

**INSTITUTIONAL PROGRAM REVIEW 2010-11**  
**Program Efficacy Phase, Spring, 2011**

**Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

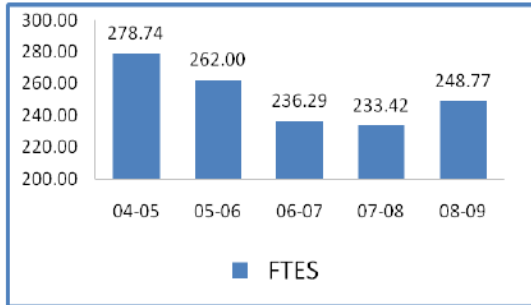
An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

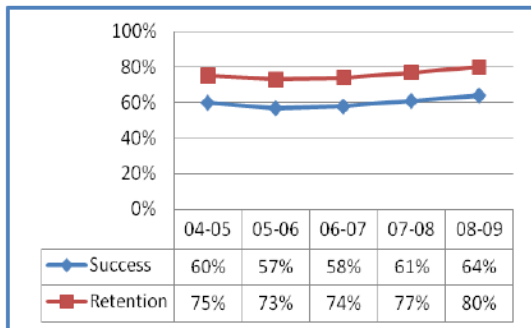
Forms are due back to the Committee Chairs, Efficacy Team and Division Dean by **March 17, 2011**.  
*It is the writer's responsibility to be sure the Committee receives the forms on time.*

In response to campus wide feedback that program review be a more interactive process, the committee will pilot a program efficacy that includes a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The pilot will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process. More details on the pilot can be found in the attached file.

## Child Development



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	2,816	2,572	2,322	2,220	2,378
FTEF	16.89	16.88	17.29	16.91	17.20
WSCH per FTEF	495	466	410	414	434



	04-05	05-06	06-07	07-08	08-09
Sections	98	99	100	90	92
% of online enrollment					
Degrees awarded	29	28	38	28	35
Certificates awarded	51	54	51	60	66

**Description:**

The Child Development department has an academic as well as vocational orientation. The academic program prepares students for Associate of Arts degrees that articulate with educational institutions that offer BS/BA in Child Development degrees. The vocational program which interfaces with the academic program allows students to develop skills suitable for immediate employment. The certificate programs provide a well-rounded, concentrated area of study in child development. At the present time, the department has eight certificates and three AA degrees. The department functions to provide the academic foundation necessary for students to become successful providers of early childhood care and education. The Child Development department is committed to student learning, excellence and success.

**Assessment:**

- Assessment of the data indicates student success rates and retention have been consistent and have risen slightly in the last 5 years
- Student success rates in 2004-2005 were at 60% and in 2008-2009 were at 64%. Retention in 2004-2005 was 75% and in 2008-2009 was 80%. Since 04-05 FTES have declined
- slightly, but since 2006-2007 they have increased
- We have offered fewer sections; 98 sections in 2004-2005 to 92 sections in 2008-2009. We will continue to decrease our sections as the administration requires
- 29 AA degrees awarded in 2004-2005 and 35 degrees awarded in 2008-2009 showing a slight increase over the last five years. 51 certificates awarded in 2004-2005 and 66 certificates awarded in 2008-2009 demonstrating a steady increase
- During spring 2008, CD Department successfully completed program efficacy and between spring 2006- fall 2008 completed content review
- Our certificates and degrees received curriculum and board approval. Update certificates and degrees again in January 2009 to align course titles with the CD Curriculum Alignment Project
- Prior to fall 2010, received curriculum approval on 4 Distance Education courses
- Child Development Department is dedication and commitment to student learning and success

**Program Goals:**

- Increase access to Child Development courses to include late afternoon, evening, Friday and Saturday
- Online courses will be offered in fall 2010
- Faculty will receive training in Blackboard and eLumen
- Support student success by continuing Mentorship Program, Child Development Training Consortium, partnerships with the early childhood education community, and local 4- year Universities

**Challenges and Opportunities:**

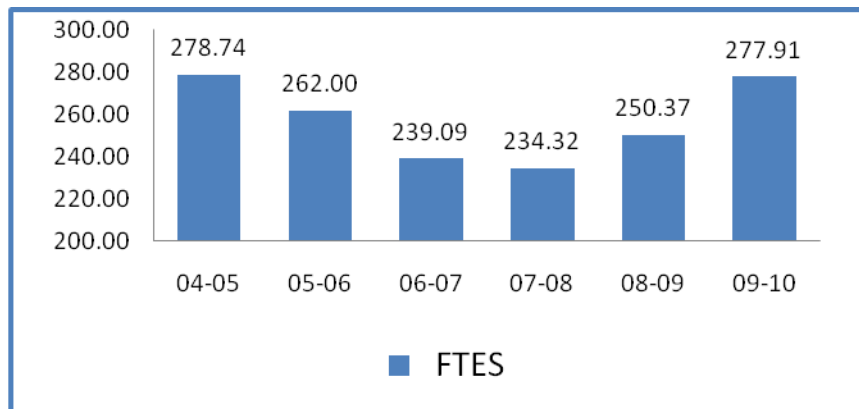
- Offering a range of Child Development courses for student to complete certificates/degrees
- Impact of budget cuts on Child Development section offerings
- Reduction in certificates and degrees awarded over the next 5 years

**Action Plan:**

- Evaluate courses offered each semester to ensure degrees and certificates can continue to be earned by students in a reasonable amount of time
- Develop a flexible course/section offering plan
- Evaluate Child Development Department goals annually

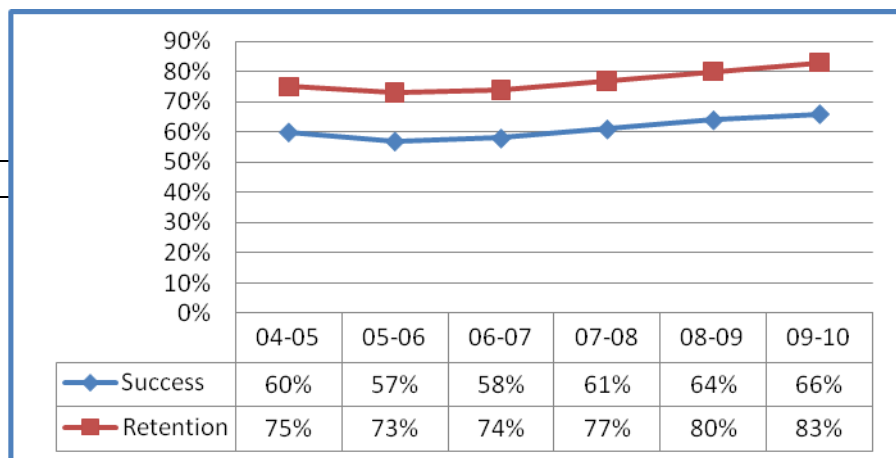
Updated EIS Data: Child Development

	FTES
04-05	278.74
05-06	262.00
06-07	239.09
07-08	234.32
08-09	250.37
09-10	277.91



	04-05	05-06	06-07	07-08	08-09	09-10
Duplicated Enrollment	2,816	2,572	2,350	2,240	2,394	2,550
FTEF	16.89	16.88	17.49	17.11	17.40	15.97
WSCH per FTEF	495	466	410	411	432	522

	Success	Retention
04-05	60%	75%
05-06	57%	73%
06-07	58%	74%
07-08	61%	77%
08-09	64%	80%
09-10	66%	83%



	04-05	05-06	06-07	07-08	08-09	08-09
Sections	98	99	102	92	93	
% of online enrollment		1%	1%	0%	0%	0%
Degrees awarded	29	28	38	28	35	18
Certificates awarded	51	54	51	60	66	41

Data includes: SBVC, SOFF and SBBHS

**Program Efficacy, Spring 2011**

Complete and attach this cover sheet as the first page of your report.

**Program Being Evaluated**

Child Development

**Name of Department:**

Child Development

**Name of Division**

Social Science, Human Development and Physical Education

**Name of Person Preparing this Report**

Denise Knight

**Extension****Name of Department Members Consulted**

Denise Knight, Kathy Adams, and Kellie Barnett

**Name of Reviewers**

Michael Mayne, Yolanda Simental, Jesse Galaviz

**Program Review Committee Representatives**

Denise Knight, Ed Millican, Romana Pires

<b>Work Flow</b>	<b>Due Date</b>	<b>Date Submitted</b>
Date of initial meeting with department		
Final draft sent to the dean		3-18-11
Report submitted to Program Review Team		3-18-11
Meeting with Review Team		

**Staffing**

List the number of full and part-time employees in your area.

<b>Classification</b>	<b>Number Full-Time</b>	<b>Number Part-time, Contract</b>	<b>Number adjunct, short-term, hourly</b>
Managers	0	0	0
Faculty	3	0	14
Classified Staff	0	0	0
<b>Total</b>	<b>3</b>	<b>0</b>	<b>14</b>

**Part I. Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

**Demographic Information**  
Child Development 2007-2010

**Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid blank	224	1.3	1.3	1.3
F	15076	90.8	90.8	92.1
M	1308	7.9	7.9	100.0
Total	16608	100.0	100.0	

**Ethnicity**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid blank	1766	10.6	10.6	10.6
A	374	2.3	2.3	12.9
B	3535	21.3	21.3	34.2

F	76	.5	.5	34.6
H	7926	47.7	47.7	82.4
N	150	.9	.9	83.3
O	143	.9	.9	84.1
P	117	.7	.7	84.8
W	2097	12.6	12.6	97.4
X	424	2.6	2.6	100.0
Total	16608	100.0	100.0	

Disability	Frequency	Dept. Percent	Campus Pct.
No disability	15320	92.2%	95.5%
Disabled	1295	7.8%	4.5%
Total	16608	100%	100%

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The Child Development student population is 90.8% female, representing most ethnic backgrounds, higher in Hispanic, African-American, and disabled than the college average. The department attracts fewer men, Caucasians and Asians than the college average. The Child Development average student age is higher than the college average. Of course, the low number of men in our field is a concern.

Women make up a large percent of the workforce in Child Development. The salary continues to be low, but it has increased with the availability of State Preschool and Head Start positions available. Preschool teachers are encouraged to earn B.A. Degrees in Child Development, Human Development or related fields. More education is needed and with that, more income. The trend for men is to move into elementary and secondary teaching positions for which the salaries and benefits are better and there is not such a social stigma.

Although the under-representation of males is a national phenomena (nationwide women make up between 95 to 97 percent of practitioners), they are under-represented in this field because of the subtle bias exhibited by parents, female coworkers and administrators. A major barrier to men becoming early childhood teachers is the belief in our society and in this profession that men are less able to care for and educate young children than are women. Men are often criticized for wanting to work with young children.

We are working with the local and state organizations to increase salaries, benefits, and retirements for all ECE employees. On campus we have advertised our Child Development classes using males on flyers and we encourage male students to stay in Child Development by providing them with job opportunities and laboratory experience on campus and in local preschools. We have seen an increase of male students hired at our Child Development Center, our Center Director is currently male.

### Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include as appropriate hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Approximately 50% of the students enrolled in our certificate/degree programs require evening or weekend classes. In an effort to address this demographic 50% of the class offerings take place between 4:00 pm and 10:00 pm Monday through Friday and 8:00 am to 12:30 pm on Saturday. The schedule is designed to allow students who only enroll in evening or weekend classes to obtain our certificates/degrees without quitting their jobs. We have experienced increasing success in our evening and weekend courses. Classes are scheduled in 5, 14 or 15 week sessions and have been offered in local high schools, and in ITV format with Big Bear. Additionally the department is offering three Hybrid online courses each semester.

Hours of Operation and Patterns of Scheduling:

8:00 AM to 10:00 PM MON-THURS

8:00 AM to 8 PM FRIDAYS

8:00 AM to 12:30 PM SATURDAYS

The Child Development Department set a goal to offer more late afternoon courses to allow teachers and aides, who get off work at 3 p.m., to take two classes in one afternoon/ evening session. The plan has been very well-received by students. We have also expanded course offerings on Friday afternoon and Friday evening so more students can earn certificates and degrees at the end of their work week.

Alternate Delivery Methods

- On-line hybrid classes / 3 courses each semester
- In the fall and for the past 5 years we had off-campus classes at high schools (San Geronimo and San Bernardino High Schools)
- Friday classes – Associate Teacher Certificate can be earned on Fridays in one year
- ITV classes in Big Bear – One course each semester offered on campus and at Big Bear
- 5 -week, 14-week, and 15-week classes

Weekend instruction/services

We offer three courses each semester on Saturdays.

### Part II: Questions Related to Strategic Initiative: Student Success

Provide a brief analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the second two charts of the EMP One-Sheet on page 2 of this form)

This report reveals that the Child Development Department has an increased number of FTES than in the previous few years and fewer full-time faculty members. Student success and retention have increased. The Child Development Department is dedicated and committed to student success. Our success rates and retention rates have continued to increase over the past few years going from 61% in 07-08 to 77% for success in 09-10 and 66% in 07-08 to 83%

in 09-10 for retention. The number of certificates and degrees has dropped as predicted as a result of the decrease of course offerings due to budget cuts. Even though there is need and strength in the program, we are working with more students and fewer full-time faculty members.

### **Supplemental Data**

Provide any additional information such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Please provide any additional information that would help the committee to better understand how your program contributes to the success of your students.

The Child Development (CD) Department has an academic as well as a vocational orientation. The academic program prepares students for an Associate of Arts degree that articulates with educational institutions that offer Child Development B.S./B.A. degrees. The vocational program, which interfaces with the academic program, allows students to develop skills suitable for immediate employment. The certificated programs provide a well-rounded, concentrated area of study in child development. At the present time, the CD Department has eight certificated programs:

- Associate Teacher
- Teacher
- Master Teacher
- Family Child Care Provider
- Infant Development
- School-Age
- Site Supervisor
- Early Intervention and Inclusion

and three A.A. degrees:

- Child Development
- Child Development – Site Supervisor
- Child Development – Early Intervention and Inclusion

The Child Development Department of San Bernardino Valley College is dedicated to improving the quality of early childhood instruction and the delivery of comprehensive child development services to both students and the community. The department functions to provide the academic foundation necessary for students to become successful providers of early childhood care and education.

As previously mentioned, the Child Development Department certificate and degree programs help students transfer to Universities for higher degrees and provide training and education necessary for work and to earn Child Development Permits from the California Department of Education.

We have aligned our courses and AA degree with the Core 24 units, so that students can transfer to California State Universities or University of California schools in Human Development or Child Development. The Child Development Department articulated course

work with Cal Baptist University, the University of La Verne and National University to successfully transition our students into 4-year Bachelor degree programs.

We have also aligned our Certificates so that students are able to specialize in work related certificates to work with infants and toddlers, school-age children and family child care settings. We have the Early Intervention and Inclusion Certificate and Degree which prepares students to work with children with special needs and disabilities or to move on to higher education programs in Special Education.

Our Associate Teacher, Teacher, Master Teacher and Site Supervisor Certificates match the educational requirements for the California Department of Education Teaching Permits (From California Teacher Credentialing ) which helps students become employed in Title 5 schools and federally funded Head Start programs. The CD Department works closely with CDC-WORKS to help students earn and pay for California CD Permits and get jobs. The Child Development Training Consortium also helps to pay for CD classes and pay for CD Permits. There is no Licensure for teachers.

The most recent data gathered from the California Labor Market Information Division of EDD, retrieved 1/9/2011, project that for Riverside/ San Bernardino County employment will increase by 18.1% for Child Care workers and 19.7% for Preschool teachers from 2006-2016. With annual openings ranging from 114 for preschool teachers and 419 for child care workers.



## Student Learning Outcomes

### San Bernardino Valley College - Student Learning Outcomes (SLO)



[Home](#) » [Social Science.Human Development & Physical Ed](#) » [CD](#)



[Previous Directory](#)

[ASSOC TEACH CERT.doc](#)

[CD 100.doc](#)

[CD 101.doc](#)

[CD 105.doc](#)

[CD 105H.doc](#)

[CD 111.doc](#)

[CD 113.doc](#)

[CD 114.doc](#)

[CD 115.doc](#)

[CD 116.doc](#)

[CD 126.doc](#)

[CD 127.doc](#)

[CD 130.doc](#)

[CD 133.doc](#)

[CD 134.doc](#)

[CD 136.doc](#)

[CD 138.doc](#)

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[CD 185.doc](#)

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[CD 198.doc](#)

[CD 205.doc](#)

[CD 210.doc](#)

[CD 215.doc](#)

[CD 222.doc](#)

[CD 231.doc](#)

[CD 232.doc](#)

[CD 244.doc](#)

[CD 245.doc](#)

[CD 270.doc](#)

[CD 271.doc](#)

[CD 272.doc](#)

[CD 293.doc](#)

[CD AA DEGREE.doc](#)

[FAMILY CHILD CARE PROV CERT.doc](#)

[INFANT DEV CERT.doc](#)

[MASTER TEACHER CERT.doc](#)

[PRESCHOOL CERT.doc](#)

[SCHOOL AGE CERT.doc](#)

[SITE SUPERVISOR CERT.doc](#)

[TEACHER CERT.doc](#)

**The list above shows the courses that have SLOs on file with the Office of Instruction.**

If you have courses for which SLOs have not been developed, explain why. What are your plans to remedy this?

**Attach your three-year plan for assessing SLOs.**

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

Almost all of the courses have been assessed except for the courses due this Spring 2011. CD100 is the course articulated with Adult Ed and ROP, but we have not offered it, so it will not be assessed. CD 040 has not been offered and it will not be assessed. We plan to delete this course from our curriculum. CD 116 has also not been assessed. This course is taught by an adjunct instructor who has not submitted the results of the assessment. Other than the courses mentioned here, all of the courses have been assessed at least one time. Some courses have been assessed more than once. There have been individual changes in some courses. There

have been clarification of assignments or rubrics and some changes to the SLO's themselves. Changes have been minor and have not affected programs. No Program Changes have been made due to individual changes in course SLOs.

In order to insure SLO assessments, full-time faculty have had meetings with adjunct faculty members two times per year for the last two years to work on SLO Assessment. Adjunct Faculty Members have had individualized help and assistance from full-time faculty to assist them in completing SLO assessments.

### **Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

#### **Mission and Purpose:**

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the purpose of the program?

The mission of the Child Development Department (CDD) is to provide quality education in the field of Child Development to support a diverse community of learners. We educate students that childhood is appreciated as a unique and valuable stage of the human life cycle. The CDD believes that it is our responsibility to advocate for children, their families, their caregivers and their teachers who have a common interest in each child's well-being. We also acknowledge a primary responsibility to bring about communication, cooperation and collaboration between the home and Child Development programs in ways that enhance each child's development and to ensure that care and education are in high quality settings that are safe, healthy, nurturing and responsive for each child. The CDD is committed to providing programs that respect and support families, caregivers and teachers in their primary task of nurturing children. The CDD is committed to student success, to teaching, and to service excellence by preparing students to receive their certificates/permits to work in Child Development centers and/or transfer to a 4 year college or university.

How does this purpose relate to the college mission?

The Child Development mission relates to the college mission by:

1. preparing students for employment
2. preparing students for transfer
3. committing to student success
4. committing to excellence in teaching
5. providing quality education in Child Development
6. Supporting a diverse community of learners

#### **Productivity**

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from the first two charts of the EMP One-Sheet on page 2 of this form)

The Child Development Department has been very productive. We have seen an increase in the number of students and an increase in success and retention. Child Development students tend to take more than one Child Development class at a time. Our success rates and retention

rates have continued to increase over the past few years going from 61% in 07-08 to 77% for success in 09-10 and 66% in 07-08 to 83% in 09-10 for retention. We are handling more students with fewer full-time faculty members. We are keeping up with our schedule to measure student learning outcomes in all courses and keeping up with our technology goals to offer hybrid online courses and getting faculty trained in technology such as Blackboard. We have reviewed all course content and all of CD Degrees, Certificates and Courses are current. Our CD Associate Teacher Certificate was recently reviewed and updated and our Early Intervention Certificate and Degree has long-term State approval now. Students are successful but we have had some cuts in class sections. We stopped offering CD198/098 when Juliann Martin retired. This has contributed to the slowing down of students earning AA degrees and certificates. We cut CD198 which had 4-5 sections each semester down to 2 sections of CD205- Practicum/lab. This has slowed down certificate and degree achievement. Although the matriculation may be slower, the quality of the content learned in the CD205/ Practicum (Supervised Field Experience or student teaching) course is a huge improvement from a work experience setting. We believe this leads to student success and excellence in the quality of education students receive.

### **Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the programs current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

<b>Social Sciences, Human Development &amp; Physical Education</b>				
<b>Child Development</b>				
	<b>Course</b>	<b>Status</b>	<b>Last Content Review</b>	<b>Next Review Date</b>
	CD040 Spanish for Early Childhood Settings	Active	05/14/2007	05/14/2013
	CD050A-Z Special Topics on Parenting	Active	04/23/2007	04/23/2013
	CD072 Family Child Care	Active	03/12/2007	03/12/2013
	CD073 Family Child Care Business Practices	Active	03/12/2007	03/12/2013
	CD074 Family Child Care Children's Programs	Active	03/12/2007	03/12/2013
	CD098 Child Development Work Experience	Active	11/23/2009	11/23/2015
	CD100 Introduction to Child Development	Active	10/11/2010	10/11/2016
	CD101 Parent-Child Interaction	Active	12/08/2006	12/08/2012
	CD105 Child Growth and Development	Active	12/07/2009	12/07/2015
	CD105H Child Growth and Development-Honors	Active	12/07/2009	12/07/2015
	CD111 Observation and Assessment in Child Development	Active	11/24/2008	11/24/2014
	CD113 Principles and Practices of Teaching Children	Active	11/23/2009	11/23/2015
	CD113 Principles and Practices of Teaching Children	Active	11/24/2008	11/24/2014
	CD114 Introduction to Curriculum	Active	11/24/2008	11/24/2014
	CD115 Health, Safety and Nutrition for Young Children	Active	11/06/2007	11/06/2013
	CD116 Pediatric CPR, First Aid and Safety	Active	05/14/2007	05/14/2013
	CD126 Child, Family, and the Community	Active	11/23/2009	11/23/2015
	CD126 Child, Family, and the Community	Active	04/23/2007	04/23/2013
	CD127 Guidance of Children	Active	12/08/2006	12/08/2012
	CD130 Creative Music and Movement for Children	Active	11/15/2006	11/15/2012
	CD133 Creative Science and Math Activities for Children	Active	12/10/2007	12/10/2013
	CD134 Language, Listening and Literature for Children	Active	12/08/2006	12/08/2012
	CD136 Creative Art Experiences for Children	Active	12/08/2006	12/08/2012

	CD134 Language, Listening and Literature for Children	Active	12/08/2006	12/08/2012
	CD136 Creative Art Experiences for Children	Active	12/08/2006	12/08/2012
	CD138 Teaching in a Diverse Society	Active	11/24/2008	11/24/2014
	CD160 Understanding School-Age Children	Active	12/08/2006	12/08/2012
	CD161 Activities for School-Age Children	Active	12/08/2006	12/08/2012
	CD168 Early Literacy for Young Children	Active	12/08/2006	12/08/2012
	CD185 Infant/Toddler Growth and Development	Active	02/13/2007	02/13/2013
	CD186 Infant and Toddler Curriculum	Active	05/16/2008	05/16/2014
	CD205 Child Development Practicum / Field Experience	Active	11/24/2008	11/24/2014
	CD210 Infant and Toddler Growth and Development Laboratory	Active	04/23/2007	04/23/2013
	CD215 Early Intervention and Inclusion Internship	Active	01/11/2008	01/11/2014
	CD222 Independent Study in Child Development	Active	05/14/2007	05/14/2013
	CD244 Children with Special Needs	Active	03/12/2007	03/12/2013
	CD245 Early Intervention and Inclusion	Active	12/12/2007	12/12/2013
	CD270 The Mentor Teacher / Adult Supervision	Active	02/26/2007	02/26/2013
	CD271 Administration of Early Childhood Education Programs	Active	11/27/2007	11/27/2013
	CD272 Advanced Administration of Early Childhood Education Programs	Active	11/27/2007	11/27/2013
	CD293 Elementary Laboratory: Introduction to Early Field Experience	Active	10/11/2010	10/11/2016
	CD295 A-Z Special Topics in Child Development	Active	10/23/2007	10/23/2013

All CD courses have been updated within the last 6 years. All Degrees and Certificates have been updated and Board approved in the 2009-2010 academic year.

Articulation – Please see attached handout from Counseling office with articulated classes.

List Courses above 100 where articulation is <b>not</b> occurring	With CSU	With UC
	See attached handout	See Attached handout
CD222	no	no
CD116	no	no
CD295 A-Z	no	no

Describe your plan to articulate these classes.

We do not have plans to articulate CD222 or CD116. CD 222 and 295 A-Z need to be reviewed by the each university on a case by case basis. CD116 should be re-numbered to reflect its non-transfer status. The CD Department plans to up this correction through the Curriculum Committee in Fall 2011.

## Currency

Review the last college catalogue data given below. **OR**

Follow the link below and review the last college catalog data. Child Development begins on page 86.

Which courses are no longer being offered? (Include Course # and Title of the Course)

[http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC\\_Catalog\\_1011\\_Complete.pdf](http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf) D

CD050 - Special Topics on Parenting A-Z – This course should be deleted unless courses could be used for non-credit program.

CD198 /098– Child Development Work Experience – course may be offered in the future, but it has not been offered for 3 semesters. CD198 has been changed to CD098. In some of the certificates it still showed up as CD198. There may be an error in the catalog. The CD Department will check with the Instruction Office to correct the error.

## **Planning**

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

There are jobs in Child Development so the enrollment is currently very high. Jobs are predicted to increase until 2016. Although some jobs may be cut due to California budget cuts, between the public and the private sector there are enough jobs for our Child Development students in early education, school-age, and early Intervention to provide job opportunities for our students. Our Advisory Committee lets us know that they have jobs available in the field. Since State preschool and Head Start Programs want teachers to have AA Degrees and transfer for BA degrees, we have an increased number of working students coming back to receive more education. We are seeing more students with BA Degrees coming to our College to take CD units. Our Advisory Committee wants us to offer more classes, but due to budget cuts we will be offering fewer classes.

Due to the demand for afternoon, evening and weekend classes, we plan to continue to offer approximately 50% of CD courses in the afternoons, evenings and weekends to support the needs of working students. We also see a trend towards students wanting more on-line courses. We plan to continue to offer at least 3 courses per semester in the hybrid online format to help our diverse student population. We plan to continue to support student success and retention with the Child Development Training Consortium, which helps students pay for Course work and the CD Mentor Program, which helps students by providing Mentors for them. We plan to partnership with the CARES/Connections project which also helps students earn CD Permits in the field and obtain and keep jobs. Everything mentioned here is reflected in the CD Department's annual goals.

## Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The Child Development Department is dedicated and committed to student success. Our success rates and retention rates have continued to increase over the past few years going from 61% in 07-08 to 77% for success in 09-10 and 66% in 07-08 to 83% in 09-10 for retention. We wish to continue the trend and keep student success and student retention high. By offering afternoon, evening, Friday and weekend courses, when students can take them and be successful, we feel that we are providing a framework for success. Offering the hybrid online courses and ITV format will support the diverse needs of students.

The Child Development Department is current with all of the updates in content review. As seen in the data, all of the degrees, certificates and courses have been updated within the last 6 years. We have kept current with articulation agreements and course modifications, helping our program stay strong and competitive with other programs and colleges. We meet with 4-year institutions each year to stay current with articulation agreements. Our Advisory Committee meets two times per year in order to get recommendations from the community and keep current with work-related trends. We have partnerships with KidsNCare, CD services, the California Early Childhood Mentor Program, The California Child Development Training Consortium, Preschool Services Head Start, ROP programs and the monthly Child Care Director's Meetings in order to help the CD Department stay current in the field of Child Development. All of these practices and partnerships reflect student success and quality education reflected in the Child Development mission and the mission of the college.

## Weaknesses

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

As predicted, when we offered fewer classes, it has been harder for students to complete their certificates and degrees. Students need to be able to earn degrees and certificates in a timely manner.

We plan to continue offering courses in the afternoons, evenings, Fridays and on weekends so that students can earn certificates and degrees in a timely manner and we may need to rotate some courses in a two-year cycle.

Our Advisory Committee wants us to offer more classes, but we are being directed to cut classes. We also need a full-time instructor to meet the work load needs of the CD Department. Since we have a vocational and an academic program, there are so many responsibilities for each full-time faculty member to do. We lost two full-time faculty positions to retirement and lost the faculty Center Director position to a Classified Manager. The Center Director used to teach the Lab classes and the Administration classes. We are up for a faculty position on the President's list, so we hope this will be filled soon. Even though we have cut some classes, only 25% of CD classes are taught by full-time faculty. We also would like to recruit more male students in the field.

## Weaknesses and/or barriers in the program

List and describe any weaknesses of the program.

Need more full-time faculty

Need more male students

## V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

- Technology: We have set goals to offer at least two hybrid online classes each semester. We had the Distributed Education approved fall 2009 to offer online classes in fall of 2010. We offered three hybrid courses in the fall and two hybrid classes this spring. We have offered one ITV CD Course with Big Bear each semester for three semesters. We have set a goal for all full-time faculty members to have trainings in Blackboard. All full-time faculty members and many adjunct faculty members have had initial training in Blackboard.
- Campus Climate: One of the goals for the CD Department is to promote acceptance of diversity and promote tolerance of diversity. In each course we teach we discuss learning differences, cultural diversity, and acceptance of differences including special needs and disabilities. We offer one course each semester entitled, CD138- Teaching in a Diverse Society, which helps students understand and promote acceptance of diversity. This is a core course in our Child Development AA Degree. We also have one to two classes each semester for students interested in understanding children with special needs and disabilities. We offer one Certificate and an AA Degree in Early Intervention and Inclusion.
- Partnerships: Our goal has been to continue with CD Partnerships
- 1. The Child Development Department has a close partnership with the Child Development Center and offer four laboratory and 4 four observation labs classes each year in conjunction with the CD Center.
- 2. We have a Partnership with the California Early Childhood Mentor Program to provide Mentoring services for students.
- 3. We have a partnership with the California CD Training Consortium to support student tuition for CD students to earn permits in order to work and get better paying jobs.
- 4. We have partnerships with TANF CDC Program on Campus. We work closely with Leslie Gregory who scaffolds CD students into and through our CD program.
- 5. We partner with KidsNCare to host monthly Director Meetings in San Bernardino at the KidsNCare office.
- 6. We offer Friday classes with Preschool Services Head Start.
- 7. We partner with 4-year institutions to support articulation for students moving on with their education.
- 8. We partner with ROP and San Bernardino Adult Education programs with articulation agreements to get students to join our programs.