

INSTITUTIONAL PROGRAM REVIEW 2014 – 2015
Program Efficacy Phase: Instruction
DUE: April 13, 2015

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.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

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 appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be 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 embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** at midnight.

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 piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy 2014 – 2015

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

Program Being Evaluated

Child Development

Name of Division

Social Science, Human Development and Physical Education
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Name of Person Preparing this Report

Extension

Kathy Adams	8549
Denise Knight	8547

Names of Department Members Consulted

Kellie Barnett	8916
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Name of Reviewers

Stacy Meyer, David Smith and Melinda Moneymaker

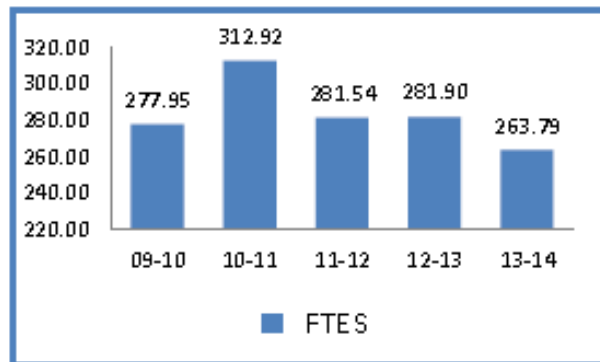
Work Flow	Due Date	Date Submitted
Date of initial meeting with department	3/27/15	
Final draft sent to the dean & committee	4/13/15	4/13/15
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

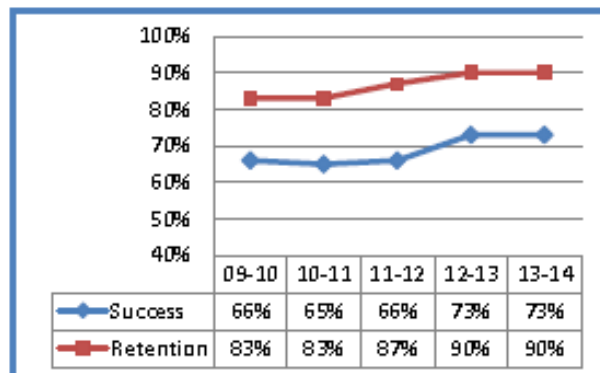
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	0	0	0
Faculty	3	0	10
Classified Staff	0	0	0
Total	3	0	10

CHILD DEVELOPMENT 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	2,550	2,869	2,499	2,494	2,336
FTEF	15.97	15.92	13.74	14.01	13.49
WSCH per FTEF	522	590	615	604	587



	09-10	10-11	11-12	12-13	13-14
Sections	86	86	73	74	71
% of online enrollment	2%	8%	8%	12%	10%
Degrees awarded	18	16	12	26	31
Certificates awarded	41	29	22	46	55

Description: The Child Development Department has an academic as well as a vocational orientation which prepares students for transfer and immediate employment. The CD Department currently has eight certificates and 3 degrees, including an ECE AS-T degree. All programs and respective courses went through content review in 2012-13 and are curriculum and board approved. All courses in the TMC are C-ID approved. The CD Department has strong articulation agreements and partnerships with high schools, ROP programs and Adult Ed as well as local public and private universities and community agencies. Currently there are 3 full-time faculty and 58% of courses are taught by adjunct faculty. Courses are offered to provide access to students during the day, in the afternoons, on Fridays and Saturdays and in a hybrid and ITV formats. SLOs are assessed regularly.

Assessment:

- Section offerings have dropped from 102 in 06/07 and 86 in 10/11 to 71 in 13/14 due for the lowest offerings ever in CD
- Decrease in sections have slowed growth and overall FTEs as pipeline of CD 105 courses were cut to offer needed certificate courses
- Success rates have increased 7% since 11/12 to 73%
- Retention rates have increased 3% since 11/12 to 90%
- 10% of courses were offered in a hybrid format
- Number of degrees has more than doubled since 11/12 with 31 degrees awarded – 16% growth since 12/13
- Number of certificates have more than doubled since 11/12 with 55 certificates awarded – 16% growth from 12/13
- There is enough load for 6 full-time faculty

Department Goals:

- Increase course offerings especially feeder sections to meet the needs in the community for work, career attainment & transfer (Goal 1 – Access)
- Continue to maintain and increase partnerships in the community, such as California ECE Mentor Program, Director Meetings, CD Planning Council, Special Needs Committee, CD Training Consortium, University of La Verne CD BA program, Head Start Friday program, Adult Ed and ROP and other university including CSUSB Articulations, etc. (Access – Goal 1 and Student Success – Goal 2)
- Hire a Full-Time faculty to help with the departmental work, load, assessment, curriculum, & partnerships (Success - 2)

Challenges & Opportunities:

- Decrease in full-time faculty increased work load since '09
- Decrease in sections offered especially pipeline/ feeder courses impacting FTEs
- Departmental advising for 8 certificates and 3 degrees is a challenge
- Departmental responsibilities include Vocational and academic responsibilities including articulation, advisory boards, community partnerships, site visits, vocational and academic advising
- Many partnerships are beneficial to students including work, transfer, students support & career advancement

Action Plan:

- Continue to maintain and increase partnerships & contracts (Access and Student Success)
- Increase pipeline feeder sections into programs – communicate needs to dean (Access)
- Offer all courses in Certificate & Degrees in 1-2 years and maintain quality programs (Access & Student Success)
- To increase support resources for CD students – CD meetings, brochures, smooth career pathway, academic advising to ensure success (student success)

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.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	<p>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</p> <p>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</p>
Pattern of Service	The program's pattern of service is not related to the needs of students.	<p>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.</p> <p>If warranted, plans or activities are in place to meet a broader range of needs.</p>

Demographics - Academic Years - 2011-12 to 2013-14		
Demographic Measure	Program: Child Dev.	Campus-wide
Asian	3.1%	5.2%
African-American	20.9%	14.2%
Hispanic	60.0%	59.2%
Native American	0.9%	0.3%
Pacific Islander	0.7%	0.4%
White	13.1%	16.8%
Unknown	1.3%	3.9%
Female	85.9%	54.8%
Male	14.1%	45.1%
Disability	8.2%	5.7%
Age Min:	18	14
Age Max:	80	84
Age Mean:	30	29

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?

A review of the data reflects a demographic breakdown for the Child Development program that is consistent with the campus demographic in most areas. Our African-American and Disability student demographic is slightly higher than the campus average while our Asian and Caucasian demographic is slightly lower. Our greatest challenge continues to be the number of males enrolled in our program. Although the male demographic on our campus is 45.1% the male demographic in the Child Development program is only 14.1%. Although this variance is substantive it needs to be viewed in context. According to the US Department of Labor, Bureau of Labor Statistics the child care field is made of 94.7% women. This national trend is going to be reflected in our program statistics. The good news is that the figure of 14.1% represents a 5% increase in the statistics provided in our last efficacy report.

We credit the increase to the implementation of several strategies, those strategies included participating in community outreach efforts, creating promotional materials picturing more males in activities with children, encouraging male students from our general education classes (CD 105 and CD 126) to enroll in our core Child Development classes, and hiring more male teachers/student workers at the SBVC Child Development Center. Although these efforts have resulted in increased participation we realize that in order to truly increase male participation we need to work through our community partners to support the increase in wages paid to all child care workers (the current trend for men is to move into elementary and secondary teaching positions or into ECE administration positions for which the salaries and benefits are better). The Child Development student population is 85.9% female, representing most ethnic backgrounds, slightly higher in Hispanic, African-American, and disabled than the college average. The department attracts fewer men, Caucasians and Asian than the college average. The Child Development average student age is about the same as the college average. The low number of men in our field is a concern, but there has been a 5% increase in men in our programs since our last program efficacy report.

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.

The Child Development program has two major constituent groups, students that can only attend during the day and working students that can only attend nights and weekends. In order to meet the needs of both groups core courses required to obtain the Associate Teacher and/or Teacher Certificates are offered both day, evening and online. Courses

required for more advanced certificates i.e. Infant Toddler, Master Teacher, Site Supervisor (primarily suited for working students) are offered between 4:00 pm and 10:00 pm Monday through Friday and 9:00 am to 3:00 pm on Saturday. Students seeking an Associate of Arts Degree in Child Development can obtain a degree whether they attend day or evening. The schedule is designed to allow students who only enroll in evening or weekend classes to obtain our certificates/degrees without having to quit their jobs.

Due to the limitation in the number of sections the Child Development Department can offer, not all certificate applicable courses are taught each semester. However we have adjusted our course offerings so that all courses required to complete a certificate or degree are now either offered during the fall and/or spring semester. This change was made in an effort to address students concerns about courses that were only offered once every other fall or every other spring.

We have experienced increasing success in our evening and weekend courses. Classes are scheduled in 14, 15, 16 and 18 week sessions and have been offered in ITV format with Big Bear. In response to increased demand the department has added additional online classes and will be offering three to five hybrid online courses each semester.

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.

We offer 2-4 courses each semester on Saturdays. Next semester we will offer two courses off campus at Child Care Resource Center (CCRC). In a community partnership, to reach out to prospective family child care providers and prospective infant / toddler teachers in the community. These courses are in high demand due to increased jobs in these areas.

Hours of Operation and Patterns of Scheduling:

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

8:00 AM to 9 PM FRIDAYS

9:00 AM to 3:00 PM SATURDAYS

- 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
- 14-week, 15-week & 16 week classes
- On-line hybrid classes / 3-5 courses each semester

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

After the last efficacy report the staff of the Child Development Department met to determine whether the statistics indicated on the EMP were reflective of the success our students were achieving. With a goal to increase student success our Child Development instructors disseminated the Child Development Degree and Certificate requirements, emphasized the importance of having an education plan and reminded students of certificate and degree submission dates for graduation. These minor changes resulted in an increase in success, retention and an increase in certificate and degrees awarded.

For the 13-14 academic year, the CD program goals for success have been met showing an increase in success, retention and increase in certificate and degrees awarded. Although FTES for 13-14 decreased due to fewer sections offered, success rates have increased 7% since 11/12 to 73% and retention rates have increased 3% since 11/12 to 90%. The number of degrees earned has more than doubled since 11/12 with 31 degrees awarded and a 16% growth increase from 12/13. The number of

certificates have more than doubled since 11/12 with 55 certificates awarded and 16% growth from 12/13.

Another program goal was to increase DE offerings if research supported it in our discipline. We have offered 10-12% CD courses in an online format in the last 2 years which is an increase from 8% in 10/11. We continue to offer courses through ITV and Big Bear each semester meeting our goal to reach all areas in our community. Research was done within the CD Department on offering CD courses in a DE format. After finding positive results throughout the State in our discipline, the CD Department is committed to continuing to increase the DE offerings in CD. Distance Education was added to two additional courses on the CD curriculum based upon the research findings.

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.

The employment outlook is very good for the CD field ensuring good enrollments in CD courses at SBVC. There are many job opportunities for students who wish to work in child development, school-age, and the early childhood education field. Each week the CD Department receives flyers, emails and phone calls related to job opportunities. State Preschool has been refunded and current Head Start funding is strong. There is new funding for Early Head Start which will increase job opportunities. Federal and State grant opportunities are expanding, including "Race to the Top" project, creating new employment opportunities in San Bernardino County. Programs such as CARES Plus encourage further coursework for professional development and advancement sending employed teachers back to school. Credentialed teachers who teach Transitional Kindergarten must go back to school to earn CD/ECE units to be qualified after 2016. All of these factors help to show a good outlook for increase in enrollment in the future.

Site Supervisors, preschool teachers, aides and assistants are common occupations in the CD/ECE field. Other specialty areas are infant/toddler teachers, school-age before and after school counselors, and family child care providers. Early Childhood special education paraprofessionals are currently also needed. Other occupations in the field are infant/toddler specialists, home visitors, parent educators, licensing analysts, curriculum specialists, ECE/ CD directors and administrators, and resource and referral staff.

In a comparison of Growing Occupations by entry level Education in California for 2013-2015, Preschool Teachers were the 2nd largest in for the Associate Degree level. (EDD Comparison of Growing Occupations by Entry Level Education in California, March 7, 2014)

The most recent data gathered from the Employment Development Department for the State of California, retrieved in April 2015, project that for the Inland Empire employment will increase by 14% for child care workers and 13% for preschool teachers from 2012-2022.

Nationally, preschool teacher jobs are projected to grow 17% from 2012-2022. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Preschool Teachers, on the Internet at <http://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm> (visited April 12, 2015.)

Many students move on to transfer into BA degree programs in Human Development or related fields. Students who transfer with degrees in Child Development can transfer in to BA programs to continue to become program directors, transitional kindergarten and kindergarten teachers, elementary teachers, special education teachers, parent educators, high school or college CD instructors, counselors, social workers, and school or family psychologists/ therapists.

Instead of licensure, CD positions are hired by attaining specific CD/ECE units and experience either with Title 22 requirements or with Title 5 requirements. With Title 5 requirements, CD Permits are issued through the California Commission on Teacher Credentialing for Associate Teachers, Teachers, Master Teachers or Site Supervisors. The certificates and degrees offered in our CD Department are related to specific job requirements in specific areas and courses and unit requirements for these Title 22 or Title 5 requirements. See below:

Certificates:

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

A.A. degrees:

- Child Development
- Child Development – Early Intervention and Inclusion
- Early Childhood Education AS-Transfer Degree

One of the goals of the CD Department is to help students **succeed in courses and programs to enable them to move into work in the field or transfer**. In order to help students accomplish these goals, the CD Department strives to:

- Keep programs current and relevant which lead to work and transfer
- Maintain partnerships to help students moving into work or transfer
- Offer courses in certificates or degrees within a 1 to 2 year period
- Maintain articulation agreements with CTE and 4-year institutions
- Continue to maintain contracts with State Programs
- Continue with academic and vocational advising
- Increase support services for CD students: brochures, meetings, workshops etc.

The Child Development Department strives to continue to meet the goals for student success and 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 CD Department functions to provide the academic foundation necessary for students to become successful providers of early childhood care and education.

Since the last Program Efficacy, we have been CAP (Curriculum Alignment Project) approved. This means that 8 of our core courses and our new AS-T Degree is aligned with all of the Community Colleges in the State. All 8 C-ID courses have also been approved by the Curriculum Committee and the State Chancellor's Office. This helps our students 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 to successfully transition our students into 4-year BA programs. We also have the partnership with the University of La Verne to offer junior and senior level BA degree courses in a program held for students at SBVC.

We have also aligned our CD 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 Commission on Teacher Credentialing CD Permit Matrix which help students become employed in Title 5 schools and federally funded Head Start programs. The SBVC Child Development Training Consortium also helps to pay for CD classes and pay for CD Permits.

During this program efficacy period, the CD program goals have been met. We have helped students move towards work and transfer while providing quality education in Child Development. We have encouraged student to attain their goals by providing them with printed brochures to help students keep track of courses taken and courses necessary to complete certificates or degrees. The brochures also have information related to the Commission on Teacher Credentialing and the CD Training Consortium Students are moving on to work and transfer. The CD Department works hard to keep up-to-date with changes in the field, develop and maintain partnerships, articulation agreements and contracts and support services and to help students move into employment or transfer.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs. (INSERT SLO COURSE GRID)

	General Ed	Not Assessed	Assessed	Ongoing	F07	S08	F08	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15	F15	Note
CD 060 (formerly CD 160)			x	X							x								x			
CD 061 (formerly CD 161)			x	X								x					x					
CD 068 (formerly CD 168)			X	X			X				x		x				x					
CD 100			x									X										Only articulated with HS & Adult Ed CTE - Not offered since 2007 on campus
CD 101	CSU/GE-L		x	x						D		x	x				x	x	x			
CD 105	CSU/UC		x	x			D				x	x	x				x	x	x			
CD 105H	CSU/UC		x	x					D		x	x	x					x	x			
CD 111			x	x					D		x	x	x				x	x	x			
CD 113			x	x			x				x								x			
CD 114			x	x			x				x				x		x	x	x			
CD 115			x	x								x					x	x	x			
CD 126	CSU/UC/GE-L		x	x			x				x				x		x	x	x			
CD 127			x	x			D	x			x	x	x		x		x	x	x			
CD 130			x	x				x											x			
CD 133			x	X				x											x			
CD 134			x	x			x					x							x	x		
CD 136			x	X						x										x		
CD 138			x	x					x								x	x	x			
CD 160			x								x											Deleted course - Changed to CD 060
CD 161			x									x										Deleted course - Changed to CD 061
CD 168			x	x			x				x		x									Deleted course - changed to CD 068
CD 185			x	x	x						x	x	x		x		x	x	x			
CD 186			x	x				x				x			x			x				
CD 198			x						x													Deleted course -Last Offered 2009 - Work Exp.
CD 205			x	x					x		x				x		x	x	x			
CD 210			x	x					x		x				x		x	x	x			
CD 215			x	x								x						x				
CD 244			x	x							x						x					
CD 245			x	x								x						x				
CD 270			x	x			x				x		x				x		x			
CD 271			x	x					x								x		x			
CD 272			x	x							x							x				
CD 293																						Deleted course - Field Experience
Totals:	4	0	28	27	1	7	5	7	2	17	13	8		7		16	18	19				

Child Development Course SLO Assessment Plan								
Courses:		Last Assessed:				Next Assessment (3 year cycle):		
		12/13	13/14	14/15		15/16	16/17	17/18
CD060	(formerly 160- change fall 13)			x				x
CD061	(formerly 161 –change fall 13)		x				x	
CD068	(formerly 168 – change fall 13)		x				x	
CD 175	(New course – not offered until Fall ‘15)					x		
CD 100	(Course not offered – will not be offered in the next three years – ROP articulated)							
CD 101			x	x				x
CD 105			x	x		x		x
CD 105H			x	x		x		x
CD 108	(New course – Not offered until spring ‘15)					x		
CD 111			x	x				x
CD 113				x		x		x
CD 114				x				x
CD 115			x	x				x
CD 126		x	x	x				x
CD 127		x	x	x		x		x
CD 130			x	x				x
CD 133				x				x
CD 134			x	x				x
CD 136				x				x
CD 137	(New Course – Not offered until spring ‘15)					x		
CD 138			x	x				x
CD 185		x	x	x		x		x
CD 186			x	x		x		
CD 205		x	x	x				x
CD 210		x	x	x				x
CD215			x				x	
CD 244			x				x	
CD 245			x				x	
CD 270			x	x			x	
CD 271			x	x				x
CD 272			x				x	

See [Strategic Goal 2.11](#)

The CD Department strives to help students with success through the on-going assessment and evaluation of course SLOs. CD Department has a plan to assess SLO's on a three-year cycle. (See assessment chart) Recently many of the SLOs have been assessed each year or each semester. **All of the courses currently offered in child development at Valley College have had on-going assessment.** The only exception is the CD 100 course which is only offered at High School and Adult Ed CTE programs and is no longer offered on campus. For this course, we recently built the course SLOs into the articulation agreement. For students to articulate, they must have met the

minimum SLOs. In this way, all students who articulate will have been assessed for SLOs, creating ongoing assessment.

Each semester, the CD Department holds a faculty meeting to discuss SLO assessments and findings. The CD faculty meet to discuss SLO assessment outcomes and discuss ways to improve student success. We also have an online thread for faculty who cannot attend the meeting. Almost all adjunct faculty attend the meeting or participate in the thread.

Because we offer 6-8 sections of CD 105 courses per semester, CD 105 instructors have also had separate meetings to build assessments together and offer suggestions for student success.

At the faculty meetings, adjunct faculty helped to write the assessments for the new core 8 SLOs, they discussed ways to improve success, re-write or add new ideas for assessments and discussed methods to improve SLOs. Adjunct faculty also helped to write the new Program SLOs, which were changed for fall 2013.

SLO assessments have resulted in faculty making changes in their courses, which in turn, have resulted in increased student success. Each semester more ideas are shared with the full CD Department. The following examples are ideas CD faculty have shared which have improved student success:

- Re-writing assignment sheets to make directions clearer
- Making lectures more clear to emphasis important ideas
- Spending more lecture time to cover directions and questions
- Allowing students to re-write papers or turn in drafts first
- Writing clearer policies and procedures on syllabi
- Giving more time to complete in-depth assignments
- Encouraging use of writing center
- Spending time with students outside of class
- Encouraging work groups
- Using Blackboard to send reminders
- Providing examples of assignments on Blackboard
- Breaking up the assignment into multiple parts

Instructional Program SLOs. If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the **courses are mapped to the program**, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged). **(INSERT MAPPING GRID & RECENT PROGRAM EVAL. INFORMATION)**

Child Development Program SLO Assessment Plan											
DIVISION: Social Science, Human Development, and Physical Education											
Program	1st Assessment:				2nd Assessment:				3rd Assessment:		
	11/12	12/13	13/14		14/15	15/16	16/17		17/18	18/19	19/20
Associate Teacher	x				x				x		
Teacher Certificate	x				x				x		
Master Teacher Certificate	x				x				x		
Site Supervisor Certificate	x				x				x		
Family Child Care Certificate	x				x				x		
School-Age Certificate	x				x				x		
Infant Development Certificate	x				x				x		
Early Intervention Certificate	x				x				x		
Child Development Degree	x				x				x		
CD – Early Intervention Degree	x				x				x		
ECE AS-T Degree (new as of fall 13)					x				x		

Associate Teacher Certificate	Associate Teacher Certificate	1. Develop a personal philosophy that reflects an understanding of: a) typical and atypical child development in all developmental domains, b) developmentally appropriate practices in CD programs c) ethical standards and professional behaviors when working with children and families and d) indicators of high quality early childhood programs.	2. Identify the processes and activities that support developmentally appropriate play and learning for children.	3. Identify resources that promote supportive relationships and partnerships between programs, teachers, families and their communities.	4. Develop positive guidance and interaction strategies that support young children's learning and self confidence.	5. Write developmentally appropriate curriculum plans.
CLASSES						
CD 101 or CD 127					X	
CD 105/ CD 105H		X				
CD 113		X				
CD 114			X			X
CD 126				X		
CD 205			X		X	X

Teacher Certificate	Teacher Certificate	1. Develop and integrate a personal philosophy into classroom practices that reflects an understanding of: a) typical and atypical child development in all developmental domains, b) healthy, safe and nutritious practices in CD programs, c) developmentally, culturally and linguistically appropriate practices in CD programs d) ethical standards and professional behaviors when working with children and families and e) indicators of high quality early childhood programs.	2. Use observation, planning and implementation cycle to create, implement and evaluate environments, individualized curriculum and activities that support developmentally, culturally and linguistically appropriate, inclusive, play and learning for children.	3. Develop strategies to respect the diversity of children and families and then empower families, and use resources that promote supportive relationships and partnerships between programs, teachers, families and their communities.	4. Apply effective positive guidance and interaction strategies that support young children's learning, self confidence and identity.	5. Write comprehensive developmentally appropriate curriculum plans in a variety of curriculum areas.
CLASSES						
CD 105/105H		X				
CD 111			X			
CD 113		X				
CD 114			X			X
CD 115		X				
CD 126				X		
CD 138		X		X		
CD 205			X		X	X
Choose Two Courses						
CD 068						X
CD 130						X
CD 133						X
CD 134						X
CD 136						X

Master Teacher Certificate	Master Teacher Certificate																		
	1. Develop and integrate a personal philosophy into classroom practices that reflects an understanding of: a) typical and atypical child development in all developmental domains, b) healthy, safe and nutritious practices in CD programs, c) developmentally, culturally and linguistically appropriate practices in CD programs d) ethical standards and professional behaviors when working with children and families and e) indicators of high quality early childhood programs using ECERS-R or related scales.			2. Use observation, planning and implementation cycle to create, implement and evaluate environments, individualized curriculum and activities that support developmentally, culturally and linguistically appropriate, inclusive, play and learning for children.			3. Develop strategies to respect the diversity of children and families and then empower families, and use resources that promote supportive relationships and partnerships between programs, teachers, families and their communities.			4. Apply effective positive guidance and interaction strategies that support young children's learning, self confidence and identity.			5. Develop a specialization in Child Development using 6 units of a content area in a specific area.			6. Develop understanding of adult development and learning including and use reflective practices skills with a) stages of adult development; b) adult learning styles; c) multiple intelligences related to adults; in order to mentor and supervise adults in child development settings.			
CLASSES																			
CD 105/105H		X																	
CD 111						X													
CD 113		X																	
CD 114						X													
CD 115		X																	
CD 126								X											
CD 127										X									
CD 138		X						X											
CD 270						X										X			
CD 205 or 210										X									
Specialization													6 units						
CD 130 and 136 or						X													
CD 068 and 134 or						X													
CD 060 and 061 or						X													
CD 185 and 186 or						X													
CD 244 and 245																			

Site Supervisor Certificate		Site Supervisor Certificate	1. Develop and integrate a personal philosophy into classroom practices that reflects an understanding of: a) typical and atypical child development in all developmental domains, b) healthy, safe and nutritious practices in CD programs, c) developmentally, culturally and linguistically appropriate practices in CD programs d) ethical standards and professional behaviors when working with children and families and e) indicators of high quality early childhood programs using ECERS-R or related scales.	2. Use observation, planning and implementation cycle to create, implement and evaluate environments, individualized curriculum and activities that support developmentally, culturally and linguistically appropriate, inclusive, play and learning for children.	3. Develop strategies to respect the diversity of children and families and then empower families, and use resources that promote supportive relationships and partnerships between programs, teachers, families and their communities.	4. Apply effective positive guidance and interaction strategies that support young children's learning, self confidence and identity.	5. Develop understanding of adult development and learning including and use reflective practices skills with a) stages of adult development; b) adult learning styles; c) multiple intelligences related to adults; in order to mentor and supervise adults in child development settings.
CLASSES							
CD 105/105H		X					
CD 111				X			
CD 113		X					
CD 114				X			
CD 115		X					
CD 126					X		
CD 127						X	
CD 138		X			X		
CD 270							X
CD 271							X
CD 272							X
CD 205 or			X			X	
CD 210			X			X	
Choose Two Courses							
CD 130			X				
CD 133			X				
CD 068			X				
CD 134			X				
CD 136			X				
Choose One Course							
CD 060							
CD 061			X				
CD 127							
CD 185							
CD 186			X				
CD 244							

Early Intervention and Inclusion Certificate		Early Intervention and Inclusion Certificate	1. Differentiate characteristics of typical and atypical development and understand developmental milestones in all domains.	2. Recognize, understand, interact with and include children with a variety of disabilities and special needs in early childhood settings.	3. Develop and create and modify curriculum and individualized education plans to work with children with special needs and disabilities.	4. Recognize and apply laws and regulations related to working with children and families with disabilities and special needs.	5. Find and assess resources for children and families with special needs and disabilities and advocate for the needs of all children and families.
CLASSES							
CD105/ CD 105H		X					
CD 111		X					
CD 126							X
CD 127							
CD 185							X
CD 186							
CD 244		X	X				X
CD 245			X		X	X	
CD 205 or CD 210							
CD 215			X	X	X		

Family Child Care Provider Certificate	Family Child Care Provider Certificate	1. Students will recognize licensing regulations, requirements, policies and procedures necessary to run a quality family child care business.	2. Students will develop a comprehensive business plan, record keeping system, and contract and policy statements necessary to a family child care business.	3. Students will develop a developmentally appropriate, safe and healthy environments and curriculum with activities for children at a variety of ages and stages in a family child care home.	4. Students will develop methods to strengthen partnerships with families and obtain community resources for family and children in family child care homes.
CLASSES					
CD 072		X			
CD 073		X	X	X	
CD 074					X
CD 105 or 105H				X	
CD 113				X	
CD 114				X	
CD 115				X	X
CD 126					X
CD 061 or CD 086				X	
CD 205				X	
Replace CD 072, CD 073 & CD 074 with CD 075 in Fall 2015					
CD 075		X	X	X	X

Infant Development Certificate	Infant Development Certificate	1. Identify and assess patterns of typical and atypical development for infants and toddlers.	2. Observe and assess components of infant and toddler environments and compare with high quality components, health and safety & licensing regulations, foundations and guidelines.	3. Observe and assess development of infants and toddlers and plan and create individual curriculum to meet the unique needs of each child.	4. Develop strategies to form partnerships with parents and identify local resources for families of infants and toddlers.	5. Create a developmentally appropriate philosophy for working with infants and toddlers in groups based on best practices and current research.
CLASSES						
CD 105/105H		X				
CD 111					X	
CD 126					X	
CD 127		X	X		X	
CD 185		X	X	X		
CD 186			X	X		X
CD 244						
CD 210 or CD 205				X		

School-Age Certificate			
	School-Age Certificate	1. Observe and assess the development of school-age children to understand typical and atypical development and learning and to create appropriate environments and curriculum.	2. Create developmentally appropriate curriculum and written activity plans for school-age children using all developmental domains, multiple intelligences, and a variety of learning modalities.
3. Develop a school-age a before and after school program philosophy based on good practice, health and safety, state regulations, and the developmental needs of school age children.			
CLASSES			
CD 060		X	X
CD 061			X
CD 105/105H		X	
CD 113			
CD 114			
CD 126			
CD 127			
CD 138			
CD 111		X	

Child Development AA Degree				
	Child Development AA Degree	Integrate a personal philosophy into classroom practices that reflects an understanding of: a) typical and atypical child development in all developmental domains, b) healthy, safe and nutritious practices in CD programs, c) developmentally, culturally and linguistically appropriate practices in CD programs d) ethical standards and professional behaviors when working with children and families and e) indicators of high quality early childhood programs.	Use observation, planning and implementation cycle to create, implement and evaluate environments, individualized curriculum and activities that support developmentally, culturally and linguistically appropriate, inclusive, play and learning for children.	Develop strategies to respect the diversity of children and families and then empower families, and use resources that promote supportive relationships and partnerships between programs, teachers, families and their communities.
Apply effective positive guidance and interaction strategies that support young children's learning, self confidence and identity.				
CLASSES				
CD 105/105H		X		
CD 111			X	X
CD 113		X		
CD 114			X	
CD 115		X		
CD 126				X
CD 138		X		X
CD 205			X	X
Pick One Course				X
CD 127				
CD 130			X	
CD 133			X	
CD 134			X	
CD 136			X	
CD 068			X	
CD 185				
CD 186			X	
CD 244				

Early Intervention and Inclusion AA Degree	Early Intervention and Inclusion AA Degree	1. Differentiate characteristics of typical and atypical development and understand developmental milestones in all domains.	2. Recognize, understand, interact with and include children with a variety of disabilities and special needs in early childhood settings.	3. Develop and create and modify curriculum and individualized education plans to work with children with special needs and disabilities.	4. Recognize and apply laws and regulations related to working with children and families with disabilities and special needs.	5. Find and assess resources for children and families with special needs and disabilities and advocate for the needs of all children and families.	6. Write and speak clearly to communicate with other professionals, parents and colleagues.
CLASSES							
CD 105/CD 105H		X					
CD 111							
CD 126						X	
CD 127							
CD 185						X	
CD 186							
CD 244		X	X			X	X
CD 245				X	X		X
CD 205 or CD 210							X
CD 215			X	X			X

Child Development AS-T	Child Development AS-T	1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.	2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.	3. Apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.	4. Develop strategies that promote partnerships between programs, teachers, families and their communities.	5. Apply ethical standards and professional behaviors that demonstrate understanding and knowledge, deepening the commitment to the Early Care and Education profession.
CLASSES						
CD 105/105H		X				
CD 111					X	
CD 113		X	X	X		X
CD 114			X			
CD 115					X	
CD 126					X	
CD 138		X				
CD 205		X	X	X		

See [Strategic Goal 2.11](#)

The CD Department strives to help students with success through assessment and evaluation of PLOs. As you can see by all of the attached maps, the CD Department has 8 certificates and 3 degrees. All of the course SLOs are mapped to PLOs.

All of our CD Programs were assessed in the 2011-12. At that time, the CD PLOs were written in a way that had more to do with industry standards, including courses taken and unit requirements and other qualifications instead of competencies. In an effort to help meet the goal of student success, the courses were re-written to include competencies within course content which could be measureable within PLOs.

Due to the PLO Assessment, the CD faculty re-wrote all of the PLOs in 2012 and they became effective in fall 2013, along with the approved curriculum and TMC. This academic year, since the mapping tool was developed, **we have mapped all of our courses to our Ne PLOs so they can be measured this year.** The new PLOs will be assessed this spring 2015, after all of the data is linked in the new cloud system. Celia Huston is currently in the process of helping the CD Department with this task. All of these changes help to meet the department goal of student success by continuing to connect course success with SLOs to Program success with PLOs.

Institutional SLOs/Core Competencies. Complete the **Core Competency grid** below (**INSERT CORE COMPETENCY GRID**). Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

San Bernardino Valley College Department: <u>Child Development, Part 1</u> For each course, use an x to identify the core competencies that are given a major emphasis and are measured.		CD 060	CD 061	CD 068	CD 075	CD 100	CD 101	CD 105	CD 105H	CD 108	CD 111	CD 113	CD 114	CD 115	CD 126	CD 127	CD 130	CD 133	CD 134	CD 136	CD 137
Commun.	1.1 Read and retain information	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	1.2 Write clearly	X	X				X	X	X	X	X	X	X	X	X	X	X		X	X	X
	1.3 Speak clearly	X	X		X		X	X	X	X	X	X	X	X	X	X	X		X	X	X
	1.4 Employ vocabulary of the subject studied	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	1.5 Demonstrate active listening skills		X		X		X			X					X	X					X
Info Comp	2.1 Find and interpret information						X	X	X	X	X	X			X	X	X	X			
	2.2 Evaluate authority and bias of information								X					X			X				
	2.3 Utilize technology to organize and present information											X									
	2.4 Demonstrate working knowledge of basic computer function																				
Critical Thinking	3.1 Evaluate strengths, weaknesses and fallacies of logic							X		X											
	3.2 Locate, evaluate and select evidence to support or discredit an argument								X												
	3.3 Construct a persuasive argument								X												
	3.4 Apply learned knowledge to new situations	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			X
	3.5 Apply principles of scientific reasoning to solve problems																				
	3.6 Defend a logical hypothesis to explain observed phenomenon																				
Ethics	4.1 Accept responsibility for own actions				X		X														
	4.2 Demonstrate respect for a diversity of ideas and the rights of others		X		X	X	X	X	X	X	X	X	X	X	X	X		X		X	X
	4.3 Exhibit personal, professional and academic honesty				X																
	4.4 Display behavior consistent with ethical standards w/in a discipline				X								X								
	4.5 Apply lessons from the past to ethical issues faced in the present				X																
	4.6 Evaluate own ethical beliefs in relationship to moral dilemmas				X	X						X						X			
	4.7 Assume civic, political or social responsibilities																				
Creative Expression & Self Awareness	5.1 Recognize own strengths and weaknesses				X		X										X				
	5.2 Recognize own biases and values						X										X	X			
	5.3 Recognize own learning style																				
	5.4 Give and receive constructive feedback																				
	5.5 Develop time management skills																				
	5.6 Set goals for educational, personal and professional development												X								
	5.7 Set goals to create balance in personal and professional life																				
	5.8 Evaluate diverse artistic works													X					X		
	5.9 Demonstrate creative thought through original expression																	X			X
Social Interaction & Cultural Diversity	6.1 Demonstrate etiquette in face-to-face and written interactions												X				X				X
	6.2 Work effectively in group settings																X		X		
	6.3 Utilize conflict resolution skills		X		X												X				
	6.4 Demonstrate knowledge of and respect for other cultures	X						X	X	X	X	X		X	X		X				
	6.5 Demonstrate knowledge of and respect for one's own culture																				

San Bernardino Valley College Department: <u>Child Development, Part 2</u> For each course, use an x to identify the core competencies that are given a major emphasis and are measured.		CD 138	CD 185	CD 186	CD 205	CD 210	CD 215	CD 244	CD 245	CD 270	CD 271	CD 272			
Commun.	1.1 Read and retain information	X	X	X	X	X	X	X	X	X	X	X			
	1.2 Write clearly	X	X	X	X	X	X	X	X	X	X	X			
	1.3 Speak clearly		X	X	X	X	X	X	X	X		X			
	1.4 Employ vocabulary of the subject studied	X	X	X	X	X	X	X	X	X	X	X			
	1.5 Demonstrate active listening skills	X					X			X					
Info Comp	2.1 Find and interpret information	X	X								X				
	2.2 Evaluate authority and bias of information	X													
	2.3 Utilize technology to organize and present information														
	2.4 Demonstrate working knowledge of basic computer function														
Critical Thinking	3.1 Evaluate strengths, weaknesses and fallacies of logic														
	3.2 Locate, evaluate and select evidence to support or discredit an argument														
	3.3 Construct a persuasive argument														
	3.4 Apply learned knowledge to new situations	X	X	X	X	X	X	X	X	X	X	X			
	3.5 Apply principles of scientific reasoning to solve problems														
	3.6 Defend a logical hypothesis to explain observed phenomenon														
Ethics	4.1 Accept responsibility for own actions				X	X	X								
	4.2 Demonstrate respect for a diversity of ideas and the rights of others	X			X	X	X			X	X	X			
	4.3 Exhibit personal, professional and academic honesty														
	4.4 Display behavior consistent with ethical standards w/in a discipline									X					
	4.5 Apply lessons from the past to ethical issues faced in the present									X					
	4.6 Evaluate own ethical beliefs in relationship to moral dilemmas	X								X					
	4.7 Assume civic, political or social responsibilities									X					
Creative Expression & Self Awareness	5.1 Recognize own strengths and weaknesses														
	5.2 Recognize own biases and values	X													
	5.3 Recognize own learning style									X					
	5.4 Give and receive constructive feedback								X	X	X	X			
	5.5 Develop time management skills											X			
	5.6 Set goals for educational, personal and professional development								X	X					
	5.7 Set goals to create balance in personal and professional life														
	5.8 Evaluate diverse artistic works														
	5.9 Demonstrate creative thought through original expression										X				
Social Interaction & Cultural Diversity	6.1 Demonstrate etiquette in face-to-face and written interactions	X										X			
	6.2 Work effectively in group settings									X		X			
	6.3 Utilize conflict resolution skills	X								X		X			
	6.4 Demonstrate knowledge of and respect for other cultures	X	X	X	X	X	X	X	X	X	X	X			
	6.5 Demonstrate knowledge of and respect for one's own culture	X								X					

See [Strategic Goal 2.11](#)

The CD Department strives to help students with success using assessment of SLOs along with Core Competencies. Instructors in the CD Department have used the core competencies along with SLOs on their syllabi to help students understand the importance of the assignments related to competencies and outcomes.

The CD Department has used the core competencies to discuss student success with the adjunct faculty and Advisory Board members. The CD faculty and CD Advisory Board members discussed the necessity of adding English advisories to 100 level courses and English prerequisites to Honors courses. The English advisories and prerequisites were added in for classes approved for fall 2013 and again for fall of 2015.

During meetings with adjunct faculty, core competences have been discussed and have helped with developing assessment rubrics for assignments such as written papers, presentations, projects, portfolios etc. The following are examples of changes made

within the CD courses or within the CD Department to increase student success due to discussions related to core competency assessments:

- Adding advisories or prerequisites to CD courses
- Providing written examples of acceptable written work
- Encouraging more use of the writing center
- Re-writing rubrics to include clearer expectations
- Adding clearer expectations on syllabi
- Adding clearer expectations and rubrics on direction sheets
- Providing rubrics on Blackboard
- Adding core competencies on syllabi and embedding them in assignments

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

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

What is the mission statement 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 charts 1 and 2 (FTEs; Enrollment; FTE and WSCH per FTE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The CD Department has been productive. The CD Department's WSCH/FTEF in 2013-2014 was 587 which is more productive than the State average of 525. The average WSCH/FTEF over the last 4 years is 599, again, higher than the State average. Fifty-eight percent of courses in the CD Department are taught by adjunct faculty and there is enough load for 6 faculty members. Due to section cuts over the last 5 years, the CD

Development has had the lowest level of overall FTES ever in the last year: There were 263 FTES for 2013-14 compared with 312 in 10/11. There is duplicate enrollment as most CD students take more than one class at a time. The FTEF went from 15.92 in 10/11 to 13.49 in 13/14.

There were 31 degrees awarded and 55 certificates awarded in 2013-2014. This is a 52% increase since 2011. Students are completing courses and programs and moving on to work and transfer. There is student demand, so as we expand course sections it will be easier for the FTES to increase. The CD Department has seen an increase in success to 73% (3% increase since 2011-2012) in and retention to 90% (3% increase since 2011-12).

Another issue is that students have the perception that applying for certificates and or degrees before they complete transfer requirements, will affect their financial aid and priority registration. Faculty think that the CD certificate and degree numbers would be much higher than these figures without this concern, as students wish to receive financial aid and stay in school to complete transfer requirements.

The CDD has been productive despite fewer course offerings. In recent years, the only way the CDD could continue to offer all of the certificate and programs was to cut sections in CD 105, which is the pipeline feeder course into the program. In 2011 the CDD had 86 courses per year and in 2014 it had 71. In 2011, the CD 105 sections offered per semester were 10 or 11 and are currently now down to 6 or 7 per semester. With 31 courses, and more at that time, some courses had to be cut to be offered every other year or every other semester.

Unfortunately, the Education courses were cut to allow for the courses which were required for certificate and degree programs. In order to maximize our offerings in CD Programs, we have referred students to the Crafton Hills College CD Department to take their required Education Courses.

Since the CDD is very specialized for employment and transfer we have articulation meetings, presentations at High Schools and Adult Ed Programs, brochures to create, advisory meetings, the California ECE Mentor Contract (helps students with Mentoring services), the Child Development Training Consortium (CDTC) Contract (provides tuition support towards earning CD Permits with the California Commission on Teacher Credentialing) to implement, the San Bernardino Child Care Planning Council to attend, the Head Start Friday Program to implement and various other partnerships to maintain.

The CDD needs another full-time faculty member to help with all the department work. Since fifty-eight percent of courses in the CD Department are taught by adjunct faculty and there is enough load for 6 faculty members, the CD Department is productive and saving the College money. The CD Department lost 2 full-time faculty in 2009 to retirements who were never replaced. The CD Department would be more productive with more full-time faculty to help with department academic and career advising, CD

Department workload, lab classes, and resurrecting and implementing the Education classes.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

The CD Department curriculum is current. We went through complete a content review in 2012-2013 and update all courses. Our courses were Curriculum Alignment Project (CAP) approved in our discipline and C-ID approved by the Chancellor's Office. Our new Early Childhood Education AS-T TMC was approved. As we went through content review, we also reviewed and changed some of our SLOs and PLOs. We met with our CD Advisory Board and our CD adjunct faculty to make changes and update courses and SLOs.

In the last two years, the CD Department has deleted courses which have not been taught and wrote new courses where we saw some gaps. The department has focused on certificate and degree requirements instead of other offerings.

Unfortunately, due to the cuts we had, we have not been able to offer our Education courses. In order for the Education courses to work, these courses needed to be offered each semester, and we were not able to do this due to priorities for courses in certificate and degree programs. Since we did not offer a certificate or degree in Education, these courses were not the top priority. If, at some time in the future, we are given enough sections on a regular basis, the CD Department would like to resurrect the Education courses. Other courses were also deleted which were not in certificates and degrees.

Social Sciences, Human Development & Physical Education				
Child Development				
	Course	Status	Last Content Review	Next Review Date
	CD060 Understanding School-Age Children	Active	10/15/2012	10/15/2018
	CD061 Activities for School-Age Children	Active	10/15/2012	10/15/2018
	CD068 Early Literacy for Young Children	Active	10/15/2012	10/15/2018
	CD075 Family Child Care Practices	Active	10/29/2014	10/29/2020
	CD100 Introduction to Child Development	Active	10/11/2010	10/11/2016
	CD101 Parent-Child Interaction	Active	10/15/2012	10/15/2018

	CD105 Child Growth and Development	Active	10/15/2012	10/15/2018
	CD105H Child Growth and Development-Honors	Active	10/15/2012	10/15/2018
	CD108 Early Childhood Development	Active	10/29/2014	10/29/2020
	CD111 Observation and Assessment in Child Development	Active	10/15/2012	10/15/2018
	CD113 Principles and Practices of Teaching Young Children	Active	10/15/2012	10/15/2018
	CD114 Introduction to Curriculum	Active	10/15/2012	10/15/2018
	CD115 Health, Safety and Nutrition	Active	10/29/2014	10/29/2020
	CD126 Child, Family, and the Community	Active	10/01/2012	10/01/2018
	CD127 Guidance of Children	Active	10/01/2012	10/01/2018
	CD130 Creative Music and Movement for Children	Active	10/15/2012	10/15/2018
	CD133 Creative Science and Math Activities for Children	Active	10/01/2012	10/01/2018
	CD134 Language, Listening and Literature for Children	Active	10/01/2012	10/01/2018
	CD136 Creative Art Experiences for Children	Active	10/01/2012	10/01/2018
	CD137 Play and Materials for Children	Active	10/29/2014	10/29/2020
	CD138 Teaching in a Diverse Society	Active	10/01/2012	10/01/2018
	CD185 Infant/Toddler Growth and Development	Active	10/29/2014	10/29/2020
	CD186 Infant and Toddler Curriculum	Active	10/01/2012	10/01/2018
	CD205 Child Development Practicum / Field Experience	Active	10/15/2012	10/15/2018
	CD210 Infant and Toddler Practicum	Active	10/15/2012	10/15/2018
	CD215 Early Intervention and Inclusion Internship	Active	10/15/2012	10/15/2018
	CD244 Children with Special Needs	Active	10/15/2012	10/15/2018
	CD245 Early Intervention and Inclusion	Active	10/15/2012	10/15/2018
	CD270 The Mentor Teacher / Adult Supervision	Active	10/15/2012	10/15/2018
	CD271 Administration of Early Childhood Education Programs	Active	10/15/2012	10/15/2018
	CD272 Advanced Administration of Early Childhood Education Programs	Active	10/15/2012	10/15/2018

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
N/A		

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Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

The CD Department has worked hard to keep up with trends in the field of Child Development and keep our courses current. We have aligned all of our Core 24 unit or Core eight courses with the California Community College Child Development Curriculum Alignment Project (CAP). The courses are also C-ID approved and we have added the ECE AS-T Degree since our last Program Efficacy report. All of the courses went through Content Review in 2012-2013. More revisions were made this academic year. All of the Child Development Courses above 100 are articulated and / or transfer to CSU or UC. Many of the CD courses also articulate with the University of La Verne and Cal Baptist. Many of the CD course names and numbers match the names and numbers at Crafton Hills College, but there are a few exceptions. **All of the courses which needed to be re-numbered or deleted, mentioned in the last Program Efficacy report, have been deleted or re-numbered.**

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The information in the Catalog is correct and current for **this** academic year 2014-2015. An email was sent to Instruction Office to be sure that the curriculum changes below will be in the Valley College Catalog **next** academic year. Below are the CD Department Curriculum Revisions made in the fall 2014-2015 academic year to be updated in the 2015-2016 Catalog:

Course Deletions:

CD 072 – Family Child Care (1 unit)

CD 073 – Family Child Care Business Practices (1 unit)

CD 074 – Family Child Care Programs (1 unit)

Course replacements:

To be replaced by **CD 075** – Family Child Care Practices (3 units)

More Course deletions:

CD 295 A-Z – Special Topics in CD – (not offered for 5 years)

CD 222 – Independent Study in Child Development (not offered for 4 years)

CD 116 – Pediatric CPR, First Aide and Safety (not offered in 4 years)

CD 293 – Elementary Laboratory: Introduction to Field Experience (not offered in 3 years)

Edu 290 – Introduction to Education (not offered in 3 years)

*Edu 290 and CD 293 are offered at Crafton Hills College

Courses updated to include Distance Education (Online or hybrid format)

CD 115 – Health, Safety and Nutrition

CD 185 – Infant and Toddler Development

New Courses Added

CD 108 – Early Childhood Development – Written to articulate with CSUSB HD 280

CD 137 – Play and Materials for Children – Re-written and updated for current students to focus on play and the environment

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, 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 2022. Preschool and Infant/toddler teaching positions are available

and preschool directors call and email us on a weekly basis to give us job opening information. There are jobs for preschool teachers, infant/toddler teachers, school-age (CAP programs), and early Intervention paraprofessionals and other related jobs. Most of our students work part time or full-time while going to school. Many students come back for professional growth which is required by the California Commission on Teacher Credentialing. Our Advisory Committee also 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 the requirements to transfer. We are seeing more students with BA Degrees coming to our College to take CD units. The demand for CD courses is high. We hope that we will be able to catch up to the offerings we had prior to the recession. Our Advisory Committee wants us to offer more 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 partner with the CARES Plus 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 CD Department has had many accomplishments and strengths. According to the CD EMP, there has been an increase in success and retention rates in the CD Department. Success rates are at 73% (up 7% since 2011) and retention rates are at 90% (up 3% since 2011). There has also been an increase in the number of certificates and degrees earned by students. Students earned 12 degrees in 2011 and 31 Degrees in 2014. There were 22 certificates awarded in 2011 and 55 in 2014. There has been more than a 50% increase in certificates and degrees earned.

The CD Department planned and worked hard to maintain regular course offerings despite the cuts in sections. Maintaining the Friday and Saturday offerings and evening sections helped significantly. Increasing DE offerings also has helped and we offer one ITV course each semester.

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

CD Faculty helped and encouraged students to apply for their degrees and certificates. Faculty came up with a chart showing when courses would be offered and provided it to the counselors.

SLOs in CD are assessed regularly. Another part of our planning has included meeting regularly with the CD faculty, including adjunct faculty, to discuss SLO assessments, student learning and success. In our meetings, faculty are continuously coming up with new ideas to improve and encourage student success.

In planning for program improvement, all of the course content has been reviewed and updated to meet the State requirements. All possible courses have been articulated, CAP approved and C-ID approved. The ECE AS-T has been developed and approved.

There is a high interest for CD Certificates and Degrees and plenty of opportunities for work and transfer in the field. Part of the CDD's planning included educating students about success and retention and also teaching them about certificates and degrees related to work and transfer opportunities on the first day of entry level classes.

In planning to help students transfer to CSU San Bernardino, the CDD found that working students could not complete the BA Program in Human Development/Child Development, as many courses were offered only during the day. In an effort to address this challenge, we renewed our collaboration with the University of La Verne CD BA program. This program enables students to complete a CD BA degree in two years. In this program, Upper division courses are taught by the ULV faculty on the SBVC campus. There are currently two cohorts of students attending this program.

Child Development partnerships are emphasized on the CD EMP. Students are working and transferring in Child Development. Maintaining up-to-date CD articulation agreements and other partnerships helps to keep the programs relevant for student success.

Challenges

Referencing the narratives in the EMP Summary and/or your data, 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?

One big challenge which was stated in the EMP, is the decrease in overall sections over the last few years, especially the feeder courses into the CD programs. This has lowered the CD Departments overall FTES.

Another challenge mentioned in the EMP is that of the loss of CD faculty in 2009. This loss has continued to impact the program. Because we are both CTE and transfer, the work load is heavy. The academic and career guidance time is tremendous. The partnerships are so important to maintain for our students success. The full-time CD Department faculty are stretched.

We hold advisory meetings, visit 50 sites in the community each semester, visit the CD Center for the lab courses, and maintain the partnerships and contracts with State agencies like the Mentor Programs and the Child Development Training Consortium. We need to keep up with curriculum and transfer requirements. We must visit High Schools and Adult Ed programs. We would like apply for Perkins Grant, but no one in the CD Department can keep up with that plus all of the other responsibilities. We also wish to increase our partnerships and activities for students, but cannot due to lack of full-time faculty. We have divided the work load among the full-time faculty, but it is a constant struggle to keep up.

Now that we are able to increase some sections, we are hopeful that the CD Department can offer everything in one year again. We plan to resurrect the Education Program once we have enough sections to meet the needs of the regular programs.

Our plan to revise 3 one-unit courses in the Family Child Care Certificate into one 3 unit course was based upon our challenge of limited section offerings. We continuously look for ways to improve the courses and programs for students.

Even though semester offerings have been cut, most CD classes are taught by adjunct faculty. We have enough FTES for 6 full-time faculty and the CDD has been productive. With the CTE and transfer issues and 3 degrees and 6 certificates, the CD Department plans to hire one more full-time faculty member as soon as funds are available to do so. We are in the top four for our division and in the top 10 in Program Review for faculty hire.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

- **Technology:** The CD Faculty did a research project related to Distance Education in Child Development in the fall semester 2013. The CD faculty discovered which courses were most effective to offer in a DE format and effective methods to use which teaching. Since then, we have added more DE into the CD curriculum (3 more classes in 2014-2015) and we have had more offerings each semester. We are offering 3-5 courses each semester in a DE format. Each semester we have offered one ITV CD Course with Big Bear each semester for the last 5 years. All full-time faculty and adjunct faculty members have been trained on Blackboard. All CD faculty are currently using Blackboard in some capacity (i.e. syllabi, quizzes, tests, calendar, assignments, announcements, PowerPoint, lecture notes etc.). We plan to have all faculty in the CDD trained on "Turnitin." In the next cycle.
- **Campus Climate:** One of the goals for the CD Department is to promote acceptance of diversity and promote tolerance of diversity with staff, students and in the community. Each course taught by the CDD includes a discussion of learning differences, cultural diversity, and acceptance of differences including special needs and disabilities. We offer one or two courses 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. We held an Inclusion Conference at SBVC on April 11, 2015 to promote acceptance and inclusion of children and individuals with special needs and disabilities. We plan to have more workshops and conferences for students. In the next cycle, the CDD plans to provide additional in-services for CD faculty regarding outreach and accommodations for students.

- Partnerships: Our goal has been to continue with CD Partnerships. These partnerships are necessary for the success of our students and they enhance student opportunities for work and transfer. The following are partnerships with which the CD Department collaborates:
 - The Child Development Department has a close partnership with the Child Development Center and offers four laboratory and 4 four observation labs classes each year in conjunction with the CD Center.
 - The CD Department has a Partnership with the California Early Childhood Mentor Program to provide Mentoring services for students in the field.
 - The CD Department has a partnership with the California CD Training Consortium to reimburse tuition for CD students to earn CD permits in order to work and attain better paying jobs.
 - The CD Department has a partnership with the Child Care Planning Council and the Special Needs subcommittee. Together, we are having an Inclusion Conference on April 11, 2015 at Valley College.
 - The CD Department partners with the Child Care Resource Center (CCRC) to host monthly Director Meetings in San Bernardino at the CCRC office. The CD Department will offer 2 classes there in the fall of 2015.
 - The CD Department offers Friday classes with Preschool Services Head Start to help students earn the Associate Teacher Certificate in one year on Fridays.
 - The CD Department partners with the University of La Verne to hold upper division course work towards a BA in Child Development at SBVC.
 - The CD Department partners with CSU San Bernardino to articulate courses and make smooth transfers for students into the Human Development Child Development track or the School-Age track.
 - The CD Department partners with Cal Baptist with the Early Intervention and Inclusion AA Degree to make a smooth transfer to their Early Intervention BA degree program.
 - The CD Department partners with CD high school CTE and San Bernardino Adult Ed programs with articulation agreements to help students continue with their career paths in the child development field.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

SPECIFIC DETAILS TO BE PROVIDED BY PROGRAM REVIEW COMMITTEE

Previous efficacy review: 2010/2011

Student Learning Outcomes: *The narrator does not include the Program’s three year plan. Although SLOs have been developed for all courses and most have assessed. The courses that have not been assessed are either to be deleted from the curriculum (CD 040). Only one course (CD 116) has not been assessed and measures are in place to complete that assessment. “There have been individual changes in some courses”—a bit more detailed information would have been welcome. However, the Program has analyzed assessment results and implemented changes where appropriate.*

The CD Department did have a 3-year SLO assessment plan at the time of the last Program Efficacy report. (See below the 3-year plan which was submitted but not received by the committee). The document was sent as an attachment to the report, but the attachment did not come through with the report. Of course another 3-year assessment plan was developed shortly after the one which ended in spring 2011. The CD faculty have provided another course SLO current 3-year assessment plan in this report.

The chart below is the missing chart from the last Program Efficacy:

CHILD DEVELOPMENT DEPARTMENT SLO ASSESSMENT SCHEDULE	
FALL 2008	
CD113	Programs and Principles in Early Childhood Education
CD114	Creative Curriculum in Early Childhood Education
CD127	Guidance of Children
CD134	Language, Listening and Literature for Children

CD168	Early Literacy for Young Children
CD185	Infant/Toddler Growth and Development
CD270	The Mentor Teacher/Adult Supervision
SPRING 2009	
CD126	Child, Family, and the Community
CD130	Creative Music and Movement for Children
CD133	Creative Science and Math Activities for Children
CD186	Infant and Toddler Activities
FALL 2009	
CD105	Child Growth and Development
CD105 H	Child Growth and Development Honors
CD111	Observations and Methods in Child Development
CD138	Cultural Diversity - Anti-Bias Curriculum
CD205	Child Growth and Development Laboratory
CD210	Infant and Toddler Growth and Development Laboratory
CD271	Administration of Early Childhood Education Programs
SPRING 2010	
CD101	Parent-Child Interaction
CD136	Creative Art Experiences for Children
CD272	Advanced Administration of Early Childhood Education Programs
FALL 2010	
CD040	Spanish for Early Childhood Settings
CD072	Family Child Care
CD116	Pediatric CPR, First Aid and Safety
CD160	Understanding School-Age Children
CD244	Children with Special Needs
SPRING 2011	
CD073	Family Child Care Business Practices
CD074	Family Child Care Children's Programs
CD100	Introduction to Child Development
CD115	Health, Safety, and Nutrition for Young Children
CD161	Activities for School-Age Children
CD215	Early Intervention and Inclusion Internship
CD245	Early Intervention and Inclusion

Productivity: *There is not a discussion of the FTES chart (EMP) which is included in the document. Also, more narration of the chart which reflects degrees awarded and certificates awarded (EMP) would be appropriate for productivity measurements.*

We can see that in the discussion of “Productivity” from the last Program Efficacy report some discussion such as specific FTES, FTEF & and certificates and degree numbers were missing.

In this report, CD faculty have tried to include a more thorough discussion of the FTES from the current EMP with a more thorough narrative for productivity.