Full Review

PALO VERDE COLLEGE

1. PURPOSE OF THE PROGRAM

"Palo Verde College provides opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals." PVC Mission Statement 02/2019

a. Describe the purpose of program and its mission.

The Early Childhood Education program focuses on high quality educational practices that emphasize interpersonal relationships, child and family diversity, developmentally appropriate curriculum, and professionalism. Students pursuing their *Associate in Science Degree in Early Childhood Education for Transfer* are taught to supervise and provide care and developmentally appropriate learning experiences for children from birth through age eight in a variety of early childhood education settings. This foundational learning prepares students to transfer into a Bachelor Degree program and provides a foundation of learning for those who wish to pursue careers working with young children, those who wish to work in the field of education, and those who wish to better understand children to become better parents or mentors.

b. The Early Childhood Education program provides an exemplary learning environment through teaching, field trips and field experiences in live Child Development Centers and schools, giving students tools for success in working with children. Through this program, Palo Verde College provides students with a comprehensive degree program that is applicable in personal and professional life, and which promotes student success, educational advancement, a multitude of career opportunities, and transfer to a CSU in Child Development or related field.

c. There have been continued improvements to the Early Childhood Education program over the past four years. Faculty has converted CHD courses to **zero textbook cost**. This enables students to complete the CHD courses without the burden of purchasing expensive textbooks, and enables students to have access to their learning materials from the first day of class. Faculty has written, adapted and curated Open Education

Resource learning materials to ensure that students get the appropriate amount of education to maintain the rigor of their education without the extreme expense of commercial textbooks. For the first time in several years, the CHD department offered an online class during **summer session** 2023. The response was overwhelmingly positive, leading to three CHD courses being offered during Summer 2024. Faculty plans to continue this practice as long as it is beneficial to students. Lastly, all of the **Certificates offered by the Child Development program have been aligned with the permits required by licensing and offered by the California Department of Education**. This alignment streamlines students' abilities to achieve the required state permits, and enables an easier understanding of the process.

2. POPULATION(S) SERVED

Students who take CHD classes range in age from 19 and under to 50 and over, representing every age category therewithin. These students are typically considered community students. They reside largely in Blythe, Needles and the surrounding areas, although some come from outside the PVC District to participate in our online course offerings. The students' race and ethnicity are fairly consistent and typical of Blythe and Needles community students; generally speaking, +/- 20% are white, 59% Hispanic, 18% Black and 3% two or more races.

Although the exact numbers vary by course and semester, approximately +/- 50% of the students enrolled in CHD courses are also enrolled in DSPS. Furthermore, +/- 10% are or were known to be Foster Youth, and +/- 10% have declared that they are homeless. Veterans are not shown to be statistically significant in the enrollment of this program. Due to state and other regulations, CHD classes are not offered to Rising Scholar students. There is room to grow this program through the Dual Enrollment or concurrent enrollment of high school students, and through the online courses being made known and available to students residing outside the Blythe and Needles communities.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

a. Describe progress in achieving each goal outlined in the previous program review, providing evidence documenting such achievements.

    i. Goal (Full Program Review): **Improve upon the number of courses offered in both online and correspondence modalities.**
Faculty has established a three-year rotation of classes. Every CORE CHD course is offered every year. On a rotational basis, every additional CHD course is now available online within a two-year period. This online modality is rotated with face-to-face modality as appropriate. Correspondence modality is currently only available to Rising Scholars; CHD is not offered to incarcerated students. **Goal**

met.

ii. Goal (Full Program Review): **Recruit at student activities and campus programs to increase the number of students in the program.**
Faculty has been instrumental in recruiting at community events and campus visit days, presenting about the Early Childhood Education program at Twin Palms High School, educating PVHS counselors about the program and personally visiting with staff at the schools and childcare facilities. The number of students in Child Development classes has increased from 138 in 2020-21 to 313 in 2024-25.
Goal partially met, but is ongoing.
To achieve this goal further, faculty plans to POCR certify online courses and list them on the California Virtual Campus for statewide student recruitment. The addition of an adjunct faculty member will enable more courses to be offered each term, therefore serving more students.

iii. Goal (Full Program Review): **Develop a partnership with Advisory Committee for outreach to high school students and the community at large; faculty should play an active role in the development of this partnership.**
Faculty created a community Advisory Committee, composed of community members, counselors, PVC faculty and staff, PVC students and those working in the ECE field locally. The committee has met annually since 2022, and has been instrumental in guiding faculty on the future development of the program. From this committee's recommendations: new certificates in Education and in STEM were developed, CHD courses have been largely converted to use OER materials (creating ZTC courses), Child Abuse & Neglect has been adopted as a local degree requirement, and the program's certificates and degrees have been aligned with the requirements for State Permits.
Goal met. Advisory Committee should continue.

iv. Goal (2-Year CTE Update, but cross-applicable to ECE): **Create an Education Certificate that will serve the needs of the local school district.**
Upon meeting with TK-12 District administration to determine their needs, a Certificate of Career Preparation in Education was developed. The certificate consists of 15 credits and includes topics important for those working in any support or teaching roles within the TK-12 educational environment. The first students are expected to complete the certificate in May, 2025. **Goal Met.**

v. Goal (2-Year CTE Update, but cross-applicable to ECE): **Collaborate with American Sign Language department to create a course for bilingual education in early child development.**
Upon further review, and the current desire to streamline the number of

courses required of students, this goal was altered. Instead of developing another elective course, currently existing courses were adapted to include more education about ASL, language and literature.
Goal partially met.
Faculty will complete the adaptation of the Language and Literacy (CHD 135) course during the Spring 2025 semester and will offer it during Summer 2025 session.

vi. Goal (2-Year CTE Update, but cross-applicable to ECE): **Pursue any and all opportunities to convert the department to a low textbook cost program.**
Faculty has been <u>very</u> busy writing and adapting OER materials to be used in all CHD courses. As of Spring, 2025, all CORE classes in CHD use OER textbooks. Additionally, most other CHD courses use OER textbooks, creating ZTC courses for the CHD portion of this department's certificates and degrees. All CHD courses required for the Early Childhood Education degree are now using OER materials.
Goal Met.

vii. Goal (Full Review): **Communicate with the Student Success and Support program re: assisting students with challenges out of the scope of academia (i.e. transportation, food insecurity, childcare concerns).**
Faculty has been actively involved in working with the Student Success and Basic Needs staff to help all PVC students in need.
Goal Partially Met.
Additional work is needed to provide childcare during evening classes, when many students must either bring their children to college with them or not attend class. No childcare facilities are available in Blythe or Needles during these evening hours. Faculty will continue working with Academic Senate and Administration to help facilitate this need being met.

b. Explain modifications, if any, of goals outlined in the previous Program Review, providing evidence documenting such modifications.

Goals i. and v. were modified, as explained in the above descriptions.

4. DEMAND FOR THE PROGRAM

a. Is the demand for the program high, adequate, or low? Support your answer with labor market data, advisory input, etc.

Demand for this program is expected to increase with new California laws. California recently introduced Universal Transitional Kindergarten for all four-year-olds. (Education Code 48000g) This, in effect, adds a new

grade to the K-12 schools. As part of the law, all teachers for TK must have a minimum of 24 ECE/CHD college course credits. Each teacher will also have one-two paraeducator(s) specifically to work with them; although the law does not require these paraeducators to have taken CHD college courses, it is highly recommended. *{Education Code 48000g: limits class size to no more than 24 children; sets adult-to-pupil ratio at 1:10; and requires TK teachers to have completed a minimum of 24 ECE/CHD college units or hold a CA Child Development Teacher Permit.}* Locally, Palo Verde Unified School District and Needles Unified School District have a combined expected addition of ten TK classrooms (based on the number of kindergarten classes).

Two new Early Childhood Education Centers have recently opened in the community of Blythe (one for infants and toddlers, and one for preschoolers), expanding the number of children who can be served.

- Palo Verde College Child Development Center has moved to their new building, which holds 4 classrooms designed for 80 students; this doubles their previous size. According to their Site Supervisor, they anticipate a need to hire an additional 12 people when they open these classrooms.
- The Early Learning Center has opened a new infant toddler care center, with a capacity of 36 children. Fully staffed, this adds at least 10 full-time positions, according to their management.

These programs will require additional staffing by people who are state permit qualified.

Labor market data provided by the Inland Empire/Desert Collaborative cite an increase in preschool and childcare jobs. According to the information provided by Chris Cruzcosa ccruzcosa@iegocollaborative.org on March 19, 2025, there will be approximately 145 job openings between 2023 and 2028. The data supplied encompasses the entire Palo Verde College District (Zip Codes 92225, 92226 and 92363) for the jobs of:

1. Education and Childcare Administrators, Preschool and Daycare
2. Preschool Teachers, Except Special Education
3. Special Education Teachers, Preschool
4. Teaching Assistants, Except Postsecondary
5. Educational Instruction and Library Workers, All Other
6. Childcare Workers

Job	# 2023 Jobs	# 2028 Jobs	% Change	Average Annual Openings	Avg. Hourly Earnings	2023-2028 Openings
1	<10	<10	Insf. Data	0	Insf. Data	<10
2	20	22	2	3	$ 22.70	13
3	<10	<10	Insf. Data	0	Insf. Data	<10
4	113	125	13	16	$ 21.59	82
5	13	15	1	1	$ 34.59	<10
6	45	44	(1)	8	$ 18.62	40
TOTALS	197	213	16	29	$ 22.19	145

The data individually and directly sourced from community programs indicates that the projections from the Inland Empire Collaborative may be underestimated. The greatest anticipated needs are for educated preschool teachers, teaching assistants (including Paraprofessionals) and childcare workers. The jobs of administrators, Special Education Teachers and specialists are also needed, as indicated by the above data; PVC's CHD program directly feeds into the more advanced degrees required for these positions.

The Needles City Council passed a resolution (2025-8) which, in part, states: "WHEREAS, the community has identified the urgent need for a Child Care Facility to serve 40 children, create jobs, and remove barriers to education and workforce participation;" requested that PVC "collaborate with community partners to establish a Child Care Facility, addressing a critical barrier to student participation and supporting workforce readiness." There are currently no full-time, licensed childcare facilities in Needles. If this becomes a reality, as prioritized by the City of Needles, this will again increase the need for educated and state-permitted professionals to work in these jobs.

5. STRENGTHS, WEAKNESSES & NEW GOALS

   a. List and comment on the major strengths of the program.

   ➢ The courses are organized to offer all CORE courses each year.
   ➢ CHD course offerings are organized to allow completion of the degree program online, or to mix online with face-to-face.
   ➢ Supplemental courses are organized by certificate program, and are offered sequentially on a rotational basis every two or three years depending on need.
   ➢ The ECE courses are offered as ZTC using OERs, eliminating the cost and delay of acquiring textbooks.

   b. List and comment on the major weaknesses of the program.

   • A major weakness of this program is that there is only one full-time faculty member, who can only offer so many courses in the span of a year. For the past year, there have been no adjunct faculty to assist in teaching the CHD courses. *Recommendation: create a pool of adjunct instructors to teach some courses, enabling more individual courses to be offered.*

   • Another weakness of this program is that there have been limited or no funds available to expose students to quality programs outside of Blythe. *Recommendation: provide funding to enable students to attend regional training opportunities, conferences, and to visit other early childhood education programs.*

   • A contributing factor to lack of class success throughout PVC is the lack of childcare for the children of students during class times. Many of our students attend classes at night, when the community has no organized childcare available. Students are faced with the choice of skipping class or bringing their children with them; neither is ideal for an adult learning environment. *Recommendation: PVC organize an on-campus "kids club" program offering child supervision and activities for the children of PVC students while the students are attending classes and study sessions. CHD students can be engaged to help provide this service, while practicing their ECE skills.*

   c. List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

   i. Create a pool of adjunct instructors to assist in teaching classes by Fall, 2025.

ii. Achieve POCR certification of all online CHD courses by Spring, 2028.
- Become a POCR certified campus.
- Adapt online courses to meet POCR standards, and have them evaluated.
- Advertise CHD courses on California Virtual Campus listings.

6. CURRICULUM HISTORY

a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

CHD : Successful Section Offerings
Legend: in the following table, an x demarcates courses that were successfully offered.

	2020 F	2021 Sp	2021 F	2022 Sp	2022 F	2023 Sp	2023 Summer	2023 F	2024 Sp	2024 Summer
CHD-101	X	X	X	X	X	X		X	X	X
CHD-102	X		X		X			X		X
CHD-103	X		X		X			X		
CHD-104		X		X		X			X	
CHD-105	X			X		X			X	
CHD-106		X		X		X			X	
CHD-107	X		X		X			X		
CHD-108		X		X		X	IS		X	

b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success or explain why they should not be removed from the program.

Not applicable.

7. COURSE SCHEDULING AND AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success.

➢ The courses are organized to offer all CORE courses each year.
➢ CHD course offerings are organized to allow completion of the degree program online, or to mix online with face-to-face.
➢ Supplemental courses are organized by certificate program, and are offered sequentially on a rotational basis every two or three years depending on need.

This rotation includes:

Every Fall – CHD 101, 102, 103, 107, 145, 227

Every Spring – CHD 101, 104, 105, 106, 120

Every Summer – CHD 101

Every-other Spring – CHD 108 (or more, as needed)

Classes are provided online, face-to-face and through hybrid modalities. To bolster student success, faculty offers optional zoom review sessions for online classes.

8. STUDENT LEARNING OUTCOMES (SLO)

SLO QUANTITATIVE DATA

Course IDs	% Successful Students (of those who completed the class) SLO1/SLO2 2020-2021	% Successful Students ACADEMIC YR 2020-21	% Successful Students (of those who completed the class) SLO1/SLO2 2021-2022	% Successful Students ACADEMIC YR 2021-22	% Successful Students (of those who completed the class) SLO1/SLO2 2022-2023	% Successful Students ACADEMIC YR 2022-23	% Successful Students (of those who completed the class) SLO1/SLO2 2023-2024	% Successful Students ACADEMIC YR 2023-24	Total Average % Successful Students by class (% successful attainment of SLOs)
CHD 101	92.3/92.3	57.6%	76/76	73.8%		64.4%		69.2%	(84.15) 66.25
CHD 102	100/100	75%	66.7/81.5	61.9%		71.4%		88.5%	(87.05) 74.2
CHD 103	91.7/91.7	84.6%		46.2%		35.7%	100/100	70.8%	(95.85) 59.33
CHD 104	100/100	90%		80%		81%		66.7%	(100) 79.43
CHD 105		81.3%	83.3/83.3	72.7%		64.7%		77.8%	(83.3) 74.13
CHD 106		-		-	100/100	88%		80.8%	(100) 84.4
CHD 107	100/100	88.9%	100/100	71.4%		69.2%		68.2%	(100) 74.43
CHD 108	100/100	100%		-		90.9%		90%	(100) 90.45
TOTAL AVERAGE %	97.33%	82.49%	83.35%	67.66%	100%	70.66%	100%	76.5%	(93.79) 75.33

a. List courses for which CLOs have not been assessed. Provide an explanation why assessment of these CLOs have not been performed.

    Not Applicable

b. Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.

    No

c. Provide specific examples of course improvements resulting from the assessment of course SLOs.

    Faculty maintain current and updated records of course SLOs to ensure no revisions are needed. If student performance routinely drops below 70% in the context of SLOs, faculty revise teaching strategies accordingly. One example is the option of video responses being added to CHD 101; another is the addition of optional live Zoom review sessions for online classes.

d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

    Faculty offers periodic live Zoom sessions as review and discussion opportunities for online students, enabling them to access more personal involvement if desired.

e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).

    Faculty has not determined a significant difference of success between modalities. Student feedback indicates that they learn more when there is at least some face-to-face contact, but prefer the flexibility of taking courses online.

9. COURSE CURRENCY

a. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

Course	Title	Date Approved
CHD 101	Child Growth & Development	10/12/2023
CHD 102	Child, Family & the Community	"
CHD103	Introduction to Curriculum	"

CHD 104	Principles and Practices of Teaching Young Children	"
CHD 105	Observation and Assessment	"
CHD 106	Health, Safety and Nutrition	10/13/2022
CHD 107	Teaching in a Diverse Society	10/12/2023
CHD 108	Practicum - Field Experience	"

b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

Many CHD classes have been updated for their five-year reviews during the Fall of 2024. Most changes have centered around updating textbooks and modalities.

10. PROGRAM AND COURSE COVERAGE

a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
CHD-101	x		
CHD-102	x		
CHD-103	x		
CHD-104	x		
CHD-105	x		
CHD-106	x		
CHD-107	x		
CHD-108	x		

b. Explain how effectively the program is served with the current coverage.

Courses have not been able to be offered as planned or within student need, due to lack of adjunct faculty and full-time faculty being limited to the number of courses she is allowed to teach.

c. Describe plans to correct deficiencies, if any, in course and program coverage.

Adjunct faculty position has been advertised; applications are in process.

11. PROFESSIONAL DEVELOPMENT

a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years, and explain how such activities benefited the program and supported and facilitated student learning outcomes.

Full-time faculty partook in the following professional development and/or activities; all enhanced the ability to teach local students about Child Development through current modalities:

    i. Participated in Flex Days, Institute Days, All-Staff Meetings, IT workshops, etc.

at PVC.

ii. Participated in Academic Senate Meetings, committees and workshops.

iii. Participated in PVC CTA/CCA meetings, committees and workshops.

iv. Participated in departmental and division meetings.

v. Participated in hiring committees and various other PVC committees.

vi. **Completed a post-graduate certificate program from Fresno Pacific University in Early Childhood Education (24 graduate credits). – 2022**

vii. Participated in the California Association of Education for Young Children's Statewide Conference - 2024

viii. **Participated in and presented at National Association of Education for Young Children's National Conference – 2024 (Presented a 90-minute seminar about Child Abuse & Neglect issues.)**

ix. Participated in state-wide Child Development OER coalition and trainings.

x. **Presented to Statewide OER ECE Coalition regarding the process of writing an OER textbook and course support materials - 2024**

xi. Completed OER, online Education, Accessibility and other relevant training courses through ASCCC.

b. Describe areas of unmet professional development needs among faculty in the program and identify specific plans to address those needs.

In order to keep current with the National and State standards, faculty members will seek funding to continue membership in National and State associations, subscribe to professional journals and attend conferences when possible.

Faculty will pursue ongoing graduate courses as appropriate and will endeavor to contribute scholastically to the Child Development field through presenting at conferences, and through writing books and journal articles.

12. STUDENT SUCCESSFUL COMPLETION & RETENTION

Note: the Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP. **Retention** is defined as number of grades of A,B,C,D,F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP

a. Assess semester-by-semester course completion performance in each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set standards.

The Current Institutional Set Standard is: 70%

Success Rate by Year

	2020-21	2021-22	2022-23	2023-24	Average % By Course
CHD 101	57.6%	73.8%	64.4%	69.2%	66.25
CHD 102	75%	61.9%	71.4%	88.5%	74.2
CHD 103	84.6	46.2	35.7	70.8	59.33
CHD 104	90	80	81	66.7	79.43
CHD 105	81.3	72.7	64.7	77.8	74.13

CHD 106	-	-	88	80.8	84.4
CHD 107	88.9	71.4	69.2	68.2	74.43
CHD 108	100	-	90.9	90	93.63
Average % By Year:	**82.49%**	**67.67**	**70.66**	**76.5**	**75.73%**

Discussion

While some course success rates appear low when examining the quantitative data (especially CHD 101 and 103), understanding the qualitative situation enables us to identify that *much of the lower success rates are attributable to students who do not complete the course but also do not disenroll*. This greatly skews the data.

Upon further examination by full-time faculty, students are increasingly choosing to not complete assignments that take extra time and effort (annotated bibliographies, research papers, etc.). This affects their overall success in the course. It is unknown if this is a choice based upon confidence levels of applying English skills, or if it is simply choosing not to do the work. These learning activities will be re-evaluated by faculty.

Even with the concerns described above, the overall student success data appears to be positive. Although some courses fall below the average goal of 70% success rate , *overall averages show a success rate of CHD students at above 75%.*

b. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

Retention Rate by Year

	2020-21	**2021-22**	**2022-23**	**2023-24**
CHD 101	72.7%	95.2%	88.1%	84.6%
CHD 102	83.3	100	90.5	96.2
CHD 103	84.6	69.2	64.3	91.7
CHD 104	90	100	90.5	90.5
CHD 105	93.8	90.9	76.5	88.9
CHD 106	-	-	92	92.3
CHD 107	100	85.7	92.3	95.5
CHD 108	100	-	90.9	100

Discussion

Retention rates in CHD classes appear to be positive. Unfortunately, as mentioned above, these impact the success data when students continue to be enrolled without intention of completing the course. Aside from this, faculty are pleased with the overall retention rates in CHD courses.

c. Based on the number of annual awards over the preceding four (4) years, assess trends in the number of program certificates and degrees awarded.

Name of Award	2020-2021	2021-2022	2022-2023	2023-2024
AST- Early Childhood Education	2		3	2
Certificate - Child Development Teacher (24 CHD credits + 16 GE credits)	2	1	1	3
Career Prep Certificate – Associate Teacher (12 credits)	2	5	7	7
Career Prep Certificate – Assistant Teacher (6 credits)	4	10	13	10

Discussion

Full-time faculty are pleased with the growth in this department over the past four years. An increase in Career Preparation Certificates is observed, partly due to increased enrollment and the alignment of courses to earn certificates. These numbers will continue to grow as we increase course enrollment so that courses are not cancelled. More work remains to be done in the achievement of degrees and Teaching Certificates, largely due to the requirements of general education courses. These courses are mostly out of the scope of this department.

13. ENROLLMENT TRENDS

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.

	2020-21	2021-22	2022-23	2023-24
CHD 101	37	53	71	28
	F=21; Sp=16	F=27; Sp=26	F=47; Sp=24 Fall = Face to Face and Online Spring = Online	F=18; Sp=10 Fall = Face to Face Spring = Online
CHD 102	13	28	27	29
CHD 103	14	19	18	28
CHD 104	10	11	25	21
CHD 105	17	13	17	18
CHD 106	-	-	28	26
CHD 107	10	9	14	24
CHD 108	7	1	9	11
TOTALS	**108**	**134**	**209**	**185**

The enrollment in CHD courses has drastically increased during this reporting period.

14. FINANCIAL TRENDS

Faculty don't have enough information to complete a meaningful assessment of financial trends. Faculty encourages continued availability of lottery funding for classroom equipment and supplies. Faculty also encourages increased funding to enable student participation in educational conferences and field trips, and to enable professional development of faculty.

15. FACILITIES AND EQUIPMENT

a. Are current facilities, such as classrooms, offices, and equipment adequate to support the program? Explain.

-Classroom facilities have been adequate during the timeline of this review.

- o Online classes are offered via Canvas, largely using Open Education Resources which are loaded directly into the course shell. Increasing the ability of students to upload longer videos as class discussions would enable expanded modalities of learning activities.
- o Face-to-face classes have been scheduled in classrooms where tables, sinks and non-carpeted floors are present, enabling the variety of learning activities needed for CHD classes.

-Equipment has been provided either personally by faculty members, or has been acquired through lottery funds, when available.

-A small storage area for classroom supplies would be beneficial. Currently any supplies or equipment is stored in the faculty's office, which is shared and has limited space.

b. Describe plans for future changes in facilities or equipment that would better support the program.

- o Increasing the ability of students to upload longer videos as class discussions would enable expanded modalities of learning activities.
- o Continued funding to provide any classroom equipment or supplies for learning activities.
- o A small storage area for classroom supplies and equipment would be appreciated.

16. TWO YEAR PLAN

a. List recommendations, project future trends, personnel and equipment needs, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

Goal 1: Create and maintain a pool of qualified adjunct instructors to assist in teaching classes, by Fall, 2025.

- o Advertise, interview, hire and onboard qualified candidates by Spring, 2025; assign classes.

Goal 2: Achieve POCR certification of all online CHD courses by Spring, 2028.

- o Become a POCR certified campus.
- o Adapt online courses to meet POCR standards; evaluate for badging.
- o Advertise CHD courses on California Virtual Campus listings.

Goal 3: Increase student success rates in all classes to meet or exceed the established 70% benchmark.

- o Analyze data from those classes in which less than an average of 70% students are successful.

- o Make changes in assignments or policies, as warranted, while maintaining the rigor of the courses.
    - CHD 101 – Reformulate major assignments
    - CHD 103 – Reformulate major assignments
    - CHD 135 – Re-design and update course content and assignments.
    - CHD 250 – Re-design and update course content and assignments.

b. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.

Goals 1, 2, and 3 apply directly to #11 of the Vision 2030 Twelve Actions, "Education: Increase system capacity to decrease faculty shortages in key sectors including nursing, early childhood pathways and education."

Goals 1-3 apply directly to PVC's Goal of *Student Achievement and Growth*, by increasing the ability of students to be successful in the CHD courses, certificates and degrees.

Goal 2 will directly contribute to PVC's achievement of the Goal of *Access, Student Success and Equity*, as they decrease costs by eliminating textbook costs and increase access by including the courses on the CVC listing.

Goal 3 applies directly to PVC's goal of *Accreditation and Continuous Improvement*, in that it calls for improving student success.