

CHILD DEVELOPMENT

PROGRAM REVIEW 09-10

ONE COLLEGE WAY
BLYTHE, CA 92225

PROGRAM EVALUATION SUMMARY

[DEPARTMENT NAME]

1. Program Strengths:

- a. The Child Development program provides important training and education for students seeking careers in child development, specifically, pre-school child education and development.
- b. Progress has been made in aligning the PVC child development courses and program with state requirements and standards.
- c. Child development instructors are actively engaged in student learning outcome assessment.

2. Program Weaknesses:

- a. Adjunct instructors need to teach more courses via ITV.
- b. The Master Teacher Certificate application process needs to be completed.
- c. The program faculty will ensure that all courses in the program complete the CAP approval process.

3. Recommendations to Improve the Program:

- a. Address issues identified in Program Weaknesses, 2.a., 2.b., and 2.c, above.
- b. Address any other issues which in the view of program faculty need to be resolved to improve the program

4. Committee Determination:

The Child Development program review report is approved and ready to proceed to Board of Trustees' review on this condition: that the full-time faculty member in charge of the program report back to the Program Review Committee by the end of the Fall 2011 Semester with an update on progress made in addressing the program weaknesses.

PART 1: SUPPORT OF THE COLLEGE MISSION

The curriculum in Child Development studies is designed to meet certification requirements established by the Commission for Teacher Preparation and Licensing for the Children's Center Permit and field work experience as described by the Commission. The curriculum also offers students training in the necessary understanding, knowledge, practice, and skills to qualify for the occupations of teacher and teacher aide.

How does the goal of this certificate or program support the overall mission of the college as adopted by the Board of Trustees?

The Childhood Development program provides an exemplary learning environment through teaching, field trips and field experiences in live Child Development Centers, giving students tools for success on the job. Students can earn a Certificate of Career Preparation – Assistant and Associate Teacher that will help them continue their studies towards the Certificate of Achievement – Teacher. This program promotes lifelong learning through developmental courses for those already working in the profession and promotes community development through the offering of certificates and a degree for those who want to enter the profession.

Does this program of certificate satisfy a unique instructional goal? If so, elaborate.

Yes, the Childhood Development program is unique in that it offers an education to those professionals who want to work specifically with pre-school age children. It satisfies the mission of the college while offering job training, professional development, and personal development while being a caregiver.

PART 2: ACCOMPLISHMENTS IN ACHIEVING GOALS OUTLINED IN PREVIOUS PROGRAM REVIEW

The formation of a Childcare Conference was successfully carried out at the Palo Verde Campus where over 100 professionals from Riverside and Imperial counties and nearby Arizona locations attended but recent budget constraints prohibited further planning activities. This will definitely be considered in the future when budgets permit.

A short-term certificate that has been implemented titled Certificate of Career Preparation – Assistant, and is now advertised in our Catalogue. Completers will be identified this spring for graduation.

Another accomplishment has been the California Alignment Project Core of “8” courses. Seven of these courses have been successfully aligned and are in our Catalogue and the eighth one is in the process of being aligned through the transfer process. The goal of the CAP project is to enhance the transfer process for students while encouraging students to enter the profession.

Another goal this year is to add the Master Teacher Certificate to the program.

PART 3: POPULATIONS SERVED

Students in the Blythe area include Ehrenburg, AZ while students in the Needles Center may come across the river from Mohave County, including some students from Native American Reservations.

The majority of students enroll with plans to become employed as Child Care Providers while others are employed while going to school and finishing a certificate or degree. A few students are enrolled to explore career options or to learn more about raising their own children. As students continue in their studies, it is not uncommon to see them expand their goals to higher levels.

PART 4: CURRICULUM HISTORY

Since the last program review, the Child Development Program has been adjusted to meet the CAP California Alignment Project guidelines. The process is nearly completed with the state. The Core of “8” Courses have been rewritten. All but one has been submitted for approval and the last one is being approved in a different process because it is transferable. The other “7” have been written so that they are in-line to be transferable with selected universities as the state CAP process advances and where applicable. This will depend on the target University and programs they currently offer.

PART 5: COURSE SCHEDULING AND AVAILABILITY

Scheduling optimizes class availability. Every semester a class schedule is developed based on informal data collected from currently enrolled day and evening students in Blythe and Needles ITV classes. Child development students do not want distant education classes. They prefer face to face interaction with other students and the instructor. Higher level courses tend to attract students who are already working in the child development industry, whereas the entry level classes tend to have enrollments with students who have not entered the profession yet. This information, along with other factors, become the basis for planning class schedules. The majority of students prefer evening classes as their first choice

and back to back classes on same days when they need more than one class so they have less days they need to be away from their family or work obligations.

Student learning is optimized when student needs are recognized. Early morning classes are usually not preferred by the majority of child development students because the students who are working need to be at the work center to greet parents as they arrive with children, a vital element of the child development center program. Students who are mothers or caregivers of children in their home and not working are busy getting children ready for the day. Students who are not working in the profession or who are not caregivers tend to prefer the same scheduling as their peers, thus reinforcing learning styles and scheduling preferences.

Because Palo Verde College is small, there are not multiple choices of class times and offerings. Learning communities will not work like they may in subjects that are required across the campus for general education. This has given way to an informal schedule mind set in the community of what to expect with class offerings that employers and those depending on strict time schedules can traditionally plan. This sensitivity has been the strength of strong enrollments and community support.

The following chart shows a typical 2-year offering of child development courses. Minor adjustments may occur when state requirements change or courses are added. This plan has proven to be highly useful to students. In the past, there has been a tendency to add multiple course offerings when demand was high, but the following schedule is stripped from any unnecessary duplication and will force higher enrollments.

<i>Fall '12</i>	<i>Spring '11</i>	<i>Fall '11</i>	<i>Spring '12</i>
		CORE of EIGHT	
102 Chd, Fam & Com	101 Chd, Gro & Dev	102 Chd, Fam & Com	101 Chd, Gro & Dev
103 Intro to Curr	104 Prin & Pract	103 Intro to Curr	104 Prin & Pract
107 Teach in Diverse	105 Obv & Assess	107 Teach in Diverse	106 H. Safety & Nut
	108 Sup Field Exp		108 Sup Field Exp
205 Adult super	135 Child Lit	215 Sup & Admin I	216 Sup & Adm II
150 Infin & Toddler	145 Child Abuse	130 Art or 131 Musc	

PART 6: STUDENT LEARNING OUTCOMES

The program follows a process to identify, measure, and evaluate student learning outcomes at the course, program and degree level. Faculty members have incorporated student learning outcomes into all course syllabi as studied in Flex Day and other workshops and activities. These SLO's match those in the approved course outlines of record.

Faculty assess student learning in a variety of ways, including pre and post assessment of identifiable outcomes. For example, students record their knowledge of tasks necessary to teaching a specific topic such as cleanliness. All tasks are identified in a matrix or rubric and compared and identified as learned or deficient. Students are given a second avenue to enhance learning and record findings through specific child development classroom observations of cleanliness and compared to the pre-assessment instrument.

Division faculty seek program improvement in a variety of ways either through improved teaching techniques, specific observations or improved assessment instruments. Best practices that work to improve student learning are identified and considered for use in the classroom.

PART 7: PROGRAM AND COURSE COVERAGE

During the CAP – California Alignment Project, all certificates and the degree were arranged to meet the collaborative state goals. They were Board approved and then CAP acknowledged as exemplary and will be approved when the 8th transfer course has been processed.

PART 8: PROFESSIONAL DEVELOPMENT

Child Development faculty are members of national, state, and local professional organizations that share information through workshops, conferences, and teleconferencing where information is studied and incorporated into best practices. Locally we have been successful in bringing a regional conference to Palo Verde College where specific training activities enhanced teaching techniques specific to breakout sessions in several subject areas.

Child Care Providers were given eight hours of training credit towards their professional development training at a state university. Professional development hours are needed periodically for teachers to keep their permits active. Workshops have also been brought to Blythe through the First 5 Consortium for the same purpose. Faculty have attended workshops at PVC on how to use the Bridge Program and incorporate it into effective teaching. Teleconferences have been utilized on occasion when traveling was prohibitive. Palo Verde College has also provided Flex Day and Institutional Day events to share professional development.

The continuing absence of state funds for professional development continues to represent a challenge of unmet needs with division members being forced to sharply curtail conference attendance and other types of professional development activities. One plan to address this issue is to seek webinars and web seminars as alternatives to traveling.

PART 9: STUDENT PERFORMANCE AND COMPLETION

COMPLETIONS 2007-2008		
Certificate/Degree	Title	Completed
Certificate	Assistant Teacher	10
Certificate	Teacher	2
AS Degree	Child Development	1

COMPLETIONS 2008-2009		
Certificate/Degree	Title	Completed
Certificate	Assistant Teacher	16
Certificate	Teacher	1
AS Degree	Child Development	1

COMPLETIONS 2009-2010		
Certificate/Degree	Title	Completed
Certificate	Assistant Teacher	27
Certificate	Teacher	3
AS Degree	Child Development	3

PART 10: ENROLLMENT AND FINANCIAL TRENDS

SUMMER 2007-2008			
Course Code	Course Title	Credit	Enrollment
CHD 135 01	Literature for Early Childhood	3	1
CHD 230 01	Nutrition Health and Safety	3	4
SPRING 2007-2008			
Course Code	Course Title	Credit	Enrollment
CHD 080 01	Supplemental Instruction for Child Development	.25	0
CHD 080 02	Supplemental Instruction for Child Development	.50	0
CHD 080 03	Supplemental Instruction for Child Development	.75	0
CHD 080 04	Supplemental Instruction for Child Development	1	2
CHD 115 01	Introduction to Early Childhood Education	3	0
CHD 120 01	Developing Capable Young People	2	10
CHD 140 01	Play, Socialization and Discipline	3	2
CHD 201 01	Growth and Development for Early Childhood	3	17
CHD 201 02	Growth and Development for Early Childhood	3	0
CHD 205 01	Adult Supervision: Mentoring in a Collab Setting	2	0
CHD 205 02	Adult Supervision: Mentoring in a Collab Setting	2	2
CHD 210 01	Principles and Practices of Early Childhood Ed.	4	13
CHD 210 02	Principles and Practices of Early Childhood Ed.	4	5
CHD 216 01	Supervision & Admin. of Childhood Dev. Prog. II	3	20
CHD 227 01	Parenting Principles and Communications	1	11
CHD 230 01	Nutrition Health and Safety	3	18
CHD 235 01	Music for Early Childhood	3	21
CHD 235 02	Music for Early Childhood	3	9
CHD 240 01	Supervised Field Experience	4	1
CHD 290 01	Positive Child Guidance I	1	14
CHD 290 02	Sci. for Preschool	1	0

FALL 2007-2008			
Course Code	Course Title	Credit	Enrollment
CHD 080 01	Supplemental Instruction for Child Development	.25	0
CHD 080 02	Supplemental Instruction for Child Development	.50	1
CHD 080 03	Supplemental Instruction for Child Development	.75	0
CHD 080 04	Supplemental Instruction for Child Development	1	2
CHD 115 01	Introduction to Early Childhood Education	3	23
CHD 115 02	Introduction to Early Childhood Education	3	0
CHD 125 01	Child, Family and the Community	3	23
CHD 125 02	Child, Family and the Community	3	8
CHD 130 01	Art for Early Childhood	3	10
CHD 135 01	Literature for Early Childhood	3	8
CHD 140 01	Play, Socialization and Discipline	3	9
CHD 201 01	Growth and Development for Early Childhood	3	1
CHD 215 01	Supervision & Admin. of Childhood Dev. Prog. I	3	12
CHD 216 01	Supervision & Admin. of Childhood Dev. Prog. II	3	5
CHD 227 01	Parenting Principals and Communication	1	24
CHD 240 01	Supervised Field Experience	4	10
CHD 240 02	Supervised Field Experience	4	1

SUMMER 2008-2009			
Course Code	Course Title	Credit	Enrollment
None			
SPRING 2008-2009			
Course Code	Course Title	Credit	Enrollment
CHD 080 01	Supplemental Instruction for Child Development	.25	1
CHD 080 02	Supplemental Instruction for Child Development	.50	0
CHD 080 03	Supplemental Instruction for Child Development	.75	0
CHD 080 04	Supplemental Instruction for Child Development	1	2
CHD 120 01	Developing Capable Young People	2	11
CHD 135 01	Literature for Early Childhood	3	34
CHD 135 02	Literature for Early Childhood	3	7
CHD 140 01	Play, Socialization and Discipline	3	7
CHD 201 01	Growth and Development for Early Childhood	3	33
CHD 201 02	Growth and Development for Early Childhood	3	12
CHD 210 01	Principles and Practices of Early Childhood Ed.	4	31
CHD 220 01	Infants and Toddlers	3	18
CHD 227 01	Parenting Principles and Communications	1	13
CHD 290 01	ST: Math 1 for	1	11
FALL 2008-2009			
Course Code	Course Title	Credit	Enrollment
CHD 080 01	Supplemental Instruction for Child Development	.25	0
CHD 080 02	Supplemental Instruction for Child Development	.50	0
CHD 080 03	Supplemental Instruction for Child Development	.75	0
CHD 080 04	Supplemental Instruction for Child Development	1	1
CHD 115 01	Introduction to Early Childhood Education	3	34
CHD 115 02	Introduction to Early Childhood Education	3	0
CHD 125 01	Child, Family and the Community	3	30
CHD 125 02	Child, Family and the Community	3	0

CHD 130 01	Art for Early Childhood	3	10
CHD 140 01	Play, Socialization and Discipline	3	25
CHD 145 01	Child Abuse	3	9
CHD 227 01	Parenting Principals and Communication	1	16
CHD 240 01	Supervised Field Experience	4	10
CHD 290 01	Positive Child	1	0
CHD 290 02	ST: Math for Pre	1	0

SUMMER 2009-2010			
Course Code	Course Title	Credit	Enrollment
None			
SPRING 2009-2010			
Course Code	Course Title	Credit	Enrollment
CHD 080 01	Supplemental Instruction for Child Development	.25	0
CHD 080 02	Supplemental Instruction for Child Development	.50	0
CHD 080 03	Supplemental Instruction for Child Development	.75	0
CHD 080 04	Supplemental Instruction for Child Development	1	1
CHD 101 01	Growth and Development for Early Childhood	3	33
CHD 104 01	Principles and Practices of Early Childhood Ed.	3	28
CHD 105 01	Observation and Assessment	3	27
CHD 105 02	Observation and Assessment	3	7
CHD 106 01	Nutrition Health and Safety	3	20
CHD 108 01	Supervised Field Experience	3	11
CHD 120 01	Developing Capable Young People	2	11
CHD 145 01	Child Abuse	3	13
CHD 145 02	Child Abuse	3	6
CHD 216 01	Supervision and Administration of CHD Prog.	3	19
FALL 2009-2010			
Course Code	Course Title	Credit	Enrollment
CHD 080 01	Supplemental Instruction for Child Development	.25	0
CHD 080 02	Supplemental Instruction for Child Development	.50	0
CHD 080 03	Supplemental Instruction for Child Development	.75	0
CHD 080 04	Supplemental Instruction for Child Development	1	1
CHD 102 01	Child, Family and the Community	3	18
CHD 103 01	Introduction to Curriculum	3	23
CHD 103 02	Introduction to Curriculum	3	3
CHD 107 01	Teaching in a Diverse Society	3	21
CHD 107 02	Teaching in a Diverse Society	3	11
CHD 130 01	Art for Early Childhood	3	12
CHD 205 01	Adult Supervision: Mentoring in a Collaborative	2	17
CHD 215 01	Supervision & Admin. of Childhood Dev. Prog. I	3	27
CHD 227 01	Parenting Principles and Communications	1	11

2007-2008	Salaries	Benefits	Supplies	Contracts	Capital	Total	FTEs
CHD	\$75,964.14	\$17,418.42	\$323.41	\$196.60	\$ -	\$93,902.57	32 \$147,000
2008-2009	Salaries	Benefits	Supplies	Contracts	Capital	Total	FTEs
CHD	\$31,960.92	\$16,217.42	\$717.28	\$ -	\$ -	\$48,895.62	36 \$165,600
2009-2010	Salaries	Benefits	Supplies	Contracts	Capital	Total	FTEs
CHD	\$109,058.60	\$29,489.68	\$295.26	\$ -	\$ -	\$138,843.54	33 \$151,800

PART 11: FACILITIES AND EQUIPMENT

The facilities and equipment at Palo Verde College are modern. We have a choice of classrooms that have overhead computerized projectors and the latest internet television equipment. This facilitates being able to teach IT classes to Needles and broaden our student base and geographical area.

PART 12: STRENGTHS AND WEAKNESSES

Strengths:

- The Child Development Program is being offered in both Blythe and Needles.
- CHD Instructors are teaching by ITV when possible.
- Child Development – Assistant Certificate has been added to the program.
- The California Alignment Project Core of “8” courses is nearly completed.
- The Master Teacher Certificate has been approved by the College Board.
- Individual courses offer in-course mini workshops explaining the permitting process.
- The number of credits needed to earn an A.S. Degree In CHD was reduced in order to be competitive with other Palo Verde College programs.

Weaknesses:

- One Core of “8” course is still in the California Alignment Project approval process.
- The Master Teacher Certificate is in the process of being approved by the State.
- There is a need for more ITV courses taught by adjuncts.

PART 13: PLANS TO REMEDY

The one Core of “8” course will be processed as a transfer course. The Master Teacher Certificate has been approved by the Board and is in the arduous process of being submitted to the state for approval. Adjunct Instructors will be encouraged to teach ITV courses to Needles by arranging their schedules to meet Needles student’s specific needs.

PART 14: PLANS TO ADVANCE THE PROGRAM

It is the goal of this program to supply the communities with qualified Child Care Providers, prepare students for transferring to higher education where possible, and educate parents about child care. To this end:

- With the completion of all California Alignment Project (CAP), Palo Verde College will be a select group of Community Colleges in California that will guarantee a block of student transfer credits.
- Encourage adjunct child development faculty in Needles to teach CHD courses in rotation with the Blythe campus.
- Complete the Master Teacher Certificate application process.
- The program will continue to evaluate the job market and adjust program offerings to meet market demands.