IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW COMPLIANCE FORM AND REQUEST FOR RESOURCES

PROGRAM/DEPARTMENT <u>Child, Family and Consumer Science- Child Development</u>   ACADEMIC YR.__2013_____

☐ Comprehensive Program Review   X Annual Assessment   X Request for Resources (check all that apply)

Please analyze your Program Review data as well as your SLO/SAO assessment findings in order to update to your Comprehensive Program Review report as needed.   All changes to area needs and subsequent requests for additional resources must be reported at this time.

If your program is scheduled for a Comprehensive Program Review all forms are to be completed and submitted to the appropriate Dean/VP.   If you are completing the annual Program Review Assessment only and have no changes to area needs, sign below and submit this form to appropriate Dean/VP.   If your needs have changed as a result of your annual assessment of program review data, please complete the appropriate Request for Resources form(s) and submit to appropriate Dean/VP.

_____   2/14/2013   _____   3/5/13
Signature of Program Chair/Director   Date   Signature of Area Dean   Date

_____   3.5.-13
Signature of Area Vice President   Date   _____

Please attach the following documents to this Program Review Compliance form if you are requesting additional resources:
✓ Comprehensive Program Review
✓ Data Analysis Form
✓ SLO/SAO Assessments
✓ Request for Resources Forms

ACADEMIC PROGRAM EVALUATION – CHILD DEVELOPMENT/EARLY CHILDHOOD DEVELOPMENT
DIVISION – EWD
DEPARTMENT – CDEV

CHILD DEVELOPMENT COURSES

TERM	Enrollment	Fill Rate	# of Sections	Mass Cap	Avg. Class Cap	Avg. Class Size	FTES	FTEF	Productivity (FTES/FTEF)	Completion Rate	Success Rate
Fall 2009	389	88.01%	14	442	31.57	27.79	37.2	2.47	15.06	82%	66%
Spring 2010	439	67.43%	15	651	43.4	29.27	42.85	3.16	13.56	87%	73%
Fall 2010	431	96.64%	14	446	31.86	30.79	45.26	3.2	14.14	87%	71%
Spring 2011	484	93.98%	15	515	34.33	32.27	45.33	2.73	16.6	85%	67%
Fall 2011	397	95.43%	13	416	32	30.54	42.59	3.07	13.87	88%	71%
Spring 2012	376	90.38%	13	416	32	28.92	38.94	2.86	13.62	83%	65%
% Change Fall Semesters 09 & 11	2.06%	8.43%	-7.14%	-5.88%	1.36%	9.90%	14.49%	24.29%	-7.90%	7.32%	7.58%
% Change Spring Semesters 10 & 12	-14.35%	34.04%	-13.33%	-36.10%	-26.27%	-1.20%	-9.12%	-9.49%	0.44%	-4.60%	-10.96%

OVERALL PROGRAM COMPLETION

Number of certificates completed Between Fall 2009 and Spring 2012	Number of Associate Degrees Completed Between Fall 2009 and Spring 2012
28	26

Note: Fall 2011 Child Development/Early Childhood Development separated into two programs:

1. Early Childhood Development (for Transfer)
2. 2. Child Development

CHILD DEVELOPMENT COURSES - A.A DEGREE & ASSOCIATES

Associate Degree – Required Courses: CDEV 100, 101, 102, 103, CDEV/PSY 104, CDEV 105, 106, 107, 200 Select four to five units from: CDEV 120, 121, 122, 123, 124, 125	**Associate Degree –** Required Courses: CDEV 100, 101, 102, 103, CDEV/PSY 104, CDEV 105, 106, 107, 200 Select four to five units from: CDEV 120, 121, 122, 123, 124, 125

Specialization Certificates

** Complete Major Requirements
- I. Child Development Administration Specialization Required Courses: CDEV 210, 211, 212
- II. Child Development Infant/Toddler Specialization Required Courses: CDEV 220, 221
- III. Child Development School-Age Specialization Certificate Required Courses: CDEV 230, 231

CHILD DEVELOPMENT COURSES – ENROLLMENT, FILL RATES & WAIT LISTS

COURSES	Course Cap	Enrollment & Sections						Fill Rate						Wait List 1/8/2013
		F09	S10	F10	S11	F11	S12	F09	S10	F10	S11	F11	S12	S13
CDEV 020			5			?			?					
CDEV 100	35	68	39	37	72	69	57	97.14%	111.43%	105.71%	102.86%	98.57%	81.43%	3
CDEV 101	35	37	65	37-	68	62	61	105.71%	92.86%	105.71%	97.14%	88.57%	87.14%	
CDEV 102	16	35	19	15	32	18	18	109.38%	118.75%	93.75%	91.43%	112.50%	112.50%	
CDEV 103	35	34	66	33	32	34	31	97.14%	94.29%	94.29%	91.43%	97.14%	88.57%	
CDEV/PSY 104	35	75	67	82	69	73	75	110%	191.43%	117.14%	98.57%	104.29%	107.14%	12
CDEV 105	35	34	34	34	60	27	32	95.71%	97.14%	97.14%	84.29%	77.14%	91.43%	
CDEV 106	35	12		35	18	34		34.29%		100%	51.43%	97.14%		
CDEV 107	35	39	74	37	34	38	30	111.43%	105.71%	105.71%	97.14%	108.57%	85.71%	
CDEV 120	35	12		?	26			34.29%			74.29%		80%	
CDEV 121	35			22			28			62.86%				
CDEV 122	35				40						114.29%			
CDEV 123	35		34						97.14%					
CDEV 124	35		30				31		85.71%				88.57%	
CDEV 125	35				31							88.57%		
CDEV 200	15		6	10		11	13		40%	66.67%		73.33%	86.67%	
CDEV 210	25	8						32%						
CDEV 211														
CDEV 212	30			25						83.33%				
CDEV 220	35			30						85.71%				
CDEV 221	25				34						136%			
CDEV 230	35			34						97.14%				
CDEV 231														

CHILD DEVELOPMENT COURSES – PRODUCTIVITY (FTES/FTEF)

Courses	FTES						FTEF						PRODUCTIVITY (FTES/FTEF)					
	F09	S10	F10	S11	F11	S12	F09	S10	F10	S11	F11	S12	F09	S10	F10	S11	F11	S12
CDEV020		0.09						0.03					▢	3.00				
CDEV100	7.00	4.01	3.81	3.60	7.10	5.86	0.40	0.20	0.20	0.40	0.40	0.40	17.50	20.05	19.05	9.00	17.75	14.65
CDEV101	3.81	6.67	3.81	6.99	6.38	3.29	0.20	0.40	0.20	0.40	0.40	0.40	19.05	16.68	19.05	17.48	15.95	8.23
CDEV102	3.81	0.65	0.51	1.10	0.62	0.62	0.14	0.07	0.07	0.07	0.07	0.07	27.21	9.29	7.29	15.71	8.86	8.86
CDEV103	1.20	6.79	3.38	3.29	3.50	3.19	0.20	0.40	0.20	0.20	0.20	0.20	6.00	16.98	16.90	16.45	17.50	15.95
CDEV/PSY104	7.72	6.89	8.44	7.10	7.51	7.72	0.40	0.40	0.40	0.40	0.40	0.40	19.30	17.23	21.10	17.75	18.78	19.30
CDEV105	6.89	3.50	3.50	6.07	2.78	3.29	0.20	0.20	0.20	0.40	0.20	0.20	34.45	17.50	17.50	15.18	13.90	16.45
CDEV106	1.23		3.60	1.85	3.50		0.20		0.20	0.20	0.20		6.15	▢	18.00	9.25	17.50	▢
CDEV107	4.01	7.61	3.81	3.50	3.91	3.09	0.20	0.40	0.20	0.20	0.20	0.20	20.05	19.03	19.05	17.50	19.55	15.45
CDEV120	0.82			1.78			0.13			0.13			6.31	▢	▢	13.69	▢	▢
CDEV121			1.51			1.92			0.13			0.13		▢	11.62	▢		14.77
CDEV122			2.74						0.13					▢	▢	21.08		▢
CDEV123		2.33						0.13						17.92	▢	▢		▢
CDEV124		2.06				2.13		0.13				0.13		15.85	▢	▢		16.38
CDEV125					3.19									▢	▢	▢		▢
CDEV200		2.24	3.73		4.10	4.85	▢	0.20	0.20		0.20	0.20		11.20	18.65	▢	20.50	24.25
CDEV210	0.82						0.20						4.10		▢	▢		
CDEV211															▢	▢		
CDEV212			2.57	▢					0.20						12.85	▢		
CDEV220			3.09	▢					0.20						15.45	▢		
CDEV221				3.50						0.20					▢	17.50		
CDEV230			3.50						0.20						17.50	▢		
CDEV231															▢	▢		

CHILD DEVELOPMENT COURSES – COMPLETION AND SUCCESS RATES

COURSE	Completion Rate						Success Rate					
	F09	S10	F10	S11	F11	S12	F09	S10	F10	S11	F11	S12
CDEV 020		100%						100%				
CDEV 100	84%	95%	95%	86%	87%	89%	62%	64%	81%	79%	67%	68%
CDEV 101	76%	88%	92%	88%	79%	70%	68%	71%	84%	46%	45%	41%
CDEV 102	89%	95%	93%	75%	100%	89%	89%	95%	93%	72%	100%	89%
CDEV 103	88%	73%	88%	78%	79%	81%	65%	53%	58%	56%	53%	61%
CDEV/PSY 104	88%	93%	89%	90%	95%	88%	74%	79%	71%	74%	74%	64%
CDEV 105	67%	79%	88%	83%	78%	84%	40%	59%	47%	42%	63%	63%
CDEV 106	75%	?	94%	83%	94%		67%	?	89%	78%	88%	
CDEV 107	87%	85%	92%	76%	92%	90%	77%	77%	86%	76%	87%	80%
CDEV 120	83%			92%			75%			62%		
CDEV 121			86%			68%			77%			64%
CDEV 122					93%						90%	
CDEV 123		97%						88%				
CDEV 124		93%				84%		93%				74%
CDEV 125					90%						84%	
CDEV 200		50%	80%		100%	92%		33%	70%		100%	92%
CDEV 210	88%						75%					
CDEV 211												
CDEV 212			60%						44%			
CDEV 220			73%						47%			
CDEV 221					85%						79%	
CDEV 230												
CDEV 231												

| Recent Enrollment Demand: | High ___X___ | Medium _____ | Low _____ |

Projection for Future Demand : Growing _____   Stable __X_____   Declining _____

Opportunity Analysis: (Successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.)

Over the past several decades, research has clearly demonstrated the importance of early care and education with high quality early childhood programs and services that contribute to young children's cognitive, physical, and social-emotional development. These types of services not only benefit the children and families served, but also have economic benefits for society as a whole. The Federal Government and the State recognize the research and benefits. The Federal Government has moved to improve the educational requirements of federally funded programs. Head start programs are requiring teachers to have their BA by 2014. In the State of the Union speech before Congress the president proposed universal pre-school as one of his primary initiatives. The President touted the benefits of early childhood education and called for the expansion of high quality preschool programs across the nation. The State of California is currently holding meetings regarding a credential for anyone working with children preschool through 8. California has also developed Transitional Kindergarten which began this year. Each of the above will mean more education for those working with young children. To meet this demand the Child, Family and Consumer Science Department at Imperial Valley College plans to create several on-line courses and maintain the offering of face to face courses in order for students to complete the program in a timely manner.

New Curriculum development and alternative delivery mechanisms:

We plan to create distance education courses for Principles, and Practices CDEV100, Health, Safety and Nutrition CDEV101, and Child, Family, and Community CDEV104 by Spring 2014. Waiting for the campus template for On-line courses.

We also plan to offer our 3 Administration courses on-line, but will wait until CAP has completed their project. The Curriculum Alignment Project team has been contracted to complete 7 courses for the Department of Education Child Development. The courses will include 3 administration courses, 2 infant/toddler courses, and 2 special needs courses. After the completion of these courses by CAP we will add a specialization in Special Needs Early Childhood and align with the community college system.

Successes:

In 2009, Imperial Valley College Child, Family and Consumer Science Department became the 2nd community college in California to become aligned.

In 2011, Imperial Valley College Child, Family and Consumer Science Department completed and received approval of their C-ID courses and TMC for their Early Childhood Education Degree.

Through a contract with the Child Development Training Consortium the Imperial Valley College Child, Family and Consumer Science Department, Child Development Program have been able to offer child development students who pass courses with grades of "C" or better stipends.

Stipends

Semester	# of Students	# of Units	Total Stipends
Fall 2012	27	222.5	$3504.38
Spring 2012	36	321.5	$4488.00
Fall 2011	38	339	$5593.50
Spring 2011	38	301	$3146.00
Fall 2010	46	381	$3375.00
Spring 2010	32	264.5	$2670.00
Fall 2009	30	250	$2688.00

Demonstration Lab Preschool and Infant/Toddler Center:

An important component in the Imperial Valley College Child, Family and Consumer Science- Child Development Department is the lab schools. Imperial Valley College holds a Preschool contract with the State of California and a General Childcare contract. The Preschool has 2 classrooms and the Infant /Toddler program has 3 classrooms. The mission of the Child Development Laboratory Preschool and Infant/Toddler Center is to provide students with hands on experience working with and observing children while serving as model early childhood programs for young children and their families.

Preschool Lab Usage	Fall	2012
Course or Program	# of students	Hours
CDEV100	21	63
CDEV105	19	116
CDEV106	5	26
CDEV200	5	800
Political Science PS102	31	434
Behavioral Science SW220	2	30

Preschool Lab Usage	Spring	2012
Course or Program	# of students	Hours
CDEV100	39	117
CDEV104	5	15
CDEV105	17	85
CDEV200	12	1920
Political Science PS 102	37	555

Preschool Lab Usage	Fall	2011
Course or Program	# of students	Hours
CDEV100	53	159
CDEV105	21	105
CDEV200	11	1760
Political Science	56	840

Preschool Lab Usage	Spring	2011
Course or Program	# of students	Hours
CDEV100	59	177
CDEV105	23	115
CDEV221	28	28
Not all students were required to sign in.	At this time we only tracked those who's instructors	required proof.

Summary of Program "Health" Evaluation: (Including consideration of size, score, productivity and quality of outcomes)

The enrollment and fill rate for all offered courses in the Child Development program are very high (high 90's to above 100%) and illustrate the demand for the courses.
The completion rate from Fall 2009-Spring 2012 are in the mid to high 80's.

From Fall2009 to Spring 2012 Imperial Valley College CFCS has issued **28 certificates** and **26 degrees**. These numbers do not give a true picture of the program. Many of our students do not apply for certificates or degrees; they instead apply for permits at various levels. The chart below provides the numbers of permits applied for through the Child, Family, and Consumer Science office. It does not include the number of permits applied for through the County Office of Education which would be the largest of the programs. Students applying through both offices go via the courses at Imperial Valley College in order to obtain the permit. Also, assistants, associate teachers, teachers, site supervisors, and directors must show professional growth in the way of coursework or workshops to renew their permit. Associate teachers and assistants must show coursework and move up. Any permit holder wishing to move to next level must show coursework.

Child Development Permits Submitted by CFCS through CDTC					
Year	Assistant Permit	Associate Teacher	Teacher Permit	Master Teacher	Site Superviso r	Program Director
09-10	26	10	13	0	1	0
10-11	1	3	4	0	0	0
11-12	3	10	13	0	1	0

Student Learning Outcomes Assessment –completion

CDEV100			Principles and Practices	
SLO1	SLO2	SLO3		Comment
Fall 2010		Fall 2010		
Spring 2011	Spring 2011	Spring 2011		
Fall 2012		Fall2012		

CDEV101			Health Safety and Nutrition	
SLO1	SLO2	SLO3		Comment
Fall 2011	Fall 2011	Fall2011		

CDEV102			First Aid and CPR	
SLO1	SLO2	SLO3		Comment
Fall 2012	Fall 2012	Fall 2012		

CDEV103			Child, Family and Community	
SLO1	**SLO2**	**SLO3**	**SLO4**	**Comment**
Fall 2011	Fall 2011	Fall 2011	Fall 2011	

CDEV104					Child Growth and Development	
SLO1	**SLO2**	**SLO3**	**SLO4**	**SLO5**	**SLO6**	**SLO7**
Fall 2010	Fall 2010	Fall 2010	Fall 2010	Fall 2010	Fall 2010	
Fall 2011	Fall 2011	Fall 2011	Fall 2011	Fall 2011		
	Spring 2011	Spring 2011	Spring 2011	Spring 2011	Spring 2011	Spring 2011
	Fall 2012		Fall 2012	Fall 2012	Fall 2012	

CDEV105			Introduction to Curriculum	
SLO1	**SLO2**	**SLO3**	**SLO4**	**Comment**
Fall 2012	Fall 2012	Fall 2012		
Fall 2011		Fall2011	Fall2011	
Spring 2012	Spring 2012		Spring 2012	

CDEV106			Observation and Assessment	
SLO1	**SLO2**	**SLO3**	**SLO4**	**Comment**
Fall2010	Fall2010	Fall2010	Fall2010	
Spring 2011	Spring2011	Spring2011	Spring 2011	

CDEV107			Teaching in a Diverse Society	
SLO1	**SLO2**	**SLO3**		
Fall 2010	Fall 2010			
Spring 2011		Spring 2011		

CDEV120			Language and Literature for Young Children	
SLO1	**SLO2**			**Comment**
Spring 2011	Spring 2011			

CDEV121			Art for Young Children	
SLO1	**SLO2**	**SLO3**		**Comment**
Spring 2012	Spring2012	Spring 2012		

CDEV122			Science and Math for Young Children	
SLO1	**SLO2**			**Comment**
Fall 2012				

CDEV123			Music and Movement for Young Children	
SLO1	**SLO2**			**Comment**
Fall 2012	Fall 2012			

CDEV124				Creative Cooking for Young Children	
SLO1	SLo2				Comment
Spring 2010	Spring 2010				

CDEV125				Multilingual and Multicultural Curriculum for YC	
SLO1	SLO2				Comment
					Not offered

CDEV200			Practicum-Field Experience		
SLO1	SLO2	SLO3	SLO4	SLO5
Fall 2010	Fall 2010	Fall 2010	Fall 2010	
Fall 2011	Fall 2011	Fall 2011	Fall 2011	Fall 2011
Spring 2012	Spring 2012	Spring 2012	Spring 2012	Spring 2012

Administration Specialization

CDEV210			Administration and Supervision	
SLO1	**SLO2**	**SLO3**		**Comment**
Fall 2009	Fall 2009	Fall 2009		Has not been offered since

CDEV211			Advanced Management Functions	
SLO1	**SLO2**	**SLO3**		**Comment**
	Summer 2010	Summer 2010		Has not been offered since

CDEV212			Adult Supervision in Child Dev	
SLO1	**SLO2**	**SLO3**		**Comment**
				Not offered

Infant/Toddler Specialization

CDEV220			Infant/Toddler Development	
SLO1	**SLO2**	**SLO3**		**Comment**
				Not offered

CDEV221			Infant/Toddler Curriculum	
SLO1	**SLO2**	**SLO3**		**Comment**
Spring 2011	Spring 2011	Spring 2011		

School Age Specialization

CDEV230		School Age Development		
SLO1	**SLO2**			**Comment**
Fall 2010	Fall 2010			

CDEV231		School Age Curriculum		
SLO1	**SLO2**			**Comment**
				Not offered

Program Learning Outcomes Assessment

The Imperial Valley College Child, Family and Consumer Sciences Department built our Program Outcomes around six areas based on the National Association for the Education of Young Children standards for Early Childhood Professional Preparation programs. The goal is to provide of our students with the most professional preparation possible in order to enter the early childhood workforce, as well as provide continuing education for professional growth and career advancement.

Program Learning Outcomes Child Development AS Degree and AS-T Degree

1. **Exhibit grounding in a child development knowledge base.**
   A. Knowledge and understanding of young children's characteristics and needs.
   B. Knowledge and understanding of the multiple influences on early development and learning.
   C. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
   D. Knowledge of various theoretical perspectives on development from conception through adolescences.

2. **Demonstrate knowledge in building relationships with children, family and community**
   A. Knowledge, understanding and value of diverse family and community characteristics.
   B. Possess knowledge and skills to support and engage families and communities through respectful, reciprocal relationships.
   C. Developing strategies to involve families and communities in young children's development and learning.

3. **Observe, document, and assess to support young children and families.**
   A. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
   B. Knowledge of and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.
   C. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.

D. Knowledge of effective assessment which requires collaboration with families and with professional colleagues to build effective learning environments.

4. Demonstrate developmentally effective approaches to create positive relationships and supportive interactions as the foundation in working with children and families from diverse societies.

  A. Understanding that relationships and supportive interactions are the foundation of their work with children.

  B. Knowledge and understanding of effective teaching strategies and tools for early learning.

  C. Knowledge of and ability to use a variety of developmentally appropriate teaching and learning approaches.

  D. Reflect and evaluate the impact of their personal experiences on their practices to promote positive outcomes for children and teaching effectiveness.

5. Use content knowledge to build meaningful curriculum

  A. Understanding what content knowledge is important and why it is important to build curriculum

  B. Knowledge of central concepts, inquiry tools and structure of content areas needed to provide appropriate environments that support learning.

  C. Design and implement challenging curricula for each child.

6. Demonstrate Professionalism

  A. Demonstrate an understanding of ethical standards.

  B. Demonstrating skills as a developing professional in the field of early childhood.

  C. Integrating knowledgeable, reflective and critical perspectives on early childhood education.

  D. Promoting child development and learning.

Assessment Tool

Child Development AS and Transfer Degree- Portfolio

The portfolio is a purposeful collection of students' work that illustrates efforts, progress and achievement.

The portfolio provides a richer picture of student performance. It assesses the individual student, the course, and the program.

The portfolio is an organized, goal driven, and performance based collection of evidence that indicates the attainment of the knowledge, skills and attitude of an early childhood educator.

The portfolio allows students to record, interpret, and evaluate his/her own learning. It provides opportunities to model professionalism through grades earned, personal resume, and certificates or awards earned.

Success Rate of Program Learning Outcomes
Child Development AS and Transfer Degree
100% of the students presenting their portfolio have succeeded in meeting all program outcomes.

The portfolio has given the instructors in the program the opportunity to hear from the students concerning improvements and suggestions they may have.

The faculty is currently working on a new power point that will be shown to students in CDEV100 and again In CDEV105. This will assure students are ready.

Program Learning Outcomes Certificate Programs
CHILD DEVELOPMENT ADMINISTRATION SPECIALIZATION

The Administration Specialization Certificate is a certificate demonstrating a completion of specialized course work above the major in the area of Administration. This specialization certificate will prepare students to supervise and manage early childhood programs.
Major + 9 units

Outcome #1: Ability to prioritize, organize and manage the logistics of an early Care and Education program including; staff training, evaluation, budget, and community relations.

Method of Assessment:
>   Create a budget for a specified program – Administration 1
>   Develop and present a parent or staff training – Administration 2
>   Evaluate and create a staff evaluation – Adult Supervision

>   Est. Completion Date: Spring of the year all Administration courses are offered

Outcome #2: Supervise staff, assistants, aids, and teachers in an early care and education setting.

Method of Assessment:
Examine and complete peer coaching assignment – Administration 2 or Adult Supervision

Est. Completion Date: Spring of the year all Administration courses are offered

Outcome #3: Create a developmentally appropriate learning environment for children in an early care and education setting.
Method of Assessment:
Students analyze developmentally appropriate environment models then design and present learning center plans for an early childhood setting. Administration1

Est. Completion Date: Spring of the year all Administration courses are offered

CHILD DEVELOPMENT INFANT/TODDLER SPECIALIZATION

The Infant/Toddler Specialization a certificate demonstrating completion of specialized coursework in working with infants and toddlers. This certificate program meets the requirements needed for anyone working in Title V Infant programs. It also meets the Master Teacher requirements.

Outcome#1: Recognize the importance of infancy as a unique time in children's development that requires specialized developmentally appropriate activities, routines, interventions, and guidance.
Method of Assessment:
Observation
Infant/toddler Activity and environment Binder

Outcome #2: Distinguish the unique needs of children less than three years old from older children in areas of health, safety and environment design, curriculum, and social emotional development.
Method of Assessment:
Infant/Toddler Environmental Plan

Outcome #3: Understands the importance of establishing positive child, family, and provider relationships.
Method of Assessment:
Family Communication Plan

CHILD DEVELOPMENT SCHOOL-AGE SPECIALIZATION

Outcome#1: Recognize the importance of development during the school-age years.

Method of Assessment:
School-age Presentation

Outcome#2: Distinguish the unique needs of school-age children in afterschool programs in regards to health, safety, environmental design, and curriculum.
Method of Assessment:
School-Age activity plans

Success Rate of Program Learning Outcomes Certificate Programs

CHILD DEVELOPMENT ADMINISTRATION SPECIALIZATION

The Program outcomes for Administration have just recently been developed. The courses have not been offered since their development due to budget constraints.

To improve this we plan to develop on line courses for the Administration Specialization. Currently the Department of Education has given a grant to CAP to design 3 Administration courses, 2 Infant/Toddler courses, and 2 Special Needs courses. We will probably wait to see what they will require on those courses before developing our online courses.

CHILD DEVELOPMENT INFANT/TODDLER SPECIALIZATION

The Program outcomes for Infant/toddler have just recently been developed. The courses have not been offered since their development due to budget constraints.

CHILD DEVELOPMENT SCHOOL-AGE SPECIALIZATION

The Program outcomes for School-Age have just recently been developed. The courses have not been offered since their development due to budget constraints.

Future Goals of Program

Move some courses on line.

Increase our staff in lab schools.

Move our secretarial position back to full time.

Constantly offer the specialization programs to provide students ability to work in those areas.

Upon completion of the CAP Expansion; bring our course work in alignment, add early childhood specialization program, and align.

Resource requests from annual program review

Staff

Additional Full time Staff Secretary II
Due to the many contracts we hold and the amount of students that participate in our various programs the Department needs 2 full time secretaries. Currently one of the secretaries was moved to part time because the District pulled the funds supporting 50% of the full time position. The District needs to fund 1 position 100% and the second position can be full time categorical.

Preschool Teachers
Replace the two teacher positions and 50% of all Preschool and Infant/Toddler teachers be paid for by District
As illustrated by the chart showing the numbers of students using the Preschool and Infant/Toddler centers a portion of the teacher salaries should be paid by the district. We have had to cut staff because of budget cuts making it more difficult to assist students.

Director Child, Family and Consumer Science
Return position to 100% district. The salary has over the years moved over to grants and contracts we have received each time with the assurance that it would move back.

Site Supervisor

This position needs to return so that Director can go back to original duties. Director position needs to be 100% district in order for this to occur.

Technology

On-line Course Assistance
CFCS would like to move some of our courses on line. We would like assistance in doing so.

Webpage

The Department provides a great deal of resources and information to our students we would like our webpage to have links to them. We would like to have assistance with our webpage.

Facilities

Classrooms
The Department does not currently have a dedicated classroom. We would like to have two classrooms that are specific to Child Development so that we can leave our equipment and materials in the classroom and set the environment up to illustrate developmentally appropriate design, work, and materials. We would ask that one of the classrooms have a sink.

Professional Development

Professional Development
We would like to assure our faculty stays up with the latest trends and information in the field. We have been using Cal Perkins funds to assure this happens and would hope that that would continue and if those funds are not available then other District funds become available to do so.

Supplies

Instructional Supply Funds
Our department had no instructional funds and needs instructional funds like all other departments to operate.