Instructional Annual Program Review Update Form

BACKGROUND:

Program Review (PR) is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This PR Update Form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by ALL instructional programs.

- All instructional programs must submit their Annual Program Review Update Form to their dean or manager by Monday, March 6.
- All deans or managers will forward the completed form to the Program Review Committee Chair by Monday, March 13.

SUBMISSION:

Program: Child Development & Educational Studies   Division: Social Sciences   Date:

☐ We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete only pages 1 and 2)*

☒ We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete the entire form)*

Program Signature(s): *Karin Pavelek, Tom Chiaromonte, Jennifer Kinkel*

Printed Name: Karin Pavelek, Tom Chiaromonte, Jennifer Kinkel

PPRC Endorsement: Yes ☐   No ☐

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

Instructional Program Review
Annual Update Data
AY 2021/2022

Child Development & Education Studies ▼

Course Success Institution-Set Standard		Completion (Retention) Institution-Set Standard	
Below Standard:	Less than 61.2%	**Below Standard:**	Less than 74.5%
Warning:	Between 61.2% and 64.6%	**Warning:**	Between 74.5% and 78.6%
+:	Above 64.6%	**+:**	Above 78.6%

Course Success and Completion by Program

Subject	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
CDES	2,505	70.9%	+	87.0%	+

The Child Development & Educational Studies (CDES) Department offers our students a number of courses required by the State Department of Social Services (Title 22) and State Department of Education (Title 5), as well as courses geared to strengthen and enhance their skills. During the 2020/2021 academic year we offered 25 unique courses that included both theory and applied instruction. Of these 25 courses, 21 showed high levels of success rates and 19 high levels of Completion rates:

- Average success rate: 70.9%
- Average completion rate: 87%

Even though we score above our institution's standards, we did notice a drop in success and completion rates from our 2019/2020 academic year, which raises concerns. In 2019/2020 our completion rates were as follows:
- Average success rate: 85.8%
- Average completion rate: 91.75%

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

Course Success and Completion by Course

Course	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
CDES 115 F	217	82.9%	+	91.7%	+
CDES 116 F	68	66.2%	+	70.6%	Below Standard
CDES 117 F	7	42.9%	Below Standard	42.9%	Below Standard
CDES 118 F	43	72.1%	+	83.7%	+
CDES 120 F	731	65.0%	+	88.2%	+
CDES 121 F	28	67.9%	+	75.0%	Warning
CDES 122 F	206	70.4%	+	88.8%	+
CDES 125 F	114	76.3%	+	87.7%	+
CDES 140 F	29	65.5%	+	89.7%	+
CDES 141 F	32	59.4%	Below Standard	84.4%	+
CDES 151 F	40	70.0%	+	90.0%	+
CDES 201 F	340	75.0%	+	89.4%	+
CDES 204 F	180	79.4%	+	90.0%	+
CDES 205 F	22	68.2%	+	68.2%	Below Standard
CDES 207 F	6	66.7%	+	66.7%	Below Standard
CDES 208 F	26	69.2%	+	88.5%	+
CDES 209 F	21	76.2%	+	95.2%	+
CDES 210 F	90	68.9%	+	83.3%	+
CDES 211 F	31	80.6%	+	83.9%	+
CDES 215 F	41	65.9%	+	92.7%	+
CDES 225 F	15	86.7%	+	93.3%	+
CDES 231 F	5	100.0%	+	100.0%	+
CDES 238 F	81	79.0%	+	81.5%	+
CDES 240 F	36	63.9%	Warning	86.1%	+
CDES 261 F	96	58.3%	Below Standard	76.0%	Warning

These numbers show that we are above the institution's set standards for course completion and success rates. We feel that our department's success is due in part to the commitment of our full and part-time faculty, who not only teach collegiately, but are also active participants in local, state, and national child development and early education committees and boards. These success and completion rates may also be due to our department being receptive to our students' needs. We have been able to offer additional sections to accommodate certificate, transfer, and graduation requirements.

There were, however, four courses that need to be addressed in relation to the Success Standards (three Below Standard and one Warning). Discussions were conducted with the instructors of these courses to gain insights into the possible reasons for these concerns.

Success Rates Below Standard:

CDES 117 Language & Literacy in Early Childhood (in-person)
This course was offered in-person in spring of 2022 (8-week course). We feel low enrollment affected this data. Only 7 students were enrolled resulting in below success and completion rates.

CDES 141 Principles of Infant /Toddler Care and Education (in-person)
We noticed low scores in both the 140 & 141 courses. Even though the completion rates are well above average, it is concerning to see success rates below the standard for our CDES 141 course, and close to warning for the CDES 140 course. The department is providing an additional instructor to support the current faculty member and students. We feel this could help boost success rates.

CDES 261 Introduction to Elementary Classroom Teaching (in-person and online). This course was created to provide practicum opportunities in K-6th grade, in our local school districts. After a discussion with our faculty, students had a challenging time transitioning back to field work practices, especially with new Covid-19 protocols.

Completion rates below standard:

CDES 116 Art Education in Early Childhood
CDES 117 Language & Literacy in Early Childhood
CDES 205 Creating Environments for Young Children

All three courses were taught online in the fall of 2021. We strongly feel that this interfered with the success and completion rates of these courses. These are courses that students need to be at the CDES Lab School, providing them with opportunities to engage and interact with young children and physically observe different learning environments. Another factor was inconsistency with faculty. Two faculty members ended up cancelling their load for fall of 2021, and we had to quickly find replacements for them.

We now have two new faculty members teaching CDES 116 & 118 at our CDES Lab School and are offering these courses each semester on the same day and time eight weeks apart. We are providing scheduling consistency so students can plan their future course work. We are also considering offering the CDES 205 in person at our CDES Lab School, to provide students with hands-on learning opportunities.

CDES 207 Principles and Techniques of Early Childhood Special Education with Field Experience. Looking at the numbers, enrollment was low impacting this data. Only 6 students were enrolled, contributing to below standards success and completion rates.

Part 2: Additional Resource Request Reasoning and Support

Request Justification (Note: Expand all areas as needed to support your resource request)

Briefly summarize your new / modified resource request. Is it imperative that this resource request be processed now rather than during the next comprehensive program review?

1. *If the Resource Request is personnel-related, include support and associated details/data in support of this request.*

Our department needs TWO full-time professors to teach courses related to our CDES Laboratory School and other capstone coursework.

We need one full-time professor to teach curriculum courses that include CDES 116 Art Education in Early Childhood, CDES, 118 Math & Science Education in Early Childhood, CDES 121 Introduction to Early Childhood Education: The Assistant Teacher, CDES 205 Creating Environments for Young Children, CDES 225 Early Childhood Student Teaching Practicum, and CDES 238 Reggio and Constructivism in Early Childhood. This professor would also provide advisement and support for the CDES Laboratory School administration.

We need a second full-time professor to support in teaching CAP aligned coursework such as: CDES 140 and 141 Infant/Toddler Care and Education, CDES 120 Child Development, CDES 125 Observation and Assessment, CDES 240 Leadership, and CDES 261 Introduction to Elementary Classroom Teaching.

Current full-time faculty teach Title 5/Title 22 aligned core courses and specific content courses such as curriculum and administration. It is imperative that we seek highly qualified, full-time faculty members in these

roles for many reasons. First, our capstone courses (CDES 225 and CDES 238) necessitate full-time faculty oversight. Our student population requires significant academic and career advisement, and adjunct faculty are not required to provide this time to students. We also seek a vital liaison between CDES faculty and CDES Laboratory School administration. In CDES 121, the success rate in 2020 was only 67.9%, which highlights a challenge in finding qualified adjunct faculty members (see Chart under #2).

2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?

There are many benefits to having full-time faculty teaching the courses listed above. One specific benefit to students is that full-time faculty hold office hours. This allows for faculty to actively guide students who are looking for work in the field of child development & education, or to assist them as they apply for the Child Development Permits issued by the California Commission on Teacher Credentialing. Having additional full-time faculty members will allow us to continue to prioritize the needs of students while also continuing to participate in campus committee work and in the organizations across our county that support teachers.

3. How will this resource enhance your area or program? Have you considered the College Mission or Strategic Initiatives, physical/organizational restructuring, and or your program's goals for improvement, as stated in your last program review?

In our ever-evolving field, it is important that faculty stay connected with the legislation that will inevitably impact our work. For example, California has started to phase in Transitional Kindergarten for every four-year-old in our state. This will mean we will expand our work with current elementary teachers in our local school districts to help them obtain the 24 required units in early childhood education. The State Department of Education will also introduce the new Pre-K – 3 credential soon which will facilitate the need to review and possibly expand our course offerings to meet this need. We will also find a pressing need to expand our coursework specific to infant and toddler care, as our region is experiencing a high demand for care in that demographic. Due to these issues, our department is expecting to see continued growth in demand for our coursework. As we see this demand for our courses, we also need to ensure that we remain connected to the expansion efforts in our county and adjust accordingly. These ideas are specifically aligned with the campus 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.

To effectively develop flexible pathways for incoming students to gain what they need from us before entering the field and/or transferring, it is imperative that we understand the changes that are coming in our area. Adding two full-time faculty members will allow us the ability to be more strategic in our pathway planning, and in our continued curriculum revisions and in certificate and degree development.

In addition to our teaching loads and meeting the needs of students, our full-time faculty of three regularly hold advisory meetings, host informational permit events for students, collaborate with the Director of the CDES Lab School, and work closely with organizations in our county such as the Orange County Department of Education (OCDE), the Orange County Child Care and Development Planning Council, The Orange County Association for the Education of Young Children (OCAEYC), and California Community College Early Childhood Educators (CCCECE), among others. We are currently preparing to collaboratively host a conference in March of 2023 for 400 early childhood educators on our campus. We work closely with CTE (Career & Technical Education), provide tours of the CDES Lab School, and more. The workload for a full-time faculty of three is daunting, let alone the balance of meeting the program and student needs in an ever-changing, post-Covid era. It is abundantly clear that we need two full-time faculty members to meet the needs of our department, as we continue to ensure alignment with the college mission statement.

Part 3: Resource Request Funding

Directions:
- Complete and submit this section ONLY if you have a NEW resource request
- Each NEW resource request must include the associated justification (Page 3).
- Complete as many resource requests as necessary. Support each resource request with appropriate and relevant detail (Page 3).

Submission:

Requested by: Karin Pavelek Email: kpavelek@fullcoll.edu   Phone: 714-992-7501

Division: Social Sciences Department: CDES
Total Requested $:200,000.00

This request is intended as an update to a previously submitted program review. List and provide the cost to implement this request. Describe equipment location and include a description of additional space or maintenance, if needed.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	$180,000. - $200,000.	2 Full-Time Instructors
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	$180,000-$200,000 annually	

Provide any additional information that supports your request in the space below. Expand as necessary.

Approval:

Dean: Signature/Approval: _____   Date: __**3-13-23**__

Rank (if appropriate):   Dean Priority Ranking: _____ of _____