

FULLERTON COLLEGE

ELEVATING EXCELLENCE.

Instructional Programs

2017-2018 Self-Study

Three-Year Program Review Template

Child Development & Educational Studies

Social Science Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the Self-Study

Tom Chiaromonte – Department Coordinator

Patricia Green-Pappas

Jennifer Kinkel

Karin Pavelek

Authorization

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

Dr. Tom Chiaromonte

Printed name of Principal Author

Signature

Professor

Title

11/20/17

Date

Dr. Tom Chiaromonte

Printed name of Department Coordinator

Signature

Professor

Title

11/20/17

Date

Jorge Gamboa

Printed name of Dean

Signature

Dean

Title

11/20/17

Date

1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission: Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

Our department offers daytime, evening, hybrid and online options for students. We also offer multiple certificates, as well as both transfer and terminal AA degrees in early childhood education, child development and elementary education. We offer 31 unique classes, including 200-level courses designed for the growing professional and our growing profession. Besides these flexible pathways, we work closely with Disability Support Services (DSS) here on campus, and our department utilizes Supplemental Instruction (SI). We partner with the Academic Support Center (ASC) and have tutors designated to assist students in our courses. All our full-time faculty regularly provide individualized academic and career counseling to help students progress through our program of courses into certificates, permits, degrees and transfer.

To support students in becoming successful learners, we have the enviable opportunity to directly observe and apply what they are learning in our courses through the use of our Child Development and Educational Studies (CDES) Instructional Laboratory School. Our students also have the opportunity to join our Child Development & Educational Studies Club, where the faculty advisors mentor and guide students in their leadership processes.

Besides gaining experiences through leadership opportunities, we offer occasions for students to go on field trips in several of our courses. These field trips entail visits to schools in our district as well as schools in adjacent counties. We also support engagement in our community by offering volunteer opportunities for our CDES club members.

Vision: Our department has the unique ability to transform the way in which students perceive education as a whole. Rather than the didactic methods under which they were likely taught, we are able to open their eyes and their minds to innovative methods of educating learners. Our department's philosophy is rooted in Constructivism, incorporating the Reggio Emilia inspired philosophy, building community, anti-bias, and nature-based learning.

Core Values: Our department and CDES Lab School program philosophy has a strong emphasis on creating a community of learners that enhances the well-being of our campus and surrounding areas. We embrace and value diversity and we commit to equity for all we serve. We honor and build upon our tradition of excellence and expect everyone to continue their journey in growth and learning. We act in accordance with personal integrity and high ethical standards, which is reflected throughout our course work as well as our CDES Lab School. We work together with our educational and community partners to create an environment of mutual respect and trust that embraces the individuality of all. We accept our responsibility for the betterment of the world around us.

College Goals:

Goal 1: Fullerton College will increase student success.

In addressing the needs of under-prepared students, we facilitate Supplemental Instruction (SI), faculty regularly meet with students, tutoring is available through the Teacher Pathway Program and we point students to the Academic Support Center. Our retention and success is increased in the following groups: women, Asian, Pacific Islander, White, Hispanic, and Filipino. The peer data below reflects that we have increased the number of degrees and increased the number of certificates awarded. We have a course specifically designed to facilitate STEM activities and with the science inquiry process using the Constructivist model (CDES 118 – Science and Math Education). In conjunction with the course, we have created a STEM Lab at our instructional Laboratory School that is used by our college students and is toured regularly by community members as a model in our field. The Teacher Pathway Program offers a free course on STEM at California State University, Fullerton in the summer that we encourage students to explore. Faculty presented on Mathematics and Preschoolers at the Early Childhood STEM Conference that was held in Pasadena in February, 2017. Our department hosted a national conference for the Association on Constructivist Teaching in October, 2017.

Goal 2: Fullerton College will reduce the achievement gap.

Faculty support our English language learners by maintaining high rigor and academic standards while offering a variety of support. Students are linked to campus resources such as Supplemental Instruction (SI), Academic Support Center, and the variety of options that the campus hosts in terms of online tutoring support. Faculty encourage attendance at Basic Skills Workshops to encourage continuous growth. As addressed below in our KPI data, we have increased the retention in the following populations: females, Filipino, Hispanic (increased by 2.9%), Asian, Pacific Islander, and White. We have increased success in the following populations: males (an underrepresented population in this discipline), females, Filipino, Hispanic (increased by 13.2%), Asian, Pacific Islander and White.

Goal 3: Fullerton College will strengthen connections with the community. Our Child Development & Educational Studies department speaks to Orange County high school counselors in regards to transferring to our college and attending the community college system. We also collaborate with faculty from California State University, Fullerton (CSUF) on different levels. Dr. Kate Bono, the department chair of the Child and Adolescent Studies department at California State University, Fullerton (CSUF), is a member of our Advisory Board. Our advisory board meets annually to address any occurring issues or events in our field. Besides being an advisory board member, Dr. Bono has conducted a research study along with Dr. Melanie Horn-Mallers from CSUF, on parenting and stress reduction. Our professional relationships with high school teachers, Orange County Regional Occupational Program (OCROP), California State University, Fullerton – Integrated Teacher Education Pathway in Special Education, Orange County Head Start, the Orange County Association for the Education of Young Children (OCCAAYC), the Child Creativity Lab, Orange County Reggio Emilia Roundtable, the Orange County Department of Education (OCDE) and the Orange County Child Care and Development Planning Council and the Workforce Development Committee. Our CDES Laboratory School is widely toured by visitors from all over the world, including educators and administrators from China, Thailand, Vietnam and Korea. We also published our Child Development & Educational Studies department website, where we host updated information for students and the community. Through the California Early Childhood Training Consortium, a federal block grant filtered through the California State Department of Education, we have been awarded \$375,000 in stipend reimbursements or supplies and materials to students since 1992. Our department has increased funding capabilities through Carl Perkins/Career and Technical Education (CTE) grant funding opportunities and also through the Quality Rating and Improvement System (QRIS). Dr. Tom Chiaromonte wrote these grants and was awarded \$62,950 that Professor Green-Pappas implemented. The

2016/2017 Strong Workforce Development Grant for \$261,000 that was written to establish the Center for Early Childhood Collaboration was not awarded. However, "The Center" was established as a fee-for-service outreach for professional growth and advisement to such institutions as Orange County Head Start, Child Development Incorporated, the Brea-Olinda Unified School District and the Speech and Language Development Center. "The Center" continues its work today as an educational arm of the CDES department. Child Development & Educational Studies Club members and advisors have been involved in community events such as Mardi Gras for Autism, KinderCaminita, Dia de los Muertos, the Association for Constructivist Teaching conference, and the Work Independence Self Advocacy Education Program (WISE).

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

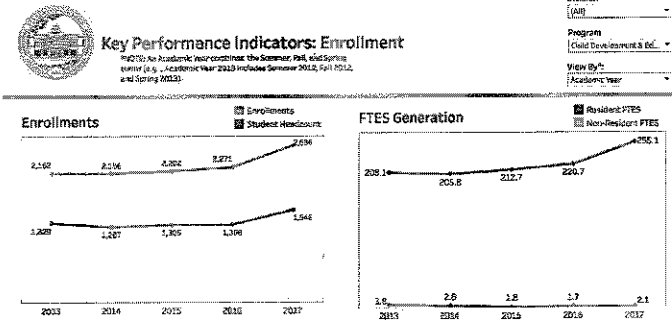
For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

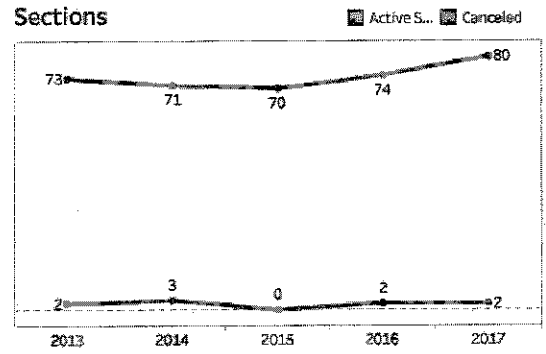
KPI	Findings
Enrollment	<p>Most current year 2017 shows 2636 enrollment which indicate a 21 percent sharp increase of 474 new enrollments. In student head count data percentage increase was 1329 in 2013 to 1546 in 2017 (an 16.5 % increase)</p> <p>Outreach to North Orange County Regional Occupational Program (NOCROP) high school open house, hosted educational tours at CDES Lab. OC teacher pathways as an intermediary to our program, high level courses attracting reentry students and post FC CDES post graduates returning, Reggio and Constructivism Keeping current with current trends and updated curriculum</p> <p>Faculty bring students together through relationship building and the development of a sense of community. Students take several classes and as they complete courses, their interest is piqued to enroll in the next class.</p> <p>KPI 2013 – 17 Enrollment Graph</p>
Total FTES	<p>Like enrollments, FTES has also shown a marked increase from 208.1 in 2013 to 255.1 in 2017, which is a 19.9% increase as evidenced in the enrollment graph.</p>
Sections	<p>From 2013 to 2017, our department has increased by adding seven course sections (from 73 in 2013 to 80 in 2017), which increased our total seat capacity from 2046, to 2761. This reflects an increase of 715 seats, which is equal to 20.4 new sections with an average seat count of 35.</p> <p>Our department started rotating course offerings in 2013, and added courses in 2015.</p> <p>From 2013 to 2017 we added 10 new sections.</p> <p>Analysis: Between 2015 and 2017 division and campus administration</p>

	<p>approached our department with a request to additional course offerings due to increased demand for early childhood coursework.</p> <p>Program increase due to demand from new high school enrollment (HS student interest in major), Head Start AA and BA requirements, Transitional Kindergarten, expansion of the California State Preschool Program (CSPP) and teacher requirements under the California State Department of Education Child Development Permit requirements.</p> <p>Class size has increased from 29.5% students to 32.9 % (by almost 4 students per class) in 2013 -2017 to meet student need.</p>
FTEF	<p>We increased from 12.9 FTEF in 2013 to 16.3 in 2017. This increase of almost 4 FTEF is a result of our increased sections from 2013 to 2017.</p> <p>In 2015, we recorded the smallest number of sections taught by full time faculty; 30 out of 70 sections. 2017 marked the largest number of sections that were taught by full time faculty from 50 out of 80 sections. This increase is due to our full-time faculty member returning from CDES Lab School administration to full time teaching and a replacement hire in 15/16.</p>
Fill Rate	<p>While our census fill rate dropped slightly from 105.4 % to 95.4 % from 2013 to 2017. This artifact may be a result of the addition of ten new sections and possibly due to an improving economy.</p>
WSCH/FTEF	<p>In 2013 there were 12.9 FTEF meeting with students on average 38.1 hours per week, to give us a WSCH of 492.0. In 2017 16.3 FTEF met with students weekly with an average of 29 student contact hours.</p>
Retention	<p>Course retention from 2013 to 2017 has increased by almost 3 % (2.8%) from 85.3 percent to 88.1 percent. A very engaged, professionally active faculty with lots of experience in the field. We have 31 different courses taught by experts.</p>
Success	<p>Course success has increased by almost 12 % (11.8 %) from 66.3 % to 78.1 percent. We believe that there is a greater level of support for students due to student and faculty discussions and relationships as students develop their own professional goals and aspirations. Our courses offer students both 100 level introductory course work as well as 200 level deeper, reflective, more engaging...</p> <p>The department has high level academic expectations for students.</p>

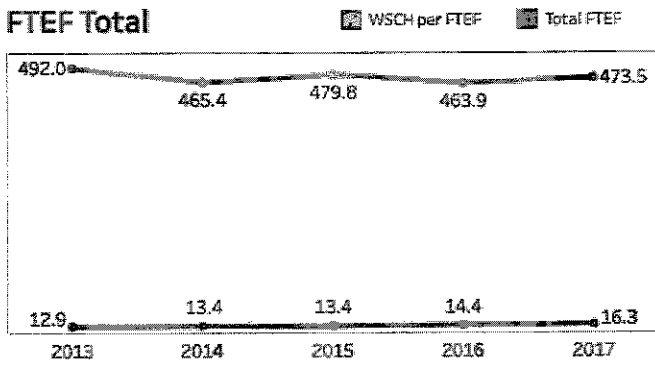
FTES



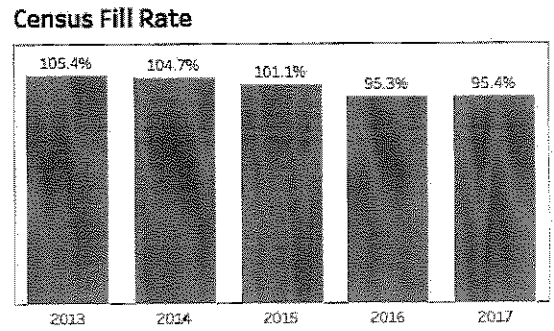
Sections



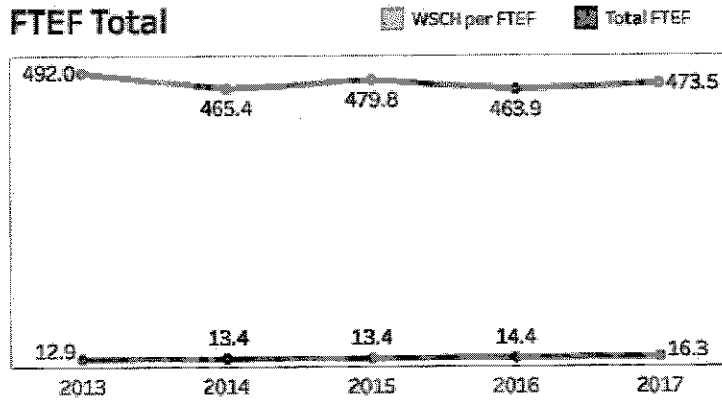
FTEF



Fill Rate

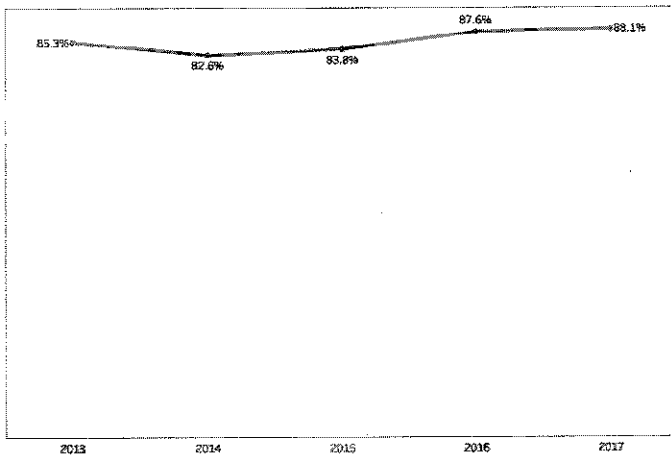


FTEF vs. WSCH



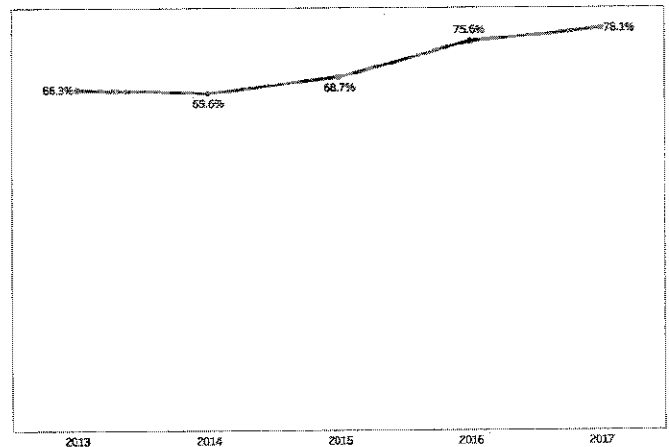
Retention

Enrollment Details



Success

Enrollment Details



College/Program:	Fullerton	Bakersfield	Long Beach City	Chabot-Heyward	Santa Ana
Retention:	'13-85.3% '14-82.6% '15-83.8% '16-87.6% '17-88.1%	'13-81.7% '14-77.6% '15-83.3% '16-87.0% '17-82.6%	'13-84.7% '14-86.3% '15-86.6% '16-85.2% '17-84.5%	'13-82.7% '14-81.6% '15-80.7% '16-79.2% '17-83.2%	'13-88.4% '14-87.3% '15-88.8% '16-85.5% '17-85.6%
Success:	'13-66.3% '14-65.6% '15-68.7% '16-75.6% '17-78.1%	'13-66.7% '14-61.3% '15-66.4% '16-68.4% '17-65.1%	'13-67.0% '14-67.3% '15-69.5% '16-70.3% '17-70.6%	'13-64.5% '14-67.8% '15-65.0% '16-66.5% '17-68.6%	'13-75.2% '14-73.5% '15-77.4% '16-73.5% '17-73.9%
Degrees Awarded:	'13-31 '14-40 '15-36 '16-42 '17-51	'13-42 '14-70 '15-49 '16-70 '17-72	'13-46 '14-65 '15-57 '16-52 '17-81	'13-27 '14-20 '15-33 '16-35 '17-30	'13-29 '14-26 '15-27 '16-32 '17-43
Certificates Awarded:	'13-14 '14-23 '15-15 '16-17 '17-20	'13-64 '14-75 '15-61 '16-49 '17-59	'13-68 '14-62 '15-32 '16-42 '17-40	'13-24 '14-15 '15-28 '16-18 '17-19	'13-35 '14-30 '15-72 '16-48 '17-69
Transfers:	N/A	N/A	N/A	N/A	N/A

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

In selecting peer institutions, it was decided that colleges with similar ethnic demographics, population size, and location (i.e. suburban) would be best for comparisons. As is noted in both Retention, and Success, there is a variable range of plus or minus 05.0% - 09.0% respectively in both categories from 2013 – 2015. In some cases our department exceeded other campuses, in other cases we fell slightly short of their numbers. However in both Retention, and Success categories across all campuses during the last two years of this data ('16-'17), our department was higher, by as much as 13% (2017 Success rate difference between Fullerton and Bakersfield). We feel this reflects our department's outreach, collaboration with campus programs, unique curriculum and courses, and the hiring of two new tenure track faculty members.

As we explored the differences in certificates awarded, it should be noted that our department, in most cases, issued less certificates than our peer campuses. One reason for this artifact is that CDES faculty suggest to our students that obtaining a Child Development Permit, issued through the Commission on Teacher Credentialing (CTC) is more beneficial than a certificate based on employment opportunities (public sector teaching positions verses private sector). In a recent discussion with our CDES Advisory Committee (Fall, 2017), they suggested that our certificates include general education coursework which is currently not included. This would allow the student to obtain a certificate and a permit simultaneously.

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 and Planning.)

Group	% Retention	% Success
Males '13-214, '14-186, '15-190, '16-193, '17-212 (-2)	'13-81.3%, '14-73.1%, '15-75.8%, '16-82.9%, '17-80.2% (-1.1%)	'13-57.9%, '14-45.2%, '15-53.7%, '16-67.9%, '17-70.3% (+3.1%)
Females '13-1,897, '14-1,919, '15-1,975, '16-2,049, '17-2,375 (+478)	'13-85.8%, '14-83.2%, '15-84.5%, '16-88.1%, '17-88.7% (+3.5%)	'13-67.2%, '14-67.2%, '15-70.0%, '16-76.2%, '17-78.8% (+11.6%)
African-American '13-56, '14-56, '15-30, '16-41, '17-41 (-5)	'13-83.9%, '14-63.6%, '15-73.3%, '16-78.0%, '17-58.5% (-25.4%)	'13-57.1%, '14-32.7%, '15-50.0%, '16-61.0%, '17-41.5% (-5.6%)
Filipino '13-57, '14-52, '15-36, '16-26, '17-45 (-12)	'13-89.5%, '14-84.6%, '15-82.9%, '16-84.6%, '17-95.6% (+6.1%)	'13-68.4%, '14-67.3%, '15-65.7%, '16-80.8%, '17-77.8% (+9.4%)
Hispanic '13-1,098, '14-1,171, '15-1,244, '16-1,379, '17-1,546 (+448)	'13-85.2%, '14-81.6%, '15-82.8%, '16-86.4%, '17-88.1% (+2.9%)	'13-63.0%, '14-61.9%, '15-63.8%, '16-71.9%, '17-76.2% (+13.2%)
Native American '13-6, '14-2, '15-6, '16-7, '17-7 (+1)	'13-100.0%, '14-100.0%, '15-83.3%, '16-100.0%, '17-100.0% (0%)	'13-100.0%, '14-100.0%, '15-66.7%, '16-85.7%, '17-85.7% (-14.3%)
Other Non-White (Asian) '13-196, '14-183, '15-155, '16-197, '17-241 (+45)	'13-84.2%, '14-81.4%, '15-89.0%, '16-92.9%, '17-90.0% (+5.8)	'13-74.0%, '14-72.7%, '15-81.3%, '16-87.8%, '17-85.9% (+11.9%)
Pacific Islander '13-2, '14-3, '15-5, '16-5, '17-2 (0%)	'13-50.0%, '14-66.7%, '15-80.0%, '16-100.0%, '17-100.0% (+50.0%)	'13-50.0%, '14-33.3%, '14-60.0%, '16-100.0%, '17-100.0% (+50.0%)
White '13-614, '14-574, '15-603, '16-498, '17-608 (-6)	'13-86.5%, '14-86.2%, '15-86.9%, '16-89.8%, '17-88.8% (+2.3%)	'13-70.5%, '14-75.3%, '15-76.9%, '16-80.7%, '17-81.3% (+10.8)
Unknown '13-75, '14-60, '15-53, '16-58, '17-83 (+8)	'13-77.3%, '14-88.3%, '15-88.7%, '16-86.2%, '17-90.4% (+13.1%)	'13-56.0%, '14-61.7%, '15-67.9%, '16-79.3%, '17-81.9% (+25.9%)
Range (Max-Min) 1,546-2	100.0% - 58.5%	100.0% - 41.5%

In reviewing the data from our last completed Program Review, (2013-14) the Child Development & Educational Studies (CDES) department has demonstrated, in most cases, significant success in closing the Achievement Gap for our students. For instance, our department has shown an increase in Retention and Success for both men (classified as an under represented group for our discipline) and women. As noted in the current Key Performance Indicator (KPI) data, with the exception of African-American and Native-American students, all ethnic groups have shown marked increases in Retention and Success. We have also attracted more students to our department, with the majority being women (up 478), Hispanic (up 448) and Other Non-White/Asian (up 45).

These increases in number, Retention, and Success might be due to greater outreach to local high schools and Regional Occupational Programs (ROP) through site visits with our Laboratory School and Open House events. We have also worked with the campus Teacher Pathway Program (TPP), have taught courses for Orange County Head Start at their Santa Ana offices, and have added more course sections to accommodate student needs. Since the last Program Review, we have had one retirement, but were fortunate to add two new full time, tenure-track faculty in consecutive years, '15-'16 and '16-'17. These new faculty could have also contributed to our closing the Achievement Gap.

We as a department certainly understand that there is still more work to do to help close this "Gap". We will attend campus activities geared toward recruiting under-represented student

populations and will support departments that are doing so. Our department recently presented at the Ethnic Studies Social Justice Conference ('16-'17) and we will continue to work with this department to seek advice for recruiting more African-American and Native-American students. We will also reach out to the campus Umoja and Student Equity Committees to seek assistance.

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

High dual enrollment processes have been increased and the department has offered courses at the high schools.

Our department Center for Early Childhood Collaboration has offered regular coursework off-site to meet the needs of our local Head Start infant toddler teacher program.

Due to hiring of two new full time faculty members, our majors have access to four full-time faculty members to support their curriculum needs. Our adjunct pool is greatly reduced.

Our CDES Lab School was slated to be built with Measure X bond money and was removed from the bond projects. Measure "J" has the CDES Lab School building listed to be built in 2019 and 2022. Demolition is planned for 2018.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. 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 programs.

Current California legislation, specifically Senate Bill 792 has required that all students interacting and learning directly with children must submit their current immunization records to their professor of record. Students observing children at our CDES Lab School do not need to show proof of immunizations.

Our department and CDES Lab School philosophy are being implemented in schools across Orange County and specifically, Fullerton Elementary School district. Fullerton College CDES department spearheads Reggio and Constructivism pedagogy in Orange County and is bringing Fullerton College alumni and professional teachers from the community to take courses. Students are driving from as far as Los Angeles, South Orange County and Riverside. We are seeing a great increase in programs inspired by the Reggio Emilia philosophy in surrounding communities.

2.6 Provide any other data that is relevant to your self-study.

Through our alumni outreach on our website we will have a query information concerning, college transfers and degrees, career goals and attainment, and any other pertinent data that would support the college and department mission, vision, core values and goals.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

Within the last few years, our department has seen growth in numbers:

- California Community College Early Childhood Educators (CCCECE) connection with faculty across our region attending bi-annual meetings in which we receive current early education state updates
- Child Development Training Consortium faculty across the state of California
- We offer and number of CDES degrees including the Associate Degree for Transfer (ADT) and many students transfer to Cal State Fullerton and other universities.
- We work closely with the very important Teacher Pathway program at FC. Many of our CDES majors are supported through the program.

3.2. What are the weaknesses of your program?

- There is a need to create a “Pathway to Certificate” process for CDES students to complete and attain department certificates.
- The lack of a new, updated building to house our CDES Laboratory School is hindering the opportunities for our 1700 majors to learn pedagogy at the highest level.
- The CDES Lab School must have a faculty-director as opposed to a management-director. The faculty- director model was hugely successful in partnering with other CEES faculty, division faculty, management, and staff, as well as campus academic community.

3.3 What opportunities exist for your program?

- Our department continues to outreach to the early childhood community and we expect this to grow in the future. This outreach will provide opportunities for growth in student number as we become more visible in the community.
- Our new Lab School will also be a showcase for extending Educator Tours. These tours have always provided us with opportunities to share our pedagogy and influence the profession.
- The Center for Early Childhood Collaboration will also provide us with opportunities to network and build a client base for professional growth. We are also able to provide off-site courses and will continue to do so in the future. These courses, predominately taught at the Santa Ana offices of Head Start provide us with opportunities to network and build enrollment.

3.4 What challenges exist for your program?

Since the early 2000’s we were promised a new Laboratory School facility to replace our aging temporary buildings. This new facility was first promised under Measure X bond monies (2002) yet was never delivered. We have now has been promised a new Lab under Measure J bond (2015). The existing challenge will be to find new Lab space while our new facility is being built. There have been suggestions to keep the children close to the existing building during demolition. We feel that this is a potential safety hazard for the children and we feel that a temporary site off campus should be secured during this time. Our department is willing to take the lead in finding this space, getting it licensed, and ready for children before the date that the current Lab is being demolished.

In addition, our current CDES Lab School program model will need to be examined with the potential of making changes to the existing format. For example, a program to meet the needs of the department, faculty, students, as well as children and families needs to be investigated to include the possibility of

finding new funding streams, creating a new food program delivery method, and combining a full and half-day program.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Analyze and think critically about the teacher's comprehensive role in early learning and development settings.	Fall 2015-Fall 2016	Fall 2015-Fall 2016	Fall 2015-Fall 2016	2
2.	Design quality early childhood programs and curriculum.	Fall 2016	Fall 2016	Fall 2016	1
3.	Know and understand the established as well as recent theories of child development.	Fall 2015-Fall 2016	Fall 2015-Fall 2016	Fall 2015-Fall 2016	2

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Analyze and think critically about the teacher's comprehensive role in early learning and development settings.</p> <p><i>SLO results taken from core course CDES 122: Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning leading to the development of a professional personal education philosophy</i></p>	<p>Common means of assessment are through two exams including analyzing theories and how those affect children's learning. The exam contained multiple means of assessment including essay questions, matching and multiple choice. Students receiving a score of 70% or higher met this outcome goal.</p>	<p>92% of students met the exam assessment criteria for this outcome.</p>	<p>Assessment results were discussed as a faculty during our bi-annual department meetings. Data will continue to be used on an ongoing basis to monitor student achievement and adjust PSLOs and assessments as necessary to measure student success. Our department is currently pleased with the results on this intended outcome and student achievement.</p>
<p>2. Design quality early childhood programs and curriculum.</p> <p><i>SLO results taken from course CDES 225: Analyze and evaluate environments regarding using use of space, hidden dimensions, aesthetics, opportunities for problem solving, active learning, collaborations, and the teachers' roles in building relationships.</i></p>	<p>Common means of assessment are through a Rating Observation Scale for Inspiring Environments and the creation of a digital assignment demonstrating quality indoor/outdoor environments.</p>	<p>90% of students met the assessment criteria for this outcome.</p>	<p>Assessment results were discussed as a faculty during our bi-annual department meetings. Data will continue to be used on an ongoing basis to monitor student achievement and adjust PSLOs and</p>

	Students receiving a score of 70% or higher met this outcome goal.		assessments as necessary to measure student success. Our department is currently pleased with the results on this intended outcome and student achievement.
<p>3. Know and understand the established as well as recent theories of child development.</p> <p><i>SLO results taken from core course CDES 120: Contrast and critique theoretical frameworks that apply to child development and apply developmental theory to the analysis of child observations, surveys and/or interviews using investigative research methodologies.</i></p>	<p>Common means of assessment are the final exam and interview papers.</p> <p>Students receiving a score of 70% or higher met this outcome goal.</p>	79.5% of students met the assessment criteria for this outcome.	<p>Assessment results were discussed as a faculty during our bi-annual department meetings. Data will continue to be used on an ongoing basis to monitor student achievement and adjust PSLOs and assessments as necessary to measure student success. We are working to increase student achievement rate in this intended outcome by revising, clarifying and updating the assignments. Student support has been discussed, including providing examples of assignments and linking individual students to resources on campus such as the Skills Center and more.</p>

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

100% of our program level SLOs have ongoing assessment. Our next assessment cycle will be completed at the end of Fall, 2017.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

Our full department meets bi-annually, including adjunct faculty, toward the goal of looking at the program level and course level SLOs. These meetings have resulted in discussion and implementation of strategies that have increased student engagement, learning and achievement. These strategies have included different instructional methods as well as different assessment techniques.

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

According to the data collected, little relationship appears between assessment of PSLOs and improvement in transfer or certificates/degree awards.

4.6 What challenges remain to make your program level SLOs more effective?

Time constraints have been our largest challenge in making our program level SLOs more effective. Training adjunct faculty in eLumen and the SLOA process as a whole has been a hurdle, as well as recent adjunct turnover, resulting in additional training and time. Our increasing number of students and courses require a larger number of full time faculty. As we offer over 30 unique courses, some of which have as many as 9 sections each semester, it is a significant challenge to have different instructors and instructional methods when considering SLOA data.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous strategic action plans"-- SAP's.)

5.1 List the goals from your last self-study/program review.

- Goal 1: Hire new full time tenure-track faculty to adequately support the needs of our program.
- Goal 2: Design and build a new, state-of-the-art CDES Laboratory School.
- Goal 3: Marketing our program and department Lab School and fund various activities to facilitate the success of the program.
- Goal 4: Update and require existing Department Lab School teachers/staff pool to acquire AA and then BA degrees per future Title 5 funding and Commission on Teacher credentialing (CTC) Teacher Permit mandates.
- Goal 5: Instructional digital media library

5.2 Describe the level of success and/or progress achieved in the goals listed above.

- Goal/SAP 1: Hire new full time tenure-track faculty to adequately support the needs of our program.
 - Measureable outcome: One new faculty member hire in 15/16, one new faculty member hire in 16/17, and one new faculty hire in 17/18.
This goal has been partially met. There was a full time tenure-track faculty hire in 15/16 and a full time tenure-track faculty hire in 16/17. We have not been allocated a full time tenure-track faculty hire for 17/18.
- Goal/ SAP 2: Design and build a new, state-of-the-art CDES Laboratory School.
 - Measureable outcome: A new CDES Lab School will be completed by 2017.
This goal has not been met. Although the bond measure passed (Measure X- 2002), there has been no forward movement on this project. The new CDES Department Lab School is included in the Draft Fullerton College Facilities Master Plan Program EIR (August 2017). We anticipate a new CDES Laboratory School as was pointed reported in Fullerton College Facilities Master Plan Program EIR.
- Goal/SAP 3: Marketing our program and department Lab School and fund various activities to facilitate the success of the program.
 - Measurable outcome: Increasing partnerships with local businesses and our industry, and increasing partnerships with our local ROP's. Through this marketing we will be able to show increases in student enrollment, student retention, increases in numbers of degrees and certificates.
Our CDES department has continued to remain invested and involved in our industry, locally as well as nationally. Faculty have presented at conferences such as Quality Start OC, Early Childhood STEM, OCAEYC and the Association for Constructivist Teaching. Our CDES department hosted the national Association for Constructivist Teaching conference at Fullerton College in October of 2017. We have also increased outreach to ROP programs,

and faculty toured students through the CDES Department Laboratory School as recently as October of 2017.

- Goal/SAP 4: Update and require existing Department Lab School teachers/staff pool to acquire AA and then BA degrees.
 - Measureable outcome: New job descriptions for Department Lab School teachers. 100% of Lab School teachers will have AA degree within 2 years and a BA within 5 years (per future Title 5 funding and CTC Teacher Permit mandates) . This goal has been partially met. One CDES Lab School teacher has not put forward to effort to complete this goal to attain and AA or BA. One teacher has enrolled in a Bachelor's Degree program. There have been recent changes in staffing at the Department Lab School, which will necessitate further hiring. When hiring CDES Department Lab School teachers, new job descriptions will be written that will include the minimum qualification of a BA degree.
- Goal 5: Instructional digital media library
 - Measureable outcome: Creation of a video library accessible to all CDES students and faculty. This goal has been met. Although the footage exists, additional work needs to be completed in order to make the video library accessible online to all CDES faculty. Currently, it is accessible via computer or DVD's.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above? Our department used the measureable outcomes listed in the 2014-2015 Self-Study to measure progress.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

In measures that were fulfilled (i.e. hiring two new faculty members, continued marketing of our program, developing a digital media library) we have seen marked quality improvement in our program.

For example, our new faculty members were instrumental in re-establishing our CDES Club. They took this project on and the club has been instrumental in helping with department and campus functions. These faculty members have also taken the lead in department responsibilities such as SLO/A and course revisions. We have also seen an uptick in student success and retention since these new hires came onboard.

We began marketing our department and Lab School through our new website in 2015. We believe this new social media outlet will help drive new students to our program and interest in our Lab School.

The digital media library was started with a large grant through the Carl Perkins/CTE funding. We began work on the project in 2015 and have completed many videos that are used in our classes throughout the department.

All measures that were completed have added greatly to the quality of our department.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

The digital media project received close to \$60,000.00 to buy needed technology and equipment as well as personnel to create the videos. We would not have been able to complete this project without the generous contribution of the Carl Perkins/CTE grant.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

No funds were provided to develop the new CDES/Lab School website. This work was completely designed and constructed by Professor Patricia Green-Pappas. There were some contributions of time and expertise provided by other full and part time faculty, as well as Ms. Jazmin Zuniga from campus communications.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	While we have great success in our students, we do recognize that there is more work to be done in recruiting and raising the level of success in specific populations.	
List College goal/objective the plan meets:	College Goal #1: Fullerton College will increase student success. Objective #1: Address the needs of under-prepared students	
Describe the SAP: (Include persons responsible and timeframe.)	We have worked closely with the Ethnic Studies department and will continue to do so. CDES faculty have been active in events organized by the Ethnic Studies department (i.e., Social Justice conference, Dia de Los Muertos). We will also participate in campus programs that serve underrepresented student populations such as Umoja and the student equity committee. We will contact the Director of Academic Support Services for support in recruiting students of color, specifically African-American students.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	We will continue to access Key Performance Indicator (KPI) data from the campus Office of Institutional Research and Planning (OIRP) to note any changes.	
What specific aspects of this SAP can be accomplished without additional financial resources?	This recruitment will require little to no additional financial resources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		

Total Requested Amount	N/A	N/A
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STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	Resuming our collaborative venture with the Academic Support Center to reestablish our CDES /ASC program to enhance student reading and writing skill development
List College goal/objective the plan meets:	College Goal #2: Fullerton College will reduce the achievement gap. Objective #1: Address the needs of English Language Learners
Describe the SAP: (Include persons responsible and timeframe.)	We will resume Academic Skill Center orientations through our CDES 115 <i>Introduction to Curriculum</i> course; this course is selected due its entry level requirements.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Students identified as needing support will be tracked via our SLOA processes.
What specific aspects of this SAP can be accomplished without additional financial resources?	The SLOA measures as well as the orientation tour require little to no additional financial resources. However, we will need funding to track student persistence rates; persistence is identified as tracking students over a period of one year. Funds will be requested through reassign time (i.e., 3 – 6 units) and materials fees.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies	\$1500.00	Academic Support Center
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$1500.00	

STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	The Center for Early Childhood Collaboration (“the Center”) will continue its outreach to the early childhood profession including Orange County Head Start, Child Development Inc., Brea Olinda Unified School District, and the Speech and Language Development Center. We will also continue to strengthen our affiliation with the Orange County Association for the Education of Young Children (OCAEYC).
List College goal/objective the plan meets:	College Goal # 3: Fullerton College will strengthen connections with the community Objective #: Strengthen partnerships with local business and industry
Describe the SAP: (Include persons responsible and timeframe.)	The Center is comprised of CDES faculty and will continue to market this professional growth outreach to the early childhood community. A Fullerton College Career and Technical Education (CTE) representative has been hired to market all CTE programs including ours. We recently have met with this representative and will continue to do so in the future. We will encourage our students to become student members of our local OCAEYC.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Data on the Center will be reflected as we look towards consulting with other childhood agencies. We will look at the data of how many high school students come to campus enrolling in our courses from this CTE outreach program. We look at student membership by asking students.
What specific aspects of this SAP can be accomplished without additional financial resources?	We will need little to no additional financial resources for this SAP.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		

Training		
Other		
Total Requested Amount	N/A	N/A

STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (formerly called short-term goal)	Update and require CDES Lab School teachers/staff to acquire AA and then BA degrees. A number of the department Lab School staff are not demonstrating consistent quality education for the preschool children which in turn is placing work load issues on highly Lab School educators and is working a non-equitable work environment
List College goal/objective the plan meets:	College Goal # 1: Fullerton College will increase student success Objective # 6: Increase persistence rate of students.
Describe the SAP: (Include persons responsible and timeframe.)	Rewrite existing job descriptions for the CDES Laboratory School to include AA and BA degrees. Require current CDES Lab School teachers to obtain Child Development AA degree within two years and a BA in Child Development 5 years. As noted earlier, this educational requirement is to align with anticipated Title 5 funding and CTC Teacher Permit requirements.
What <i>Measurable Outcome</i> is anticipated for this SAP?	New job descriptions for Department Lab School teachers. 100% of Lab School teachers will have an AA degree within 2 years and a BA within 5 years.
What specific aspects of this SAP can be accomplished without additional financial resources?	Rewriting of department Lab school Teacher job descriptions will require little to no additional financial resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	N/A	N/A

7.0 Long Term Plans Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

The Child Development & Educational Studies department has seen tremendous growth in student numbers, retention and success since our last Program Review. Because of this growth, we have added sections in many of our courses and we will continue to do so as long as there is need for our students and our profession. We have already requested a new, tenure-track faculty member as a replacement for a recent retirement and are currently 12th on the President's Allocation List ('18-'19). While we don't expect the replacement to come this next academic year, we do expect a replacement the year after ('19-'20). If we continue to grow we will be requesting a growth position to keep up with student demands. Monies for this/these new faculty member/s will come from the General Fund.

Our CDES Laboratory School continues to be an integral and dynamic part of our instructional program. Since the passage of Measure J, our department has anticipated a new Laboratory School and construction of this facility will begin in January of 2019 - **"Phase 2 of construction was assumed to commence in January 2019 and finish in December 2022, lasting approximately 36 months. Phase 2 would include renovation of Business Building 300, construction of a new Horticulture and Vocational Sciences Center and Lab School"** (*Draft Fullerton College Facility Master Plan Program EIR*. SCH No. 2016111016, August, 2017). The department looks forward to taking the lead in the design of this facility and we will develop a program that meets the needs of our faculty, students, campus and district community, the city of Fullerton and all of north Orange County, as well as the early childhood profession.

Our department established The Center for Early Childhood Collaboration (The Center) in the spring of 2017 as a community outreach to supply courses and professional growth trainings in the public as well as private early childhood sectors. This fee-for-service model of advisement and professional development has partnered with Orange County Head Start and Child Development Incorporated and has been approached by The Speech & Language Development Center and Brea Olinda Unified School District for consultation. It should be noted, that as the demand for professional development grows, The Center should be institutionalized by the campus to capture these professional growth opportunities on a larger scale. Funding for this venture would come directly from the programs and districts that partner with us.

Our faculty have been very visible as presenters at local, state, and national conferences culminating with the nationally recognized Association for Constructivist Teaching (ACT) conference being hosted by our department in October of 2017. We want to continue this trend in the future and feel that this sort of visibility and notoriety will help establish our department as a leading authority which will help with student recruitment and community outreach.

As a program that combines both transfer and CTE, our department will continue to develop new courses to meet the needs of our students and our changing profession. These new courses will help to keep our department vibrant and relevant as we meet the challenges of new legislation as well as any changes from transfer institutions.

The Child Development & Educational Studies department at Fullerton College has a long history of quality instruction, faculty commitment, community outreach, student involvement and a world-class Laboratory School. Our department will continue to uphold these high quality standards and programs as we look forward to many more successful years.

Publication	Date last reviewed	Is the information accurate?	URL of publication
CDES Website	10/17	Yes	http://childdev.fullcoll.edu/
CDES Lab School Website	10/17	Yes	http://childdev.fullcoll.edu/lab-school/

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document. The Child Development & Educational Studies department has extremely committed faculty that take great pride in bringing high quality instruction and best practices to our students and professional community. As is noted in several sections, our department has seen tremendous growth in numbers of students as well as greater success and retention from the previous Program Review. We feel that this growth is due to the uniqueness of our course offerings, our outreach, and our CDES Department Laboratory School and our new faculty members.

We look forward to a new CDES Department Laboratory School with expected completion in 2022. Our department is ready to assist in the new facility's layout and design. We are also ready to implement an instructional model that continues our best practices and quality programming for students, children, and families alike.

Our department will continue to build upon our strong community outreach by working with local ROP programs, area high schools, professional organizations (i.e. OCAEYC, OCDE), and our Center for Early Childhood Collaboration.

We will continue to maintain our professional visibility through leadership, membership and presentations at local, state, and national child development and early childhood conferences.

Finally, we will continue to build upon our success by recruiting new fulltime faculty members as our department grows in size and success.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the internet, please provide a sample of the publication with your program review self-study.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Division Deans' or appropriate Immediate Management Supervisor (IMS)

Response Page



*I concur with the findings
contained in this Program*



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



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



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

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

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

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