

## **Instructional Program Review Report Sierra College, 2018-19**

**Department/Program Name: Human Development and Family**

**Date Submitted: January 2019**

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**Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as well all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.**

**Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.**

**Relevancy: This section assesses the program's significance to its students, the college, and the community.**

**1a) To provide context for the information that follows, describe the basic functions of your department.**

The Human Development and Family is relevant in program serves students, the college, and the community in the following ways:

### **1. STUDENT RELEVENCY:**

#### **A.Degrees Offered:**

*i. AS-T Degree:* Students earning the Associate in Science in Early Childhood Education for Transfer (AS-T) Degree are guaranteed admission with junior standing to the CSU system, but not to a particular campus or major. Upon transfer, students will be required to complete no more than 60 additional prescribed units to earn a bachelor's degree

(AS-T) provides students a clearly articulated curricular track to complete a bachelor's degree in Early Development, Care and Education (EDCE) at CSU Sacramento. The degree also provides the same academic benefit for students planning to transfer to other CSU campuses with the following bachelor's degrees: Child Development, Child and Adolescent Development, Human Development and Education.

ii. ***AA or AS Degree:*** The Associate in Art in Early Childhood Education and the Associate in Science in Early Childhood Education both provide the educational background required by many employers to work with young children. These degree patterns prepare students to work with children from birth through age 8 in higher leveled care and education positions such as Site Supervisors and Lead Teachers.

***B. California Department of Social Services Certifications to work per Title 22/5 Child Care Facilities (determined through transcript review at child care center visits from licensing analysts):***

- i. ***Fully Qualified Teacher:*** For students seeking employment in Title 22 (licensed) or Title V (state funded) facilities in the state of California, the department provides the 4 “core” courses needed to become a fully qualified teacher (HDEV 2,4, 5, and 9).
- ii. ***Infants and Toddler Teacher:*** For students wishing to work with infants and toddlers in the state of California, the department also offers the 6 specialized units required to work in these settings. (Employees must have these units in addition to being a fully qualified teacher as defined in “i” above.)
- iii. ***Site Supervisor:*** For licensed facilities in the state of California, there must be a qualified Site Supervisor on site. The HDEV department also offers the 6 units required to be a qualified director under California licensure for child care programs.

***C. Certification to be a California Mentor Teacher:*** Per Title V, for teachers wishing to participate in the California Early Childhood Mentor Program and host practicum teachers, HDEV 38 is required.

***D. Certifications through the Commission on Teaching Credentialing:*** For students wishing to work in state funded programs, employers require Child Development Permits. California offers six levels of Child Development Permits, each with its own set of issuance requirements and each authorizing the holder to perform different levels of service in child development programs. All permit levels are tied to Early Childhood Education courses, through the California Department of Education, Early Education and Support Division and the Commission on Teacher Credentialing. The student must apply to the Commission on Teacher Credentialing for any/all Child Development Permits. Full time faculty have applied for and received the ability to sign off on student applications, and any application received by the Commission is thus granted without review. This benefits the student as it cuts down greatly on the timeline to receive their permit.

***E. Elementary Education Preparation:*** As is mentioned above, the AS-T degree prepares future educators to teach in an elementary school setting. Coursework provides a clearly articulated curricular track for students to complete their Elementary Education Teaching Credential.

***F. General Education:*** For students pursuing degrees other than Early Childhood Education (ECE), the department offers many transferable general education courses providing students a background in Human Development and real life application. HDEV 1, 4, 9, and 21 are the

courses typically taken by students in majors other than ECE. These students are interested in nursing (required for this major), work with the elderly, social work/human services, and elementary education among many others. For the upcoming spring semester, there are 38 sections of these sections combined.

- G. (Non ECE) Lifelong Learning/Professional Development/Salary Advancement:** The HDEV department offers courses for lifelong learners seeking coursework for both personal and professional reasons. Elementary school teachers return to Sierra for courses in art, music, math/science, or the education of children with special needs in order to advance on their district salary scale. Many potential parents also take Early Childhood/Human Development courses in order to be better prepared for parenthood and its challenges. Parents may also take courses to retain or regain custody of their children per court orders. The HDEV department has written mirrored noncredit courses in the spring of 2018 in hopes to make many “lifelong learning” courses more accessible to parents and educators alike.
- H. (ECE) Professional Advancement:** The department offers courses for those seeking advancement in their profession to advance on the salary scale and seek higher leveled permits or for those in the field of education who need Early Childhood Education units to be able to keep their current position.
- I. Departmental Support of Professional Development for HDEV Students:** For students, the department administers two grants (Training Consortium and Mentoring) funded through the California Department of Education, Early Education and Support Division with federal Child Care Quality and Development Improvement funds. The Training Consortium grants support Sierra students through stipends as well as training and resources with the goal of them staying in the field and completing their AA degree. The Mentoring grant uses an advisory body to vet student teaching placements with highly qualified mentor teachers. In addition to these two grants, two full time faculty recertified as California Professional Growth Advisors. The department has also co-hosted “Permit Parties” on and off campus where students can receive individual academic counseling by a full time faculty member, go through the live scan fingerprinting process, and fill out their Child Development Permit Application. Our department also posts and advertises workshops offered in the area on our Facebook page, and in our classes.

## 2. *College Relevancy*

- A. Departmental Support of Professional Development for HDEV Staff:** For staff in the department, CTE funds are dedicated to ongoing professional development for part time as well as full time staff. For example, the department has funded faculty maintenance of PITC (Program for Infant Toddler through West Ed) certifications as this certification is required to teach our Infant Toddler coursework, HDEV 11 and HDEV 12. In addition, CTE funds have enabled staff to attend CAEYC (California Association for the Education of Young Children) conferences, State Department of Education Desired Results Trainings, and the annual Play Summit.

- B. *Department Curricular Support for HDEV Staff:*** During the Planning and Assessment process, staff have requested more videos which have all been purchased and then placed online. We also have purchased a large selection of literacy materials for all campuses. Staff have also requested sign boards and buzzers, as well as “creation stations” with art supplies etc. for instructors to use during on ground classes. These have all been purchased and are housed in dedicated classrooms.

Video tutorials have been created and stored in Canvas to allow new faculty the ability to self-train on things such as ordering prints from the print shop, creating a banner in Canvas, how to create and manage content in Canvas, “best of” practices in specific courses, and how to get into and use Web-CMS, etc. These videos have been successful according to feedback.

- C. *Participation in Career and Technical Education:*** HDEV staff actively participate in all CTE activities including annual updating of local application, high school inreach and outreach activities to local high schools, and specific outreach to veterans and under-represented populations (males in ECE). HDEV also supports the Hacker Lab by asking students to provide child care and activities for young children for large events, and has participated in Mini Maker Fairs. HDEV Faculty are also currently heavily involved in the PCOE PLC (Placer County Office of Education Professional Learning Communities) K-12 meetings in an effort to revitalize articulation agreements with industry specific high school CTE teachers. Currently, we are working with Whitney High School and Placer Union towards this end.
- D. *Equity Work:*** The HDEV department has been active in the equity work of the college. All 3 full time faculty members have applied to attend the Diversity Retreat, and two have attended in addition to one part timer. The department is also hosting two Equity Educators in the spring of 2019.
- E. *R4S/Interest Area Work:*** Full time faculty have fully participated in the work to remap our degree pattern and to develop our Education Interest Area. One full time faculty member has volunteered to serve as an Interest Area Liaison for Education.
- F. *Curricular Work:*** The department just finished their departmental review to ensure alignment with California’s Curriculum Alignment Project as well as C-ID descriptors. All courses were reviewed and taken through the college curriculum committee for review, including mirrored noncredit coursework and several new courses. Additionally, faculty participated in the Curriculum Best Practices Analysis.
- G. *Shared Governance/Workgroup Involvement:*** In addition to what is outlined above, HDEV full time faculty support college efforts, currently sitting on the Honors Committee, NIB Weaver Modification Workgroup, Non-Credit Work Group, Distance Learning and Technology Committee, CTE Committee, Sabbatical Committee, non-HDEV Department Hiring Committees, and Tenure and Non-Tenure Evaluation committees. In addition, one

full time faculty member is serving as the Education Interest Area Liaison and another is enrolled as an Equity Ambassador. Two full time faculty have also attended Granlibakken SC 4 Communication, Creativity, Culture, and Collaboration Training.

### **3. *Relevancy to Community***

**A. *HDEV Advisory Committee:*** The Human Development department has a strong and vibrant Advisory Committee with a vast variety of public (state and federal programs) and private agencies as well as resource and referral programs. This committee has boasted up to 50 in attendance, and has given vital input into new course development as well as additions/deletions to curriculum in current courses. This body guides faculty in ensuring that coursework and lab placements successfully prepare students to apply for and retain employment.

***Local/State Level Participation:*** Full time faculty sit on the Placer County Office of Education Literacy Board, have a seat on the Local Child Care Planning Council, and serve as the Child and Adolescent Faculty Discipline Review Group Lead for Child Development C-ID. Full time faculty also attend PEACH (Partnerships in Education, Articulation, and Collaboration in Higher Education) meetings, a Higher Education group committed to preparing a qualified and effective Early Childhood Education (ECE) workforce as sponsored by the Packard Foundation. Full and part time faculty are also active in CCCECE (California Community College Early Childhood Educators), have memberships and attend CAEYC (California Association for the Education of Young Children) conferences, and participated in the Valley Vision/Strong Workforce efforts. As has already been mentioned, the department administers the Child Development Training Consortium and Mentoring Grants funded through the state of California. Part time faculty are also quite active at these levels. Jacquie Sell sits on the State board for California Association for the Education of Young Children. Mary Anne Kreshka sits on the Placer County Head Start Board, the Sierra College NCC Child Development Collaborative Leadership Council, the Nevada County Early Childhood QRIS IMPACT Committee for Placer/Nevada/Sierra Counties, and the Nisenan Heritage Day Celebration Planning Committee for a November event at the Sierra College Campus.

Cyndy Santa Cruz Reed sits on the Board of Helping Hands Nurturing Center. Joyce Daniels sits on the CAEYC Conference Planning Committee. Liz Ferry Perata and Mary Ann Kreshka both sit on the Mentor Advisory Committee, and Veronica Rivera Carpenter, Liz Ferry Perata, Jolene Hardin, Donna Greist, and Veronyca Shipley are all PITC certified trainers. In addition, three of our part time faculty members own their own preschools, and many work in the field, present at conferences, and are certified in tools and contract out for their services.

- B. *Employment Efforts:*** HDEV has developed a student Facebook page, where we actively interface with employers who have job openings. We also invite employers onto campus who are needing to hire large numbers of students, and visit non lab school facilities twice yearly so that we are well versed in employment opportunities for students.
- C. *Los Rios Partnerships:*** HDEV faculty maintain close relationships with Los Rios faculty, and have had formal meetings with them as a group to discuss curriculum consistency as well as to identify training issues. This group has no name but is a grassroots effort to open up communication in our local area about training the ECE workforce.
- D. *Higher Education Partnerships:*** The HDEV department is heavily involved with the local CSUS and Pacific Oaks Bachelor's cohort programs, and the department hosts informational meetings for students each semester for transcript evaluation and basic program requirements and benefits. In addition, the HDEV Dept. has attended meetings with CSUS to develop an accelerated dual credential program. And finally, faculty have been invited and spoken on panels for graduate level students in the Child Development program at CSUS and have used these opportunities to recruit new part time employees, and to recruit for the Equity Ambassador program.
- E. *Utilization of Community Placements for HDEV Students:*** The relationship between Sierra College and community lab school placements allows the department to function given the lack of an on campus lab school. Students in HDEV 2, 3, 5, and 10 require work in Early Childhood settings, and PCOE provides Sierra College with high quality environments to observe as well as placements for curriculum and student teaching. For the Rocklin Campus, there are nine labs schools located in Roseville, Rocklin, Colfax, Auburn, Loomis, and Lincoln. For the Nevada County Campus, we have the Child Development Center as well as 2 additional community practicum placements. In Truckee, students complete their practicum at the Tahoe Forest Children's Hospital.

*1b) How does your program support the district mission, as quoted below?*

*“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college’s programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate’s and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.”*

***Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?***

- ***Support in Furthering Diversity and Inclusion:*** Early Childhood Education philosophy is heavily rooted in issues of diversity, which are purposeful skills taught in our degree for future teachers of young children. As a result, our coursework is heavily infused with concepts of inclusivity. We have made great strides to employ a more diverse part time workforce, and to choose texts that are culturally sound. Full time faculty have all applied for the college sponsored diversity retreat (two have attended), attended the recent equity summit, and have two equity educators in the equity educator program.
- ***Support in Challenging Students:***
  - ⊖ ***Staff Assets:*** Our biggest strength in challenging students is our part time faculty workforce, combined with high quality early childhood placements. Our part time faculty work in the field and are abreast of the current changes in the diverse needs of the children in our area. Our lab schools are programs that provide care for low-income children exclusively. Experiences in these classrooms often awaken students to understanding of the real and severe needs of ethnically diverse children living in poverty in their own community. This type of experiential learning cannot be underestimated and is an important component of our educational program.
  - ⊖ ***Curricular/Program Assets:*** A major goal of the department is to challenge and support students early on to identify their professional pathway within the field of Early Childhood Education. For example, in our introductory Early Childhood Education course (HDEV 2), Principles and Practices, students are required to do a variety of observations in Early Childhood settings and are exposed to all options available to them in the field. Examples include but are not limited to Montessori, High Scope, Early Head Start/Infant Toddler, Waldorf, State Preschool, Family Home Child Care, elementary education, subsidized/private settings, and inclusive settings with children with special needs. By exposing students early on to the variety of employment options available in Early Childhood Education, students are able to identify their strengths/interests, choose a career path, and develop and pursue an educational plan early on in their experience at Sierra. An important part of this early exposure also assists the department to identify students who may not be successful working with children and to counsel them in choosing an alternate or related field of study. The variety and depth of courses offered in the department, whether in certificate/degree driven pathways, general education courses, or lifelong education meet the needs of students overall, and tie in directly to the Sierra College mission.

***The HDEV Program supports the ISLOs of the college by infusing these goals in all HDEV courses.***

- ***Communication:*** A combination of reading, writing, listening, and dialogue is required in all HDEV courses. The department is moving away from expensive textbooks where possible and has replaced these written texts with online educational resources. All courses have some degree of a lecture (listening) component and require writing. Active learning and dialogue is at the heart of our instruction.
- ***Technology and Information Competency:*** This has been an increasing focus of the department, specifically in our efforts to increase high quality online instruction. In the fall of 2018 the department offered its first hybrid course in order to support students who may be fearful of fully online instruction. As has already been mentioned, several courses have converted to OER (online educational resources). HDEV 3 was taught online for the first time this semester (spring 2018). There is only one other course in our degree/certificate pattern (HDEV 5) that has yet to be taught in a hybrid or fully online format. We hope to do that in the near future.
- In addition, in the field of Early Childhood Education, we access many California resources heavily in our instruction and have converted student portfolios to e-portfolios in response to employer input on our advisory committee.
- ***Critical and Creative:*** Human Development by nature is a field in which theory and practice are joined together. Therefore, it is imperative that these types of activities, curriculum, and assessments be embedded heavily as we prepare a workforce with these skills. Because humans are always developing, it is imperative that student be able to apply theory to practical situations and think deeply about development and their role in supporting it.  
Two of the three HDEV PSLOs relate directly to this ISLO;
  - Identify and evaluate factors that influence child/human development from various theoretical perspectives and current research findings AND
  - Analyze early childhood programs for developmentally appropriate practices and program effectiveness
- ***Citizenship Ethics Responsibility:*** The National Association of Young Children's Code of Ethics is utilized in the "core" courses as students' progress through the program. This code addresses professional responsibility to children, parents, co-workers, and employers. And finally, the third HDEV PSLO fits under this ISLO as follows:
  - Exhibit professionalism within the field of Early Childhood Education by demonstrating skills relevant to the field that include incorporating meaningful curriculum, content knowledge, culturally and linguistically appropriate learning environments, and observation documentation and assessment of young children.

***1c) Program offerings align with which of the following mission categories; check all that apply:***

- Transfer**
- Career Technical Education**
- Personal Development/Enrichment**
- Lifelong Learning**
- Basic Skills**

**1d) Please analyze your department’s performance in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation; relevant data includes the equity and diversity goals of the department and College.**

**If any of the following apply to your program, please address them in your analysis.**

- **Degrees, certificates, and/or licenses your department has generated:**

• **TRANSFER:**

- **Student Transfer:** Dashboard Data does not capture non transfer degree transfers, but our department has been heavily encouraging students to file for their degree even if they don’t plan to transfer, hoping that some students will end up transferring at a later date. AS-T rates were much lower last academic year (see graph below), and we are not quite sure why. We will continue to analyze this trend in hopes that these numbers increase again.



As is indicated below, AA/AS degree data over the last three years shows that these degrees are holding steady. We hope to see these numbers hold steady or decrease as the ACT and AS-T numbers increase as the BA/BS is being demanded by many employers.



• **Transfer Facilitation:**

- **CSUS:** Full time faculty have attended information sessions and workshops around ACT, the new accelerated degree pattern to be implemented at Sierra College beginning fall 2019. We have created and implemented a template for students to successfully prepare to transfer into this accelerated dual credential program with a BA in Child Development. Two courses have been written and submitted to curriculum that support this opportunity as well.
- **Pacific Oaks/CSUS Cohorts:** As has already been stated, the department has close relationships with CSUS and Pacific Oaks, and advertises these programs to students heavily, including hosting on campus information sessions. There are current plans to host the next BA Cohort on the Sierra College campus beginning fall 2019.

• **CAREER AND TECHNICAL EDUCATION:**

- **Certificates:** Our certificates rates have shown a significant drop in the last 3 years, specifically in the last academic year. Our department is in a state of flux with certificates as a result of MAPPING, and our rates show this. In the 2018-2019 catalog, we will have three new certificates, and have done away with more than that. We believe that we had too many certificate choices for students, and have narrowed that down to better reflect job related skills (Associate Teacher, Infant Toddler Teacher, and Site Supervisor) that would be more readily accepted in our field versus curriculum specific certificates (Art, Literacy, etc.). The

field of ECE has their own certifications and does not recognize college skills certificates in any way so it has been a struggle to encourage students to apply as there is no true benefit for them in terms of employability. Nonetheless, it is tied to funding and we will encourage students to apply once our new certificates are in place.



- **The alignment of these awards with the district’s mission and/or strategic goals. (See the district “Awards Data File, available from Research and Planning, for your numbers).**

**District Time to Award (Yrs)**

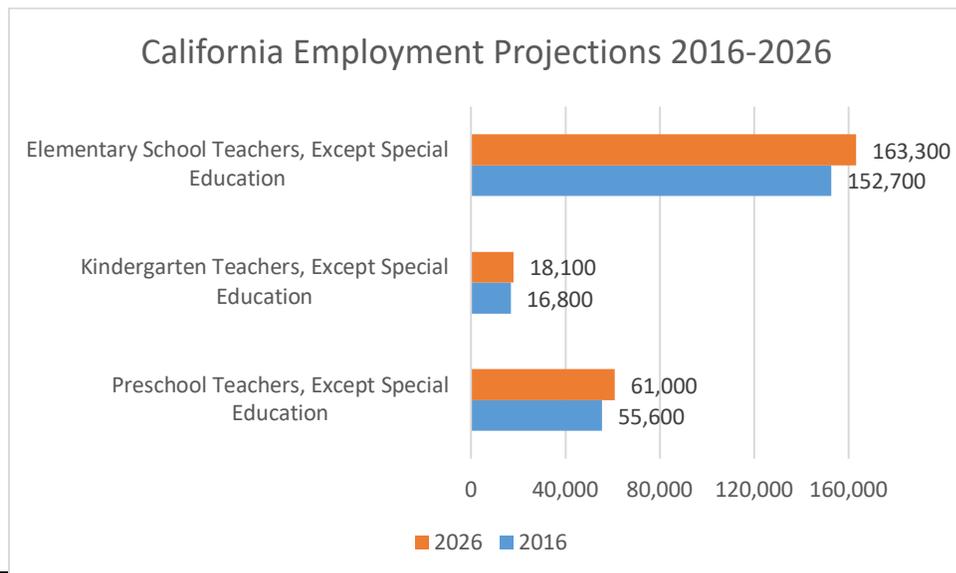
Award Type	Years
Associate in Arts for Transfer	3.79
Associate in Science Transfer	3.93
Associate of Arts	4.10
Associate of Science	4.07
Certificate of Achievement	4.10
Skills Certificate	3.70

- **Time to Award:** The HDEV department has statistics slightly below district averages for almost all award/certificate types. We believe this is because students can enter the Early Childhood field quickly with 6 units as the state of California gives employers one year for employees with 6 units to gain an additional 6 units. Because students can work full time, many do, increasing the amount of time it takes for them to reach these types of goals. As we see more “day” students who are full time students and headed to bachelor’s programs, we believe these numbers will decrease. We also believe participating in the accelerated degree pattern through CSUS will “fast track” students, decreasing these statistics even further. Although the HDEV department wants to align with district goals, our ECE majors work with children during the day and full time enrollment is difficult. To that end, as has already been discussed, we are attempting to take more and more classes online or format as a hybrid as these formats are more flexible for students working full time.

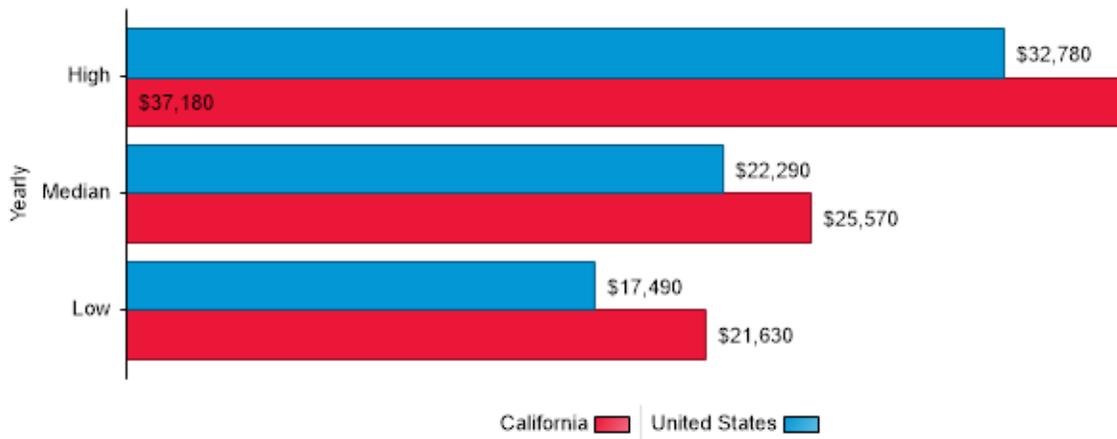
- **Job placement or labor market information for your program's awards and licenses.**
  - **Labor Market:** We used a program allowing us to pull data from over 30,000 online job boards to understand the current hiring trends in the field of Early Childhood Education. This data encompasses the span of time from 7/17/18 to 11/13/18. The data we pulled through this program eliminates redundancy before the totals are aggregated (meaning if the same position is posted on multiple job banks, the data will accurately reflect one position instead of many). Eight job titles were searched that cover the span from early child care and education, elementary education, and administration of child care and education programs. We feel that this represents students enrolled at all levels taking coursework in our department. For example, a student enrolled in their first course in HDEV might seek a position as a child care worker while a recent graduate may transfer into a credential program. In all scenarios, our course work directly meets the qualifications for these positions as set for by the California Commission on Teacher Credentialing.

Data pulled show that currently there are 700 local positions that are within our search criteria. Of those, the vast majority (479) are for Preschool Teachers. In relation to the location of our campus, 137 of these positions are in Placer County. The remainder are throughout the greater Sacramento area.

In the immediate future, growth trends in our field are predicted state wide as indicated below.



- TOPS Codes Related to Wage Information:*** The information in the chart below is taken from the State of CA link provided on SC webpage. The only TOPS codes are for “Childcare Worker” or “Nannies”. These TOPS codes job categories are SORELY outdated and do not represent our field well as they require no units/licensing and are the equivalent of a babysitter. This data is not appropriate to report as it skews our income averages and perpetuates a stereotype of Human Development/Early Childhood Education as being a predominantly low waged field. Like any field, there are low paying jobs but these jobs, by and large, are in unlicensed programs or with families who are paying cash for services. Head Start, for example, required a Bachelor’s Degree in Child Development for at least half of their teachers and pay scales were adjusted as such. We hope in the near future that TOPS codes will be revised to include Transitional Kindergarten teachers (who are paid on the K6 salary scale), and to NOT include non-united employment such as babysitters and nannies.



- Current Wage Trends:*** In March of 2018, the field of ECE received a bronze Strong Workforce Star from the California Community College Chancellor’s Office for outstanding workforce outcomes. (See attached letter.) This award cites the following post-college outcomes in employment, earnings gains, and regional living wages, based on Strong Workforce Program Launch Board data.

  - Child Development-Early Care and Education: 59% increase in earnings
  - Child Development Administration and Management: 58% increase in earnings

We do not believe that there has actually been recent wage increases as certification requirements have not changed; we believe this is a sign that wages are being reported more accurately.

- **The contribution your program makes to student transfer.**
  - This has already been responded to in previous sections, we hope! See section on AS-T above.

1e) **Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.**

**In addition to the Human Development and Family Department contributing to district goals, mission, values, and strategies as listed above, the HDEV department also demonstrates**

1. ***Diversity:*** The department has made a marked effort to recruit and retain men in the field of Early Childhood Education, a historically female dominated field. In our current student teaching and curriculum placements, in partnership with PCOE, there 3 men in Site Supervisory positions, all former Sierra College students. We place men in these schools in order to “grow” men in the field. We also employ three male instructors.
2. ***Campus Climate:***
  - ***Student Centered Community Building:*** The HDEV department has “lost” its ECE Club as our students have moved to more online classes and attend a great variety of day and night courses. As a result, we have tried several evening sessions to boost morale with our students including hosting several movie nights to show screenings of movies such as Screenagers and Mr. Rogers Neighborhood. We have also hosted permit parties as has already been described. When we attend high school outreach functions, we take donuts and assign each incoming student a full time faculty member who checks in with them in the summer before their first classes at Sierra. Each semester, the outgoing HDEV 10 students write a letter of advice and encouragement to the incoming class. We do many things like this, as teachers naturally seek comradery with one another. The department has many ideas for the future as we move into interest area work and community build early on with students who have an interest in becoming teachers.
  - ***Graduation:*** Beginning SP 17, we have hosted a graduation hat decorating night (see photo below) and did a faculty/family meet and greet after the ceremony with photo booth props. We also gave each student a charm with a poem about teaching as a memento. We do this to celebrate a milestone achievement of course, but also believe that students are more likely to keep in touch with each other, pursue cohorts together, and stay in touch with faculty. This, quite frankly, is easy to do because by graduation there is quite a sense of community. All full time faculty attend graduation every year, and many part timers have participated as well. In addition, full time faculty attend NCC graduations at least every other year.



- **Social Media:** The HDEV department maintains two Facebook pages, one for staff and the other for students and the greater community. This has created cohesion, as well as some “fun”! We post job announcements, trainings, and memes about the joys and heartaches of teaching. Because recent efforts have been revitalized with high school populations, our plan is to create a department Instagram page as well!

- **HDEV “Gear”:** As it has become affectionately known, we have HDEV t-shirts, sweatshirts, and bags. We also have purchased aprons for staff and students to wear at Dino Days, Maker Fairs, and other campus events. This has given us a sense of pride and unity!



The photo below is from our “Party Bus” trip to NCC for flex. We toured the TT campus with Kim Bateman and then went to a staff member’s home in Truckee and had our meeting on her deck overlooking a beautiful panorama of mountainous scenery. Our newest addition to “gear” has been to order onesies for babies and grandbabies of our part timers (and hopefully someday our full timers!) How can a Human Development department not celebrate these things?

- **Flex Meetings:** Our HDEV department has worked to improve attendance at flex and P and A meetings,



and our over 80% attendance of around 30 part timers each semester is proof, we believe, of a positive climate for staff. Because these meetings are so heavy in content, we have created riddles and songs ahead of time so that staff can guess the theme before revealed.....examples are Twas the Night Before Flex and Yo Ho Yo Ho A Teacher’s Life for Me”. Our pirate themed flex spring 18 included staff “walking the plank” to enter our training, wearing an eye pat, and referring to themselves throughout the night by their icebreaker given pirate names. For fall 18, our pirate ship reached a beautiful island and we had a beach themed meeting and hired an aloha dancer to perform under the stars, and teach us a cultural dance. Our theme this spring was to highlight our part time movie stars.....staff entered by walking a red carpet complete with a photo op!



By creating a department climate of trust, respect, and relationship, we believe these things “spill out” to our classroom climates with students and climate on campus overall and that we create a well-informed, collegial department. In ECE, we know that taking care of teachers creates classrooms where teachers take care of children. The same is true at any level.....”nurture the nurturers”! Full time faculty spend their own monies to

make these events fun as well as meaningful. We love every minute of this!

- **Room “Makeovers”:** After attending the Summer Jam/RISE training by Dr. Jennifer Kieffer Lewis Neal, staff decided to take a close look at classrooms and how they help teach ECE concepts and address classroom climate. Three out of the four classrooms used by HDEV faculty have been decorated to create an environment that aims to both value the students as well as inspire them. We have added fidget toys, as well as beautiful handmade items with muted colors, just as we would in our lab settings. We strongly believe that the environment is a teacher as well.



### 3. ***Cultural Enrichment:***

- ***Staff Training:*** Three faculty members in the HDEV department have attended the Sierra College Equity and Diversity Retreat. Catherine Goins attended the first retreat in December of 2016 and Debbie Eastman and Shelly Boucher attended the third retreat in January of 2018. Lori Capaul has applied and hopes to attend as well. All full time faculty completed the Avoiding Bias in the Hiring Process training, the Harassment and Discrimination Prevention training (Gender, Veterans & Culture) in fall 2018, and the spring 2019 Equity Summits.
- ***Room “Makeovers” Revisited:*** In regard to the early addressed classroom aesthetic improvements, there are plans to create culturally reflective images for underserved populations of students. Posters displaying people of different minority groups will be ordered and quotes from these successful people will be created and placed on the posters before they are framed. For example, a poster of Frida Kahlo will have the quote “At the end of the day, we can endure much more than we think we can.” The goal for this project is to display images of inspiration and success that may facilitate underrepresented populations beliefs in themselves and their abilities.

2) ***Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.***

2a) ***Curriculum: Comment on the currency of your program’s curricula, including discussion of any recent or projected changes. Please describe your process and the criteria, including state and/or professional mandates, for evaluating and revising curriculum, including the use of SLOs.***

***As relevant, please address the impact of the development of MAPs, Interest Areas, and Guided pathways on curriculum and program planning and assessment***

1. ***Curriculum Currency:*** The HDEV department just went through a full curriculum review in spring of 2018. As a result, each course was reviewed by all full time faculty as a group and taken through the curriculum committee. CSLOS (Course Student Learning Outcomes) and course outlines were updated, and all coursework was made distance learning “ready”. During this same review process, each course was compared to Curriculum Alignment Project (CAP see #4 below) and C-ID Course Descriptors. At our fall 2018 planning and assessment meeting, all new course outlines and CSLOS were reviewed with part timers.

2. ***MAPPING/Degree Pattern Currency:*** During R4S work, the department completely revamped its degree pattern MAP. We believe our new degree pattern better prepares students to enter the world of work and go on to a 4 year degree.
3. ***Course Currency:*** Two new courses were written and taken through curriculum fall 2018 in order to collaborate with CSUS and offer an accelerated degree offering students two teaching credentials. We currently have a fully developed map for this course pattern and we are working with counseling as there is no set process to add a map/template. We also have just taken many of our courses back through curriculum to teach them as mirrored noncredit courses.
4. ***Curricular State Alignment Currency:*** Our department has been a frontrunner in terms of involvement with the California Curriculum Alignment Project (CAP). This project supports transfer and curriculum consistency in the foundational preparation of early childhood education students. Regionally accredited community colleges, CSUs, and private universities can participate in the alignment process and be recognized statewide as partners in creating streamlined pathways to degree completion. The Race to The Top/Early Learning Challenge Grant (RTT/ELCG) has enabled the expansion of this project to include seven additional courses in the three specialization areas of Infant/Toddler, Administration, and Children with Special Needs. When this opportunity was released, we immediately wrote curriculum for one new course and ensured CAP alignment with the other six courses, which existed already in our curriculum. We just received word this month that our college is moving forward, that we have completed its second phase, with an additional 24 units to be aligned statewide with all other community college offering Early Childhood Education courses. Our coursework is also C-ID aligned, as this was a part of our curriculum review spring 2018.
5. ***Course Format Currency:*** During the spring of 2018 created several non-credit certificates and duplicated existing courses as non-credit courses and brought both the courses and corresponding certificates through the curriculum process successfully. These courses are of benefit to those who may be fearful of entering college, or those returning from a long absence. In addition, all but one HDEV course has been taught online or in hybrid form, as this is the current demand.

**2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.**

**In the space below, please describe or attach the cycle you have developed for outcomes assessment.**

- ***HDEV Planning and Assessment:*** The HDEV department follows the college policies for SLAS collection. Each course is assessed every 3 years. Because extensive work was done spring of 2018 in curriculum, the HDEV map was updated extensively with all new CSLOS. New coursework was linked to PSLOS and ISLOS. (See attached MAP of HDEV coursework and schedule of assessment.)
- Now that curriculum review is over, our department is turning its focus towards Interest Areas. We are currently working to develop a one unit exploratory course that will help students interested in education as their interest area upon entering Sierra College.
- See attached Departmental Analysis Forms for further information about department level discussions for the last several semesters. These meetings are lively and always result in a deep analysis of student learning as well as overall recommendations for the department. Some of the issues raised in the last several meetings included
  - A desire to learn the new dashboard technology
  - Continued purchases of active teaching aids
  - Online instructions support including instruction in ADA compatible software and content development
  - New degree pattern familiarization
  - New CSLO/course outline familiarization
  - NEEDS:
    - Storage for teaching aids in all dedicated classrooms, “roving” sets of materials
    - Funding for conferences

**2c) Professional development: Please describe how your department’s individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.**

- ***Professional Development:*** Each semester, the HDEV department offers 3 hours of flex professional development in the form of a one hour staff meeting and a two hour planning and assessment meeting. As a CTE program, HDEV has access to funds to send staff to local conferences and workshops. The ECE field offers many free and low cost workshops, and

these workshops are passed along to all part time faculty throughout the year by full time faculty.

*Please describe your staff development needs based on this analysis.*

- **Professional Development Needs:** There is a need for accessibility and online training as well as for general conference attendance monies. There is a current increase in online trainings in house being offered by the new Sierra College Professional Development department. We are hoping that these trainings are offered either online or in the evenings, as our part time faculty work during the day by and large.

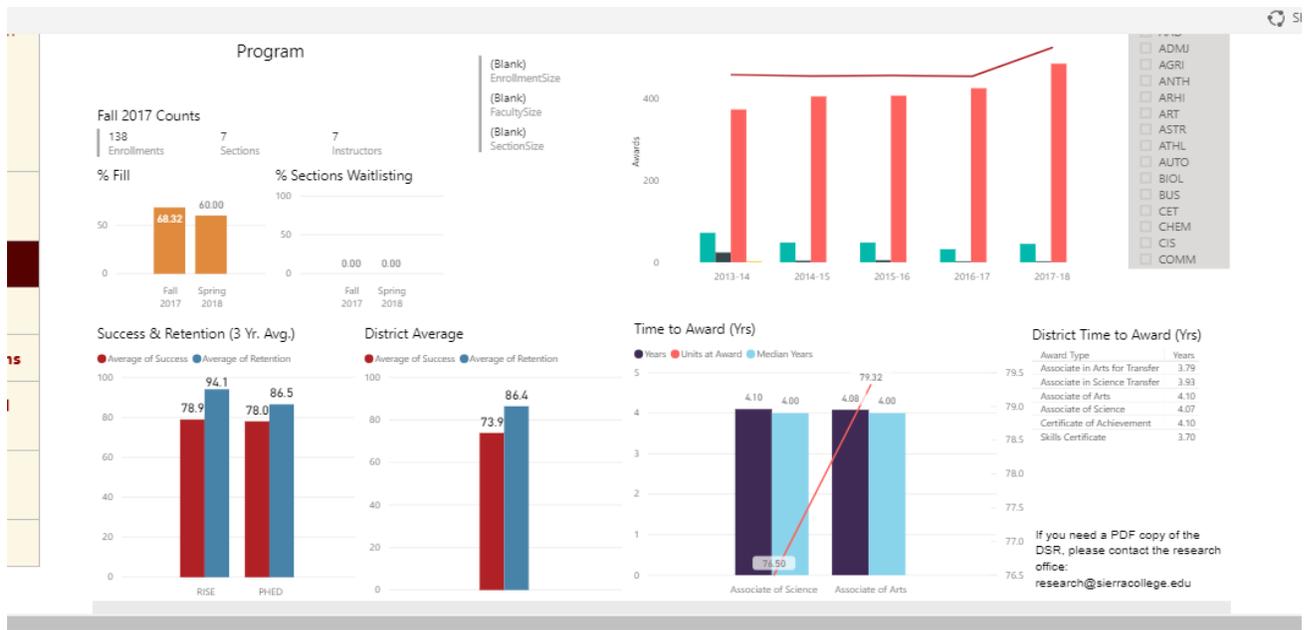
*2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.*

None noted.

**3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.**

*3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program; if you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.*

Sierra Success and Retention (see graph below): Sierra College has an overall 73.9% success rate and an 86.4% retention rate as indicated in the graph below.



When comparing HDEV data to overall Sierra College statistics, we fare as follows:

- HDEV on ground courses overall have a slighter higher percentages for both indicators than district success rates of 75.7% success rate and 89.4% retention rate.
- HDEV courses taught on the Rocklin Campus have a slighter higher success and retention rates 75.9% and 90.6% than other on ground Rocklin campus courses (74.2% and 87.1% respectively).

Please begin by selecting the appropriate division or interest area.



Campus	Rocklin Campus			Total		
	Enrollments	Sections	AvgSize	Enrollments	Sections	AvgSize
201580	1320	38	34.74	1320	38	34.74
201640	1199	39	30.74	1199	39	30.74
201680	1090	37	29.46	1090	37	29.46
201740	964	40	24.10	964	40	24.10
201780	1074	39	27.54	1074	39	27.54
201840	905	38	23.82	905	38	23.82

HDEV courses taught on the Nevada County Campus are in line with success and retention rates at NCC overall. (77.4 % and 87.2% for HDEV only) (76.3% and 86.7% for overall NCC).

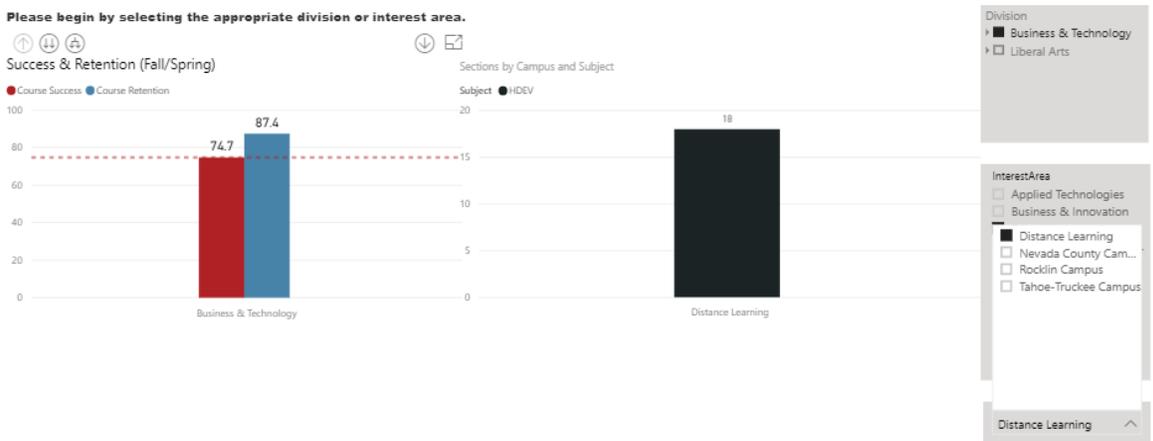


HDEV Instruction.docx, 234696 Practicum.pdf, 234696 Practicum.pdf, BoardGameLesson.docx, HD 10 Lesson

HDEV courses taught on the Tahoe Truckee Campus has a success rate of 83.7% and a retention rate of 93.9%. These are lower than the overall Tahoe Truckee success and retention rates of 78.4% and 87.9% respectively.

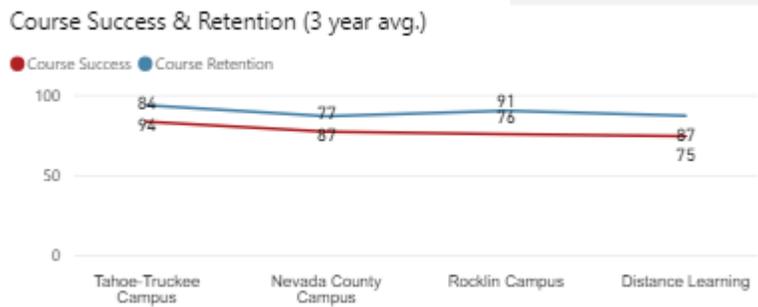


In distance learning, the HDEV only course success rate is 74.7% with a retention rate of 87.4%. Overall, Sierra College has a success rate of 70.3% and a retention rate of 83.2%, slightly higher than the district average.



Campus	Distance Learning			Total		
	Enrollments	Sections	AvgSize	Enrollments	Sections	AvgSize
201580	362	10	36.20	362	10	36.20
201640	515	15	34.33	515	15	34.33
201680	541	16	33.81	541	16	33.81
201740	580	17	34.12	580	17	34.12
201780	602	18	33.44	602	18	33.44
201840	545	16	34.06	545	16	34.06

## SUCCESS AND RETENTION OVERALL



Overall, as shown in the graph above, HDEV has held fairly steady with success and retention rates over the last 3 years. We believe that with the new degree MAP and Education Interest Area, these numbers will increase as counseling of students will become more holistic.

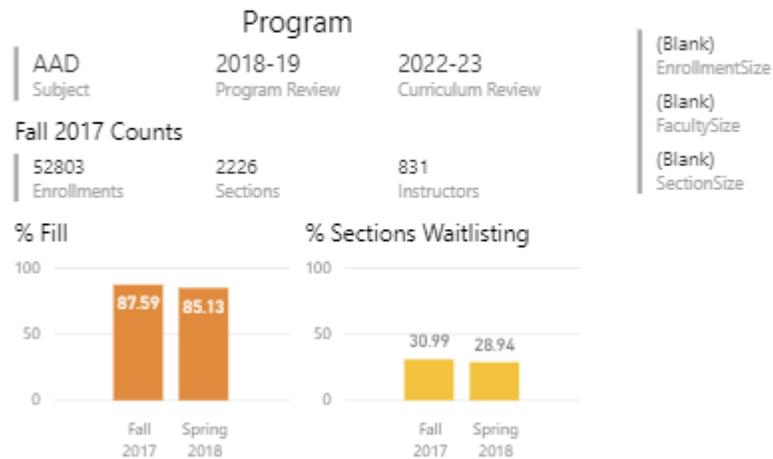
***As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.***

- **MAPS/INTEREST AREAS/GUIDED PATHWAYS:** As has already been stated in previous sections, the HDEV department has participated fully in the MAPPING process, R4S, and Guided Pathways. One of the co-chairs of the department, Shelly Boucher, has been appointed as the Education Interest Area liaison. HDEV is fully on board and all full time faculty have attended all meetings for these efforts and invited EDU staff to attend our SP19 department flex meeting to get a jump start on the planning for better coordination between our departments to support ALL students interested in the field of education. We are honored that both part time faculty attended, and look forward to what is sure to be a strong partnership between our two departments and divisions. Current efforts are underway to develop a flow chart for all students declaring an interest in Education, and planning a welcome activity at the beginning of each semester for students indicating they are interested in education as a vocation.

***3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program; if you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.***

- **FILL RATES/WAIT LISTS:** Sierra College district fill rates were 87.59% for FA 17 and 85.13% for SP 18. Wait list statistics were 30.99 FA 17 and 28.94% SP 18. HDEV department statistics are in line with these numbers for Sierra College overall.

## Department Statistic Report (DSR)



- HDEV department fill rates were 87.51% FA17 and 82.01 for SP 18.
  - Wait lists, when large, have resulted in added sections, most of which were kept in subsequent semesters. Our largest wait lists have been in online courses. We feel that our current number/type of courses meets student needs. Future growth will need to come from new populations such as non-credit or new degrees such as the ACT degree.
  - HDEV waitlisting statistics are as follows FA17 50% SP 18 46.38.
- SUMMARY: The department, as these statistics show, has high fill and wait list statistics with the exception of the spring wait list being a few percentage points below.

## Department Statistic Report (DSR)



- For Rocklin on ground courses only, fill rates for Fa17 were 87.51% and 82.01 for SP 18. Wait lists for FA17 were 50% and 46.38% in SP 18.

Fall 2016 Counts

1074	993	39	19
Enrollments	Headcount	Sections	Instructors
1	7		
Subjects in Area	Majors Offered		

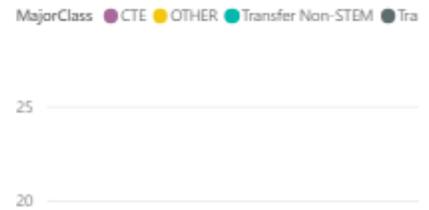
% Fill



% Sections Waitlisting



Headcount by Major Type



Success & Retention (3 Yr. Avg.)

- For Nevada County on ground courses only, statistics are similar. For FA 17, fill rates were 87.51% and 82.01% for SP 18. Fill rates are also in line with overall district data reporting 50% wait listing sections in FA 17 and 46.38% in SP 18.

Fall 2016 Counts

71	66	7	6
Enrollments	Headcount	Sections	Instructors
1	7		
Subjects in Area	Majors Offered		

% Fill



% Sections Waitlisting



Headcount by Major Type



Success & Retention (3 Yr. Avg.)

HDEV	Campus			Distance Learning			Nevada County Campus			Rocklin Campus			Tahoe-Truckee Campus			Total		
	Term	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize		
201580	362	10	36.20	126	8	15.75	1320	38	34.74	47	3	15.67	1855	59	31.44			
201640	515	15	34.33	124	9	13.78	1199	39	30.74	26	2	13.00	1864	65	28.68			
201680	541	16	33.81	111	7	15.86	1090	37	29.46	15	1	15.00	1757	61	28.80			
201740	580	17	34.12	83	6	13.83	964	40	24.10	41	3	13.67	1668	66	25.27			
201780	602	18	33.44	71	7	10.14	1074	39	27.54	18	1	18.00	1765	65	27.15			
201840	545	16	34.06	57	4	14.25	906	38	23.82				1508	58	25.98			

201580	201640	201680	201740	201780	201840
551.59	482.02	444.84	421.43	442.11	425.67

201580	201640	201680	201740	201780	201840
459.14	444.19	441.30	441.32	442.73	432.22

Location	201580	201640	201680	201740	201780	201840
Tahoe-Truckee Campus	0.00	0.00	0.00	0.00	0.00	0.00
Rocklin Campus	36.59	26.21	36.41	28.42	34.48	
Nevada County Campus	0.00	0.00	0.00	0.00	0.00	
Distance Learning	35.00	44.78	25.00	41.10	22.22	
<b>Total</b>	<b>30.38</b>	<b>25.11</b>	<b>29.05</b>	<b>27.04</b>	<b>27.12</b>	

201580	201640	201680	201740	201780	201840
● Course Success					
● Course Retention					

In summary, the HDEV department has fill rates and wait lists in line with the college. Our concern, as with many, are with our night courses and satellite campuses. Online courses are more popular, but success rates are lower and “rob” enrollment from night courses in particular. Our department is doing our best to maintain a variety of formats to meet student needs that are attractive to students.

- **ENROLLMENT** : From Fall 2015 to Fall 2017, the following enrollment trends occurred:
  - ✓ Overall, enrollment totals held fairly steady as follows
    - FA 15 1855
    - FA 16 1757
    - FA 18 1765
  - ✓ On the Rocklin campus,
    - FA 15 1320
    - FA 16 1090
    - FA 17 1074
  - ✓ For TT, numbers decreased
    - FA 15 47
    - FA 16 15
    - FA 17 18

With regards to the TT numbers (above), we lost (to other employment) our two high quality instructors on this campus, and despite involvement by the TT Dean, advertising locally, and contacting graduate programs at University of Nevada at Reno, no new instructors have surfaced. There also is a severe shortage of teachers meeting Title V mentor qualifications to host student teachers for HDEV 10. Therefore, students wishing to graduate are forced to come to Rocklin for capstone coursework. We have, however, offered this course as a hybrid, cutting the number of online lectures in half from 16 to 8, thus easing the burden for Tahoe Truckee students.

In the SP19 semester, we were able to get an NCC instructor to come up to the TT campus and teach an introductory course with 21 students. We are very excited about the prospect of beginning another cohort of Early Childhood Educators at TT!

- ✓ For NCC, numbers decreased
  - FA 15 126
  - FA 16 111
  - FA 17 71

NCC administration has voiced a shared concern about declining enrollment overall at NCC, and has worked closely and proactively with HDEV faculty on the Rocklin campus to develop a new rotation schedule as more courses are being taught online. Our hope is that some coursework better suited to on ground will continue to hold enrollment on the NCC campus.

In summary, enrollment for HDEV courses has held steady. Our previous Program Reviews did not note enrollment concerns for NCC or TT campuses. However, this has changed during the last three years. Enrollments at both campuses has declined (NCC went from 3999 to 3263 students from FA 15 to FA 17 and TT went from 846 to 631 in the same time period). This is a continuing concern for the department in the vitality of our on ground campuses at these centers. Full time faculty have worked with deans on both campuses to update the rotation pattern.....at NCC we are continuing to teach coursework on that campus that is not currently offered online. And again, at TT, we hope this revitalization of ECE courses continues with this cohort which is currently being taught by an NCC staff member willing to travel.

### ***PRODUCTIVITY***

- District efficiency is 442.72 for FA 17 and 432.22 for SP 18. HDEV efficiency is 442.11 and 425.67 respectively.
- HDEV has an FTEF total of 12.37 FA 17 and 11.46 SP 18 but only have 3 full time faculty.

### ***COURSE CANCELLATIONS:***

Fall 2015:

- Two courses were cancelled, an online HDEV 25 (we had no instructor) and HDEV 47. HDEV 47 is a “specialty” math and science course. We hadn’t offered in a while and were hopeful that it would fill but it didn’t. As a result, it was one of the courses we took through for noncredit.

Spring 2016:

- One night time on ground Rocklin HDEV 1 course was cancelled.

Fall 2016:

- Two night time courses were cancelled on the TT campus, HDEV 2 and HDEV 9 due to lack of enrollment.
- One night time HDEV 46 course was cancelled on the Rocklin Campus. HDEV 46 is a “specialty” course. Like math and science above, we hadn’t offered it in a while and were hopeful it would fill but it didn’t. As a result, it was one of the course we took through for non-credit.

Spring 2017:

- Three courses were cancelled; two of these (HDEV 11 and 12 were contract education courses for PCOE for which the contract fell through.
- One of these courses was an on ground at Rocklin Saturday HDEV 46 course. We decided, per our HDEV Advisory guidance, to try offering this specialty course on a Saturday.

Fall 2017:

- Two night time courses were cancelled on the TT campus, HDEV 3 and 5, due to lack of enrollment.
- One night time course was cancelled on the NCC campus, HDEV 9, due to lack of enrollment.
- One night time Rocklin course was cancelled due to lack of enrollment, HDEV 50. This was a brand new course written in response to HDEV Advisory input. This body felt that family child care needed some specific training, and possibly a certificate with a course such as this.

Spring 2018

- Three night time courses were cancelled on the NCC campus, HDEV 5, 7 and 12, due to lack of enrollment.
- One night time HDEV 1 course was cancelled on the TT campus, due to lack of enrollment

Summary: Our night and specialty courses have struggled in general. This has led to the drastic decline in enrollment at NCC and TT. We also have offered less night sections of HDEV 1 on the Rocklin Campus.

### **PROGRAM COMPLETION**

Please see “success” rates as outlined in previous section, as well as time to award.

SUMMARY: The HDEV department has excellent efficiency despite being understaffed for full time faculty.

***3c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity for at risk students and equity in general [or "promoting and/or achieving equity and diversity]. Based on this analysis, describe any plans you have to sustain or improve the program's contribution to student equity as a central component of student success.***

As has already been stated, equity for students is a concept taught in all ECE coursework, as we are in the "business" of teacher training. As a result, this work is very close to our heart and implementation of these principles is imperative. That being said, our dashboard data for diverse students is disheartening. We look forward to the work at hand as we reduce and eliminate these gaps. As has already been stated, our biggest plans are to "hook" students early on who are interested in education as a vocation, to individualize support and connect students to each other as well as to the college, and to support them on their academic and career journey. We hope to employ more part time faculty who mirror diversity, and who are bilingual, and would love to teach coursework in Spanish.

***3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program's success.***

***1. 3e) Analysis and Planning: Referring to the analysis in 3a-d, to your ongoing planning and assessment documents, and to any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.***

As indicated in DAA forms generated by most part time faculty during Planning and Assessment sessions, the department intends to focus on

- Updated CSLOS as a result of 17-18 curriculum review
- "Bringing back" of specialty courses such as Puppetry, Literacy, Music and Movement, Math/Science etc. that have been cancelled often but would be attractive as non-credit courses
- Increase hybrid course offerings

- Formalization of new degree pattern and new certificates
- Interest area work

**Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.**

***4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Include any relevant analysis of equity goals and the development of MAPs, interest areas, and guided pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.***

Over the next three years, the HDEV department will be focusing on the new interest area, on rewriting certificate requirements, offering non-credit coursework, establishing more articulation agreements with surrounding high schools, adding infant and toddler placements for lab activities, and adding practicum hours to HDEV 5 so that students who graduate have enough experience hours to apply for their Teacher Permit through the state of California.

Our biggest hope is that the college will consider a Child Development Center on campus. Our department has drafted a justification statement for this and is attaching it to this document. In terms of equity, the department wishes to continue to equitize all areas as this is central to our Early Childhood curriculum. We would like to continue to hire a more diverse workforce, and to focus on student support in all areas.

***4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.***

EPAR requests are updated regularly, and are a direct result of the planning and assessment process. The department has many longstanding unfilled EPAR requests. For ease of reading, they have been grouped them into categories:

## 2. STAFFING

- One full time faculty member. The HDEV Department continues to show need for an additional full-time instructor. Statistically, the department numbers reflect this need with a FT/PT ratio of 28% during the spring 2018 semester. We have yet to replace a 2015 retired faculty member, yet our program has grown. The unique demands of our field require the faculty to stay connected and participate in many groups beyond the shared governance of the college. These types of demands

to stay current with state and local regulations, child advocacy and community groups, as well as to secure quality student placements have strained the department greatly. These community and field needs are often unmet. In addition, efforts to support NCC and TT would be increased overall with an additional full-time faculty member. Staffing day courses is a continued area of stress as our part-time faculty are working with children during the weekday and cannot take classes at these times. However, we have seen an increased demand for day classes from students. Another full-time faculty member would be of benefit in this area

- Lab School Coordinator (part time position)

### 3. LAB SCHOOL NEEDS

- The lack of a lab school located centrally on campus also creates many barriers. Faculty must travel to other locations in order to visit lab settings, and communication with lab school staff is not regular. The need for a new full time faculty with release time dedicated to this person, or a part time coordinator assigned as a liaison to satellite lab schools and sister campuses would ensure consistency in curriculum as well as coordination with PCOE teaching and administrative staff. (See training needs below.)

### 4. OUTDATED/LACK OF TECHNOLOGY

- Purchase 3 iPads to facilitate full time faculty's ability to work in the many changing environments in which we work. These would be used in a myriad of ways. We often work in untraditional settings, such as our lab schools. iPads would allow us to record students in the classroom environment for later reflective coaching. This technology would allow us to video conference with our students during online office hours, which is a limitation of the office desktop computer we are currently provided with to do our job. This technology could also facilitate our work in the many work groups in which we participate as it would allow us to be connected to content or take notes in meetings.
- Purchase a classroom set of iPads to effectively prepare students at the industry standard. Employers for which we are preparing students are using apps and technology to facilitate improved assessment of children and our students should be fully trained in these techniques. Further, this technology can close a portion of the gap that exists due to the absence of a child development center on campus as instructors would be able to "observe" the students assignments in the lab school by viewing the recording after it has taken place.
  - Students enrolled in HDEV 3 should be learning to complete the standard assessment for environmental quality (The

Environmental Rating Scale) using an online format through the app. This program, called Learning Genie, requires a classroom set of iPads to facilitate learning to use this program.

- Students enrolled in HDEV 10 would benefit from this technology to assist them in documenting the work they are doing with children in their lab setting, which is a required component of the course in order to film practicum student performance at a laboratory site with children.
- Students in HDEV 5 are currently not using any technology to facilitate their coursework. The ability to record the implementation of their lesson plan and submit it to their instructor for critique on components that a lesson plan cannot capture, such as voice tone, pace of delivery, and use of language would greatly improve student success.

#### 5. NEED FOR TRAINING

- Provide training workshops for employees of Advisory Committee members + Sierra College students who are directors/site supervisors/coordinators of early childhood programs in the community.
- Provide team building training opportunity for lab school and part time and full time faculty. Pay stipends to part time faculty and lab school staff participating in workshops. Goal of this training will be to develop a closer partnership with off-site lab schools and to support students in a more seamless manner as they participate in lab school activities.
- ⊖ Provide stipends for networking opportunities for part time staff to collaborate regarding best teaching practices, service delivery models, use of technology, CSLOs, etc.

#### 6. CURRICULAR SUPPORT

- ELL support in terms of tutoring or coaches (please note the recent hiring of a Spanish speaking staff member and a request to CSUS for ECE grad students who could tutor struggling students)
- Provide a stipend to participate in a training for HDEV 2, 3, 5, and 10 curricular changes. These changes incorporated new assessments and techniques being implemented currently in the field. However, there is a need to train part time faculty to ensure that they are knowledgeable on these newer components.
- Provide event funds for in-reach and out-reach events that HDEV students often participate in for course work. For example, students in HDEV 10 participated in “Winterfest” through PCOE as part of their coursework during the fall 2018 semester. This event required an

activity demonstration and make and take items of the demonstrated activity.

7. FACILITY DISREPAIR/NEED FOR EQUIPMENT

- Purchase a laminator
- Repair hole in the floor in B-4.

*4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):*

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>		

**5) Summary/Closing**

5a) Based on the analysis above, briefly summarize your program’s strengths, weaknesses, opportunities, and challenges.

The Human Development department has many strengths. Our department provides many services to the college in terms of GE courses, degrees, and lifelong learning, and certification for Department of Social Services licensing as well as the California Commission on Teacher Credentialing Child Development Permit Matrix. In the local region, we continue to provide a qualified work force in the field of Early Childhood Education as well as elementary teaching. The HDEV department is very involved on campus in terms of shared governance, as well as equity work and efforts to improve student success.

There are also many opportunities that lie before us. Proposed non-credit coursework, working with the Education Department to develop a comprehensive interest area program for all students interested in teaching, and our upcoming participation in the accelerated degree program at CSUS will most certainly be exciting.

In regards to weaknesses and challenges, we are woefully understaffed in terms of full time faculty, despite a healthy department in terms of enrollment, success, and retention. Our students need an additional 90 hours of experience to compete in the workplace, and so additional lab schools off campus or a lab school on campus will be needed. With only three full time faculty and almost 30 part time staff, support

for satellite campuses is difficult, as is the coordination with satellite and off campus lab settings for an average of 180 students per semester.

5b) ***How has the author of this report integrated the views and perspectives of stakeholders in the program?***

This is my second time writing this report. Shelly Boucher and Lori Capaul assisted with the writing of it, and input was solicited from the Business and Technology Dean/Associate Dean, as well as Kim Bateman, Tahoe Truckee Dean as well as Stephanie Ortiz, Nevada County Dean. This report, although in draft form, was also discussed briefly at our January 2019 flex meeting. Part time faculty were solicited for a list of their community involvement after flex via email. I would like to thank Erik Cooper and Barry Abrams for their support in this process as the report would not be nearly as complete or meaningful without their support.

Debbie Eastman