



Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

Statement of collaboration

The program faculty members 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 comprehensive self-study.

Participants in the self-study

Jenn Kinkel M.S.
Tom Chiaromonte Ph.D.
Karin Pavelek M.S.

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 and Planning Committee.

| CDES Department | CDES Department | |
|---------------------------------------------------------|-----------------------------------|--------------------|
| _____ Printed name of principal author | _____ Signature | _____ Date |
| Karin Pavelek Printed name of department coordinator | <i>Karin Pavelek</i> Signature | 11/12/2021 Date |
| Jorge Gamboa Printed name of Dean | <i>Jorge Gamboa</i> Signature | 1-12-22 Date |



A Note on terminology

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study, on a page all by itself.)

The Child Development & Educational Studies (CDES) department has enjoyed great success in the last several years. We regularly exceeded campus and other departments’ numbers in course enrollment, headcount, completion, and success. Our number of majors continues to climb (1339) and is second highest in the Social Science Division. We continue to grant a high number of transfer degrees and terminal degrees (166) as well as preparing students for the Commission on Teacher Credentialing Child Development Permit. Our students are treated to national experts in the field through our Chris Lamm Legacy Lecture, and are assisted by our faculty on a regular basis as they prepare for their careers. We are highly sought after in the early childhood community as we partner with the Fullerton School District, Catalyst Family, Inc. and Orange County Head Start to provide coursework and professional development through our Center for Early Childhood Collaboration. And our CDES Laboratory School continues to be a program where children, families, students, and the early childhood community come to learn from outstanding professionals.

All of these tremendous accomplishments are carried out by one of the smallest departments on campus. Just three fulltime faculty are responsible for all of this, but the department is in need of more. We would like to bring at least one, hopefully two new hires in the next few years. We need faculty to represent our student demographics, and we will also need to fill an eminent retirement in the next few years.

It is our hope that the Program Review Committee sees the wonderful work that dedicated faculty can accomplish and also sees the results of this work in our students as they prepare to become the next group of educators of young children.

2.0 Mission

Please explain briefly how your program contributes to the College’s [mission, vision, core values, and goals](#). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

Fullerton College 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 Child Development & Educational Studies (CDES) faculty members live this Fullerton College mission each day. CDES faculty members serve on Guided Pathways committees institution-wide to ensure we are best supporting students in our extremely specialized workforce. Since our last Program Review submission, our CDES faculty members have continued to present our instructional program and our Laboratory School at local high schools in collaboration with the Fullerton College Teacher Pathway Program to draw in additional students from diverse communities in our surrounding area. Our department also regularly reviews and revises our curriculum offerings to best meet the needs of our student population aligned with the needs of our field. We engage students in our courses through thoughtfully designed assignments and experiences that link theory to practice, and provide events such as the Chris Lamm Legacy Lecture that create forums for deep reflection in their work and in their lives. The Chris Lamm Legacy Lecture was recently held on October 8th, 2021, and brought in John Nimmo, Associate Professor of Early Childhood Education at Portland State University. It was titled: Citizenship Rights and Young Children's Participation in the Public Realm: Reflections from Diverse Global Contexts.

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

By investing in opportunities outside of CDES faculty's contractual obligations such as the Chris Lamm Legacy Lecture, it is also the vision of our department to transform lives and inspire positive change in the world. We do this with an investment in our student population, which, in turn, will affect the lives of generations of the students who will eventually serve in educational settings. Our CDES department and Lab School have an anti-bias, constructivist pedagogy embedded within the vision and practice of our programs.

Fullerton College Core 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.

*Our CDES department focuses on the core values held by Fullerton College. For some of our students, they first experienced our sense of **community** when they set foot on our campus over a decade before beginning their Fullerton College student experience, as a child attending our CDES lab school or as a visitor through KinderCaminata.*



*From that point forward, every CDES faculty member ensures we are meeting needs through regular review of data specific to outcomes, with a focus on **equity**. These **inclusive** opportunities for **growth**, including all CDES faculty stakeholders seek to ensure that our program is **innovative** and meets the needs of our **diverse** student population as well as the field.*

*Each one of our full-time CDES faculty members **partners** with organizations on campus, such as the Teacher Pathway Program, and throughout the county, state and nation, such as the Association for Constructivist Teaching, P.E.A.C.E. and the Orange County Child Care and Development Planning Council. The department has created the CDES Advisory Committee to ensure that we are **responsibly** maintaining a high level of **excellence** in our field and in our community. The advisory board is comprised of stakeholders, including a student representative, community agency representatives, faculty representatives, a Laboratory School representative, an academic advising representative, a California State University Fullerton representative, academic administrators, and more. We **partner** with these stakeholders with **integrity** and **respect**, using their ideas and advice toward ensuring that our department continues to meet the needs of students, Fullerton College, and our community. An example of a related outcome from the CDES Advisory Committee is the creation of a CDES course focused on trauma. Our department will be writing this course that will be included in other degrees on campus, such as Ethnic Studies.*

Fullerton College Goals:

- 1) Promote success for every student
- 2) Cultivate a culture of equity
- 3) Strengthen connections with our community
- 4) Commit to accountability and continuous quality improvement

*Our CDES Department is committed to **student success**. We demonstrate that commitment through our dedication to continuous **quality improvement**. Our department hosts CDES meetings for all full and part time faculty prior to the beginning of each semester to discuss items such as Diversity and **Equity** (including Title V alignment, online course survey self-evaluation form, etc.). Our diverse full and part time faculty hold positions in our **community** that create opportunities for collaboration with agencies such as the Orange County Department of Education and Help Me Grow Orange County. Our department has also created the Center for Early Childhood Collaboration, which seeks to provide fee-based professional development throughout our county. These services have been utilized by many agencies in our county, including the Fullerton School District and Orange County Head Start. We commit to **accountability** through regular review of the student outcomes in our courses, and through participant evaluations of our professional development offerings.*

3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

In looking at the OIE enrollment data from Academic Year (AY) '16/'17 to the last AY listed, '20/'21, the trends look very encouraging for our department. In a five-year change calculation, CDES was up over 6% (6.4%) while the overall campus enrollment profile was down over 12% (12.2%). Contributing factors to this growth have come in the addition of sections to three of our four core courses (needed for employment), CDES 115 (up 64%), CDES 122 (up 4%), and CDES 201 (up 45%) as well as courses needed for certificates, degrees, and transfers, CDES 225 (up 57%) and CDES 238 (up 175%). These new sections offered have always come at the request of our students as we strive to meet their needs. We believe that we will continue to see an increase in enrollment, despite the overall trends we're seeing on our campus and beyond.

2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

In the last AY listed in the current OIE data ('21) there were 1,339 declared CDES majors. Our students tend to mirror the greater campus community and in regards to gender, our student numbers also reflect the early childhood profession. We're predominantly female (89.8%, 52.2% campus-wide) with a majority of our students identifying as Latinx (68%, 57.8% campus-wide). Many of our students are currently working in the early childhood profession when enrolling in our courses and if they are not declared CDES majors, do so when creating an education plan with Counseling. We also recruit majors through our four core (gateway) courses; CDES 115, 120, 122, 201. These classes are taught in multiple sections each semester including summer. We also incentivize our students to become majors with our Child Development training Consortium (CDTC). This partial tuition reimbursement program, issued by the State Department of Education requires students (in-part) to be a declared CDES major.

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

The CDES department offers over 30 different courses ranging from theory to application. Our CDES 120 F: Child Development (CSU Transfer/UC Limitation) class is always in high demand and offers the most sections with upwards to ten each semester and at least one section taught in the summer. This theory-based, general education, offering is part of the core mandated by both the Department of Social Services (DSS) and Department of Education (DOE) to be employed as an early childhood educator. Our CDES 201 F: Child in the Home & Community (CSU Transfer) consistently offers four sections each semester as well as at least one summer section. This general education course is also a DSS/DOE mandated core course. Each of the other mandated core courses CDES 115 F: Introduction to Early Childhood Curriculum (CSU Transfer) and CDES 122 F: Principles (CSU Transfer) are offered three times per semester and at least once in summer. These were all offered as both synchronous and asynchronous during our campus closure, and have also been offered on-line, on-campus, and through hybrid instruction. As our campus re-opens we will continue to offer all of these sections to meet student demand including, morning, afternoon, and evening instruction. All other courses are taught in single or multiple sections, some taught both semesters, some just once a year. These non-core courses are taught to meet the needs of our students as well as the needs of the early childhood community and any changes in state requirements.

4. Please describe how course offerings match students' preparation and goals.

Our department closely monitors both DSS and DOE requirements and mandates and meets with our Advisory Committee twice a year. This Committee consists of students, early childhood proprietors/professionals, and faculty from transfer institutions. Our faculty are also participants and board members of local (Orange County Association for the Education of Young Children, Local Planning Council) state (California Community College Early Childhood Educators, Educators for Peaceful Classrooms & Communities) and national (Association for Constructivist Teaching, Peace Educators Allied for Children Everywhere) organizations.

All this keeps our faculty current which assists the department in determining our students' preparation and career goals. Each semester, including summer, we offer multiple sections of the state required core courses (CDES 115, 120, 122, 201). In addition to these offerings, we offer workshops each semester that inform students of the additional coursework needed to obtain one of many Child Development Permits offered through the Commission on Teacher Credentialing. Lastly, we are building a cohort model to address the growing needs of Transitional Kindergarten teachers in surrounding school districts to obtain the state required 24 units of early childhood education. We will be structuring these courses in eight week blocks with various delivery models to meet the needs of the working professional.

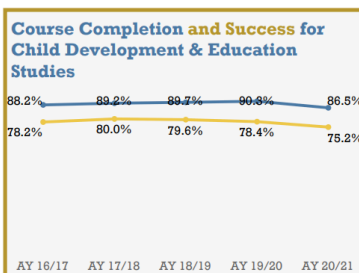
5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

All of our core courses are taught each semester, including summers. There are some curriculum courses (CDES: 116, 117, 118, 119) that rotate every semester to meet our students' employment, certificate and degree needs. These courses are taught in eight week blocks allowing the student to take two in a semester. In addition, we have complementary courses (i.e. CDES: 140 F Infant and Toddler Development & Observation, CDES 141 F: Principles of Infant and Toddler Care & Education, CDES 205: Creating Environments for Young Children, CDES 230 F: Early Childhood Education Administration: Business Models and Practices, and CDES 231 F: Early Childhood Administration: Management Models and Personnel) that are taught one each per semester. We have also been very receptive to the needs of our students and opened sections of CDES 225 F: Student Teaching, as well as CDES 238 F: Reggio & Constructivism courses to help students graduate and transfer.

3.2 Student Achievement and Equity (and student demographic profile)?

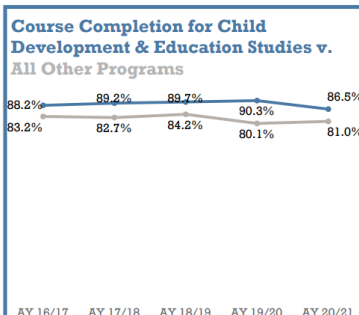
1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

| Course Completion and Success for Child Development & Education Studies | | | | | |
|-------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| | AY 16/17 | AY 17/18 | AY 18/19 | AY 19/20 | AY 20/21 |
| Course Completion | 88.2% | 89.2% | 89.7% | 90.3% | 86.5% |
| Course Success | 78.2% | 80.0% | 79.6% | 78.4% | 75.2% |

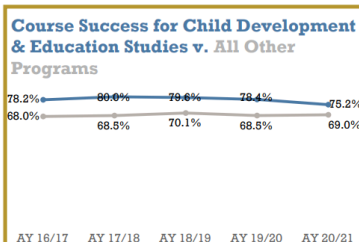


Course Completion and Success for Child Development & Education Studies Relative to All Other Programs

| Course Completion for Child Development & Education Studies | | | | | |
|-------------------------------------------------------------|----------|----------|----------|----------|----------|
| | AY 16/17 | AY 17/18 | AY 18/19 | AY 19/20 | AY 20/21 |
| Program Match | | | | | |
| All Other Progra... | 83.2% | 82.7% | 84.2% | 80.1% | 81.0% |
| This Program | 88.2% | 89.2% | 89.7% | 90.3% | 86.5% |



| Course Success for Child Development & Education Studies | | | | | |
|----------------------------------------------------------|----------|----------|----------|----------|----------|
| | AY 16/17 | AY 17/18 | AY 18/19 | AY 19/20 | AY 20/21 |
| Program Match | | | | | |
| All Other Progra... | 68.0% | 68.5% | 70.1% | 68.5% | 69.0% |
| This Program | 78.2% | 80.0% | 79.6% | 78.4% | 75.2% |



Completion and success rates:

Looking at the overall success and retention rates (Appendix A), our completion rate declined by 1.7% and our retention rate declined by 3% over the past 5 years. Even though our completion rate decreased, we still show a higher rate compared to all other programs by 5.5%. The same counts for our success rate, even though we see a small decline, we still see a higher success rate versus all other programs (i.e., 6.2%).

of Unique Students Earning a Program Award in Last 5 Years in Child Development & Education Studies

200

Total Program Award in Last 5 Years in Child Development & Education Studies

454

of Students Earning a Program Award by Award Type

| | Year | | | | | |
|-----------------------------|----------|----------|----------|----------|----------|-------------|
| | AY 16/17 | AY 17/18 | AY 18/19 | AY 19/20 | AY 20/21 | Grand Total |
| Associate | 31 | 32 | 58 | 106 | 151 | 373 |
| Certificate: State Approv.. | 3 | 13 | 16 | 5 | 4 | 41 |
| Total: Unique Students | 34 | 45 | 71 | 109 | 154 | 400 |

Program Award Details for Child Development & Education Studies

Unique Students by Award Type by Year

| | Year | | | | | |
|-------------------|----------|----------|----------|----------|----------|-------------|
| | AY 16/17 | AY 17/18 | AY 18/19 | AY 19/20 | AY 20/21 | Grand Total |
| AA | 20 | 26 | 29 | 32 | 37 | 143 |
| AA-T | | 2 | 20 | 70 | 111 | 203 |
| AS-T | 11 | 5 | 10 | 11 | 13 | 50 |
| Cert: 16-29 Units | | | | 2 | 3 | 5 |
| Cert: 18-29 Units | 3 | 12 | 10 | | | 25 |
| Cert: 30-59 Units | | 1 | 6 | 3 | 1 | 11 |
| Unique Students | 34 | 45 | 71 | 109 | 154 | 400 |

Program Award Details for Child Development & Education Studies

Total Specific Awards by Year

| | | | AY 16/17 | AY 17/18 | AY 18/19 | AY 19/20 | AY 20/21 | Grand Total |
|-------------------|--------------------------------|----------|----------|----------|----------|----------|----------|-------------|
| AA | AA Child Dev & Educ Studies | 2A18801 | 12 | 18 | 22 | 22 | 31 | 105 |
| | AA Early Childhood Education | 2A16838 | 9 | 9 | 9 | 14 | 11 | 52 |
| AA-T | Child and Adolescent Dev AA-T | 2A36796 | | | 15 | 66 | 107 | 188 |
| | Elem Teacher Education AA-T | 2A31525 | | 2 | 5 | 1 | 4 | 12 |
| | | 2A31525A | | | | 3 | | 3 |
| AS-T | Early Childhood Education AS-T | 2S31524 | 11 | 5 | 2 | | | 18 |
| | | 2S36563 | | | 8 | 11 | 13 | 32 |
| Cert: 16-29 Units | Child Dev: Inf/Tod Caregiver | 2C15781B | | | | 1 | 1 | 2 |
| | Special Education | 2C16840B | | | | 2 | 2 | 4 |
| Cert: 18-29 Units | Cert Para-Professional in Educ | 2C16840 | | 4 | | | | 4 |
| | Child Dev: Inf/Tod Caregiver | 2C15781 | 2 | 1 | 4 | | | 7 |
| | Special Education | 2C16840A | 2 | 7 | 7 | | | 16 |
| Cert: 30-59 U.. | Cert Child Dev: ECE Teacher | 2C08431 | | 1 | 6 | 3 | 1 | 11 |
| Total Awards | | | 36 | 47 | 78 | 123 | 170 | 454 |

Degrees/certificates:

Looking at the varying degrees and certificates (Appendix A), we notice that our department distributed a total amount of 454 degrees & certificates over the past 5 years. Looking at the distribution, we see a strong incline in our Child and Adolescent Development (ChAD) AA degree for transfer, a total of 188. This is followed by our AA degree in CDES with a total amount of 105, the AA in ECE degree with a total amount of 52, and the AS in ECE degree for transfer with a total amount of 50.

We believe that the strong increase reflected in students completing the ChAD degree is due to our collaboration efforts with our Teacher Pathway Program (TPP) on campus. Incoming students who opt for pursuing a career in education, can partake in this program. Through TPP students are provided with the following (<https://educationalpartnerships.fullcoll.edu/teacher-pathway-program/>):

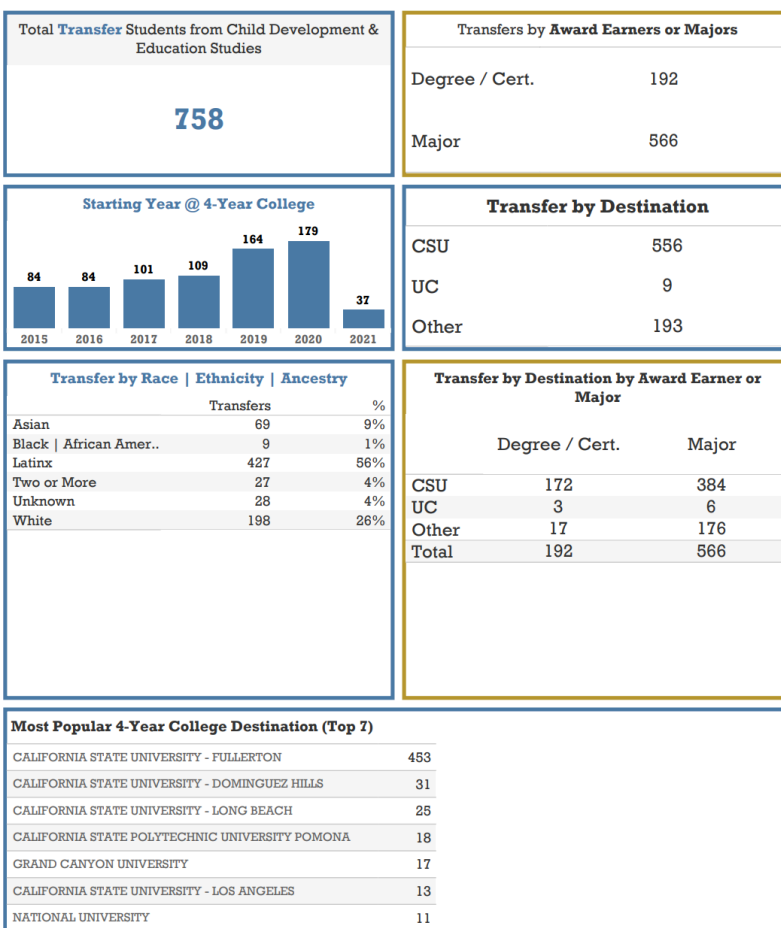
- Dedicated Teacher Pathway Program Counselor
- Teacher Pathway Program cohort specific courses (COUN, ENGL, MATH, and CDES)
- Textbook Loaner Program



- *Field Trips*
- *Career-Related service-learning opportunities*
- *Career exploration and community events*
- *Peer Mentor*

*We also notice a steady incline for our AA in CDES degree, from 12 awarded in 16/17 to 31 in 20/21. This degree is the **only** degree offered, when looking at our [Child Development & Educational Studies website](#), next to the available certificates. We feel that an update on our website regarding the different degrees is needed.*

Looking at the data for our program certificates, the most awarded is the special education certificate with a total of 27. Next would be the ECE Teacher certificate with a total amount of 11. Our goal is to align all certificates with Title 22 and Title 5 state requirements. This entails all certificates containing the 4 core courses (i.e., CDES 115 Introduction to Curriculum, CDES 120 Child Development, CDES 122 Principles, and CDES 201 In The Home and Community) which are minimum requirements under the Title 22 regulations. These 4 core courses are also part of the state requirements, for the child development permits issued through the California Commission on Teacher Credentialing. We would like to align our certificates with the different permit levels, to provide students with more lucrative job & career opportunities and to support them in completing these certificates/permits in a timely manner.

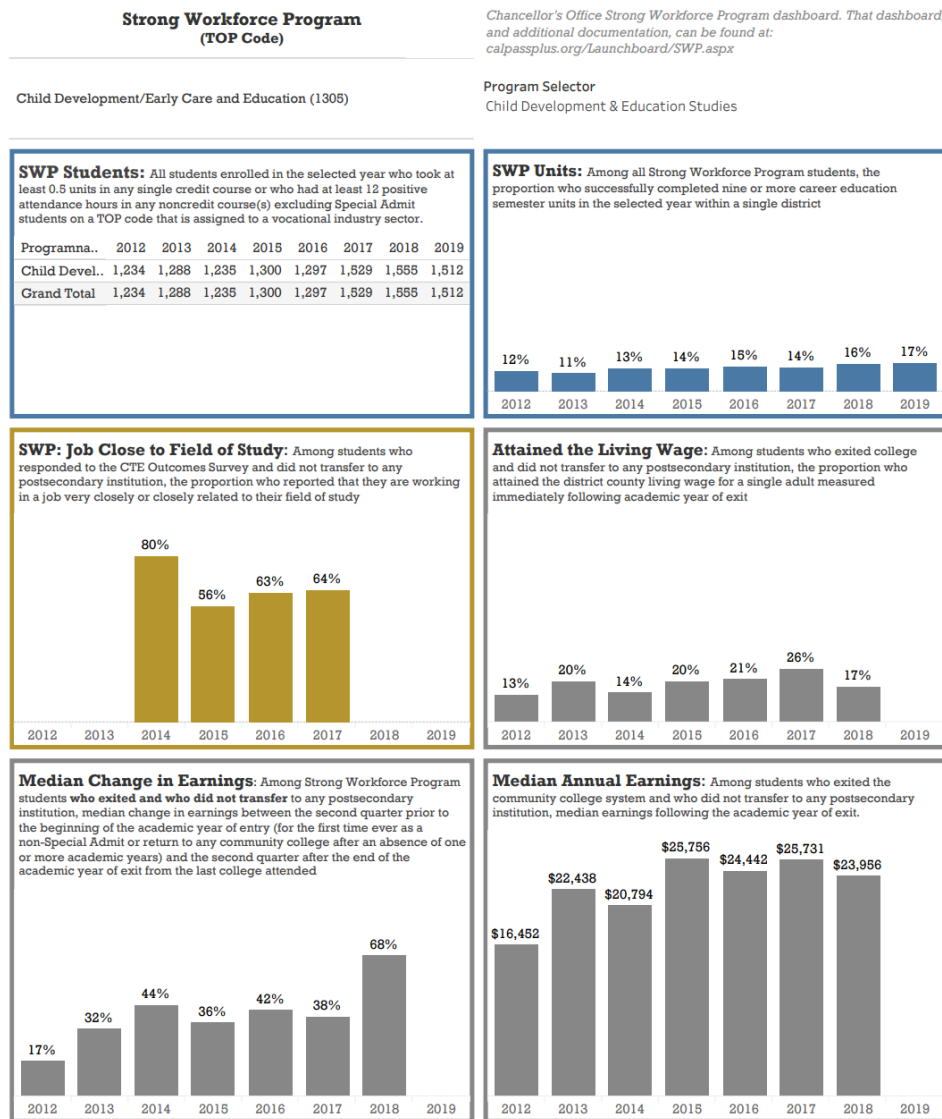


Transfer rates:

Our total transfer rates from the past 5 years is 758, from which 25.3% of the students received a degree or certificate as well. For our most popular option, we see that 60% of our students transferred to CSUF in the past 5 years. A total of 73% of our student transferred to a CSU compared to 1% to a UC. Looking at the demographics, we can see that the majority (56%) of transfer students are of Latinx descent and white (26%). According to our CDES data, the population that is underrepresented are African-American students; only 1% from all of our CDES student population ended up transferring to a 4-year college. Looking at the demographics of our enrollment, we can conclude that African American population are underrepresented: only 1.4% of our CDES students fall in this category. This might entail more outreach needed, especially when thinking about our current and upcoming pathways with local high school districts.

Looking at the graph from OIE on transfer rates (Appendix A), we noticed a strong decrease in transfer rates in 2021; only 37 students transferred compared to 179 students the year before. We strongly feel that this is due to the online teaching platform and students not having direct access to the resources on campus. This entails that students are in need of support when thinking about

information provided by faculty regarding our transfer center on campus. We will converse with Professor Kinkel on how our faculty can improve since she is a lead person in this process.



Job placement & wage improvement rates:

The data for Strong Workforce Program (SWP) shows an incline in student enrollment as well as in student completion. We see an increase of 278 students enrolled in classes by 2019, as well as an increase in completion rates of 5%. Even though we can see a small increase in students, the problem is related to the fact that it is difficult to earn a livable and worthy wage in our profession. We also see a decline in the number of students working in a job very closely or closely related to the field. This percentage came down from 80% in 2014 to 64% in 2017. This amount is expected to be even lower now due to other industries increasing their minimum wage rates (i.e., fast food

industry, supermarket chains, etc.). This entails students opting for other job opportunities that pay more, particularly due to the high cost of living in Southern California.

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

Section 3.2.2. Equity Analysis: Please pay special attention to equity issues -- where a group of students has..

| by Race Ethnicity Ancestry | | | |
|------------------------------------|-------------|-------------|-----|
| | Enrollments | Course Co.. | Gap |
| Amer. Indian Alaska Native | 21 | 90.5% | |
| Asian | 958 | 92.4% | |
| Black African Amer. | 222 | 80.2% | -19 |
| Filipino | 226 | 91.2% | |
| Latinx | 8,960 | 88.6% | |
| Native Hawaiian Pacific Island.. | 17 | 88.2% | |
| Two or More | 345 | 84.6% | |
| Unknown | 456 | 88.6% | |
| White | 2,448 | 89.1% | |
| by Gender | | | |
| | Enrollments | Course Co.. | Gap |
| Different Id.. | 340 | 89.7% | |
| Female | 12,218 | 89.1% | |
| Male | 1,095 | 84.3% | -53 |

| by DSS | | | |
|--------------------|-------------|-------------------|-----|
| | Enrollments | Course Completion | Gap |
| Not DSS | 12,393 | 88.7% | |
| DSS | 1,260 | 89.2% | |
| by Foster Youth | | | |
| | Enrollments | Course Completion | Gap |
| Not Foster Y.. | 13,536 | 88.8% | |
| Foster Youth | 117 | 80.3% | |
| by LGBT | | | |
| | Enrollments | Course Completion | Gap |
| Not LGBT | 13,073 | 88.9% | |
| LGBT | 580 | 85.0% | |
| by Low Income | | | |
| | Enrollments | Course Completion | Gap |
| Not Low Income | 1,721 | 91.2% | |
| Low Income | 11,932 | 88.4% | |
| by Military Status | | | |
| | Enrollments | Course Completion | Gap |
| Not Military | 13,583 | 88.8% | |
| Military | 70 | 88.6% | |



COURSE SUCCESS: Equity Analysis for Child Development & Education Studies

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| by Race Ethnicity Ancestry | | | |
|------------------------------------|-------------|----------------|------|
| | Enrollments | Course Success | Gap |
| Amer. Indian Alaska Native | 21 | 67.1% | -4 |
| Asian | 958 | 87.5% | |
| Black African Amer. | 222 | 64.9% | -30 |
| Filipino | 226 | 82.3% | |
| Latinx | 8,960 | 76.8% | -384 |
| Native Hawaiian Pacific Islander | 17 | 64.7% | |
| Two or More | 345 | 72.2% | -21 |
| Unknown | 456 | 78.5% | |
| White | 2,448 | 81.9% | |

| by Gender | | | |
|----------------|-------------|--------------|-----|
| | Enrollments | Course Suc.. | Gap |
| Female | 12,218 | 78.8% | |
| Male | 1,095 | 71.1% | -85 |
| Different Id.. | 340 | 80.6% | |

| by DSS | | | |
|---------|-------------|----------------|-----|
| | Enrollments | Course Success | Gap |
| Not DSS | 12,393 | 78.4% | |
| DSS | 1,260 | 76.9% | |

| by Foster Youth | | | |
|------------------|-------------|----------------|-----|
| | Enrollments | Course Success | Gap |
| Not Foster Youth | 13,536 | 78.3% | |
| Foster Youth | 117 | 65.8% | -15 |

| by LGBT | | | |
|----------|-------------|----------------|-----|
| | Enrollments | Course Success | Gap |
| Not LGBT | 13,073 | 78.4% | |
| LGBT | 580 | 75.2% | |

| by Low Income | | | |
|----------------|-------------|----------------|------|
| | Enrollments | Course Success | Gap |
| Not Low Income | 1,721 | 83.4% | |
| Low Income | 11,932 | 77.5% | -696 |

| by Military | | | |
|--------------|-------------|----------------|-----|
| | Enrollments | Course Success | Gap |
| Not Military | 13,583 | 78.2% | |
| Military | 70 | 80.0% | |

Looking at course success, we see equity issues with the following groups: Latinx, African-American, and Pacific Islanders, and American Indian students. We also see an alarming gap in course success rates when looking at gender; this is reflected in the amount of 85 male students not being successful in taking CDES courses.

In course completion, we see the lowest amount reflected with our African American students, showing 80.2%, with 19 students failing. As for gender, again a lower score with our male students compared to females. Even though the gap seemed to have lessened compared to our last program review, it still yet remains. Our efforts in working with the Academic Support Center will continue and we will seek other means to address this issue.

- Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed?



Due to COVID-19 and the ongoing issue of high achievement gaps, the department created a Faculty Guide in which resources and support is provided for staff, that can help improve our classroom policies. An ongoing dialog regarding equity-minded instruction is needed, as well as consistency among our department colleagues in providing such support.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

- a. *Revisit our grading policies*
- b. *Redesign our syllabi (i.e., liquid syllabus)*
- c. *Attend workshops/conferences on equity, pluralism, and diversity*
- d. *Textbooks and OER*
- e. *Student Support Services*
- f. *Course delivery (i.e., Universal Design for Learning)*

We as a department, could use funding for faculty, both full and part time, to attend workshops and conferences regarding the topics of equity, pluralism, and diversity.

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)
Data for gateway courses:

5 Most Enrolled Courses in Child Development & Education Studies

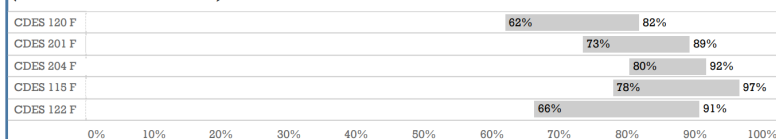
NOTE: 5-year totals

| | Enrollments | Students Repeating | % of Students who Repeated | Course Completion | Course Success | Withdraw Rate |
|------------|-------------|--------------------|----------------------------|-------------------|----------------|---------------|
| CDES 120 F | 4,641 | 246 | 5.6% | 87% | 72% | 13% |
| CDES 201 F | 1,575 | 72 | 4.8% | 94% | 80% | 6% |
| CDES 204 F | 947 | 26 | 2.8% | 91% | 86% | 9% |
| CDES 115 F | 910 | 19 | 2.1% | 91% | 86% | 9% |

Range of Success Rates by Section:

20th Percentile v. 80th Percentile

(At least 10 Sections Offered)



Disproportion Impact in Top 5 Enrolled Courses by Course by Race | Ethnicity | Ancestry

NOTE: Only Identities with Calculated Disproportion Impact Appear

| | | Enrollments | Course Success | Gap |
|------------|------------------------|-------------|----------------|------|
| CDES 120 F | Amer. Indian Alask.. | 12 | 41.7% | -4 |
| | Black African Amer. | 93 | 47.3% | -23 |
| | Latinx | 3,140 | 70.0% | -160 |
| CDES 204 F | Latinx | 609 | 83.3% | -46 |
| CDES 115 F | Unknown | 32 | 68.8% | -6 |
| CDES 122 F | Latinx | 591 | 76.8% | -34 |

In our department we offer the following 4 core courses: CDES 115, 120, 122, and 201 at 3-units each. These 4 courses are a requirement for our ECE AST degree as well as our ECE Teacher Certificate. As mentioned earlier, these core courses are required when working with young children in a Title 22 or Title 5 licensed care facility. Over the past 5 years, students have moved through the program by one or more of the following:

- Meeting with a counselor, who developed an academic education plan
- Attend one of the Permit Meetings (TPP and CDES)
- Consult with a faculty member

We experienced conflicting messages students received from counseling over the past 3 to 4 years, due to the fact that we no longer have a designated counselor appointed to our department. In the past, this provided our students with a more consistent message regarding classes to take, pre- and co-requisites, and with what degree they would be able to transfer out or start working in the field.

Our CDES 204 (3-unit course) is reflected as a gateway course due to the fact that this is a required course for our CDES AA degree, ECE Teacher Certificate, and our Special Education Certificate. This

course is also a required course for students who enroll in the ITEP program at CSUF or Cal Poly Pomona.

Looking at data for the CDES 120 course, we see a withdrawal rate of 13% due to this course being a general education course. All other bottleneck courses are required either for a degree or certificate, and this the withdrawal rates are much lower. Looking at Disproportion Impact, we see an achievement gap when looking at: Latinx, Black/African American, and American Indian students. We see the largest gap with our Latinx students.

To close the gap, we are currently offering the following:

- Free OER textbooks in English and in Spanish for the following two courses: CDES 115 and online sections of CDES 120
- Free textbooks through TPP
- Core courses offered by full-time faculty (provide more consistency)
- Additional support through our faculty resource guide

Data for bottleneck courses:

| Within the last 5 years, courses by course success rate (ascending 5 courses). | Within the last 5 years, the 5 courses with highest % of students repeating the course (NOTE: Some courses may allow for repeat enrollment) | Within the last 5 years, the 5 courses with the highest # of withdrawals | Within the last 5 years, the 5 courses with the highest % of withdrawals |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|
| CDES 240 F 62.7% | CDES 210 F 7.6% | CDES 120 F 605 | CDES 117 F 25.0% |
| CDES 117 F 68.1% | CDES 199 F 5.9% | CDES 122 F 101 | CDES 240 F 20.0% |
| CDES 120 F 71.7% | CDES 120 F 5.6% | CDES 201 F 98 | CDES 210 F 17.6% |
| CDES 210 F 71.7% | CDES 201 F 4.8% | CDES 210 F 90 | CDES 118 F 16.0% |
| CDES 206 F 76.2% | CDES 231 F 3.9% | CDES 204 F 85 | CDES 261 F 13.8% |

Range of Success Rates by Section:

20th Percentile v. 80th Percentile

(>=10 Sections, 100+ Enrollments, >=25 % Point Difference)



We currently offer one course that requires one co-requisite and several pre-requisite courses: the CDES 225 Student Teaching Practicum course. The pre-requisites for this course are: CDES 115, 116, 118, and 120. The co-requisite for this course is CDES 238 Reggio and Constructivism. One issue students have encountered is if they have taken CDES 238, the co-requisite, a previous semester before registering for CDES 225. When this happens, students are not “eligible” to register, and they can only receive clearance for enrolling by counseling. This might prevent a student from trying to enroll into this course. We as a department would also like to reconsider our pre-requisites, since they do not currently include the 4 core courses, which are required to work with children under Title 22. This is what we find when looking at our regional community colleges.

Two other courses that require pre-requisites are our administration courses: CDES 230 and 231. These courses are required for the Early Childhood Education Administration Certificate, meets the State Department of Social Services (Title 22) licensing regulations for administrators, and fulfills the requirement for both Site Supervisor and Program Director State Department of Education (Title 5) - per schedule and catalog. The pre-requisites are the 4 core courses: CDES 115, 120, 122, and 201.

Next to these courses with pre-requisites, we offer one course that has an advisory of courses taken, this is the CDES 240 Mentoring and Leadership class. Our advisory for this class is “two years of early childhood teaching experience”. This class meets the requirement for adult supervision units at the Master Teacher level and application to Mentor Teacher Project – per schedule and catalog. We see a higher withdrawal rate for this course of 20% due to some students enrolling without having the 2-year experience. It would be beneficial for students to receive a notification prior to enrollment. It would also be beneficial to write in pre-requisites of the 4 core courses for enrollment into this class.

Looking at the data for our bottleneck courses, the class with low scores in all 4 categories is the CDES 210 Anti-Bias Seminar. This course shows a withdrawal rate of 17.6% in the last 5 years, a low student success rate of 71.7%, and a rate of 7.6% for students repeating this class. This course is a required course for our CDES AA degree, ECE AST degree, and ECE Teacher Certificate. Our faculty will look into on how to better support this course. This class is taught simultaneously by two instructors with additional support from several interns per semester. The course with the highest withdrawal rates is CDES 120 with 605 students over the last 5 years, which partially may be due to the large number of students taking that course. We as a department will need to reflect on how to better support the retention and success rates for this class as well as the Anti-Bias Seminar class, and add this to our action plan under 6.2.

The CDES 199 Independent study is one of the 5 courses that also shows a high score of 5.9% of students under the “repeating course” section. This score does not reflect failing grades; instead, it reflects our students retaking the course due to the internship opportunity for the CDES 210 Anti-Bias seminar course, which can be repeated for several semesters when the interest arises.

Both CDES 117 and 118 showed high numbers of withdrawal in the past 5 years. The CDES 117 also showed a low success rate of 68.1%. We think these numbers were high due to the fact that these are curriculum courses, and thus difficult to teach online during Covid-19. We are pleased to see these curriculum courses back on campus in spring of 2022, which should improve the success and retention rates. We will reflect on the new data after spring of 2022, to see if this is the case.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

We are currently offering three transfer degrees: ChAD AAT, the ECE AST degree, and the Elementary Teacher Education AAT degree. Looking at our transfer model for the ECE AST, we have the following added extra steps of pre-requisites and a co-requisite: CDES 116, 118, and 238 (7 units total). The department is considering changing the prerequisites in order to prevent students from having to take additional classes to make it better aligned with surrounding colleges as well as the Title 22 & 5 state requirements.

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

We currently have two of our programs mapped in collaboration with our counseling office and also the Office of Institutional Effectiveness. The degrees that have been mapped thus far are: ChAD AAT and the ECE AST degree. According to the schedule, students are able to complete the ChAD AAT degree in 2 years; however, it will take students three years to complete the ECE AST degree, due to the additional pre-requisites and co-requisite (7 units total). According to our schedule, students are able to complete these degrees in a timely matter.

Degrees that remain unmapped are: CDES AA degree, ECE AA degree, and Elementary Teacher Education AAT degree. Certificates currently unmapped are: ECE Teacher, Special Education, Infant/Toddler, and our Administration certificates.

Looking at our courses offered, each course needed for degrees and/or certificates are offered every semester, or every other semester. This supports students in the completion of units for a degree and/or certificate, within the two- or three-year time span. Here is a schedule of our classes and the amount of classes offered:

- *Fall & Spring semester: CDES 115 (3), CDES 116 (2), CDES 118 (1 to 2), CDES 120 (11), CDES 122 (3), CDES 125 (2), CDES 199, CDES 201 (3 to 4), CDES 204 (3), CDES 210 (2), CDES 215 (1), CDES 225 (1 to 2), CDES 238 (1 to 2), CDES 261 (2), CDES 299 (1)*
- *Every other semester offered: CDES 117, CDES 119, CDES 140, CDES 141, CDES 151, CDES 205, CDES 207, CDES 208, CDES 209, CDES 211, CDES 230, CDES 231, CDES 240*

Classes currently not offered are the CDES 112 Principles of Peace Education course, CDES 200 Adolescent Development, CDES 206 Sensory Integration, and the CDES 242 Introduction to Liberal Studies course. We would like to offer all of these courses except for CDES 200, starting in fall of 2023. CDES 206 is part of our Special Education certificate, and CDES 242 is part of the Elementary Education AAT degree. CDES 112 is currently marked “pending” in the curriculum revision process. We feel that due to our current social environment, students will be interested in taking a class on peace education.

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

The last AY ('20/'21) reported show there were 124 degrees for transfer awarded (111 AA-T, 13 AS-T) compared to just 37 AA degrees. This reflects the desire of our students to obtain their bachelor's degree, seeking better paying positions in early childhood and/or obtaining their multiple subject credential. This is in stark contrast with the low number of certificates awarded during this same AY, only four. One explanation for this small number of certificates granted could again be the desire of our students to seek employment in the better paying public sector (i.e. school districts, Head Start) where these certificates are not required. The state issued (Commission on Teacher Credentialing) Child Development Permit, is the requirement for those types of teaching positions.

3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

There has been a decline in the percentage of sections offered by fulltime faculty compared to part time since AY '16/'17. This steady decline from 62.5%FT/37.5%PT in '16/'17 to 52.6%FT/47.4%PT in '20/'21 (-9.9%) could possibly be due to the retirement of one of our fulltime faculty at the end of the fall semester '17. We have yet to see a replacement for that position. It should be noted that even though our department was down 25% in our FT faculty ranks, we still saw an increase in fill rate over that time (98.1% '18/'19 to 101.3% '20/'21). Our department also saw a steady increase in WSCH/FTEF over this five-year period, from 473/15.8 in '15/'16 to 488/16.3 in '20/'21.

With this decline in fulltime faculty, yet an increase in fill rates and WSCH our department is doing more with less, which emphasizes the need for new faculty hires in the next year.

2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4. *The Child Development & Educational Studies department has a long history of meeting student needs as is noted in the number of majors (1,339) degrees and transfers (124 AAT), fill rates (101.3%) as well as a variety of course offerings (over 30). We have consistently scored higher than other programs on course completion (86.5%/81%) and course success (75.2%/69%). We brought nationally known early childhood figures to campus, both in-person and virtually (Chris Lamm Legacy Lecture) and have provided students with workshops on career development. All while participating in division and campus obligations, supporting a licensed (DSS) and funded (CSPP) Laboratory School, consulting with the early childhood community through our Center for Early Childhood Collaboration, holding executive positions on local, state, and national boards, and maintaining an active professional agenda with presentations at national conferences.*

All of this work is being completed by a small number of fulltime, committed faculty (3) who have a desire to see students succeed, gain meaningful employment in our field, and eventually become contributors themselves. This level of commitment takes great effort and had been accomplished by as many as five fulltime faculty in past years. Our department will see an eventual retirement in the next few years and it is imperative that at least have one new faculty member, possible two, be in place before this retirement occurs. We want to continue to be an exemplary department as we always have, but these increased responsibilities are best accomplished by a much larger faculty.

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

The pandemic has had a devastating effect on so many of our students and fellow Fullerton College employees. The campus has seen a reduction in enrollments (-13.9%), headcounts (-13.8%), and fill rates (-2.2%) and has needed to transition to first remote learning then to a combination of remote and in-person classes. CDES has weathered this storm with a minimal reduction in headcount (-.07%) but actually saw an increase in enrollment (2.7%) and in fill rates (3.8%). As all departments on campus went to remote learning, we made sure, through department meetings and FLEX activities, that our full and part time faculty were able to meet the needs of our students. One example of how we supported all CDES faculty was the creation, sharing and distribution of the Faculty Resource Guide. We feel that the best practices of distance learning will be maintained as we go forward. In the fall of '21 CDES was one of only four Social Science departments to return to campus for a small number of classes. We will also look forward to

returning to campus with the vast majority of our course offerings (70%) being held on campus in the spring of '22.

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

- *Department faculty help to maintain our Laboratory School (founded in 1959).*
- *Department faculty are represented on local, state, and national Boards of Directors.*
- *Department faculty and their accomplishments have been highlighted in national newsletters and other publications.*
- *Department faculty have been honored with recognition awards for their contributions to the field.*
- *Department faculty have presented at national conferences.*
- *Department faculty have been invited to speak with county officials concerning child care delivery options.*
- *The department Laboratory School hosted educators from around the country through the Association for Constructivist Teaching Conference.*
- *The department Laboratory School hosted a County Supervisor, a State Assembly Member, and a State Senator.*
- *Our Center for Early Childhood Collaboration has contracted to deliver professional development to Catalyst Family, Inc. and Fullerton School District.*
- *Our Center for Early Childhood Collaboration will contract with the Fullerton School District to teach 24 units to Transitional Kindergarten teachers in a condensed, cohort model.*
- *Our Center for Early Childhood Collaboration will contract with the Orange County Head Start to provide their employees with an Infant/Toddler course at their facility in Santa Ana.*

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes ([ISLOs](#)) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

Our campus is currently encouraging the improvement of department PSLO's due to the new Guided Pathway initiative. Our department worked on redesigning the PSLO's for two degrees that are part of the top 50 degrees on campus: Child Development and Adolescent Development Associate in Arts Degree for Transfer and the Early Childhood Education Associate in Science Degree for Transfer. The new redesigned PSLO's are also an effort of improvement when considering the upcoming accreditation in fall of 2023. Our campus has provided several workshops as well as resources to support us with redesigning these outcomes, including the Program Learning Outcomes Rubric. This rubric provided us with support when considering Bloom's Taxonomy and the National Association of Colleges and Employers (NACE) core

competencies, in this redesign process. We feel that the new PSLO's will better reflect the goals we expect graduates of our CDES programs to achieve. Our department has redesigned the following PSLO's:

Child and Adolescent Development Associate in Arts Degree for Transfer

Previous Program Level Student Learning Outcomes:

- *Outcome 1: Differentiate development in various domains of child development: physical, psychosocial, and cognitive, including typical and atypical development, and integrate knowledge of the domains into comprehensive understanding of child development.*
- *Outcome 2: Differentiate the major perspectives of psychology, including the areas of biological, behavioral, cognitive, psychodynamic and humanistic psychology.*
- *Outcome 3: Demonstrate reasonable knowledge regarding descriptive statistics and will be able to calculate the mean, mode, median, range and standard deviation.*

New redesign Program Level Student Learning Outcomes:

- *Outcome 1: Analyze and interpret development in various domains of child development (biosocial, psychosocial, and cognitive, including typical and atypical development), and generate knowledge of the domains into comprehensive understanding of child development.*
- *Outcome 2: Compare the major perspectives of psychology, including the areas of biological, behavioral, cognitive, psychodynamic and humanistic psychology.*
- *Outcome 3: Demonstrate an understanding of and ability to analyze descriptive statistics by formulating the mean, mode, median, range and standard deviation.*

Early Childhood Education (ECE) Associate in Science Degree for Transfer

Previous Program Level Student Learning Outcomes:

- *Outcome 1: Know and understand the established as well as recent theories of child development.*
- *Outcome 2: Recognize and challenge issues of bias that children, individuals and families experience.*
- *Outcome 3: Analyze and think critically about the teacher's comprehensive role in early learning and development settings.*
- *Outcome 4: Recognize and evaluate the interrelationships of the child, family, school and greater community.*
- *Outcome 5: Design quality early childhood programs and curriculum.*

New redesigned Program Level Student Learning Outcomes:

- *Outcome 1: Understand, assess, and apply historical and contemporary theories of child development.*
- *Outcome 2: Generate a comprehensive portfolio that illustrates, examines, and criticizes ongoing bias that children, individuals and families experience, in order to develop and justify becoming an anti-bias educator.*
- *Outcome 3: Analyze and interpret the teacher's extensive role in early learning and development settings.*
- *Outcome 4: Demonstrate and analyze the interrelationships of the child, family, school and greater community.*
- *Outcome 5: Design quality early childhood programs and curricula that reflect a comprehensive understanding of Developmentally Appropriate Practices (DAP), anti-bias-education, and inclusion.*

Even though we were able to reduce the SLO's for each program (i.e., degrees and certificates) to the maximum amount of 3, we would like to continue the redesign process by downsizing the PSLO's to a maximum number of three as well. This entails downsizing the above listed PSLO's for the ECE AS Degree for transfer, to the amount of 3. Our goal is to have this approved by the Curriculum Committee in spring of 2022.

4.2 PSLO Assessment

The new PSLO [design principles](#) encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

Our department is engaged in an ongoing dialogue regarding the new PSLO's with a focus on equity and measurable ways to assess them. Assessments of PSLO's will enable us to identify the key components necessary for students to be effective in the completion of our child development courses as well as the goals we expect our students to achieve. We as a department are considering creating e-portfolios for our CDES students, in which several class projects will be represented. All 5 outcomes regarding the ECE AS Degree can be reflected and measured when creating e-portfolios. This will provide students with a great opportunity to showcase their knowledge as well as professional abilities in the field of ECE when applying to a 4-year institution.

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have

taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

Summary

| Statistic | Number of Courses | Courses |
|----------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Courses in the Department | 27 | CDES 299, CDES115 F, CDES116 F, CDES117 F, CDES118 F, CDES119 F, CDES120 F, CDES121 F, CDES122 F, CDES125 F, CDES140 F, CDES141 F, CDES151 F, CDES201 F, CDES204 F, CDES205 F, CDES208 F, CDES209 F, CDES210 F, CDES211 F, CDES215 F, CDES225 F, CDES230 F, CDES231 F, CDES238 F, CDES240 F, CDES261 F |
| Courses with CSLOs | 27 | CDES 299, CDES115 F, CDES116 F, CDES117 F, CDES118 F, CDES119 F, CDES120 F, CDES121 F, CDES122 F, CDES125 F, CDES140 F, CDES141 F, CDES151 F, CDES201 F, CDES204 F, CDES205 F, CDES208 F, CDES209 F, CDES210 F, CDES211 F, CDES215 F, CDES225 F, CDES230 F, CDES231 F, CDES238 F, CDES240 F, CDES261 F |
| Courses without CSLOs | 0 | |
| Courses with CSLOs mapped to PSLOs | 27 | CDES 299, CDES115 F, CDES116 F, CDES117 F, CDES118 F, CDES119 F, CDES120 F, CDES121 F, CDES122 F, CDES125 F, CDES140 F, CDES141 F, CDES151 F, CDES201 F, CDES204 F, CDES205 F, CDES208 F, CDES209 F, CDES210 F, CDES211 F, CDES215 F, CDES225 F, CDES230 F, CDES231 F, CDES238 F, CDES240 F, CDES261 F |
| Courses without CSLOs mapped to PSLOs | 0 | |
| Courses with direct assessment of PSLOs | 0 | |
| Courses with CSLOs mapped to ISLOs | 3 | CDES120 F, CDES201 F, CDES210 F |
| Courses without CSLOs mapped to ISLOs | 24 | CDES 299, CDES115 F, CDES116 F, CDES117 F, CDES118 F, CDES119 F, CDES121 F, CDES122 F, CDES125 F, CDES140 F, CDES141 F, CDES151 F, CDES204 F, CDES205 F, CDES208 F, CDES209 F, CDES211 F, CDES215 F, CDES225 F, CDES230 F, CDES231 F, CDES238 F, CDES240 F, CDES261 F |
| Courses with direct assessment of ISLOs | 0 | |
| Courses with at least one planned Assessment | 27 | CDES 299, CDES115 F, CDES116 F, CDES117 F, CDES118 F, CDES119 F, CDES120 F, CDES121 F, CDES122 F, CDES125 F, CDES140 F, CDES141 F, CDES151 F, CDES201 F, CDES204 F, CDES205 F, CDES208 F, CDES209 F, CDES210 F, CDES211 F, CDES215 F, CDES225 F, CDES230 F, CDES231 F, CDES238 F, CDES240 F, CDES261 F |
| Courses with planned Assessments scored | 20 | CDES115 F, CDES116 F, CDES119 F, CDES120 F, CDES121 F, CDES125 F, CDES140 F, CDES151 F, CDES209 F, CDES230 F, CDES261 F, CDES117 F, CDES211 F, CDES215 F, CDES225 F, CDES231 F, CDES238 F, CDES205 F, CDES240 F, CDES 299 |
| Courses with some Assessments scored | 6 | CDES118 F, CDES122 F, CDES201 F, CDES204 F, CDES208 F, CDES210 F |
| Courses without any Assessment scored | 1 | CDES141 F |
| Courses with no planned Assessments | 0 | |

According to the chart, all courses have been mapped with CSLO's in the past three years. We can also see that all CSLO's have been mapped with PSLO's. Support from the SLO Committee Division Representatives, Matt Tribbe and Karin Pavelek, was provided in this process. Data also shows that 24 courses are currently not mapped with the ISLO's. This is due to new ISLO's that have been developed recently through the Guided Pathways Initiative, and are in the process of being entered into eLumen by next year, 2021/2022.

Looking at the chart, we see that all courses have at least a minimum of one planned assessment. Out of 27 courses, data was entered for 20 courses. In this summary chart, we noticed that only some assessments were scored in the following courses: CDES 118, CDES 122, CDES 201, CDES 204, CDES 208, and CDES 210.

We also noticed one course without any assessments scored which is CDES 141. Looking at all the assessments reflected in the Course Statistics and Evidence Report, we did notice that one assessment was scored for the CDES 141 course:

CDES141 F - Princ Infant/Toddler Care/Educ

SLOs

CSLOs

» Explain, critique and evaluate the organization and operation of infant toddler programs/classrooms particularly for evidence of developmentally appropriate and culturally inclusive programming practices.

» Determine and prioritize the role of the infant/toddler professional.

» Analyze and demonstrate observational processes in relation to designing infant toddler caregiver curriculum.

Assessments

Spring 2020

Research paper, make a toy & oral presentation

| SLO | Scored | Meets expectations | Does not meet expectations | N/A |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------|----------------------------|-----|
| Explain, critique and evaluate the organization and operation of infant toddler programs/classrooms particularly for evidence of developmentally appropriate and culturally inclusive programming practices. | 26 of 26 | 26 | 0 | 0.0 |

We will consult with George Bonnard, Chairman SLOA Committee Fullerton College, why this data was not reflected in the overall summary. Our plan is to address inconsistencies in our next spring department meeting, on how to improve these as well as how to support our faculty in this process. Fall of 2022, we will start with our next cycle of entering data for all CDES courses into eLumen.

4.4 SLO Equity Analysis

- Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

Overall by Demographic Element for Demographic Category: Ethnicity

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|--------------------------------|-------------------------------|-------|----------------------|-------|--------------------|---------|-------------------------------------------|-------|----------------------------|--------|
| African American | 0 | 0.00% | 0 | 0.00% | 121 | 80.13% | 0 | 0.00% | 30 | 19.87% |
| American Indian/Alaskan Native | 0 | 0.00% | 0 | 0.00% | 25 | 89.29% | 0 | 0.00% | 3 | 10.71% |
| Asian | 0 | 0.00% | 0 | 0.00% | 749 | 94.81% | 0 | 0.00% | 41 | 5.19% |
| Filipino | 0 | 0.00% | 0 | 0.00% | 231 | 93.15% | 0 | 0.00% | 17 | 6.85% |
| Hispanic | 0 | 0.00% | 0 | 0.00% | 5137 | 86.80% | 0 | 0.00% | 781 | 13.20% |
| Pacific Islander | 0 | 0.00% | 0 | 0.00% | 53 | 80.30% | 0 | 0.00% | 13 | 19.70% |
| Unknown | 0 | 0.00% | 0 | 0.00% | 156 | 96.30% | 0 | 0.00% | 6 | 3.70% |
| Unspecified | 0 | 0.00% | 0 | 0.00% | 3 | 100.00% | 0 | 0.00% | 0 | 0.00% |
| White Non-Hispanic | 0 | 0.00% | 0 | 0.00% | 1683 | 92.07% | 0 | 0.00% | 145 | 7.93% |

Looking at the demographic category of ethnicity, we can see that African American, Pacific Islander, and Hispanic students scored considerably lower compared to Asian, Filipino, and White Non-Hispanic students. Looking at this achievement gap, it shows a need for our faculty to work on becoming more equity-minded in our teaching processes as well as our overall pedagogy. Some strategies we could implement would be:

- Created a [Faculty Resource Guide](#) (i.e., course delivery and evaluation, instructional improvement, program and curriculum development, student support services, diversity & equity, and activities for students and the community). Professors Kinkel, Chiaromonte, and Pavelek created this document for our flex day activity.
- Attending workshops and conferences on diversity, equity, and pluralism provided through our campus as well as attending online course work on our own professional growth. The California Virtual Campus Online Network of Educators provides the [following course work](#): Equity & Culturally Responsive Online Teaching and Humanizing Online Teaching & Learning, and Teaching. Besides focusing on online offerings, we would also like to look into what courses could provide holistic support when considering face-to-face classes.
- Reflect on our grading systems

Overall by Demographic Element for Demographic Category: Gender

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-----------------|-------------------------------|-------|----------------------|-------|--------------------|---------|-------------------------------------------|-------|----------------------------|--------|
| F | 0 | 0.00% | 0 | 0.00% | 198 | 92.96% | 0 | 0.00% | 15 | 7.04% |
| M | 0 | 0.00% | 0 | 0.00% | 15 | 78.95% | 0 | 0.00% | 4 | 21.05% |
| N | 0 | 0.00% | 0 | 0.00% | 2 | 100.00% | 0 | 0.00% | 0 | 0.00% |
| X | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| (Unknown Value) | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |

Looking at the demographic category of gender, we see that males scored considerably lower to females. The chart shows 78.95 of males meeting the expectations when thinking about our SLO assessments, versus 92.96% of females. Looking at the data, we can also notice that males are strongly underrepresented versus females and this is partly due to the profession. According to the US Bureau of Labor Statistics (2019), fewer than 3 percent of preschool and kindergarten teachers are men (US Bureau of Labor Statistics 1995). To improve these rates, we could implement the following strategies:

- High school recruitment
 - Partnership with the Teacher Pathway Program
 - Raise awareness through our Center for Early Childhood Collaboration
2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their

success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

The achievement gap percentages again show that males, African American, Pacific Islander, and Hispanic students have the lowest retention and success rates and are in need of attention. This aligns with the data from 3.2. The Hispanic group, typically the largest ethnic population in our program, while improved from the last review, still shows an achievement gap when compared to the white group in both retention and success. This again indicates the need for becoming more equity-minded in our teaching practices and pedagogy, looking at the following:

- *Grading systems*
- *Course delivery (Universal Design for Learning)*
- *Textbook representation (i.e., authors of color) and providing Open Educational Resources (OER) at no cost*
- *Student support services (i.e., academic support center, DSS, Veterans Resource Center, Foster Youth Initiative, Pathways of Hope, Health Center, and Office of Student Equity)*
- *Our own professional growth: attending workshops, online course work, conferences*

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.

| | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------|-------------|----------|-----------------|-----------------|-----------|----------|
| Child Development & Education Studies General Education: Section 5.1: Your Department and General Education. | | | | | | | | |
| % of Enrollments Over the Last 5 Years in GE Courses | | | | | | | | |
| | | % of | | | | | | |
| | | Enrollments | Enrollments | | | | | |
| Non-GE Enrollments | 54.5% | 7,437 | | | | | | |
| GE Enrollments | 45.5% | 6,216 | | | | | | |
| Courses that Fulfill CSU General Education Requirements or the Intersegmental General Education Transfer Curriculum (IGETC) <i>(CSU and IGETC: 1 = Yes; 0 = No)</i> | | | | | | | | |
| Course | CSU | IGETC | Enrollments | % Majors | Avg. First-Time | % Age: Under 20 | % Evening | % Online |
| CDES 120 F | 1 | 0 | 4,641 | 44% | 17% | 36% | 18% | 22% |
| CDES 201 F | 1 | 0 | 1,575 | 73% | 8% | 20% | 86% | 0% |
| Grand Total | 1 | 0 | 6,216 | 52% | 14% | 32% | 27% | 18% |

2. What role does your department play in helping students complete the GE pathway?

We can see by the data provided that over the last five years, 54.5% of enrollments have been non GE, and 45.5% of enrollments have been GE. Our department ensures that students have access to our two GE courses, CDES 120 (Child Development) and CDES 201 (Child in the Home and

Community). When courses fill, as CDES 201 did in the summer of 2021, our department accommodates by expanding the section or the offerings to meet student needs.

- Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

We offer our GE courses in person at many different times and online to ensure that students can register for the type of offering that best meets their needs. Please see the chart below.

- Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

Spring Schedule 2022

| | Monday | Tuesday | Wednesday | Thursday | Friday | Asynchronous |
|-------------------------|----------------------------------|----------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------|----------|----------------------------------------------------------------------|
| AM | CDES 120 CDES 120 CDES 225 | CDES 117 (8 week) CDES 118 (8 week) CDES 120 | CDES 120 CDES 120 CDES 204 CDES 225 | CDES 115 (8 week) CDES 116 (8 week) CDES 120 | CDES 215 | CDES 115 CDES 120 (3 sections) CDES 122 CDES 201 |
| PM | CDES 120 CDES 201 | CDES 120 CDES 118 (8 week) CDES 122 | CDES 207 | CDES 120 CDES 115 (8 week) CDES 116 (8 week) CDES 122 CDES 201 | | CDES 125 CDES 204 CDES 211 CDES 231 CDES 238 CDES 240 |
| Late PM (6:50 start) | CDES 204 CDES 261 | CDES 141 CDES 251 | CDES 125 CDES 210 (2 sections) | | | |

GE (also core)

CORE: required for work in our field under Community Care Licensing |

5.2 Outside Influences on Your Department

- Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.
 - The passage of AB22 will have a direct impact on our program.*
 - Link to bill:
 - https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=202120220A_B22
 - Essentially, this legislation expands Transitional Kindergarten statewide. Currently, public schools serve children who turn five between September 2nd and December 2nd. AB22 expands that scope to the entire four-year-old year. This essentially creates a statewide universal preschool.*
 - “Championed by Gov. Gavin Newsom and several lawmakers, the \$2.7 billion universal transitional kindergarten program will be gradually phased in over the next five years, until it includes all the state’s 4-year-olds by the 2025-26 school year.”*
 - <https://edsource.org/2021/how-californias-new-universal-transitional-kindergarten-program-will-be-rolled-out/657818>
 - AB22 will impact our Child Development & Educational Studies department at Fullerton College in two distinct capacities.*
 - First, Transitional Kindergarten teachers will be mandated to take 24 units of Early Childhood Education coursework. As of the date of this Program Review, we are in*

conversation with the Fullerton School District to develop a plan at Fullerton College to support their Transitional Kindergarten expansion and to provide coursework to Transitional Kindergarten teachers and future teachers.

- Second, the expansion of Transitional Kindergarten will mean that early learning programs will invest more deeply in programs serving children between the ages of 0-3. Historically, our early learning landscape in Orange County has focused on preschool aged children.

- (<https://first5oc.org/childcare/exploring-the-challenges/>)



- Due to AB22, we will see a shift from the development of early learning programs for children between the ages of 3-5 to younger children. As a result, Fullerton College will need to look at expanding the offerings aimed for employment in Infant and Toddler programs, CDES 140 (Infant/Toddler Development and Observation) and CDES 140 (Principles of Infant/Toddler Care and Education). In addition to these Infant/Toddler specific courses, AB22 and the heightened challenges we have seen in our field of early care and education due to the pandemic predict expansion of all our core course offerings to meet the needs of our field.

2. Make sure you are including all degree and certificate programs, including the College's GE program.
- Our coursework is currently embedded in California State University and University of California Campus Specific General Education/ Breadth Requirements as follows:
 - CDES 242 (Introduction to Liberal Studies), under C2: Humanities (Literature, Philosophy, Languages other than English)
 - CDES 120 (Child Development), under Area D: Social Sciences, and Area E: Lifelong Learning and Self Development
 - CDES 201 (Child in the Home and Community), under Area D: Social Sciences
 - Our coursework is currently embedded in Intersegmental General Education Transfer Curriculum (IGETC) as follows:
 - CDES 242 (Introduction to Liberal Studies), under 3B: Humanities
 - We have initiated a major revision to include CDES 120 F Child Development in to IGETC

3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.
Our coursework does not have prerequisite courses or corequisite courses offered by a different department.
4. If AB 705 applies to the program then how are you meeting its mandates?
AB 705 does not apply to our program.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.
 - *Our department is keenly aware of the benefits of hands-on experiences in our field. All our courses contain embedded field related experiences such as projects and experiential learning opportunities.*
 - *Since 1959, at the inception of our Fullerton College Child Development & Educational Studies Laboratory School, hundreds of students gain vital hands-on experiences in the field of early childhood education each semester.*
 - *Several of our courses are held at the Fullerton College Laboratory School.*
 - **CDES 115 F** (*Introduction to Early Childhood Education Curriculum*) utilizes the Laboratory School to demonstrate developmentally appropriate curriculum.
 - Curriculum courses, including **CDES 116 F** (*Art Education in Early Childhood*), **CDES 117 F** (*Literacy and Language in Early Childhood*), **CDES 118 F** (*Science and Math Education in Early Childhood*) and **CDES 119 F** (*Music Education in Early Childhood*) have embedded experiences working directly with children enrolled at the Fullerton College Laboratory School.
 - Courses with lab hours, including **CDES 121 F** (*Introduction to Early Childhood Education: The Assistant Teacher*) and **CDES 225 F** (*Early Childhood Student Teaching Practicum*) require students to gain specific observable skills working with children enrolled at the Fullerton College Laboratory School.
 - **CDES 125 F** (*Observation and Assessment for Early Learning and Development*) uses the Fullerton College Laboratory School to deeply explore recording strategies, rating systems, portfolios and multiple assessment tools.
 - Several other courses, including **CDES 120 F** (*Child Development*), **CDES 122 F** (*Principles of Early Childhood Education*), and **CDES 201 F** (*Child in the Home and Community*) use video footage and/or provide information about the Fullerton College Laboratory School.
2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.
There has been a large institutional barrier in terms of providing hands-on experiences for our Child Development & Educational Studies students. In March of 2020, the Fullerton College Laboratory School closed to the public amid the COVID-19 pandemic. In September of 2020, the program opened for 8 children M/W/F from 8AM-3PM, and no students were permitted. At the date of this Program Review, November 2021, the program is still partially open M/W/F from

7:30AM-4:30PM. This has drastically impacted our coursework, and subsequently, our student preparation. Our department requires a fully functioning Laboratory School that serves a large and diverse population of children and families full time, M-F from 7:30AM-6PM. This has been a barrier in terms of having access to the physical program as well as in terms of providing necessary video footage, which has also been lacking since the initial closure of the program.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

STRATEGIC ACTION PLAN # 1

Hire new full-time tenure-track faculty to adequately support the needs of our program.

Unfortunately, our last Self-Study ('20/'21) listed an SAP that was not meet:

"In reviewing the data from our 2017/2018 Three Year Program Review, our first Strategic Action Plan (SAP) was to "hire new full-time tenure-track faculty to adequately support the needs of our program." We hired one new faculty member in 15/16, and one new faculty member in 16/17. Since that time, we have not been successful in acquiring a position. We have, however, had one retirement in our department and we do anticipate another retirement in the coming years.

Additionally, according to the Institutional Commitment to Diversity Report, published in November of 2019, "The percentage of diverse FT faculty applicants have increased 6.7% over the last five years. The percentage of diverse FT faculty hires have increased 1.8% over the last five years."

According to the Early Childhood Education and Care factsheet from the Migration Policy Institute, "The ECEC workforce in California is very diverse, with approximately 46 percent identifying as Hispanic, 38 percent as white, 10 percent as Asian, and 6 percent as black. The languages spoken by ECEC workers reasonably reflect the languages represented in the young child population. Nearly 50 percent speak only English, 37 percent speak Spanish, 2 percent Chinese, and 1 percent Tagalog or Vietnamese (each). Immigrants provide much of the ethnic and language diversity present in the workforce and are therefore an important contributor of cultural and linguistic competence and skills in California."

<https://www.migrationpolicy.org/sites/default/files/publications/ECEC-Workforce-California-FactSheet.pdf>

We will be seeking a new, full-time faculty member to meet the diverse needs of our student population.

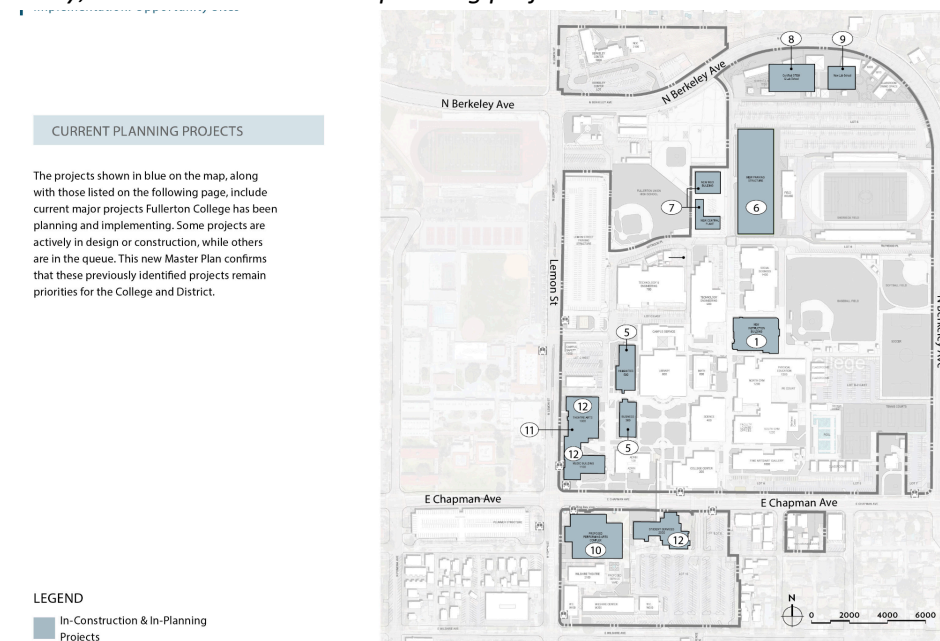
We will seek a new full-time faculty member to help meet the diverse needs of our students. Our preference will be for the new faculty member to be bilingual and representative of our student population.

It is our hope that this Program Review will show the absolute need to hire at least one, if not two fulltime faculty members to reflect the diversity of our students and to continue the fine work the department is doing.

STRATEGIC ACTION PLAN # 2

New Building: *not accomplished*

14,200,000.00 requested financial resources from Measure J bond. Measure J is still in process. As of today, we are listed under: "In-planning projects continued".



IN-CONSTRUCTION PROJECTS

1. **New Instructional Building**
The building will accommodate more than 40 classrooms and the division office services including staff offices.
2. **Central Plant Expansion**
Addition to Central Plant building to upgrade campus infrastructure.
3. **Network Refresh**
Campus-wide and District-wide infrastructure upgrades, including broader and faster WiFi and addressing wired, wireless, voice, and video networks.
4. **Infrastructure Improvements**
Includes new sewer lines and other infrastructure preparation for 300 and 500 Building renovations.

IN-CONSTRUCTION PROJECTS

5. **Renovation of 300 and 500 Buildings**
Total renovation of Buildings 300 and 500, including historic consideration of Building 300. The renovated buildings will contain general classrooms, CIS laboratories, ACT laboratories, photography laboratories, Dean and faculty offices, shared laboratories, and a lecture hall.
6. **New Parking Structure or Other Parking Solutions**
Add 840 parking spaces by building a new parking structure, purchasing or leasing adjacent surface parking lots, or by another solution.
7. **New Maintenance & Operations (M&O) Building, Central Plant Expansion, and Thermal Energy Storage (TES)**
Project includes the replacement and expansion of the existing central plant to accommodate three 600-ton high-efficiency water chillers and cooling towers.

IN-PLANNING PROJECTS CONTINUED

8. **New STEM Vocational Center**
New building to house and replace temporary buildings for Horticulture, includes renaming and expanding the program to include other STEM programs.
9. **New CDES Lab School Building**
New building to house and replace temporary buildings for Lab School.
10. **New Performing Arts Complex**
New gateway building on the corner of Chapman Avenue and Lemon Street for a new performing arts center for music and drama programs. Includes classrooms, offices, study rooms, and support spaces.
11. **New Welcome Center**
New gateway building on the corner of Chapman Avenue and Lemon Street to house visitor information and Student Services, such as Social Justice Conference Room and Student Cultural Spaces.
12. **Demolition of Buildings 1100, 1300, and 2000**
In order to accommodate space for the Welcome Center, buildings 1100 and 1300 will need to be demolished. Once the Welcome Center is built to relocate the Student Services programs, Building 2000 will be demolished.
13. **Sherbeck Field Enhancements**
The addition of bleacher seating and stadium lighting.
14. **Accessibility Enhancements**
Implementing accessibility improvements throughout campus, such as ramps, lifts, handrails, or restroom accessories.
15. **Mass Communications & Security Systems Upgrades**
Campus-wide and District-wide upgrades to security and alarm systems.

<https://nocccd.edu/bond-measure-j>
[Fullerton College Facilities Plan](#)

STRATEGIC ACTION PLAN # 3

Marketing our program and department Lab School and fund various activities to facilitate the success of the program i.e. Develop brochures, Educational/Career Pathways, website, blog, marketing DVD, monies for educational tours of the department Lab School, monies for hospitality (i.e. ROP open house, etc.), monies for alumni survey.

The following have been accomplished:

- *Database regarding student observations was created and implemented. Forms have been created for visitors as well as students & faculty, to sign in upon entrance. This will support the documentation on how and by whom the CDES Lab School is utilized (i.e., 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).*
- *New website for CDES Lab School & Department was created*
- *Center for Early Childhood Collaboration (CECC) was created*
- *Ongoing collaboration with TPP*
- *Identity Pieces (i.e., documentation panels) were created and this process is ongoing*
- *Tours are provided for: high schools, community members, professionals in the field, and politicians.*

Not accomplished: alumni survey, brochure, and marketing DVD. We will need funding for these components.

STRATEGIC ACTION PLAN # 4

Update and require existing Department Lab School teachers/staff pool to acquire AA and then BA degrees. A number of the department Lab School Staff are not demonstrating self-initiative nor consistent quality education for the preschool children which in turn is placing work load issues on highly prepared Lab School educators and is creating a non-equitable work environment. Attendance and work load issues are a major problem. Specifics have been identified on staff evaluations.

- Rewrite job descriptions: only Lab Tech position completed. All others will be completed in the near future.
- Staff development to meet the CDES program education and curriculum standards was begun. Staff development funds helped to support this. Some of department Lab School teachers/staff not up to standards. This problem continues to cause work load issues among staff.

Accomplished: ongoing weekly planning meetings as well as monthly in-service training have become part of our schedule. Staff has received 3 PEACE grants over the past 5 years in support of their classroom pedagogy. Ongoing professional growth is provided for staff (i.e., webinar series with Jane Broderick and Seongbok Hong) in support of observation, curriculum planning, and documentation.

Not accomplished: Our goal to rewrite our job descriptions (i.e., teacher and lab technician) has not been met due to HR policies. A new upcoming hire for a teaching position might provide us with another opportunity. We also were unsuccessful in increasing our Administration Assistant 2 position to 100%; however, we were able to receive a full-time director position.

STRATEGIC ACTION PLAN # 5

Instructional digital media library

Instructional Digital Media

- *Even though we were able to create a “video library”, we still feel that his goal has not been met. We need to upload videos created by Kumiko Kato for online streaming.*

Long-term Goals:

Goal 1: Continue creating the “cutting edge”/demonstration Laboratory School

Utilizing the generous endowment from the Dr. Chris Lamm estate the Dr. Christine Lamm Memorial Lecture Annual event will be established bringing in nationally known experts in areas that embodied Chris’ interests, visions, and passions. This will provide opportunities for our students and the EC community to hear from leaders in the field as well as keep Chris’ principles and ideals at the forefront of our program.

The following has been completed:

- *Annual Chris Lamm Legacy Lectures: Sarah Felstiner, Louise Derman-Sparks, Diane Levin, and John Nimmo.*
- *Webinar Series on “Cycle of Inquiry” with Jane Broderick, Seongbok Hong, and CDES Lab School teachers.*
- *Professional growth opportunity as well as student presentation: Sandra Duncan, author of “Bringing the Outside In”*
- *Touring the CDES Lab School to local politicians (i.e., Doug Chaffey, Josh Newman, Sharon Quirck-Silva)*

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.

This has been completed. Our staff has provided numerous webinars and trainings to local as well as state agencies (i.e., Head Start - LA Area, Catalyst Family Inc. – statewide, and FUSD – local). We are currently working on creating a website.

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

- *A video library for faculty has been created in Canvas. Improvements are still needed.*
- *Videos have been edited by Kumiko Kato and are ready to be streamed.*
- *If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?*

Not applicable.

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee’s endorsement does not guarantee additional funding. The President’s Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the [College mission, vision, goals, or objectives](#).
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.

6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

| | |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRATEGIC PLAN 1 | |
| Describe your action plan: | Change pre-requisites CDES 225 Student Teaching Practicum |
| List College mission, vision, goal, or objective it meets: | <p>Core Value: Partnership – We work together with our educational and community partners</p> <p>Fullerton College Goal: Commit to accountability and continuous quality improvement</p> <p>Objective: Increase the number of degrees and certificates</p> |
| Describe the SAP: include persons responsible and add timeframe: | <p>Our plan is to align our pre-requisites with the degree requirements, as well as with Title 22 and Title 5 state requirements for employment. This will entail making changes in Curricunet, under the guidance of our curriculum representative, Kelly Nelson-Wright.</p> <p><u>Persons responsible: Tom Chiaromonte, Karin Pavelek, and Jennifer Kinkel</u></p> |
| What measurable outcome is anticipated: | <p>Streamlining this course, certificate, and degree with the requirements for employment in Title 22 and Title 5 programs and centers.</p> <p>Outcome anticipated: fall of 2023 (upon approval of curriculum committee)</p> |
| STRATEGIC PLAN 2 | |
| Describe your action plan: | Improve visibility of ALL degrees and certificates |
| List College mission, vision, goal, or objective it meets: | <p>Fullerton 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.</p> <p>Fullerton College Vision: Fullerton College will transform lives and inspire positive change in the world.</p> <p>Fullerton College goal: Promote success for every student</p> <p>Objective: Increase the number of degrees and certificates</p> |
| Describe the SAP: include persons responsible and add timeframe: | <ul style="list-style-type: none"> • Student support needed for transfers • TPP: promoting ECE AST degree next to our ChAD AAT degree • Make adjustments to our website: include all the differing degrees, next to the CDES AA Degree (this is the only degree showing) • Create a brochure (with listed pathways and certificate/permit opportunities). Anticipated cost of \$ 1000 <p><u>Persons responsible: Tom Chiaromonte, Karin Pavelek, and Jennifer Kinkel</u></p> |
| What measurable outcome is anticipated: | <p>Attracting new students to the department, acquiring new majors, increasing the number of degrees, certificates, and transfers.</p> <p>Outcome anticipated: fall of 2022</p> |

| | |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRATEGIC PLAN 3 | |
| Describe your action plan: | Upgrade of our certificates to include all 4 core courses. |
| List College mission, vision, goal, or objective it meets: | <p>Fullerton 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.</p> <p>Fullerton College Vision: Fullerton College will transform lives and inspire positive change in the world.</p> <p>Fullerton College Goal: Commit to accountability and continuous quality improvement</p> <p>Objective: Increase the number of degrees and certificates</p> |
| Describe the SAP: include persons responsible and add timeframe: | <p>We need to upgrade our certificates and include all four core courses (CDES 115, 120, 122, 201) to make them aligned with our degrees as well as the Title 22 and Title 5 requirements for employment.</p> <p><u>Persons responsible: Tom Chiaromonte, Karin Pavelek, and Jennifer Kinkel</u></p> |
| What measurable outcome is anticipated: | <p>To make it easier for students to seek employment.</p> <p>Outcome anticipated: fall of 2023 (upon approval of curriculum committee)</p> |
| STRATEGIC PLAN 4 | |
| Describe your action plan: | Redesigning all PSLO's and downsizing them to a maximum of three per degree. |
| List College mission, vision, goal, or objective it meets: | <p>Fullerton 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.</p> <p>Core Values: Equity – We commit to equity for all we serve.</p> <p>Fullerton College Goal: Commit to accountability and continuous quality improvement</p> <p>Objective: to make these useful and comprehensive from multiple perspectives, including our students.</p> |
| Describe the SAP: include persons responsible and add timeframe: | <p>The following PSLO's have been completed: ChAD AAT degree and ECE AST degree. The PSLO's for the ECE AST degree need to be downsized to three. We still need to complete redesigning our PSLO's for: CDES AA degree, ECE AA degree, and Elementary Teacher Education AAT degree. For this process we will use the newly created "PSLO Redesign Rubric", entailing the NACE core competencies as well as Bloom's Taxonomy. The new PSLO's will be assessed through an e-portfolio.</p> <p><u>Persons responsible: Tom Chiaromonte, Karin Pavelek, and Jennifer Kinkel</u></p> |

| | |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What measurable outcome is anticipated: | Students would be better prepared for transfer or employment. Students can share their e-portfolios with transfer institutions and employers. Outcome anticipated: summer of 2022 |
| STRATEGIC PLAN 5 | |
| Describe your action plan: | Narrowing achievement gap. |
| List College mission, vision, goal, or objective it meets: | <p>Fullerton 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.</p> <p>Core Values: Equity – We commit to equity for all we serve.</p> <p>Fullerton College Goals:</p> <ul style="list-style-type: none"> • Promote success for every student • Cultivate a culture of equity <p>Objective: to narrow the achievement gap for Latinx, Black/African-American, Pacific Islanders, and men.</p> |
| Describe the SAP: include persons responsible and add timeframe: | <ul style="list-style-type: none"> • Sharing Faculty Resource Guide (i.e., course delivery and evaluation, instructional improvement, program and curriculum development, student support services, diversity & equity, and activities for students and the community) with faculty. • Attending workshops and conferences on diversity, equity, and pluralism. Making this available to all CDES faculty. Anticipated cost of registration fees (i.e., conferences or courses) of \$2500. • Re-evaluate our department grading systems • Course delivery (Universal Design for Learning) • Textbook representation (i.e., authors of color) and providing Open Educational Resources (OER) at no cost • Student support services (i.e., academic support center, DSS, Veterans Resource Center, Foster Youth Initiative, Pathways of Hope, Health Center, and Office of Student Equity) <p><u>Persons responsible: ALL CDES full-time & part-time Faculty</u></p> |
| What measurable outcome is anticipated: | Increasing our success and completion rates for students of color and men. Outcome anticipated: fall of 2023 |

Long Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

“New Hire/s”

The Child Development & Educational Studies (CDES) department has experienced a reduced number of full-time faculty over the last five years, with two retirements, resulting in a greater number of adjunct faculty. Our department currently exists with three full-time faculty (19%) and 13 part-time faculty (81%). Most adjuncts are only available to teach at night, since the majority have other job responsibilities during the day, common in our field (i.e., teaching, directing, working for OCDE, etc.) Even though our data shows a considerable number of degrees granted, a total of 162 for academic year, 2020-2021, we feel that these numbers are limited due to the lack of an additional full-time faculty member.

Because of this full-time faculty limitation, some courses have not been offered on a regular basis, creating a course substitution issue and a backlog of degree completion. We would like to bring back the following courses to support students and increase their degree success:

- *CDES 112 Principles of Peace Education (in process of approval in CurricUNET)*
- *CDES 200 Adolescent Development (CSU) (UC credit limitation: CDES 120 and CDES 200 combined; maximum credit, one course)*
- *CDES 206 Sensory Integration and Motor Planning (Special Education Certificate)*
- *CDES 242 Introduction to Liberal Studies (CSU) (UC) AA GE, CSU GE, IGETC*

The CDES department offers our students several courses both required by the State Department of Social Services (DSS Title 22) and State Department of Education (DOE Title 5), as well as courses geared to strengthen and enhance their skills. We are currently in the process of collaborating with the Ethnic Studies department to develop a new certificate, that will include a new cross-referenced course on trauma.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

See beginning of report.

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPherson, Director of Campus Communications at lmcpheron@fullcoll.edu.
[CDES Lab School Website](#)

[CDES Department Website](#)

2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

We work closely with the early childhood community through our Center for Early Child Collaboration. We have developed this consulting service to provide early care and education providers with professional development and course offerings. This communication is mainly done by meeting with other professionals, and through our faculty's involvement on professional boards and organizations.

Appendix

[Appendix A: Key Performance Indicator \(KPI\) data](#)

Appendix B: SLO Data:

1. Course Statistics and Analysis
https://fullcolledu-my.sharepoint.com/:b:/g/personal/kpavelek_fullcoll_edu/EctZtDfDEhxGpVWedtUQL-sB8g0m0HIEBRgX-75gE52KRQ?e=lczBwm
2. SLO Performance Report by Demographic Category: Ethnicity
https://fullcolledu-my.sharepoint.com/:b:/g/personal/kpavelek_fullcoll_edu/EaMptDQ6cDdPkKVFpKsMaX4Bk0g6sWt-ICVNvrMIXhJjMQ?e=kgELvz
3. SLO Performance Report by Demographic Category: Gender
https://fullcolledu-my.sharepoint.com/:b:/g/personal/kpavelek_fullcoll_edu/EbhSL3ov_cJFnZyMmLTRo0cB638sAJ0YNsx4afKZqPvPJQ?e=9eAMNA