

Institutional Program Review—2018-2019
Program Efficacy Phase: Instruction
DUE: Monday, March 18, 2019 by NOON

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.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy 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 early so that your review team can work with you at the **small-group workshops:**
Friday, February 22 from 9:30 to 11:00 a.m. in NH-222
Friday, March 1 from 9:30 to 11:00 a.m. in B-204

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Monday, March 18, 2019.**

SUBMISSION FORMAT:

- 1) Use this current efficacy form and attach as a MICROSOFT WORD DOCUMENT (do NOT convert to PDF)**
- 2) Do NOT change the file name**

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 25. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 8.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php>

Program Efficacy

2018 – 2019

Program Being Evaluated

Child Development/Education

Name of Division

Social Science, Human Development and Physical Education

Name of Person Preparing this Report

Extension

Kathy Adams	8549
Denise Knight	8547
Kellie Barnett	8916

Names of Department Members Consulted

Kathy Adams, Denise Knight, Kellie Barnett,

Names of Reviewers

David Smith, Raymond Carlos, Abena Wahab

Work Flow	Date Submitted
Initial meeting with department	March 8, 2019
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 18

Staffing

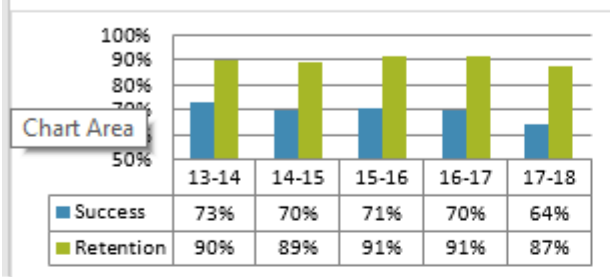
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty	3	0	15
Classified Staff			
Total	3	0	15

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2018



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,336	2,293	2,254	2,026	1,993
FTEF	13.49	14.57	16.28	15.95	16.20
WSCH per FTEF	587	536	483	436	410



	13-14	14-15	15-16	16-17	17-18
Sections	71	76	83	81	83
% of online enrollment	10%	16%	16%	27%	36%
Degrees awarded	31	33	39	65	51
Certificates awarded	55	50	37	38	21

Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)

- Section offerings have remained about the same. The CDD offered 83 courses in 15-16 and 83 in 2017-18 and all courses are necessary for students to reach their program goals. Specialty courses are necessary for each certificate with a special concentration in CD/ECE.
- FTEs have declined slightly from 231.58 in 2016-17 to 221.31 in 2017-18 which is a 4% drop in FTEs. SBVC overall has also had a slight decline in FTEs. There is a staffing shortage in CD/ECE, so recruitment is needed to give prospective students the information needed to join the CDD and the CD/ECE field. FTEF are strong at 16.20 showing a need for 8 full-time faculty.
- Efficiency has declined to 410. The CDD needs to offer all CD courses each year to help existing students complete programs despite overall FTEs declining. Caps needed for room sizes have had an impact on efficiency. Increased hybrid and online offerings may have also had an impact on the efficiency in the CDD. Low caps on practicum, lab, internship courses as well as specialty courses for specific certificates had an impact on the overall efficiency for CDD courses.
- There were 51 degrees and 21 certificates awarded in 2017-18. In the last few years the trend has been that CD degrees have increased and CD certificates have decreased. (success). Students are afraid to lose financial aid by earning certificates before degrees, so most wait until they earn degrees before applying for any certificates. Because CD degree numbers have increased, transfer rates have also increased as more CD students are earning AA degrees in CD and then transferring to universities and earning BA degrees. The partnership with the University of La Verne is helping to improve graduation rates and transfer rates.
- In order to increase access, 36% of CD courses were offered in a hybrid or online format which was a 9% increase from 2015-16. The increase in hybrid and online courses, may have impacted success rates and retention rates.
- Success rates in courses are at 64%. Success rates have dropped from 70% in 16-17. This is a 6% decline in success. More hybrid courses were offered for access, but the increase in DE offerings from 16% in 2015-16 to 36% in 2017-18 may have had an impact on success rates. The CDD intends to lower the DE offerings to bring success rates back up.
- Retention rates remain very high at 87% but have dropped 4% from 91% in 2016-17. DE offerings perhaps lowered retention.

Progress from Last Year's Action Plan: (Provide an update on the progress made from last year's Action Plan. 225 Words Max)

Progress from Last Year's Action Plan: (Provide an update on the progress made from last year's Action Plan. 225 Words Max) The CDD has continued to maintain partnerships, contracts, outreach to high schools and ROP programs etc. (Access and Student Success) As planned in departmental goals, the CDD has almost offered all courses in each certificate & degrees in 1 year and maintain quality programs with the exception of CD 075 and CD 134 (Access & Student Success). Met: The CDD faculty have met for 4 meetings to plan classes for the 2018-19 academic year as planned in last year's goals. Plans include offering CD 075 & CD 134 in 2018-19, cutting back on at least 4 sections of DE, selecting new times for course offerings & holding orientation meetings for new CD students. Met: Plans included holding 7 Director's meetings and 2 advisory board meetings which were held and 2 meetings to help students with ULV which were held. Met: CDD faculty did meet with President Rodriguez to discuss CD Department goals and needs. As planned, the CDD is offering more support and resources for students: CD meetings, brochures, smooth career pathway, orientations, conferences, academic advising to ensure success, contracts/ grants, & SI support. (student success) The CDD was #10 in Program Review in 17-18 year and CD was #2 in 2016-17. Not met: The CDD has not, as yet, hired a full-time faculty to help with department work.

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SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

CD Faculty meet 2-3 times per year for SLO Assessment discussions. Suggestions: Increase time covering assignments, clarifying written directions, allowing students to re-write assignments, clarifying information on syllabus, clarifying rubrics, and changing points values to ensure completion. Using the CD SI's and other SBVC resources is recommended. English 015 Advisories were added and English 914 prerequisites were added, but English 015 recommendations are changed to Read 015 for fall of 2019 due to AB 705. PLO Assessments for the 3-year cycles have been good, showing positive results for all CD programs except for the FCC Certificate, because CD 075 was not offered. The CDD faculty were concerned that the FCC Certificate be removed related to the FCC PLO. Our CD Advisory Board suggested adding DE to CD 075 and attempt to offer it again. DE was added to CD 075 effective fall 2018. CD 075 is now successfully offered in fall 2018 and FCC PLO data can be gathered. CD PLOs need to be re-mapped with revised CD course SLO's for accuracy on all CD PLOs. Eight core courses had changes in the SLOs in the past 3 years which impacted PLO data due to changes in the PLO mapping.

- **Departmental/Program Goals:** (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.
- To increase # of Certificates earned - Offer all courses needed for the degrees and certificates in one year, to prepare students employment, career attainment & transfer (Access & Success)
- To increase FTES - Maintain and increase partnerships in the community, such as California ECE Mentor Program (State Contract), Director Meetings, CD Planning Council, San Bernardino Child Care Planning Council & Special Needs Committee, monthly ECE Director's Meetings, CD Training Consortium (State Contract), University of La Verne CD BS program, Concurrent courses at local high schools, High School & ROP articulations and other university including CSUSB Articulations, etc. (Access and Student Success)
- To increase FTES - Update CD Brochures & keep all CD courses current (Access & Student Success)
- To increase student success - Re-map course SLOs and PLOs and review the data. Use data to inform student success plan.
- To increase efficiency & FTES - Hire one Full-Time faculty to help with the departmental work, assessment, curriculum, & partnerships, and bring back Education Program; develop new TK program (Student Success)

Challenges & Opportunities: (Challenges and opportunities should be reflected in the Action Plan. 200 words maximum).

- A challenge is the decrease in full-time faculty/& increased work load since '09 Departmental advising for 8 certificates and 3 degrees is a challenge – Lost Education program due to lack of FT faculty. The work load for CTE programs is high.
- An opportunity would be to hire a full-time faculty member to help with CDD workload & to bring back the Education courses.
- Maintaining CDD responsibilities including vocational and academic responsibilities including articulation, content review for academic and CTE, advisory boards, community partnerships, site visits, vocational and academic advising & maintaining State Contracts is a challenge for current full-time faculty.
- Challenge: The drop in CD Certificates to 21 shows that CD certificate numbers are being impacted by not having enough full-time faculty to meet the needs of the CDD. The CDD has the potential to earn high numbers of certificates and degrees.
- As predicted, the CDD's FTES are declining along with success and retention as the workload to maintain the programs without enough help increases.(EMP & CTE 2-year review)
- Partnerships are beneficial to students including work, transfer, student support & career advancement, but increase work load for faculty/ Need more support for students. (Success)
- Having SI's has been a wonderful opportunity (Student Success).
- Labor Market and COE data shows that locally there will continue to be many jobs in the field. (CTE 2-year Review)

Action Plan: (Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

1. To increase the number of CD Certificates in 2018-19, by offering all CD courses in one year as reflected in the fall and spring schedule, by holding at least 4 department meetings to plan the fall and spring schedule & hold 2 student orientation meetings to let students know about opportunities to earn certificates and degrees.
2. To increase overall FTES & help students move into work and transfer, by promoting programs in community partnerships, orientations & meetings & maintaining all current community partnerships, contracts and articulation agreements .
3. To hire a new Full-Time CD Faculty by completing program review process.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<ol style="list-style-type: none"> 1. The CDD will hold 4 department meetings to plan for fall and spring schedule to include all CD courses in certificates and degrees & CD faculty will hold 2 CD Orientation Meetings per year. 2. The CDD will promote CDD programs & hold 7 Director's Meetings, 2 Advisory Board Meetings and attend 2 articulation meetings & 2 Orientations and reaffirm partnerships and contracts. 3. To complete the program review process to hire one new FT CD faculty member 	<ol style="list-style-type: none"> 1. To increase the number of CD Certificates earned in the 2018-19 academic year. 2. To increase FTES & help students move toward work and transfer by maintaining contracts, articulations and current community partnerships. 3. To hire one new FT CD faculty to help with program responsibilities 	<ol style="list-style-type: none"> 1. IO and Dean support 2. IO and Dean Support 3. College President and District Chancellor support 	<ol style="list-style-type: none"> 1. May 25, 2019 2. May 25, 2019 3. May 25, 2019 and ongoing.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

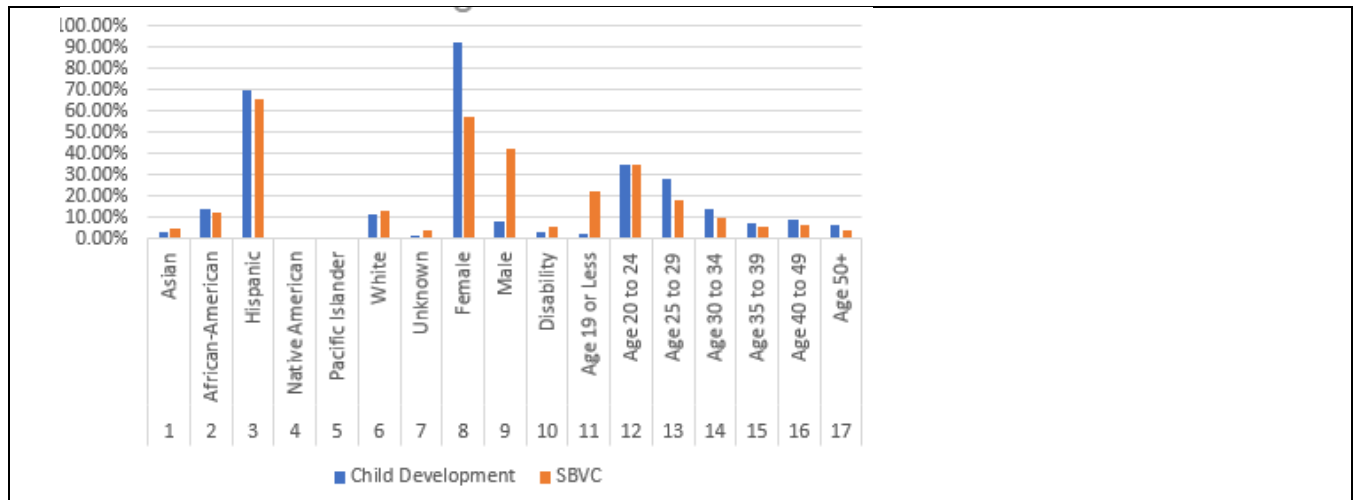
Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics – 2015-16 to 2017-18 Academic Years		
Demographic Measure	Program: Child Development / Education	Campus -wide
Asian	3.2%	4.8%
African-American	13.7%	12.4%
Hispanic	69.8%	65.3%
Native American	0.5%	0.2%
Pacific Islander	0.3%	0.2%

White	11.5%	13.2%
Unknown	1.0%	3.9%
Female	92.0%	57.5%
Male	8.0%	42.5%
Disability	3.3%	5.4%
Age 19 or Less	2.0%	22.5%
Age 20 to 24	34.4%	34.7%
Age 25 to 29	28.0%	17.7%
Age 30 to 34	13.8%	9.3%
Age 35 to 39	7.4%	5.5%
Age 40 to 49	8.5%	6.2%
Age 50+	5.9%	4.1%

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.



A review of the data reflects a demographic breakdown for the Child Development (CDD) program that is consistent with the campus demographic in some areas. The CDD Disability, Asian and Caucasian demographic is slightly lower than the campus average. The CDD student population is 92% female, representing most ethnic backgrounds, slightly higher in Hispanic, African-American, and older students than the college average. The department attracts fewer men, Caucasians and Asian than the college average.

The CDD's greatest challenge continues to be the number of males enrolled in the program. Although the male demographic on our campus is 42.5% the male demographic in the Child Development program is only 8%. This trend is not simply a local anomaly but is reflected in the national statistics for the field. According to the US Department of Labor, Bureau of Labor Statistics the child care field is made of 94.7% women. The reason cited for this lack of male participation stems from two major issues, the compensation rate among child care workers is at the lower end of the income scale in most cases less than \$15. Males choosing to work with children are opting to take elementary or secondary teaching positions or to work in administration which offer higher

compensation. Additionally, males have experienced discrimination in the field of early care and education. Although parents like the idea of having males in the classroom for school-age children they have voiced major reservations about having males in infant centers and preschool programs especially at it relates to toileting. It is an issue that child care organizations such as the National Association for the Education of Young Children (NAEYC) one of the largest child development non-profits representing the field of early care and education has been grappling with for years.

Never the less, the CDD attempts to increase the number of males participating in our programs by using several strategies. These strategies include participating in community outreach efforts, creating promotional materials picturing 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 encouraging the hiring of more male student workers at the SBVC Child Development Center. The CD Center Director is a male, which provides CD students with an appropriate role model. CD faculty are encouraged to use video clips of male teachers working with children in each CD/ECE course. Over the last 4 years, the CDD has recruited 2 male SI tutors to support CD students. These SI tutors have provided models of males in CD/ECE fields.



https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm#TB_inline?height=325&width=325&inlineId=qf-emp-change

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Preschool Teachers, on the Internet at <https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm> (visited March 14, 2019).

In order to truly increase the participation of males in the field we need to continue to work legislatively to raise wages nation-wide for all workers in the field. We also need to increase the participation of our students in national early childhood organizations. We also need to focus on integrating more information about advocacy in our early childhood classes so our students can learn how to advocate for higher wages.



Photo illustration by Lisa Larson Walker. Photos by Thinkstock.

<https://slate.com/human-interest/2017/10/a-male-preschool-teacher-reflects-on-the-stigma-keeping-men-out-of-pre-k-classrooms.html> retrieved 3/14/19

In comparison with the general SBVC population the CDD is under represented in the under 19 years-old population. Compared to the College, CD is 2% compared with 22% college wide. The CDD is addressing this trend by increasing the CD courses offered at the High Schools at Colton, Bloomington and San Gorgonio High Schools and participating in HS Certificate program with Rialto H.S. through the dual enrollment program. The CDD is also participating in a new College and Career Access Pathway (CCAP) Program with Rialto Unified School District in fall 2019. This program will offer 4 CD Courses to high school students an prepare them for the Associate Teacher Permit through the Commission on Teacher Credentialing. These programs should help

to increase the numbers in the age 19 or less category, and feed high school students into the programs. The low wages in the field impacts young students' interests in the CD/ECE fields.

The CDD also attracts more older students (25-29, 30-34, 35-39, 40-49 and over 50), than the college norms, usually women, into its program. Many older women return to education in CD as re-entry or first-time college students while raising children and moving into education careers.

Pattern of Service:

Describe how 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 (CD) program has two major constituent groups. These are students who can only attend school during the day and working students who can only attend during the evenings and on 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/ hybrid. Courses required for more advanced certificates i.e. Infant/Toddler, Master Teacher, Site Supervisor (primarily suited for working students) are offered between 4:00 p.m. and 10:00 p.m. Monday through Friday and on Saturday morning. Students seeking an Associate of Arts Degree in CD/ or AS-T in ECE can obtain a degree whether they attend day or evening. The schedule is designed to allow students who only enroll in evening and weekend classes to obtain our certificates / degrees without having to quit their jobs. The CDD is making every effort to meet students' needs.

The CDD has adjusted the course offerings so that all courses required to complete a certificate or degree are now offered during the fall and/ or spring semester each year. This change was made to address students concerns about courses that were only offered once every other fall or every other spring. At one point it was taking students too long to complete courses for degrees and certificates. The number of courses offered per year has increased to meet student's needs to complete their programs in a timely manner.

Classes are scheduled in 8, 14, 15, 16, and 18-week sessions. The hybrid and online courses have been very popular. To provide access in response to the increased demand, the CDD has added additional online and hybrid sections each semester. The CDD has had requests for fully online courses by email and by students in class. We have only offered one section of fully online courses in the past 3 years. When fully online sections have been offered, they have filled immediately. The CDD plans to offer more fully online courses in the future. In order to do so CD faculty plan to use the OEI rubric in order to create quality courses. Plans are in place to have 2-3 courses ready for the OEI fully online by spring of 2021.

The CDD offers one CD course per semester through ITV- Big Bear depending on the interest and demand from Big Bear students. The CDD has provided access for CD students at Big Bear since the ITV program began and plans to continue to do so.

For the past 3 semesters, the CDD has offered 1-2 courses at the local high schools through dual enrollment. The CDD continues to expand the high school offerings in the afternoons in order to bring more high school students into the college program. The newest program offered in the afternoons will be a College and Career Access Pathway (CCAP) Agreement through Rialto High School for the Associate Teacher 2 afternoons per week. Offering more courses through the high schools will depend on finding adjunct instructors available to teach 2 days per week in the afternoons. This is difficult because most adjunct instructors have outside employment which interferes with being available at the 3:00 p.m. to 5:00 p.m. time slot. Although the high school programs can help with student access and increase FTE's, the CDD may need more support from the district for recruitment of adjunct faculty for this population.

Since the last efficacy report, the Preschool Services (PSD) Head Start Friday program has ended. Although the program was very successful recent retirements have affected the level of administrative support we've experienced over the past 12 years. The CDD is participating in a new regional grant project to help revitalize the program which we hope will begin in fall of 2021. Without the PSD program, there is not enough interest

from the general population to hold courses on Fridays. The CDD will re-establish the Friday courses when the regional grant project has begun.

Early afternoon classes have been the least popular of all the time blocks. The core 8 courses are the only courses which have been successful at these times. These courses provide access for non-working day time students, and full-time students.

The CDD has an advisory committee that meets twice a year to provide input on our program. Comprised of local early childhood administrators, private non-profit and for-profit directors/teachers, faculty, students, and a representative from the Counseling Department. The SBVC advisory committee assist the department in making decisions that impact the early childhood workforce. Whether it is an increase in specific subject matter offerings or delivery systems the advisory committee assists the department in developing programs or making programmatic adjustments that meet the needs of the students and the community.

Hours of Operation and Patterns of Scheduling:

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

8:00 AM to 1:00 PM SATURDAYS

- 8-week, 14-week, 15-week, 16-week and 18-week classes
- Online and hybrid classes/ including increasing fully online core classes
- ITV classes in Big Bear – One course each semester offered on campus and at Big Bear through ITV
- Courses offered at high schools in the afternoons for Dual Enrollment and CCAP
- Saturday morning courses each semester
- Strong evening program so students may take all courses in the late afternoons or evenings without losing employment
- Core 7 courses offered during the day for full-time day students
- All CD courses are offered at least on time during the academic year to not delay completion of programs

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

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

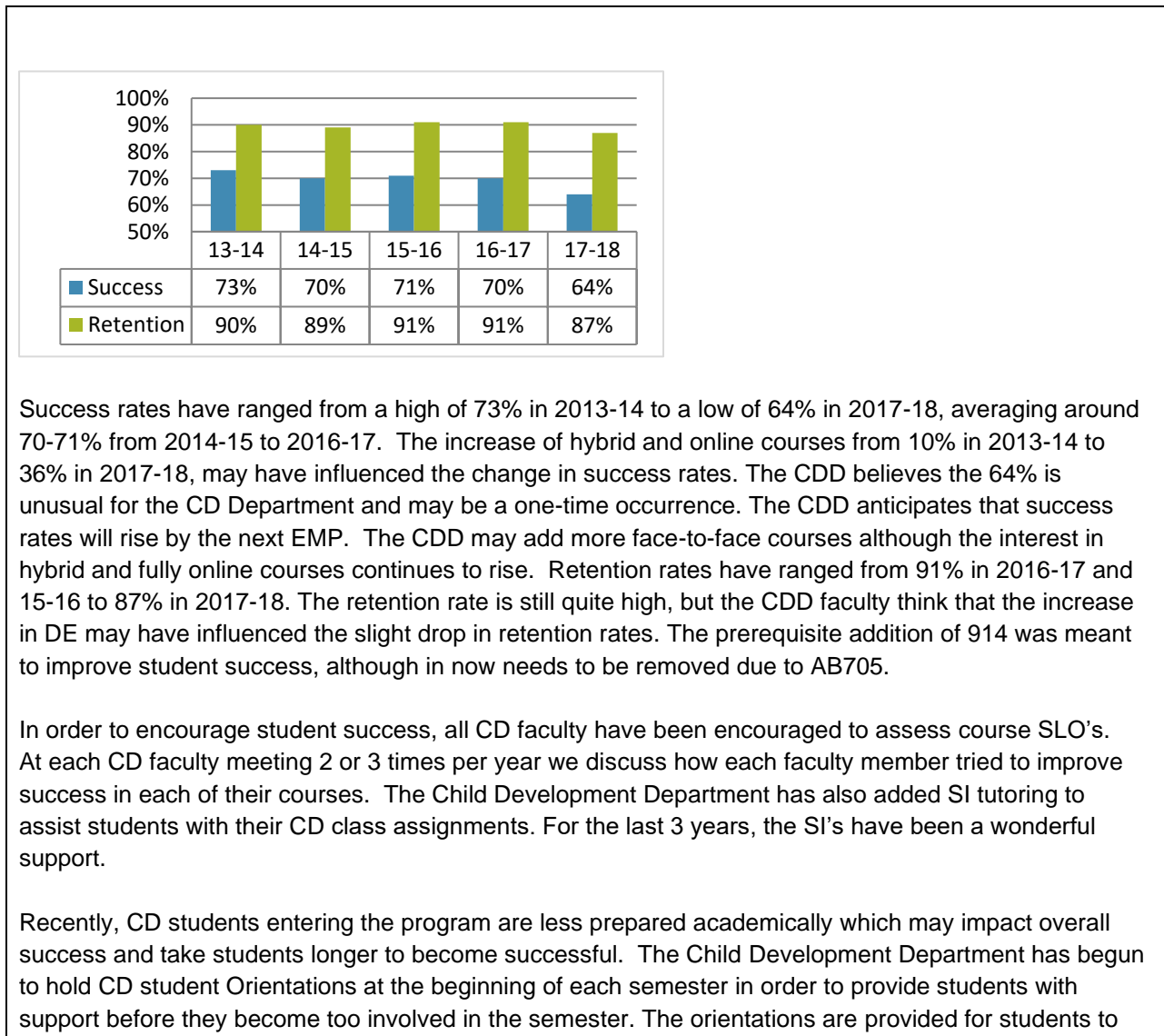
SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning</u>

Program Level Outcomes	(SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete .	Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	<u>Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>
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Student Success:

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 that address Success & Retention and Degrees and Certificates Awarded”)



discuss the degree and certificate programs, support services provided by the campus i.e. DSP&S the Writing Center, DSPS, SI tutors etc.

	13-14	14-15	15-16	16-17	17-18
Sections	71	76	83	81	83
% of online enrollment	10%	16%	16%	27%	36%
Degrees awarded	31	33	39	65	51
Certificates awarded	55	50	37	38	21

In the last CD EMP, there were 51 degrees and 21 certificates awarded in 2017-18. In the last few years the trend has been that the number of CD degrees have increased, and the number of CD certificates has decreased. Faculty have found that CD Students are afraid to lose financial aid by earning certificates before degrees, so most wait until they earn degrees before applying for any certificates. Many students realize that the pay is better for preschool teachers who earn AA degrees and move on to earn BA degrees. Because CD degree numbers have increased, transfer rates have also increased as more CD students are earning AA degrees in CD and then transferring to universities and earning BA degrees. The partnership with the University of La Verne at SBVC is helping to improve graduation rates and transfer rates.

The average awarded CD AA Degrees over the last 4 years is 47 and the average awarded certificates is 36 per year. In 2015-16 the certificate and degrees were almost equal. Combined programs awarded last year in CD was 72. The CD Department is productive with overall program completions.

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/ECE field, ensuring continued enrollment in CD courses at SBVC. There are many job opportunities for students who wish to work in early childhood positions, elementary teacher’s assistants or paraprofessionals in early intervention and inclusion positions, child care workers and school-age recreation leaders and preschool teachers. State preschool has been refunded and current Head Start funding is strong. There has been funding for Early Head Start. The new Governor Gavin Newsom is a strong advocate for early childhood education and has already proposed to increase the budget for child care and preschool services Statewide.

There is a shortage of qualified teachers and aides in private preschool positions. There is also turnover in entry level positions as more experienced teachers and assistants move into higher paying positions, creating entry level positions for new graduates at the Associate Teacher level. Early Intervention and Inclusion is growing quickly and there is more demand for students to understand children with special needs and disabilities. Positions at the higher pay levels require more education and experience requiring students to continue their education. Approximately 60 students are hired each year at the CDC giving students valuable employment experience before graduation. Below is research related to the demands for various occupations in the field of CD/ECE.

Unfortunately, the pay is still low, which has an impact on students who wish to enter the field. As more jobs are available and the pay is low, we have seen a decline in the number of students going into the field in our program. Perhaps if the demand gets high enough, the pay will increase. There has been a slight increase in pay in some areas, but a decrease in others. Please see the chart below which illustrates the earnings for the ECE workforce in California in 2018.

Figure 1. ECE Workforce Earnings in California, by Occupation, 2018



Source: Early Childhood Workforce Index 2018, California Profile. Retrieved from <http://cssce.berkeley.edu/files/2018/06/2018-Index-California.pdf>.

Preschool teacher projected growth for the Inland Empire Area is 10.2 percent which is higher than the State average projected percentage or 9.7 percent.

<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=252011&Geography=0604000071>

Retrieved, March 15, 2019.

Estimated Employment and Projected Growth Preschool Teachers, Except Special Education					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Job Openings
California (2016-2026)	55,600	61,000	5,400	9.7	61,600
Inland Empire Area (2014-2024)	3,610	3,980	370	10.2	1,420

Source: EDD/LMID Projections of Employment by Occupation

The Inland Empire Area includes Riverside and San Bernardino counties.

[View Projected Growth for All Areas](#)

Teaching assistant positions are also expected to be higher than the State average in the Inland Empire. The EDD/ LMID projections indicate that Teacher Assistants growth at 11.4 % compared to the State growth rate of 10.5 percent.

<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=259041&geography=0604000071>

retrieved, March 16, 2019.

The demand for **child care workers** is also expected to increase by 7.4% in San Bernardino County in the next 5 years.

<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerOSDetails.asp?searchCriteria=child&careerID=&menuChoice=&geogArea=0604000071&soccode=399011&search=Explore+Occupation>. Retrieved,

March 18, 2019.

The occupational outlook for **child care center directors** is expected to increase 6-7% from 2014-24. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Preschool and Childcare Center Directors, on the Internet at <https://www.bls.gov/ooh/management/preschool-and-childcare-center-directors.htm> (visited March 15, 2019).

The Child Development Department (CDD) has 8 Certificates and 3 Degrees. All courses and certificates help students attain employment in child development (CD)/ early childhood education (ECE) programs or school-age programs in the local community. Four certificates match the California Commission on Teacher Credentialing (CTC) Permit Matrix: The Associate Teacher, Teacher, Master Teacher and Site Supervisor. Students can qualify for new positions in publicly funded programs by earning these certificates and applying for the matching CD Permit from the CTC. Each certificate is built on the courses and experience in the other certificates and students can qualify for higher levels on the CD Permit Matrix as they take courses for higher level certificates.

The age-specific or specialty-specific certificates help students qualify for positions specific to age level specialty or program type. Eight of the CD courses are C-ID approved and are aligned with similar courses throughout the community college system and CSU system, making it simple for students to transfer and articulate. All 31 courses were modified and updated in 2016-17 or 2017-18. All 31 courses and 8 certificates and 3 degrees are currently up-to-date and active. All courses need to be offered at least once per year for students to meet certificate and degree completion goals in a timely manner.

Current Programs are:

- Associate Teacher Certificate
- Teacher Certificate
- Master Teacher Certificate
- Site Supervisor Certificate
- Infant/Toddler Certificate
- Family Child Care Certificate
- School-Age Certificate
- Early Intervention and Inclusion Certificate
- Child Development Associate of Arts Degree
- Early Intervention Associate of Arts Degree
- Early Childhood Education (ECE) AS-T Degree

Students who earn certificates may apply for CD Permits and have immediate employment. Several of the CDD's Certificates correspond to the CD Matrix from the California Commission on Teacher Credentialing found here:

Child Development Permit Matrix - with Alternative Qualification Options Indicated					
Permit Title	Education and Experience Requirements (Option 1 only; Both column requirements must be met)		Alternative Qualification Requirements (Options 2, 3, or 4)	Authorization	Five Year Renewal Requirement
Assistant (Optional)	Option 1: 6 units of Early Childhood Education (ECE) or Child Development (CD)	Option 1: None	Option 2: Accredited HERO program (including ROP)	Authorizes the holder to assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher Permit holder or above.	105 hours of professional growth activities*****
Associate Teacher	Option 1: 12 units ECE/CD including core courses**	Option 1: 50 days of experience at 3+ hours per day within 2 years	Option 2: Child Development Associate (CDA) Credential. CDA Credential must be earned in California.	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program; and supervise an Aide or Assistant Permit holder.	Permit may only be renewed one time with additional 15 units. Must meet Teacher Permit requirements within 10 years.
Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	Option 1: 175 days of experience at 3+ hours per day within 4 years	Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program; and supervise Aide or Permit holders above.	105 hours of professional growth activities*****
Master Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	Option 1: 350 days of experience at 3+ hours per day within 4 years	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program; and supervise all above including Aide. Also authorizes the holder to serve as a coordinator of curriculum and staff development.	105 hours of professional growth activities*****
Site Supervisor	Option 1: AA (or 60 units) which includes: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	Option 1: 350 days of experience at 3+ hours per day within 4 years, including at least 100 days of supervising adults	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; Or Option 3: Admin. credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; Or Option 4: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth activities*****
Program Director	Option 1: BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	Option 1: Site Supervisor status and one program year of Site Supervisor experience	Option 2: Admin. credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; Or Option 3: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 4 units administration; Or Option 4: Master's Degree in ECE/CD or Child/Human Development	Authorizes the holder to supervise a child care and development program operating in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth activities*****

NOTE: All unit requirements listed are semester units. All course work must be degree applicable and completed with a grade of 'C' or better from a regionally accredited college or university.

* GE Units: One course in each of the four general education categories: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.
** Core Courses: One course in each of the following categories: Child/Human Growth & Development; Child/Family/Community or Child and Family Relations; and Programs/Curriculum.
*** Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.
**** A valid Multiple Subject or a Single Subject in Home Economics.
***** Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Professional Growth Advisor Registry can be found at www.childdevelopment.org

For more detailed information by the CA Commission on Teacher Credentialing, refer to Leaflet CL-797 at www.ctc.ca.gov.

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org. Permit Matrix 12-2018

The purpose of this CDD program is for employment *and* transfer. Students who earn B.A./B.S. degrees in this field typically earn higher wages in all career pathways, including upgrading to higher levels of the CD Permit matrix for the California Commission on Teacher Credentialing. Students transferring to universities may transfer to majors such as human development/ child development, psychology, social work, and other related majors for fields related to education, social work, counseling and many other fields related to children. Students who transfer with AA degrees in child development can transfer in to BA degree and often MA degree programs to continue to become program directors, transitional kindergarten and kindergarten teachers, elementary teachers, special education teachers, parent work, educators, high school or college CD instructors, counselors, social workers, and school or family psychologists/ therapists. Here are the transfer requirements for CD students to various universities:

Course Requirements For Transfer Majors

CHILD DEVELOPMENT

CSU FULLERTON	CSU LOS ANGELES	CAL POLY POMONA	CSU SAN BERNARDINO	UNIVERSITY OF LA VERNE
<p>ADOLESCENT AND YOUTH DEVELOPMENT CD 105 OR 105H CD 126 CD 138 PSYCH 105</p> <p>EARLY CHILDHOOD DEVELOPMENT CD 105 OR 105H CD 126 CD 138 CD 205</p> <p>ELEMENTARY SCHOOL SETTINGS CD 105 OR 105H CD 126 CD 138 ENGL 155</p> <p>FAMILY AND COMMUNITY CONTEXTS BIOL 250+251 CD 105 OR 105H CD 126 CD 138 PSYCH 105</p> <p>REFER TO THE CSUF CATALOG AND www.assist.org FOR MORE REQUIREMENTS</p>	<p>CHILD DEVELOPMENT CD 105 OR 105H CD 111 *CD 126 CD 138 CD 185 *CD 205 *CD 271 SOC 130</p> <p>*OTHER UPPER-DIVISION OPTIONS AVAILABLE AFTER TRANSFER</p> <p style="text-align: center;">OR</p> <p>COMPLETE AS-T IN EARLY CHILDHOOD EDUCATION</p> <p>ELEMENTARY SUBJECT MATTER TEACHER PREPARATION OPTION CD 105 OR 105H CD 111 CD 138 CD 185 COMMST 100 OR 100H COMMST 125 ENGL 151 HIST 100 OR 100H HIST 170 POLIT 100</p> <p>REFER TO THE CSULA CATALOG AND www.assist.org FOR MORE REQUIREMENTS</p>	<p>EARLY CHILDHOOD STUDIES EMPHASES: EARLY CHILDHOOD EQUITY AND PROGRAM ADMINISTRATION, INFANT-TODDLER PROGRAM AND PRACTICES, LEADERSHIP IN EARLY CHILDHOOD TEACHING</p> <p>CD 105 OR 105H CD 111 CD 113 CD 114 CD 115 CD 126 CD 138 CD 205</p> <p style="text-align: center;">OR</p> <p>COMPLETE AS-T IN EARLY CHILDHOOD EDUCATION</p> <p>REFER TO THE CPP CATALOG AND www.assist.org FOR MORE REQUIREMENTS</p>	<p>HUMAN DEVELOPMENT – CHILD DEVELOPMENT TRACK BIOL 100 CD 105 OR 105H CD 108 CD 111 *CD 126 *CD 138 CD 185 CD 186 OR CD 114+127</p> <p>CD 205 OR 210</p> <p>MATH 108 OR PSYCH 105</p> <p>PSYCH 100 OR 100H</p> <p>*OTHER UPPER-DIVISION OPTIONS AVAILABLE AFTER TRANSFER</p> <p>HUMAN DEVELOPMENT – LIFESPAN TRACK BIOL 100 CD 108 OR 185 CD 111 CD 126 OR 138 CD 127</p> <p>MATH 108 OR PSYCH 105</p> <p>PSYCH 100 OR 100H PSYCH 111</p> <p>REFER TO THE CSUSB CATALOG AND www.assist.org FOR MORE REQUIREMENTS</p>	<p>CD 105 OR 105H CD 111 CD 113 CD 114 CD 115 CD 126 CD 138</p> <p>2.5 CUMULATIVE GPA REQUIRED</p> <p>COMPLETION OF CSUGE OR IGETC IS ACCEPTED.</p> <p>REFER TO THE ULV CATALOG AND laverne.edu FOR MORE REQUIREMENTS</p>

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valley.edu if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Student Learning Outcomes:

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

CD faculty are encouraged to assess SLO's each semester and submit assessments to the SLO cloud. CD full-time and adjunct faculty have meetings to review the SLO assessments at the Adjunct Faculty Orientation Meetings each August and January prior to the first day of the semester. All faculty discuss the SLO trends and the discussion gives all CD faculty helpful suggestions on how to improve Student Learning Outcomes. This system has worked well for the CD Department. The SLO Cloud has also helped facilitate the process

for all. SLO summaries for each class are assessed on a 3-year cycle and are then uploaded into Canvas. All course SLO's have been analyzed in the last 4-year cycle. Most SLOs were due to be summarized in 2017-18. One course, which was not offered or assessed will be deleted from the program offerings in the next cycle.

There are so many CD courses which have been assessed which have 3-4 SLOs in each course! There are a minimum of 84 SLO's to summarize, making it difficult in this report. Instead, we will provide a discussion of the highlights. Please see the chart with all of the comments from each course, including the SLO's which are flagged and of concern. All of the course SLO's had satisfactory results except a few which have been flagged. As mentioned in the 2017-2018 EMP, there have been issues regarding CD 075 – Family Child Care Practices. This course changed from CD CD 072, CD CD 073 and CD 074 to one 3-unit course = CD 075. When this course first was offered, it was cancelled due to low enrollment. It was not assessed. The CDD was considering canceling the course, deleting it, and deleting the Family Child Care Certificate. On the advise of our CD Advisory Committee, who advised offering the course in a DE format, the course and program were saved. The course was not assessed until fall of 2018, after being offered in a hybrid format successfully. The course SLO's were assessed and the PLOs were assessed. After doing reviewing the PLO Assessment, the course and program were flagged for remapping.

There is a Statewide Curriculum Alignment Project in California for Child Development/ ECE. Several of our Core courses had SLO updates in 2016. These have since been updated in the cloud, in CurricuNet and in the Instruction Office. Here are the SLOs which have been revised since the last report: CD 105, CD 105H, CD 111, CD 113, CD 114, CD 115, CD 126, CD 205,

There was a Curriculum Alignment update for more courses which have been recently been updated. These have been updated in CurricuNet and in the Instruction Office. Here are the SLO's which have been sent to Celia Houston and Jason Brady recently to be changed on the SLO cloud for the new academic year: CD 270, CD 271 & CD 272. As discussed in the CD EMP 2018, the new SLOs will be remapped with the PLOs.

CD faculty can have access to the SLO 3-year course and program summaries on the Child Development Canvas website. <https://sbccd.instructure.com/courses/15347/pages/cd-slo-3-year-summary-reports>

CD SLO 3-Year Summary Reports -

Below are the CD SLO 3-year summary reports for 2017-2018 (Covering 2015-16, 2016-17 & and 2017-18 academic years):

- [CD 060 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 061 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 101 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 105 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 105H - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 108 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 111 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 113 - 3-year summary 2017-18.docx @](#)
- [CD 114 - 3-year SLO summary 2017-2018 \(2\).docx @](#)
- [CD 115 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 126 3-year SLO summary 2017-2018 \(2\).docx @](#)
- [CD 127 3-year summary 2017-18 Filled in 2.docx @](#)
- [CD 130 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 133 SLO 3-year summary 2017-18.docx @](#)
- [CD 134 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 136 3-year summary 2017-18.docx @](#)
- [CD 138 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 185 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 186 - 3-year summary 2017-18 Filled in.docx @](#)
- [CD 205 3-year SLO summary 2017-2018 \(2\).docx @](#)
- [CD 210 3-year SLO summary 2017-2018 \(2\).docx @](#)
- [CD 215 - 3-year summary 2017-18 Filled in.docx @](#)

- [CD 215 - 3-year summary 2017-18 Filled in.docx @](#)
 - [CD 244 - 3-year summary 2017-18 Filled in.docx @](#)
 - [CD 245 - 3-year summary 2017-18 Filled in.docx @](#)
 - [CD 270 - 3-year summary 2017-18 Filled in.docx @](#)
 - [CD 271 3-year summary 2017-18.docx @](#)
 - [CD 272 3-year summary 2017-18.docx @](#)
- Here is a 3-year summary report for CD 075 for 2018-19
- [CD 075 - 3-year summary 2018-19 Filled in.docx @](#)

The last SLO 3-year cycle was 2017-18, during which time, all the SLOs and PLOs were summarized. As mentioned earlier, CD 075 course was not offered and the SLO and PLO will not be summarized until 2018-19. In the fall of 2018, the CD 075 course was successfully offered, and the course was able to be assessed at the end of the semester, 2018.

In the chart below, there is a list of courses showing whether the students met the minimum standard for each SLO in each class. For most classes, this was at least 70% of students needed to meet each SLO in each course. There are also reflections for each course. All these reflections have been discussed at CDD Meetings at Adjunct Orientation before each semester and at a faculty retreat that takes place annually. All faculty benefit from these reflections and support other faculty in their teaching. The CDD works very hard to use the information from these reflections to improve success and help students meet the SLO requirements.

To see full SLO summaries, please use the link referenced earlier in this section. With approximately 30 courses and 3 SLO's each and hundreds of pages of reflections, here is a brief summary:

Course SLO Data from 3-year summaries (2015-16, 2016-17 & 2017-18) (CD 075 2018-19 only)				
Course SLO	# of SLO's Assessed	Met	Unmet	Recommendations, improvements and next 3-year summary
CD 060	3	x		Students need more examples - consider modifying SLO #2
CD 061	3	x		In-class practice with philosophy statement helps, modify SLO#3
CD 068	0		X	Course not offered - Delete course
CD 075	3	x		Break big assignments into smaller parts - Add an SLO for business plan
CD 100	3			Course assessed at Articulated HERO Programs
CD 101	3	x		Use clear rubric with students, develop more examples, re-write questions
CD 105	3	x		Allow students to resubmit assignments, posting examples on Canvas
CD 105H	4	x		Help with narrowing research topic, samples on Canvas helped
CD 108	3	x		Group and interactive activities helps & check for understanding in class
CD111	3	x		Samples of observations and CD SI tutor have improved outcomes
CD 113	3	x		Departmental advisories have helped, Allowing students to resubmit work
CD 114	3	x		Turning in assignments and better attendance would improve success
CD 115	3	x		Taking students to the library will help- Add new dietary analysis tool
CD 126	3	x		Students need to submit their assignments to be successful
CD 127	3	x		Re-writing assignments helped, use of writing center and SI Tutor
CD130	3	x	Flagged	Very low enrolled -Natural instruments was the most challenging
CD 133	3	x		Spending time clarifying directions is helpful
CD 134	3	x	Improvement	Excellent examples helped and one whole session reviewing for Final
CD 136	3	x		Remind students to drop class if they stop attending
CD 137	3	x		Journaling and working in groups helped - use more examples & clear rubric
CD 138	3	x		In-class activities helped, "ABE Image Project" may help with SLO #1
CD 185	3	x		Raise point values - Offer make-up dates for presentation of infant toy
CD 186	3	x		Sending reminders through Canvas to remind students of due dates
CD 205	3	x		Students must complete 7 lesson plans to meet SLO
CD 210	3	x		Students must set aside time for Practicum hours - 9 hours per week
CD 215	3	x		In-class practice scenarios help and checking in with instructor
CD 244	3	x		Spend more time covering developmental milestones and reviewing chart
CD 245	3	x		Increase in-class activities for more success
CD 270	3	x		Increasing point value on assignment in SLO#3 -Send reminders W/due dates
CD 271	3	x		Students with poor attendance - remind to drop
CD 272	3	x		Refer students to writing center and SI Tutor for support

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports

from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

The PLOs were due for summary review in 2017-18 as can be seen in the chart below. The next summary of PLOs will be in 2020-21 and 2021-22.

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		

The PLOs have regular reviews and the last summary reports can be seen in the CD Department Canvas shell for review. There are 3 degrees and 8 certificates listed below with reviews of PLO summaries for all Programs. Each certificate or degree has between 3-6 PLOs. There are more than 45 program outcomes to report on. Please see the highlights of the findings in a summary table on the following pages.

Please see the link included here from the CDD Canvas page to see the 11 excel pages showing how the SLO's are linked to PLO's. <https://sbccd.instructure.com/courses/15347/pages/slos-mapped-to-plos>

[V_CDD_SP19](#) > [Pages](#) > PLO 3-Year Summary Reports

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PLO 3-Year Summary Reports

PLO 3-Year Summary Reports for 2015-16, 2016-17 & 2017-18

Degrees:

- [PLO 3-Year Summary - CD AA Degree - 2015-16, 2016-17 & 2017-18.docx](#)
- [PLO 3-Year Summary - ECE AS-T - 2015-16, 2016-17 & 2017-18.docx](#)
- [PLO - Early Intervention and Inclusion Degree.docx](#)

Certificates:

- [PLO - Associate Teacher Certificate - 3-year summary 2017-18.docx](#)
- [PLO - Early Intervention and Inclusion Certificate.docx](#)
- [PLO - Infant and Toddler 3-year summary 2017-18.docx](#)
- [PLO - Master Teacher Certificate 3- year summary 2017-18.docx](#)
- [PLO - Site Supervisor Certificate - 3 year summaries for 2017-18.docx](#)
- [PLO 3-Year Summary - School-age Certificate - 2015-16, 2016-17 & 2017-18.docx](#)
- [PLO 3-Year Summary - Teacher Certificate - 2015-16, 2016-17 & 2017-18.docx](#)
- [3-Year Summary Report 2018-19](#)
- [PLO - Family Child Care Practices - 3 year summary 2017-18.docx](#)

Please see the link here to access all of the PLO summary reports which are located on the CDD Canvas shell: <https://sbccd.instructure.com/courses/15347/pages/plo-3-year-summary-reports>

Below is a chart with the PLOs 3-year assessment summaries. The CDD had mapped all the courses to Programs and remapped them again in 2015. Then 8 of the SLOs changed in 2016 due to Statewide Curriculum Alignment Project (CAP). Luckily, most of the SLO's still mapped to PLOs and only changed slightly. Recently 3 more SLOs changed and need to be remapped. The biggest problems is that for CD 075, which was a new course in 2016, 2 of the SLO's did not map to the PLO's and need to be remapped. The CDD faculty are currently working with Jason Brady and Celia Huston to complete the SLO, PLO and ILO mapping project.

PLO Data from 3-Year report from 2015-16, 2017-18, 2018-19				
Program	# of PLOs	Met	Unmet	Evaluation of PLO
Associate Teacher Certificate	4	x		Good results - Must complete remapping of New SLOs to PLOs
Teacher Certificate	5	x		Good results - Must complete remapping of New SLOs to PLOs
Master Teacher Certificate	6	x		Good results for completers - remap to New SLOs to PLOs
Site Supervisor Certificate	5	x		Good results for completers - remap to New SLOs to PLOs
Family Child Care Provider Cert.	4	2 PLOs Met	Flagged	2 SLOs do not match PLOs since changed to CD 075 - must remap
Infant and Toddler Certificate	5	x		Good results - Clarifying directions at each class has helped
School-Age Certificate	3	x		Satisfactory results - Low enrolled Program
Early Intervention and Inclusion Cert.	5	x		Satisfactory results - Low enrolled Program
Early intervention and IN. AA Degree	6	x		Satisfactory results - Low enrolled Program
CD AA Degree	4	x		Good results for completers - remap to New SLOs to PLOs
ECE AS-T Degree	5	x		Good results - Good news - Remap - CSUSB will accept beginning fall 2021

Also, you can find the old Core Competencies and the first draft of the new ILO Mapping on the CDD Canvas shell link here: <https://sbccd.instructure.com/courses/15347/pages/core-competencies-and-ilo-mapping>

Below is a summary of our actual certificates earned in the 2015-16, 2016-17 & 2017-18 academic years as reviewed by from the research page related to 2015-16 data https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/graduation_data.php and from reports from Herlinda Molina in the Records Office for 2016-17 and 2017-18.

Certificates and Degrees earned per year			
Program	2015-16	2016-17	2017-18
Associate Teacher Certificate	21	14	16
Teacher Certificate	3	4	3
Master Teacher Certificate	3	2	0
Site Supervisor Certificate	2	2	1
Family Child Care Provider Cert.	0	0	1
Infant and Toddler Certificate	3	2	3
School-Age Certificate	2	0	1
Early Intervention and Inclusion Cert.	3	2	3
Early intervention and IN. AA Degree	0	1	0
CD AA Degree	27	45	28
ECE AS-T Degree	8	17	16

As can be seen in the actual data, all programs have had some success.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture &

Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program demonstrates the ability to communicate more widely and effectively, describes plans for extending communication, and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

In an effort to reach out to the campus community the Child Development Department conducts orientations a minimum of two times each year. The orientations are held on Saturdays to insure we capture those students that are working during the week. These meetings address our certificate/degree programs, annual updates, and general information regarding the current trends in the field. Also included in these orientations is our partnership with the University of La Verne which allows our students to work on their Associates and Bachelor of Science degrees simultaneously.

Literature about the Child Development Program is located throughout campus and a display case on play has been set up in North Hall. The Child Development Department has also provided information on current program activities to the president for inclusion in her monthly report.

The Child Development Department is always ready to work with others to promote the CD program. The CDD has a CD Booklet with all the information regarding CD programs which is given to the Counseling Department at the beginning of each year in order to help counselors provide help and information to students. Here is a link to the current CDD booklet: <http://www.sbvc-cd.com/cd-brochure.html>

The CDD provides the booklet to the Social Science, Human Development and PE Division Office, so staff can distribute it to students. The full-time CDD Faculty attend high school programs and distribute the booklets there. The CDD attends a meeting with the Counseling Department every other year or as often as necessary to communicate updates and other important information to counselors. When classes have low enrollment, the CDD posts flyers on campus and sends flyers to the counseling department and other interested departments to promote the courses.

The Annual Inclusion Conference in April is promoted through the SBCSS.k12oms and is sent to all participants in the LPC area: [file:///C:/Users/kathy/Downloads/Inclusion%20Flyer%20Final%20\(2\).pdf](file:///C:/Users/kathy/Downloads/Inclusion%20Flyer%20Final%20(2).pdf). Due to space limitations this conference is only publicized to our CD students as opposed to college wide.

Once we increase staffing, a representative from the CDD will be able to participate more actively in the WOW week. Instead of simply providing information we will be able to man a table.

Describe how your program seeks to enhance the culture and climate of the college.

The CDD is very responsive to the needs of the CD students. We are committed to open communication with our students and work to resolve any potential challenges in a timely fashion. Our adjunct faculty listen to students and share the information with the full-time faculty. Where possible adjustments are made to better accommodate students. Last spring, we met with students to begin to establish a Child Development club in order to create a forum for CD students. One of the requests coming out of the meeting was a question about regalia for CD students. They wanted to be recognized like other students, nursing, EOP&S, Latino and African American students. CD sashes were created and disseminated to CD certificate and degree graduates.

The CDD has also become more vocal about issues affecting the College and have provided input on a variety of topics. Whether the issue centered around understanding FTES, evening lighting issues, or requesting a Department Chair Handbook.

After reviewing the results of the 2017-18 Campus Climate survey, one of the recommendations for Child Development was to increase the day offerings. In response to that recommendation, the CDD has reviewed the entire CD offerings to make sure the students have courses meeting their needs during the day.

Describe one or more external/internal partnerships.

In the CDD, partnerships are necessary for the success of our students and they enhance student opportunities for work and transfer. Below are a few of the CDD's various partnerships:

- The Child Development Department (CDD) has a close partnership with the Child Development Center and offers four laboratory and four observation labs classes each year in conjunction with the CD Center.
- The CDD has a Partnership with the California Early Childhood Mentor Program to provide Mentoring services for students in the field. This is a State contract program, providing mentoring opportunities to teachers and providing laboratory placements for students in our community. The CDD currently has placements with Rialto Unified School District, San Bernardino Unified School District, Colton School District and San Salvador Preschool and First Lutheran Preschool in Redlands. These sites provide our students with wonderful practicum placements in the community.
- The CDD 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 program issues a minimum of \$17,000 per year and serves up to 90 students.
- The CDD has a partnership with the Local Child Care Planning Council and the Special Needs subcommittee. Together, with other partners in the community, the CDD is having the 5th annual Inclusion Conference in B-100 on April 6, 2019 at Valley College.

- The CDD 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. This program is sponsored by the Mentor Program.
- The CDD partners with CCRC to recruit students for the Family Child Care class (CD 075) and send out flyers to the Family Child Care Network.
- The CD Department partners with the University of La Verne to hold upper division course work towards a BA in Child Development at SBVC. Each year, ULV graduates with B.S. Degrees in Child Development, 10-15 students from SBVC who have participated in the ULV Cohort program.
- 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 programs with articulation agreements for CD 100 – Introduction to Child Development to help students continue with their career paths in the child development field.
- The CD Program partners with SBVC Dual Enrollment Program to offer courses each semester at the local high schools.
- The CD Program has recently partnered with Dual Enrollment to offer 4 child Development courses at Rialto High School in the CPP program.
- The CD Advisory Committee is a partnership with around 20 community organizations in our region. It includes representatives from local school districts, preschools, agencies and other colleges and universities. Two meetings are held each year to gather input about our programs and stay current and relevant in our field.

What plans does your program have to further implement any of these initiatives?

The initiatives indicated above are all ongoing and we anticipate additional initiatives in the future. Faculty will remain proactive to ensure the needs of all parties involved in the MOU's are addressed. MOU's will be updated periodically to reflect necessary changes/adjustments in the programs. Although faculty often query students about the success of each program, the one item we would like to incorporate in the future is a year-end survey to document the strengths, and weaknesses of our programs.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
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Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.
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Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

The CD Faculty are very active in maintaining currency in the field. Faculty attend workshops at professional conferences, such as CAEYC and NAEYC and other local conferences. Full-time faculty must attend State-wide conferences for the Mentor Program and the Child Development Training Consortium or participate in online conferences and trainings.

The SBVC CD Department faculty have participated annually for the past three years in the “Child Development Faculty Retreat”. This has taken place in Oceanside California and the full-time faculty have sponsored the activity. There have been guest speakers from ULV and others who have discussed topics such as “Use of Technology in ECE” and other relevant topics. All the Full-time faculty have attended the retreat and most of the adjunct faculty have attended at least once over the last 3 years.

The CD faculty attend the Local Child Care Planning Council (LPC) in order to be actively involved in the community and hear speakers related to subjects current in the field such as the “California Child Care Workforce Registry.”

The faculty take online trainings to improve delivery and stay current and conduct research related to the field of CD.

Denise Knight is a member of the Child Development Training Consortium Advisory Committee and provides updates to faculty regarding currently legislation and initiatives impacting the field. This information is disseminated during department meetings, or as an email blast.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Full-time and adjunct CD faculty are members of many professional organizations such as the California Community College Early Care and Education (CCCECE), The National Association for the Education of Young Children (NAEYC) and more locally, AAIEYC, and the California Association, CAEYC. Other professional organizations which the faculty belong to are the National Head Start Association, and The National Black Child Development Institute (NBCDI).

These professional organizations help to advocate for children and for the continuation of advancement of research and quality practice in the field of CD/ECE. Faculty attend conferences, read relevant research and view online presentations by professionals within these organizations and in the field. Attending conferences and using resources researched and distributed by these professional organizations helps faculty bring current and relevant information to our students.

As previously mentioned, the California Community College Early Care and Education has a Professional Institute next month on learning stories entitled “Finding the Magic: Documenting Children’s Learning.” This training will assist our faculty in understanding different ways to document student achievement. The information provided is relevant for all of our students especially those students teaching in Title V programs.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

One of the aims of the CDD is to keep up with the current trends in the field. As announcements regarding upcoming trainings are received by department faculty they are passed on to both students and faculty as appropriate. One of the next trainings we will be attending is on “Finding the Magic: Documenting Children’s Learning. Faculty attending these trainings are also provided an opportunity to share their information at our Department meetings. These opportunities benefit all staff. Additionally, during our annual retreats, information is exchanged by faculty with faculty on trainings or updated information received in various trainings or courses they have taken. We have a diverse group of adjunct faculty working in various positions in early care and education. Their diversity allows us to glean information from all aspects of our field.

The CD faculty engage in various professional growth activities. Each year the faculty hosts an Inclusion Conference with guest speakers and presenters from the child care community. This year, the guest is speaker Dr Salamat, an Occupational Therapist from Loma Linda University, she will present on “Trauma Informed Care ”. This is currently an important topic and very relevant to students entering the field of CD/ECE. In past years, the topics have been on “Including children with special needs in child care and school settings,” “California Map to Inclusion” “Autism” etc. See this year’s flyer below in the link below:

[file:///C:/Users/kathy/Downloads/Inclusion%20Flyer%20Final%20\(2\).pdf](file:///C:/Users/kathy/Downloads/Inclusion%20Flyer%20Final%20(2).pdf)

In March 2018, the CDD conducted a training in conjunction with the Child Development Training Consortium on the Child Development Permit and Professional Growth requirements. This certification is mandatory for preschool teachers teaching in Title V programs. The training was opened to the Child Development community as well as our Child Development students and was well attended. The training was offered in the morning and afternoon.

Each month, the CDD supports the Director’s Meetings where guest speakers present a current topic in the field. CD faculty from SBVC CD Department present at these meeting regularly. Denise Knight presented on “Leadership in Child Development” at the March 2019 meeting. Guest speakers from Community Care Licensing come to give current updates on the regulations and practices in the field. Other topics have included, “Creating an Outdoor Classroom” and “Challenging Behaviors”, “Teaching in a diverse Community”. We encourage our adjunct faculty to present on a variety of topics during Director’s meetings in order to provide exposure for them and the SBVC. It’s an excellent way to prepare them for future presentation opportunities.

Members of the adjunct faculty have presented at CAEYC and NAEYC. The guest speakers have also attended our CD Retreat in Oceanside. Kathy Adams attended a Leadership Conference through CAEYC in Palm Springs in November 2018. At this conference, there was training specific to online teaching and use of Child Development videos in an online format.

The CD faculty attend trainings when new assessment tools are introduced in the CD field, such as the Desired Results Developmental Profiles 2015 & 2016. When new tools are introduced, the faculty must stay current in

order to train students to be prepared in the field. Kathy Adams will take a Sabbatical leave during Spring 2020 in order to develop quality online courses for the OEI with OER materials in CD/ ECE.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, 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.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into CurricUNET by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates,

to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

The mission of the Child Development Department (CDD) is to provide quality education in the field of child development (CD) to support a diverse community of learners. The CDD is committed to student success, to quality teaching, and excellence by preparing students to earn their certificates/permits and degrees to work in CD centers and transfer to universities. The CDD has an academic and vocational orientation which prepares students for transfer in a variety of transfer pathways and for immediate employment in CD and early childhood education (ECE) careers. Transfer career pathways include elementary and special education teaching, social work, school psychology, counseling and other careers working with children. The program currently offers 8 certificates and 3 degrees including an ECE Transfer Degree. Four of the certificates prepare students for the CD Permit for the California Commission on Teacher Credentialing. These permits are needed to work in State Preschool, Head Start and all Title 5 CD centers or programs. Other certificates prepare students for work with different age groups, such as infants and toddlers or school-age children. One of the certificates prepares students to work with children with special needs and disabilities and another prepares students to operate a family child care business.

How does this mission or purpose relate to the college mission?

The CDD is committed to providing excellent preparation for work and transfer in child development and education pathways. The mission and purpose support the College Mission to provide high-quality education to a diverse community of learners and to prepare students for employment and transfer. Faculty provide the latest research and learning techniques to support all learners.

Students earning certificate can go into immediate work as child care workers, infant/ toddler teachers, preschool aides, preschool teachers, master teachers, center directors, site supervisors, recreational teachers and aides, early intervention paraprofessionals, school-age before and after-school counselors, family child care providers for large family CC homes, and various other CD/ECE employment opportunities in our community.

The purpose of this CDD program is for employment *and* transfer. Earning an AA or an AS-T in CD may be the first step towards other opportunities for students. Students who transfer and then earn BA/BS degrees in this field typically earn higher wages in all career pathways, including upgrading to higher levels of the CD Permit matrix for the California Commission on Teacher Credentialing. Students transferring to universities may transfer to majors such as human development/ child development, psychology, social work, and other related majors for fields related to education, social work, counseling and many other fields related to children. Students who transfer with AA degrees in child development can transfer in to BA degree and often MA degree programs to continue to become program directors, transitional kindergarten and kindergarten teachers, elementary teachers, special

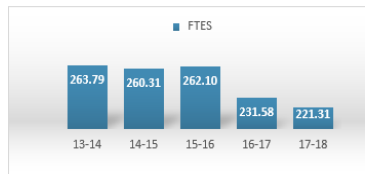
education teachers, parent educators, high school or college CD instructors, counselors, social workers, and school or family psychologists/ therapists. (See Transfer Guide earlier in the report).

Productivity:

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTEs; Enrollment; FTEF and WSCH per FTEF). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

The chart below shows the 5-year enrollment trend in Child Development by semester

Semester	# of Sections	Total Enrollment	Total FTES
Fall 2013	36	1,219	133.67
Spring 2014	35	1,117	130.12
Fall 2014	39	1,180	127.89
Spring 2015	37	1,113	132.42
Fall 2015	40	1,215	139.10
Spring 2016	44	1,039	123.01
Fall 2016	41	971	110.59
Spring 2017	40	1,055	120.99
Fall 2017	41	1,001	111.98
Spring 2018	42	992	109.33



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,336	2,293	2,254	2,026	1,993
FTEF	13.49	14.57	16.28	15.95	16.20
WSCH per FTEF	587	536	483	436	410

The CDD’s WSCH/FTEF in 2017-18 was at 410 which is less productive than the 525. The average WSCH per FTEF in the last 4 years is 466, with a range between 536 to 410. There has been a decline since fall of 2015 in FTES, from 2,293 and FTEF or 536 to 1,993 and FTEF of 410. The CDD offered more sections in relationship with our goals to offer all courses in one year for student access, but we have lost some FTES. Unfortunately, the combination has been less efficiency. We believe we have lost some students who have struggled academically and gone on probation. We have typically had many students who have been underprepared in our program. Our online and hybrid classes have increased but the afternoon classes have declined and we have not canceled some classes which have been low enrolled due to the needs of the students to complete certificates.

There are many factors which have impacted the productivity of the CDD. The CDD faculty have tried to maintain all the Certificate and Degree programs by teaching all the courses in one year. It has been a goal of

the CDD due to the loss of the Education courses during the recession. Specialty and elective courses must be offered annually so that students can earn certificates. Some of these specialty courses are low-enrolled. These low enrolled courses impact the overall efficiency of the CDD.

Some CD courses needed to reduce caps due to classrooms with fewer seats, which has had an impact on some classes taught by adjunct instructors.

While trying to be aware of student access issues, the CDD has increased the online/hybrid options for students. There has been a large increase in DE offerings in the last four years, going from 16% to 36%. Our DE courses have had smaller caps. Offering more DE courses may have also had an impact on the productivity in the CDD.

	13-14	14-15	15-16	16-17	17-18
Sections	71	76	83	81	83
% of online enrollment	10%	16%	16%	27%	36%
Degrees awarded	31	33	39	65	51
Certificates awarded	55	50	37	38	21

Section offerings have remained about the same for the last 3 years. The CDD offered 83 courses in 15-16 and 83 in 2017-18 and all courses are necessary for students to reach their program goals. Specialty courses are necessary for each certificate with a special concentration in CD/ECE. It has been a goal of the CDD to offer all courses each year to ensure completions in all programs.

There were 65 degree completions and 38 certificate completions in 2016-17 and 51 degrees and 21 certificates awarded in 2017-18. In the last few years the trend has been that CD degrees completions have slightly increased and CD certificates completions slightly have decreased. CD faculty have found that students are afraid to lose financial aid by earning low-unit certificates before degrees, so many wait until they earn degrees before applying for any certificates and beginning to work full-time. Because CD degree numbers have increased, transfer rates have also increased as more CD students are earning AA degrees in CD and then transferring to universities and earning BA degrees. The partnership with the University of La Verne is helping to improve graduation rates with AA Degrees and transfer rates. While earning an Associate Teacher Certificate, helps students to be employed in entry level jobs, earning a CD or ECE AA Degree or a BA Degree in CD helps students earn a higher income and provides students with choices in many careers working with children.

Besides maintaining all courses required for the certificates and degrees each year, The CDD needed to add 4 prerequisites to the CD 205 – Practicum in Child Development course due to State-wide curriculum alignment. Due to a recommendation by the CD Advisory Board, prerequisites of English 914 was added to a CD courses in order to help student success and prepare them for required writing in the CD/ECE field. The CD Practicum courses and Early Intervention and Inclusion Internship courses can only have about 20 students to be manageable. These low numbers in lab class have had an impact on productivity.

External factors have had an impact also. As the economy has improved, FTE's in CD have dropped as students have had more access to higher paying jobs not requiring college since the recession ended. Students can work for Amazon and get paid more than they will make as teachers in ECE. There is high

demand for child care and preschool teachers in the community, but **the pay is extremely low** and there may not be as much motivation to complete programs for ECE/CD work.

Quick Facts: Preschool Teachers	
2017 Median Pay	\$28,990 per year \$13.94 per hour
Typical Entry-Level Education	Associate's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	478,500
Job Outlook, 2016-26	10% (Faster than average)

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Preschool Teachers, on the Internet at <https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm> (visited March 14, 2019).

Relevance and Currency, Articulation of Curriculum:

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. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

Social Sciences, Human Development & Physical Education				
Child Development				
	Course	Status	Last Content Review	Next Review Date
	CD 060 Understanding School-Age Children	Active	10/09/2017	10/09/2023
	CD 061 Activities for School-Age Children	Active	10/09/2017	10/09/2023
	CD 068 Early Literacy for Young Children	Active	10/09/2017	10/09/2023
	CD 075 Family Child Care Practices	Active	10/09/2017	10/09/2023
	CD 100 Introduction to Child Development	Active	10/24/2016	10/24/2022
	CD 101 Parent-Child Interaction	Active	10/09/2017	10/09/2023
	CD 105 Child Growth and Development	Active	10/09/2017	10/09/2023
	CD 105H Child Growth and Development-Honors	Active	10/09/2017	10/09/2023
	CD 108 Early Childhood Development	Active	10/29/2014	10/29/2020
	CD 111 Observation and Assessment in Child Development	Active	10/22/2018	10/22/2024
	CD 113 Principles and Practices of Teaching Young Children	Active	10/09/2017	10/09/2023
	CD 114 Introduction to Curriculum	Active	10/22/2018	10/22/2024
	CD 115 Health, Safety and Nutrition	Active	10/29/2014	10/29/2020
	CD 126 Child, Family, and the Community	Active	10/09/2017	10/09/2023

	CD 127 Guidance of Children	Active	10/09/2017	10/09/2023
	CD 130 Creative Music and Movement for Children	Active	10/09/2017	10/09/2023
	CD 133 Creative Science and Math Activities for Children	Active	10/09/2017	10/09/2023
	CD 134 Language, Listening and Literature for Children	Active	10/09/2017	10/09/2023
	CD 136 Creative Art Experiences for Children	Active	10/09/2017	10/09/2023
	CD 137 Play and Materials for Children	Active	10/29/2014	10/29/2020
	CD 138 Teaching in a Diverse Society	Active	10/09/2017	10/09/2023
	CD 185 Infant/Toddler Growth and Development	Active	10/29/2014	10/29/2020
	CD 186 Infant and Toddler Curriculum	Active	10/09/2017	10/09/2023
	CD 205 Child Development Practicum / Field Experience	Active	10/09/2017	10/09/2023
	CD 210 Infant and Toddler Practicum	Active	10/09/2017	10/09/2023
	CD 215 Early Intervention and Inclusion Internship	Active	10/09/2017	10/09/2023
	CD 244 Children with Special Needs	Active	10/09/2017	10/09/2023
	CD 245 Early Intervention and Inclusion	Active	10/09/2017	10/09/2023
	CD 270 Adult Supervision and Mentoring in Early Care and Education	Active	12/08/2015	12/08/2021
	CD 271 Administration I: Programs in Early Childhood Education	Active	12/08/2015	12/08/2021
	CD 272 Administration II: Personnel and Leadership in Early Childhood Education	Active	12/08/2015	12/08/2021
	CD 040 Spanish for Early Childhood Settings	Historical		
	CD 040 Spanish for Early Childhood Settings	Historical		
	CD 050A-Z Special Topics on Parenting	Historical		
	CD 050A-Z Special Topics on Parenting	Historical		
	CD 060 Understanding School-Age Children	Historical		
	CD 061 Activities for School-Age Children	Historical		
	CD 068 Early Literacy for Young Children	Historical		
	CD 072 Family Child Care	Historical		
	CD 072 Family Child Care	Historical		
	CD 072 Family Child Care	Historical		
	CD 073 Family Child Care Business Practices	Historical		
	CD 073 Family Child Care Business Practices	Historical		

	CD 073 Family Child Care Business Practices	Historical		
	CD 074 Family Child Care Children's Programs	Historical		
	CD 074 Family Child Care Children's Programs	Historical		
	CD 074 Family Child Care Children's Programs	Historical		
	CD 075 Family Child Care Practices	Historical		
	CD 081 Parenting The Infant	Historical		
	CD 081 Parenting The Infant	Historical		
	CD 098 Child Development Work Experience	Historical		
	CD 098 Child Development Work Experience	Historical		
	CD 100 Introduction to Child Development	Historical		
	CD 100 Introduction to Child Development	Historical		
	CD 101 Parent-Child Interaction	Historical		
	CD 101 Parent-Child Interaction	Historical		
	CD 101 Parent-Child Interaction	Historical		
	CD 105 Child Growth and Development	Historical		
	CD 105 Child Growth and Development	Historical		
	CD 105 Child Growth and Development	Historical		
	CD 105 Child Growth and Development	Historical		
	CD 105H Child Growth and Development-Honors	Historical		
	CD 105H Child Growth and Development-Honors	Historical		
	CD 105H Child Growth and Development Honors	Historical		
	CD 105H Child Growth and Development-Honors	Historical		
	CD 111 Observation and Assessment in Child Development	Historical		
	CD 111 Observations and Methods in Child Development	Historical		
	CD 111 Observations and Methods in Child Development	Historical		
	CD 111 Observation and Assessment in Child Development	Historical		
	CD 111 Observation and Assessment in Child Development	Historical		
	CD 112 Principles and Practices of Early Childhood Education	Historical		

	CD 112 Principles and Practices of Early Childhood Education	Historical		
	CD 113 Principles and Practices of Teaching Young Children	Historical		
	CD 113 Programs and Principles in Early Childhood Education	Historical		
	CD 113 Principles and Practices of Teaching Children	Historical		
	CD 113 Principles and Practices of Teaching Children	Historical		
	CD 114 Introduction to Curriculum	Historical		
	CD 114 Creative Curriculum in Early Childhood Education	Historical		
	CD 114 Introduction to Curriculum	Historical		
	CD 114 Introduction to Curriculum	Historical		
	CD 115 Health, Safety and Nutrition	Historical		
	CD 115 Health, Safety and Nutrition for Young Children	Historical		
	CD 116 Pediatric CPR, First Aid and Safety	Historical		
	CD 116 Pediatric CPR, First Aid and Safety	Historical		
	CD 116 Pediatric CPR, First Aid and Safety	Historical		
	CD 116X4 Pediatric CPR, First Aid and Safety	Historical		
	CD 120X3 Laboratory Preparations in Child Development	Historical		
	CD 120X3 Laboratory Preparations in Child Development	Historical		
	CD 126 Child, Family, and the Community	Historical		
	CD 126 Child, Family, and the Community	Historical		
	CD 126 Child, Family and Community	Historical		
	CD 126 Child, Family, and the Community	Historical		
	CD 127 Guidance of Children	Historical		
	CD 127 Guidance of Children	Historical		
	CD 128 Creative Experiences Children	Historical		
	CD 130 Creative Music and Movement for Children	Historical		
	CD 130 Creative Music and Movement for Children	Historical		

CD 130 Creative Music and Movement for Children	Historical		
CD 133 Creative Science and Math Activities for Children	Historical		
CD 133 Creative Science and Math Activities for Children	Historical		
CD 133 Creative Science and Math Activities for Children	Historical		
CD 134 Language, Listening and Literature for Children	Historical		
CD 134 Language, Listening and Literature for Children	Historical		
CD 134 Language, Listening and Literature for Children	Historical		
CD 136 Creative Art Experiences for Children	Historical		
CD 136 Creative Art Experiences for Children	Historical		
CD 136 Creative Art Experiences for Children	Historical		
CD 137 Play & Materials for Children	Historical		
CD 137 Play & Materials for Children	Historical		
CD 138 Teaching in a Diverse Society	Historical		
CD 138 Cultural Diversity - Anti-Bias Curriculum	Historical		
CD 138 Cultural Diversity - Anti-Bias Curriculum	Historical		
CD 138 Teaching in a Diverse Society	Historical		
CD 140 Spanish for Child Development	Historical		
CD 142 Issues in Child Development	Historical		
CD 143 Issues in Child Development	Historical		
CD 144 Issues in Child Development	Historical		
CD 145 Issues in Child Development	Historical		
CD 146 Issues in Child Development	Historical		
CD 150 Parenting Issues in Child Development	Historical		
CD 151 Parenting Issues Child Development	Historical		
CD 152 Parenting Issues Child Development	Historical		
CD 153 Parenting Issues Child Development	Historical		
CD 154 Parenting Issues Child Development	Historical		
CD 155 Parenting Issues in Child	Historical		
CD 160 Understanding School-Age Children	Historical		

	CD 160 Understanding School-Age Children	Historical		
	CD 161 Activities for School-Age Children	Historical		
	CD 161 Activities for School-Age Children	Historical		
	CD 168 Early Literacy for Young Children	Historical		
	CD 172 Family Child Care	Historical		
	CD 174 Family Child Care Children's Programs	Historical		
	CD 185 Infant/Toddler Growth and Development	Historical		
	CD 185 Infant/Toddler Growth and Development	Historical		
	CD 185 Infant/Toddler Growth and Development	Historical		
	CD 186 Infant and Toddler Curriculum	Historical		
	CD 186 Infant and Toddler Activities	Historical		
	CD 186 Infant and Toddler Curriculum	Historical		
	CD 186 Infant and Toddler Activities	Historical		
	CD 198 Child Development Work Experience	Historical		
	CD 205 Child Growth and Development Laboratory	Historical		
	CD 205 Child Development Practicum / Field Experience	Historical		
	CD 205 Child Development Practicum / Field Experience	Historical		
	CD 205X2 Child Growth and Development Laboratory	Historical		
	CD 210 Infant and Toddler Growth and Development Laboratory	Historical		
	CD 210 Infant and Toddler Practicum	Historical		
	CD 210X2 Infant Growth and Development Laboratory	Historical		
	CD 215 Early Intervention and Inclusion Internship	Historical		
	CD 215 Early Intervention and Inclusion Internship	Historical		
	CD 222 Special Problems in Child Development I	Historical		
	CD 222 Independent Study in Child Development	Historical		

CD 222 Independent Study in Child Development	Historical		
CD 231 Health and Safety Practices for Children	Historical		
CD 231 Health and Safety Practices for Children	Historical		
CD 231 Health and Safety Practices for Children	Historical		
CD 232 Nutrition for Young Children	Historical		
CD 232 Nutrition for Young Children	Historical		
CD 232 Nutrition for Young Children	Historical		
CD 244 Children with Special Needs	Historical		
CD 244 Children with Special Needs	Historical		
CD 244 Children with Special Needs	Historical		
CD 245 Early Intervention and Inclusion	Historical		
CD 245 Early Intervention and Inclusion	Historical		
CD 270 The Mentor Teacher / Adult Supervision	Historical		
CD 270 The Mentor Teacher / Adult Supervision	Historical		
CD 270 The Mentor Teacher / Adult Supervision	Historical		
CD 271 Administration of Early Childhood Education Programs	Historical		
CD 271 Administration of Early Childhood Education Programs	Historical		
CD 271 Administration of Early Childhood Programs	Historical		
CD 272 Advanced Administration of Early Childhood Education Programs	Historical		
CD 272 Advanced Administration of Early Childhood Education Programs	Historical		
CD 272 Advanced Administration of Early Childhood Programs	Historical		
CD 293 Elementary Laboratory: Introduction to Early Field Experience	Historical		
CD 293 Elementary Laboratory: Introduction to Early Field Experience	Historical		
CD 293 Elementary Laboratory: Introduction to Early Field Experience	Historical		
CD 295 Special Topics in Child Dev	Historical		

	CD 295 A-Z Special Topics in Child Development	Historical		
	CD 295 A-Z Special Topics in Child Development	Historical		
	CD 295 A-Z Special Topics in Child Development	Historical		
	CD 296 Special Topics in Child Dev	Historical		
	CD 297 Special Topics in Child Dev	Historical		
	CD 299 Special Topics in Child Dev	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is <u>not</u> occurring	With CSU	With UC
NONE – All 100 level courses articulate or transfer as elective credit		

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

N/A

Currency

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

All English 015 Advisories will be changed to READ 015 Advisories in the next catalog. All ENG 915 prerequisites and ENG 015 prerequisites will be removed due to AB 705.

If any courses are no longer offered, list them here. (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?

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

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

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

The next scheduled meeting date with Kay Dee Yarbrough is on March 20, 2019 at 1 p.m. for the complete catalog review. There have been CD Department Meetings for Curriculum review of Top Codes and review of Departmental Advisories and Prerequisite changes due to AB 705. An initial meeting with Kay Dee Yarbrough was held on March 6th.

There are plans to remove CD 068 from Curriculum as it has not been offered in the last 3 years. This course will be submitted to Curriculum for deletion in the next review process and will be removed by 2021. Removing the course will not have an impact on students for Certificates or Degrees as it is an elective course and is not required to complete a degree or certificate.

Challenges:

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?

There have been some challenges for the CD Department during this efficacy period. One of the biggest challenges in maintaining the program without more full-time faculty. The CDD wishes to bring back the Education classes and add more programs, but this would require more CD full-time faculty. The full-time faculty need more support to maintain and grow the program. Since being #2 in Program Review 2 years ago, and not receiving a new hire, the workload has increased, and faculty remain stretched. As predicted, FTES are declining and we are working diligently to recruit additional faculty to staff our new partnerships, that is the only way to grow the programs.

Another challenge is that it is difficult to add more dual enrollment courses to meet the needs in the community without being able to find CD adjunct faculty to teach during the afternoon time period. One way the CDD is addressing the problem is by actively recruiting adjunct faculty from ULV and CSUSB.

Success and retention rates dropped last year and one way the CDD is addressing this is to maintain excellent CD SI tutors. Another way is to implement many of the good suggestions from the SLO assessments and summaries.

To increase FTES the CD Department had held meetings to decide on the best times and format to offer courses so that they are meeting student's needs and will fill better.

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 our students, accomplish these goals, the CD Department strives to:

- Increase the number of Certificates by offering all classes within one year
- To increase FTEs by promoting programs through community partnerships – Hold 7 director's meetings, and 2 advisory board meetings per year.
- To help students moving into work or transfer by offering meetings for students to understand the processes
- Maintain articulation agreements with CTE and 4-year institutions –Attend articulation meeting with CSUSB on May 10, 2019

- Continue to maintain contracts with State Programs
- Continue with academic and vocational advising
- Increase support services for CD students: Maintain and update CD booklet, hold Student Orientation 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 CDD strives to provide the academic foundation necessary for students to become successful providers of early childhood care and education.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Facilities:

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

The facilities for CD students have been reasonably good. The 3 CD classrooms near the CD resource rooms have been especially helpful. Using the room management software was a problem for the CD Department because the CD classrooms *must* be near the resource rooms to access needed supplies and the activities done by students often require access to running water. The smart carts have been working reasonably well and when there has been a problem the Tech/AV Department is usually very responsive. Although the rooms have been adequate we need to ensure that they all have clocks. Maintenance of our classrooms has been very good, and the custodians have been responsive to our requests.

The major concern that we continually voice is the exterior lighting in North Hall especially around daylight savings time. The building has no exterior lighting some evenings and we have to send an email asking for the issue to be addressed every semester. They always respond quickly to the emails, but an email should not have to be written. This is a major concern for the evening instructors who are often on campus until 10:00pm.

We have been working diligently with the SSHD&PE division office to schedule all the Child Development classes in North Hall. This is of course easier said than done but if all our classes can be taught in the same building it does assist with continuity and communication.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All categories met in the last full efficacy review and the last CTE review.