievement scores.

Most of the short and long term goals from the previous review have been at least partially met. The most significant of these is in the continued strong growth of our CDES Laboratory School as a cutting-edge Demonstration School. Resources allocated have turned a once rather forlorn environment, both indoors and outdoors, into a site visited by other schools, the community and the professional field as an example of a quality environment for teaching and learning for young children, their teachers and families.

Short Term goals for the next two years include:
Goal 1: Hire faculty and staff needed to adequately support the program to include two new full time faculty positions and one half-time contract manager position.

Goal 2: Increase the visibility of the Child Development Laboratory School for campus and community benefit by creating signage to welcome and identify the CDES Laboratory School, and to design and print an up to date brochure for the program.

Goal 3: Document the multiple ways in which the Laboratory School is utilized. This would include but not be limited to use by our CDES students, faculty and staff and student families; students, faculty and staff of other FC campus departments, other college and university students, faculty and staff, members of the ECE professional community, and those interested parties from the general community. This would best be accomplished by the use of a 'swipe card' system to create a database of such information.

Goal 4: Update the existing staff pool to current Child Development field standards by rewriting job descriptions and providing for staff development opportunities in the Lab School.

Goal 5: Create and maintain CDES and Liberal Studies Majors database electronically by utilizing existing campus data collection.

Goal 6: Complete CDES Program work, including completing and implementing SLOA's, finalizing CAP documentation, and completing Early Childhood Education Transfer Degree and Liberal Studies-Teacher Prep Transfer Degrees.

Long Term goals to be accomplished in the next 6 years include:

Goal 1: Continue creating the "cutting edge"/demonstration Laboratory School by continuing an annual Seminar Series similar to the one started this year.

Goal 2: Formalize the Center for Early Childhood Collaboration. This will be the Orange County place for critical discourse involving cutting edge strategies for teaching and creating environments for young children. It will create partnerships with families, ECE professionals, other colleges and universities, businesses and our FC community.

Goal 3: Create a CDES Video/DVD Library of Quality Practices using the Laboratory School as the setting and utilizing existing video equipment.

To grow and maintain a 'state of the art/cutting edge' Child Development and Educational Studies Program and Lab School which would:

-bring in experts in the field; take department expertise to the field.
-become innovative change agent for the field.
-be able to document the effectiveness of the program.
-become the school where students interested in the CDES field want to come and where employers in the field want their employees to be educated,

resources for new faculty and staff positions, for computer and swipe card system equipment, for training materials and resources related to the Center for Early Childhood Collaboration, for marketing brochures and materials and for signage and identity for the program would all be needed.

The biggest expense would be needed to replace 1800, 1810 and 1830 buildings with new classrooms, a conference center and a large grass area for the Center for Early Childhood Collaboration. "Master Plan" funds could be used as a potential funding source if this plan were to replace the plan to move the Laboratory School and build entirely new buildings on a different site.

These innovations would not only bring greater enrollment to the CDES program and create an environment to facilitate greater achievement and success of all students but would add considerably to the prestige of the college.

Division Deans' Program Review Summary Page

☐   *I concur with the findings contained in this Program Review.*

☐   *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

Area of exception:

_____

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_____

_____

☐   *I do not concur with the findings contained in this Program Review (include a narrative exception):*

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