



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year:

Date Submitted:

By:

Faculty Lead:

Members:

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2. Description and Overview
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4. Curriculum
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1. Program Mission and Vision

A. Program Mission

Our commitment is to provide and support our students in developing a foundation of exemplary learning as they begin their career pathways in early childhood care and education.

Our students will acquire the skills and knowledge that empower them to be effective teachers and leaders within their communities. We encourage their unique individuality, valuing the ideas, cultural strengths, beliefs, and contributions they bring to the campus and distant learning classroom environments.

Our program will continually strive to improve and sustain the high quality of early childhood care and education.

B. Program Vision (*Where would you like the Program to be three years from now?*)

Our vision is to provide quality education in the early childhood field for our students to meet the expectations and guidelines of the State of California and other Community Colleges, as well as potential employers in our community, the State of California, and our country.

C. Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

A. **"Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures."**

Our department values and respects the individuals and their personal experiences when they enter our classroom, whether it is a face to face course or an online class/course. We have developed a program that nurtures and supports the learning of the students on an individual basis.

B. **"Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities."**

We have developed a certificate pathway that provides opportunities for students to enter the workforce while continuing their educational goals. Our Certificate Level I is an entry level certificate equaling the Child Development Permit Matrix - Associate Teacher Permit; our Certificate Level II consists of the 8 core courses that have been aligned with the California Community Colleges Curriculum Alignment Project (CAP) for student transfer amongst 2 year as well as 4 year colleges and equals the Child Development Permit Matrix – Teacher Permit, and our Certificate Level III is equivalent to the Child Development Permit Matrix – Site Supervisor Permit. We have submitted the TMC-AS transfer degree, and it was approved through curriculum.

C. **"Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities."**

We work closely with our students, not only individually but also by encouraging tutorial services, peer work groups, and referrals for assistance.

D. **"Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential."**

All students have an education plan that supports their goals in obtaining a Certificate(s) or an AS in Child Development. In addition, we provide professional growth advisement for obtaining their Child Development permits in accordance with the California State Permit Matrix; we share information with our students regarding job opportunities with local

businesses as well as out of the area. One of our adjuncts mentors students at her daycare facility.

E. “Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.”

We host two advisory meetings a year (Fall and Spring); we have representatives from State Preschool, Head Start, Faith Based, Military Base, and private day care programs. These meetings provide us with the opportunity to discuss the needs of our community/work opportunities and specific needs of early childhood programs. For example: during our Spring meeting, it was shared that professional growth opportunities (not including courses) such as trainings, conferences, and workshops are difficult for teachers to participate in due to transportation, location of offerings, and dates of events. We are discussing the possibility of holding an all-day training at the college.

F. “Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.”

The child development courses offered begin with a certificate pathway that provides opportunities for students to enter the workforce while continuing their educational goals. Please refer to “B” above.

G. “Using institutional research to further develop courses, programs, and services.”

We have joined forces with other community colleges throughout California and have aligned 8 core courses that fit within the AS-T TMC degree. We have attempted to work with other departments to retrieve information/data that we also work with key personnel who have the knowledge to gather data needed that tells the story of our program and we then attempt to make the necessary changes to meet the needs of our students.

H. “Increasing access to all students by continuing to promote and develop our extensive distance education program.”

Students who enter our program have the ability to take all courses necessary to complete their Associate of Science degree entirely online. We offer a variety of resources to enrich their college and learning experience; for example: Barstow College Library Off-Campus Database Access, through the Mentor Program, our students have access to one on one tutoring if they choose to seek that assistance. All materials posted for the course, such as power points, articles, syllabi, etc. meet ADA requirements.

DATE: 09-10-2014

ANNUAL UPDATE #1:

We reviewed the changes made to the Colleges Mission Statement and Vision Statement and have determined the following:

Our program aligns to the Colleges Mission Statement:

We have developed a career pathway that allows for students to obtain 4 different certificates that are aligned not only with the CAP alignment in CA, but the Child Development State Matrix. Upon completion of the pathway they can achieve a Child Development AS-T degree which ensures the student access to a 4 year state college if they choose to pursue their BS.

Each certificate provides our students with varying career opportunities such as Associate Teacher, Teacher, Master Teacher, and Site Supervisor. Our students upon completion can apply for different job openings within the early childhood

field that meet the employers qualifications and needs of not only our community but throughout CA.

Our program aligns to the Colleges Vision Statement:

We provide a learning environment that embraces student success by developing a relationship with our students. We recognize their existing knowledge and understanding of the early childhood field and we act upon that information to meet their individual needs. We provide them with many opportunities that empower them as individuals and encourage them to further their education to become leaders within the early childhood field.

DATE:

ANNUAL UPDATE #2:

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including Demographics)?
- C. What kind of services does your program provide?
- D. How do you provide them?

- A.** The Child Development Program consists of three certificate levels that are closely linked with the California Child Development Permit Matrix and the opportunity to obtain an Associate of Science Degree.

Our program offers the 8 core courses that are CAP aligned with the state and in addition we have submitted the Child Development TMC-AS Transfer degree. This was approved through Curriculum in Fall 2012 but hasn't been approved by the Chancellor's office.

Certificate Level I = Child Development Associate Teacher Permit and/or Family Daycare Certificate of Achievement (Low Unit) – requires 19 ECE units

Certificate Level II = Child Development Teacher Permit – requires 25 ECE units and 16 General Education units

Certificate Level III = Child Development Master Teacher Permit and/or Site Supervisor Permit – requires 37 ECE units and 23 General Education (keeping in mind that CHLD 4 and CHLD 6 can be used towards General Education)

The staffing structure for our program consists of 1 full time faculty member and 5 adjuncts. The majority of our courses are taught in the evenings and/or online.

- B.** We have a very diverse group of students – varying in age, gender, ethnicity, and experiences. We have a variety of students: some are first full-time students, some work full-time taking courses in the evening or online, some are returning students who take a class for their professional growth and development, and others have returned to college to pursue a new career.

We have students that represent our community enrolling in our courses, or they are students from other areas within California, other states within the United States, and in some cases, other countries, as we serve many military families.

- C. Our program provides the following additional services for our students: Professional Growth Advisors, the Child Development Training Consortium Program, High Desert Regional Mentor Program (partnership with Victor Valley College), information for job opportunities and experience.
- D. We provide these services in the following ways: the full time faculty member acts as a Professional Growth Advisor for many students and assists the students with completion of their applications when they apply for their Child Development Permits through the State of California; she is the Coordinator for the Child Development Training Consortium (CDTC) Program, sending applications out to all adjuncts who are teaching child development courses, and asking them to share with students and she posts links on the website, reviews paperwork for the CDTC program that provides reimbursement for tuition, books, and some trainings to students, and provides necessary information to the Business Office so that payment can be made to the students; she also is a Co-coordinator for the High Desert Regional Mentor Program (Partnership with VVC) that supports the development of skills and provides one on one tutoring for online students and, in her roll, actively seeks quality mentors for the Practicum – Field Experience Course through the High Desert Regional Mentor Program; she also submits Early Alert referrals for students who may need additional services. All faculty in Child Development support our students and share resources and referrals with the students.

We provide a variety of learning opportunities for our students, such as morning and evening classes. We offer satellite courses at the Fort Irwin campus via our main campus; we offer hybrid and online courses.

Office hours fluctuate during the week, mornings and afternoons, and we accommodate students who work full time and are unable to meet during those office hours by setting scheduled appointment on an as-needed basis.

The adjuncts have online office hours and make arrangements to meet with students prior to the start of class if needed. Again, special arrangements are made on an as-needed basis.

We feel confident that we are working hard to meet the needs of all students.

DATE: 09-10-2014

ANNUAL UPDATE #1:

2-A

The Child Development Program now consists of four certificate levels that are closely linked with the California Child Development Permit Matrix and the opportunity to obtain an Associate of Science Degree. In addition we have a Family Daycare Certificate of Achievement (Low Unit). (We adjusted the Certificate Level III creating a Certificate Level IV).

Our program offers the 8 core courses that are CAP aligned with the state and in addition we have submitted the Child Development TMC-AS Transfer degree. This was approved through Curriculum in Fall 2012 but hasn't been approved by the Chancellor's office. (We are still waiting to hear from the Chancellor's Office)

Certificate Level I: Occupational Skills Award (Child Development Associate Teacher Permit) – requires 12 ECE units
 Certificate Level II: Teacher Permit (Child Development Teacher Permit_ – requires 25 ECE units and 16 General Education units
 Certificate Level III: Master Teacher Permit (Child Development Master Teacher Permit)– requires 34 ECE units and 16 General Education
 Certificate Level IV: Site Supervisor Permit (Child Development Site Supervisor Permit) – requires 34 ECE units and 16 General Education Units)

The staffing structure for our program consists of 1 full time faculty member and 5 adjuncts. The majority of our courses are taught in the evenings and/or online.

2 – B – there are no changes from the previous year
 2 – C – there are no changes from the previous year
 2 – D – In addition to the previous year – adjuncts have reached out even more with their students by providing Skyping opportunities and cccconfer.

DATE:

ANNUAL UPDATE #2:

3. Program Data

A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

Full-time: 1 Part-time: 5 Ratio: 1 to 5

2) Course Completion Rate

	TRADITIONAL	ONLINE
	CHLD – 29	CHLD – 150
a) Full-time:	This doesn't reflect PSYC 4 or SOCI 6 classes that are taught by the full-time instructor.	This doesn't reflect PSYC 4 or SOCI 6 classes that are taught by the full-time instructor.
b) Part-time:	50	164

3) Course Success/Retention Rate

TRADITIONAL ONLINE

a) Full-time:	Enrolled at Census: 31	Enrolled at Census: 227
	Successful Completers: 26	Successful Completers: 173
	Success: 84%	Success: 76%
b) Part-time:	Enrolled at Census: 66	Enrolled at Census: 261
	Successful Completers: 49	Successful Completers: 134
	Success: 74%	Success: 53%
4) WSCH/FTEF Ratio		
	TRADITIONAL	ONLINE
a) Full-time:	N/A – we were not able to pull data at this time.	N/A – we were not able to pull data at this time.
b) Part-time:	N/A – we were not able to pull data at this time.	N/A – we were not able to pull data at this time.
5) Fill Rate		
	TRADITIONAL	ONLINE
a) Full-time:	1 st Day: 29.17%	1 st Day: 72.55%
	Census/Max: 25.8%	Census/Max: 54.18%
	EOT/Max: 25.00%	EOT/Max: 45.11%
b) Part-time:	1 st Day: 51.19%	1 st Day: 79.60%
	Census/Max: 39.29%	Census/Max: 58.74%
	EOT/Max: 32.74%	EOT/Max: 38.57%

DATE: 09-10-2014

ANNUAL UPDATE #1:

3: A – 1) Full time ratio continues to be the same 1:5

3: A – 2) Course Completion Rate
 Full-time: Traditional Success = 83% (no change)
 Online Success = 74% (23% decrease)
 Part-time: Traditional Success = 65% (1% decrease)
 Online Success = 76% (7% decrease)

3: A – 3) Course Success / Retention
 Full-time: Traditional Success = 53% (31% decrease)
 Online Success = 75% (1% decrease)
 Part-time: Traditional Success = 76% (2% increase)
 Online Success = 43% (10% decrease)

3: A – 4) WSCH/FTEF/Ratio
 Full-time: Traditional: FTEF = .4 Ratio = 142.5 Online: FTEF = 2.18 Ratio = 343.3
 Part-time: Traditional: FTEF = .5 Ratio = 150.0 Online: FTEF = 2.6 Ratio = 427.3

Overall Program:
 WSCH = 1992.34 FTEF = 5.783 Ratio = 344.52

3: A – 5) Fill Rate
 Full-time: Traditional 26% (.2% increase) Online 55% (.9% increase)
 Part-time: Traditional 22% (17.2% decrease) Online 61% (2.3% increase)

Sidebar note – these figures don’t include any information regarding the PSYC 4 or SOCI 6 class that are cross-reference courses and taught by both full-time and an adjunct instructor

DATE:

ANNUAL UPDATE #2:

B. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes

- 1) Summarize the progress your program has made on program and/or course level SLO measures. (Include *Outcome Statements* in this summary.)

In reflection of student learning outcomes for courses that were offered we are demonstrating a slight decrease of understanding of SLOs #1 and #3 for CHLD 4 by 4% and 5% respectively, maintaining 100% for SLO #2. For CHLD 6 we had a slight decrease of 2% for SLO #1, and increase of 6% for SLO #2 and increase of 1% for SLO #3. For the following courses: CHLD 9, 11A, 14, 20, 25 and 80 (49) the students are demonstrating increased knowledge of the content being taught as per the student learning outcomes.

- 2) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

We realize the need to offer CHLD 49 both Fall and Spring each year as the class size is limited. When live courses are cancelled due to low enrollment it makes it difficult to assess the outcomes for the program.

- 3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

We will be offering CHLD 49 every Fall and Spring to provide additional opportunities for students to complete the course in a timely manner.

DATE:

ANNUAL UPDATE #1: **3: B – 1)**
 At this time for the courses being taught by the F/T instructor the syllabus for CHLD 4/PSYC 4, CHLD 6/SOCI 6, CHLD 19C, CHLD 25, and CHLD 80 (49) indicate the connection between the Student Learning Outcomes with the Student Learning Objectives and the assignments to support the learning of the content for each subject. We believe that this has led to a better understanding of the Student Learning Outcomes as is indicated in the assessment of SLOs.

3: B – 2)

We will be working on linking additional CHLD courses as shared in 3: B-1 – SLOs/Objectives/Assignments by working closely with the adjuncts who teach those courses.

3: B – 3)

We have determined that we will be changing our face to face classes to hybrid format – we are hoping that by doing so, we will have a higher enrollment and increase student success. It’s very challenging to offer a course in the Fall (that is a prerequisite course) and have it cancelled due to low enrollment that causes a domino effect for the Spring class that is being offered as it almost ensures that the Spring class will be cancelled. Which now means the course will not be offered live for 2 more years as per the two year schedule.

DATE:

ANNUAL UPDATE #2:

C. Supporting Assessment Data (See Handbook for additional information)

- 1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program’s effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin’s data, etc.).

Child Development – Early Childhood			
	2010-2011	2011-2012	2012-2013
Declared Major	524	419	357
Certificate Level I	5	2	0
Certificate Level II	4	3	2
Certificate Level III	0	3	0
AS Degree	16	15	9

Child Development Permits with the State: assisted 5 students in 2012/2013 with the appropriate paperwork to apply for a first time permit for either Associate Teacher Permit or Teacher Permit.

Employment: through the CDTC program and assisting with Child Development Permits we have documentation that there are 45 of our students currently working in the field of ECE/Child Development.

- 2) Summarize the results of these measures.

After becoming aligned with the California Community Colleges Curriculum Alignment Project, we have seen a slight decrease in the Associates Degree, Certificate Levels II and III due to the requirement of CHLD 49 (80) – Practicum / Field Experience Course. This is a capstone course and a major requirement that needs to be completed by the students. As with any change in a degree it normally takes a few years for all students to be on the new Education Plan.

- 3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan**to implement, as a result of your analysis of these measures?

(*List any resources required for planned implementation in #10: Resources.)

We will need to offer CHLD 49 (80) each semester as there is limited enrollment to provide additional opportunities for students to successfully complete this course. Based on when the schedule needs to be submitted to the Instruction Office we plan that this will be on the Fall 2014 schedule.

4) **Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.**

N/A at this time...

DATE: 9-15-2014

ANNUAL UPDATE #1:

3: C – 1)

	Number of Students	Increase/Decrease From previous year
Declared Major	239	118 decrease
Certificate Level I	0	0
Certificate Level II	3	1 increase
Certificate Level III	0	0
AS Degree	8	1 decrease

I am not sure why such a large decrease in students with the Early Childhood declared major. Until the Certificate Level I and III are approved by the state this will be a 0 (this is a couple of years now waiting for approval) and Fall 2013 we revised the certificates and now actually have 4 levels. A little disheartening when we have to wait for the Chancellor’s office to respond. Our students are the ones who lose out.

3: C – 2)

Child Development Permits with the State: assisted 6 students in 2013/2014 with the appropriate paperwork to apply for a first time permit for either Associate Teacher Permit or Teacher Permit and this year Site Supervisor permit.

Employment: we actively share information with our students regarding job opportunities. In the spring we had 5 students who were hired at local preschools in our community. We also had 2 students who were able to get a promotion where they currently are working do to completion of Adult Supervision and Administration Courses that were taken. These statements aren’t reflective of other students who are currently working in the field.

One student is expanding her day care to now include a Preschool. A huge accomplishment!

3: C – 3)

We are hoping that by next year we will begin to see an increase in AS Degrees as we will have completed 3 years after alignment with CAP. We scheduled CHLD 80 (49) for Fall and Spring of 2014/2015 to see if this will assist with completion.

3: C – 4)

We are currently entering our data into TracDat which should provide us with an aggregate study of PLOs and course SLOs over time.

DATE:

ANNUAL UPDATE #2:

D. Two-Year Scheduling Plan

1) What is the program’s Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?

Fall (Odd Years)		Spring (Even Years)	
Live	Online	Live	Online
CHLD 4	CHLD 4	CHLD 4	CHLD 4
CHLD 6	CHLD 6	CHLD 6	CHLD 6
CHLD 9	CHLD 15	CHLD 10	CHLD 14
CHLD 11A	CHLD 19A	CHLD 12A	CHLD 15A
CHLD 16	CHLD 19C	CHLD 17A	CHLD 19B
CHLD 17A	CHLD 20	CHLD 25	CHLD 35A
CHLD 30	CHLD 35	CHLD 30A	CHLD 49
CHLD 49	CHLD 61		
Fall (Even Years)		Spring (Odd Years)	
Live	Online	Live	Online
CHLD 4	CHLD 4	CHLD 4	CHLD 4
CHLD 6	CHLD 6	CHLD 6	CHLD 6
CHLD 15	CHLD 9	CHLD 14	CHLD 10
CHLD 19A	CHLD 11A	CHLD 15A	CHLD 12A
CHLD 19C	CHLD 16	CHLD 19B	CHLD 17A
CHLD 20	CHLD 17A	CHLD 35A	CHLD 25
CHLD 35	CHLD 30	CHLD 49	CHLD 30A
CHLD 61	CHLD 49		

Please note that there are changes in the numbering system for a few courses that went through curriculum but haven’t been implemented into the catalog; thus, when reviewing, there may be a discrepancy. This information went through curriculum in Fall 2012 but to our knowledge hasn’t been sent to the Chancellor’s office.

2) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?

It has been used to determine what classes should be offered – however, due to the budget situation and, in some cases, low enrollment, a few classes have been cancelled, classes that are required for students to obtain their AS degrees in Child Development and/or Certificate Levels and ultimately the Permit with the State.

Other than CHLD 4 and CHLD 6 offered every semester, each of the courses is only offered one time every two years, both live and online.

It's important to offer both live and online courses in order to meet the different learning styles of students – some students don't feel comfortable taking online classes and prefer live classes.

We have determine the need to offer CHLD 49 in the Fall as well – this is the capstone course for our students and is limited in enrollment. By offering this course each semester, we hope to ensure the availability for them to complete their AS degree within their timeline.

This will mean that every Fall and Spring semester we will offer CHLD 4, CHLD 6, and CHLD 49.

3) Reflecting on these results, what are the goals for the next assessment cycle?

During the Fall Child Development meeting (consisting of faculty and advisory members) we will discuss offering CHLD 49 both in Fall and Spring semesters. We will discuss continuing to offer the courses as per the Two Year Plan and determine whether to approach Academic Senate for their input/support in considering the prospect of balancing out the high enrollment for the online courses with possible low enrollment for live classes.

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ANNUAL UPDATE #1:

D - 1			
Fall (Odd Years)		Spring (Even Years)	
Live	Online	Live	Online
CHLD 4	CHLD 4	CHLD 4	CHLD 4
CHLD 6	CHLD 6	CHLD 6	CHLD 6
CHLD 9	CHLD 15	CHLD 11A	CHLD 14
CHLD 12A	CHLD 19A	CHLD 17	CHLD 15A
CHLD 16	CHLD 19C	CHLD 25	CHLD 19B
CHLD 17A	CHLD 20	CHLD 30A	CHLD 35A
CHLD 30	CHLD 35	CHLD 49	
	CHLD 49	CHLD 61	
Fall (Even Years)		Spring (Odd Years)	
Live	Online	Live	Online
CHLD 4	CHLD 4	CHLD 4	CHLD 4
CHLD 6	CHLD 6	CHLD 6	CHLD 6
CHLD 15	CHLD 9	CHLD 14	CHLD 11A
CHLD 19A	CHLD 12A	CHLD 15A	CHLD 17
CHLD 19C	CHLD 16	CHLD 19B	CHLD 25
CHLD 20	CHLD 17A	CHLD 35A	CHLD 30A
CHLD 35	CHLD 30	CHLD 49	CHLD 61
	CHLD 49		

A few changes were made to the two year plan – one course, CHLD 10, was archived, and CHLD 49 was added to the Fall schedule as was identified in the SLO assessment / degree completion.

We haven't heard from the Chancellor's office if the course number changes have been approved or not as shared last year.

D – 2

In our attempt to meet the needs of both our live and online students we continue to offer classes that will allow for our students to successfully complete their journey in a timely manner. However, we have had a few classes that when offered live are low enrollment and have been canceled. We understand the requirements placed by the college however, for our students who prefer to take live classes this throws their schedule off for another year as courses are offered live and or online 1 time every two years - not including CHLD 4, CHLD 6, and CHLD 80 (49).

It's important to offer both live and online courses in order to meet the different learning styles of all students – some students don't feel comfortable taking online classes and prefer live classes.

D – 3

The advisory committee determined the need to offer CHLD 80 (49) both fall and spring semesters as you can now view in the two year plan.

DATE: ANNUAL UPDATE #2:

4. Curriculum

- A. List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or corequisites.

We haven't added any new courses for the program or made any changes at this time. We have submitted the Child Development TMC-AS Degree and it was approved through Curriculum in Fall 2012. This hasn't been approved through the Chancellor's office at this time.

All courses with pre-requisites need to be reviewed and submitted to Curriculum in Fall 2013 - 26% of our courses have Prerequisites – CHLD 9, CHLD 19A, CHLD 19B, CHLD 20, and CHLD 49, 0% have Co-requisites – and 0% have advisory.

- B. Explain the current evaluation process. How and when was the curriculum last evaluated? (*Appropriateness, archiving, deleting, revising, etc.*)

In 2010 – 2011, we aligned 8 core courses with the California Community Colleges Competencies Alignment Project

In 2011 – 2012, we archived three courses as they are not needed for the certificates/degree.

In Spring 2012, we submitted the Methods of Instruction for all courses to curriculum, number change for a few courses and TMC-AS degree (the number and degree were tabled to Fall)

In Fall 2012, we re-submitted the course number changes and TMC-As degree.

In Fall 2013, we will submit the pre-requisites for the courses to curriculum.

- C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years (*see [Curriculum Manual](#) for additional information, if necessary*).

Prior to CurricUNET, we were in full compliance with the Curriculum Committee Standards. During the process of transferring over most information was either not inputted with the most current submission, or lost, and a few courses were dropped. The Curriculum Chairperson is currently

working on correcting the glitches that occurred when the curriculum information was moved onto CurricUNET program.

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (including all modes of delivery)?

We continually participate in trainings and conferences that provide us with information in the early childhood field, we converse with other faculty from other colleges, and we meet as a department/program each semester to discuss the direction for our certificates and degree.

Right now, there is a movement throughout California Community Colleges to develop competencies in 3 additional areas of Early Childhood Development. Those 3 areas are: Infants and Toddlers, Children with Special Needs, and Administration. These courses are currently being offered to our students and are part of the existing Certificates and Degree. Once the course descriptions, student learning outcomes, student learning objectives, and content have been determined by the state committee, then we will review and begin the process of aligning those 3 areas with the State of California.

We continue to review our syllabi and implement different approaches to meet the varying learning styles of our students. Our online classes are composed of power point presentations and in some cases there is a video component in addition to handouts, we supplement with a variety of resources in addition to the required book. We use the same approach with our hybrid courses.

Three of the five adjunct instructors have been trained on the Moodle Format and hopefully the other two will complete the process soon. We hope to be fully aligned with the Moodle format for all Child courses by Fall 2014.

DATE:	<input type="text" value="9-15-2014"/>
ANNUAL UPDATE #1:	<p>4 – A We are still waiting to hear back from the Chancellor’s office on where we stand with the TMC – AS degree for CHLD. We submitted all the pre-requisite information for all CHLD courses</p> <p>4 – B In addition to 4 – B above, all curriculum for CHLD is current as we follow the State guidelines. CHLD 15 and 15A, CHLD 19A, CHLD 19B, CHLD 19C, and CHLD 60 (35) were aligned with the new CCC CAP alignment project.</p> <p>4 – C CurricUNET is still undergoing a revision –</p> <p>4 – D See 4 – B with course alignment with the state and adjusted the certificate levels adding a Certificate Level IV, otherwise there are no changes.</p>
DATE:	<input type="text"/>
ANNUAL UPDATE #2:	<input type="text"/>

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

Child Development Department: It is unique in that we have support Statewide in the Early Childhood Field and participate in the Higher Education Colloquium as well as the California Community Colleges Curriculum Alignment Projects. We have taken the lead in our field and we have determined what courses should be taught and how they should be taught by working collaboratively to align statewide. We share with pride that we were the 17th College to align in the State of California. We also have programs such as the Child Development Training Consortium and the Mentor Program that offer resources such as tuition and/or free mentoring for our practicum students and one on one tutoring for our online students.

Fall and Spring Child Development Advisory meetings: are represented by members in the community from varying programs such as State Preschool, Faith Based, Private, and Family Day Care. In addition we hold Child Development meetings involving our adjuncts.

CTE meetings: are held for all faculty members and adjuncts sharing current information taking place at the college and throughout California. These meeting are offered through CCCConfer and are archived for later reference.

Offering support: the fulltime faculty member assists faculty and adjunct representatives of other CTE programs with curriculum, program reviews, student learning outcomes etc.

B. Weaknesses

Amount of Paperwork: the continued addition of required/mandatory paperwork and reports such as pre-requisites, program reviews, etc., adds an additional burden on the fulltime faculty member. In many cases the information being shared and/or asked for isn't clear in the beginning and in some cases duplicated work is being completed, or being altered, or not sent in.

Additional support: we need to hire an additional fulltime faculty member who can assist with students by teaching additional courses, assisting with analyzing PLOs/SLOs, program reviews, working with students applying for permits, working with the CDTC and Mentor programs, and holding meetings with other adjuncts.

The fulltime faculty would be expected to teach a full workload and will assist with student retention and completion as additional courses will be offered during normal work days and not the majority in the evening. A BAP was submitted for a fulltime instructor.

Online Courses: to support the recommendations of ACCJC regarding accreditation, we need to offer DVD's that will assist our online courses providing additional compatibility to with our face to face courses. This will assist with student success. A BAP was submitted for DVD's.

Enrollment: in an attempt to embrace the needs of the students pertaining to cost factors we need to provide other facilities for students to participate in live classes; for example offering additional satellite facilities like Fort Irwin. A BAP was submitted for technology equipment that would meet this need.

Trainings: we continue to face challenges in our attempt to provide trainings that accommodate the schedules of all faculty and adjuncts, we should look at providing satellite opportunities or

CCCConfer with all trainings being recorded for faculty members/adjuncts to observe at a later date.

Budget Constraints: this continues to work as a deficit for our program. We have submitted a program review and annual updates for the past four years and we have yet to receive funding for any of our requests. This will be our fifth submission.

Course Data: this has been difficult to obtain and has caused undue stress to faculty members considering that the program reviews are to be the driving force behind the college’s budget. However, without the data and/or appropriate data in a timely manner it’s difficult to justify the needs of the programs.

Supporting Data: we need to develop a system that can track our students who are currently working in the ECE/Child Development field and in addition once they receive their certificates and/or degree.

DATE:

ANNUAL UPDATE #1: **5 – A Strengths**
 We continue to have the same strengths – which is a good thing
 In addition a new strength is we were granted the opportunity to purchase some videos for our program from the BAP submission last year.
 The Dean of Research provided data for all programs to use in the Program Review.

5 – B Weaknesses
 The weaknesses previously identified continue to be a concern except we did receive some funding for the videos as per the BAP proposal and program review.
 We do need to purchase additional videos this year (the original submission was for a 3 year period with the purchase of online usage for 3 additional years).

DATE:

ANNUAL UPDATE #2:

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Budget constraints; we are in need of an additional full time instructor to assist with the varying State programs and services that our program provides for our students. It is very challenging for the sole full time instructor to juggle teaching and serving the needs of the students and continue to actively support the ongoing requirements of the college and the state.

Strong online program; we are located in a very rural community, some of our face to face courses have difficulty filling. Currently faculty are only able to teach 60% face to face and 40% online, with the possibility of low enrollment/cancellation, we may need to look at offering more online courses and adjusting the instructors’ percentage of face to face vs. online courses they are allowed to teach in a semester.

Competition from other institutions; we are currently CAP-aligned with 8 lower division courses that transfer to over 60 other community colleges and several 4 year colleges.

Requirements of four-year institutions; as we attempt to meet the challenges of budget cuts that have affected institutions statewide, we have submitted the necessary paperwork for the Child Development TMC-AST degree. This will be supported by 4 year colleges and by the Chancellor's Office, and it will assist students in furthering their educational goals for obtaining their BA/BS degrees in Child Development. The Articulation Officer for our college communicates with other four year institutions and regularly shares any changes with our program.

State Requirements; we follow the existing Child Development Permit Matrix, Community Care Licensing – Title 22 and Title 5 regulations.

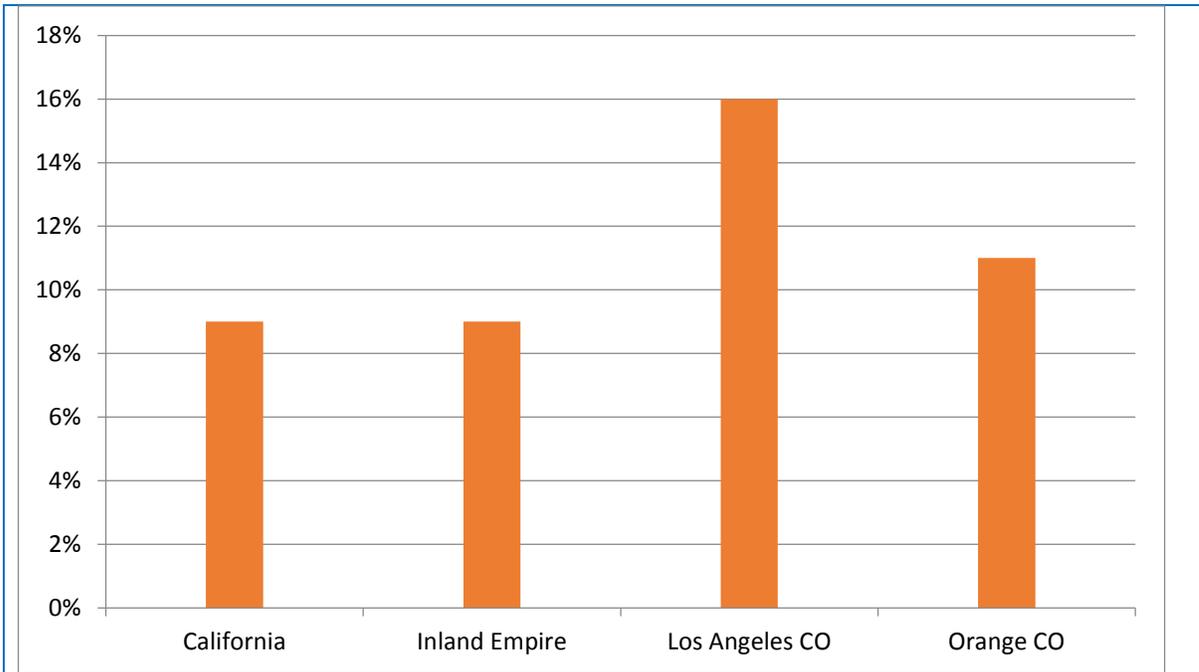
Job market – Through the Advisory Committee meetings, Career Days, list-serve, etc., we learn about job opportunities and the needs within the community, county, and state.

Projected Regional Job Outlook – the table below displays 2008 employment estimates and 2018 projections for Child Care Workers.

	Total Estimated 2008 Jobs	Total Projected 2018 Jobs	Projected Growth (%)	Ave. Annual New Job Openings	Ave. Annual Replacement Job Openings	Ave. Annual Total Job Openings
Child Care Workers						
State of California	99,700	108,100	8,400 (8.4%)	840	2,920	3,760
Inland Empire	10,250	11,120	870 (8.5%)	98	300	387
Los Angeles CO	26,180	30,510	4,330 (16.5%)	433	767	1,200
Orange CO	6,870	7,670	800 (11.6%)	80	202	282

Source: Labor Market Information Division, Employment Development Department, Occupation Profile, on the internet at: <http://www.labormarketinfo.edd.ca.gov/>

Percent of Projected Growth from 2008 - 2018



Source: Labor Market Information Division, Employment Development Department, Occupation Profile, on the internet at: <http://www.labormarketinfo.edd.ca.gov/>

Regional Hourly Wages

This table displays the first quarter 2011 hourly wage statistics for Child Care Workers

	Mean Hourly Rate	25 th Percentile	Median Hourly Rate	75 th Percentile
Child Care Workers				
State of California	\$11.64	\$9.35	\$10.91	\$13.23
Inland Empire	\$11.68	\$9.24	\$11.38	\$13.63
Los Angeles CO	\$11.34	\$9.23	\$10.51	\$12.67
Orange CO	\$12.51	\$10.10	\$11.58	\$14.28

Source: Labor Market Information Division, Employment Development Department, Occupation Profile, on the internet at: <http://www.labormarketinfo.edd.ca.gov/>

There continues to be a demand for highly educated and qualified teachers to work with young children and their families. This will be even more so under President Obama’s goal to generate additional jobs for both blue and white collar workers.

B. Threats

Budget Constraints: this continues to work as a deficit for our program. We have submitted a program review and annual updates for the past four years and we have yet to receive funding for any of our requests. This will be our fifth submission.

Course Data: this has been difficult to obtain and has caused undue stress to faculty members considering that the program reviews are to be the driving force behind the college’s budget. However, without the data and/or appropriate data in a timely manner it’s difficult to justify the needs of the programs. Requests were made in May 2013 for the data needed for program reviews and resources are still not available.

Additional Support: we need to hire an additional fulltime faculty member who can assist with collecting data to support students working in the field, work on the Child Development Website, and research potential job opportunities.

Supporting Data: we need to develop a system that can track our students who are currently working in the ECE/Child Development field and in addition once they receive their certificates and/or degree.

DATE:

ANNUAL UPDATE #1: **6 – A Opportunities**
 We continue to have the same with one slight change and that is we aligned 6 additional classes with the State of CA.
 We received data from the Dean of Research to support our programs in a timely manner.

6 – B Threats
 Additional support by hiring another fulltime faculty is still needed as well as how to track our students who get jobs in the field and/or promotions once they receive a certificate and/or degree. We have attempted to contact students via emails but it isn't as effective as we would like.

DATE:

ANNUAL UPDATE #2:

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

Full time faculty: participates in the Higher Education Colloquium conferences, Child Development Mentor Program meetings/conferences, California Community Colleges Early Childhood Education (CCCECE) trainings and meetings, Child Development Training Consortium (CDTC) trainings/conferences and participates as a Professional Growth Advisors for professionals in the field of ECE. Participated in 2 pilot programs for ECE that were State wide

Outside of the ECE field: have attended Curriculum Training and Student Success Conferences. She was on the Program Committee for the selection of possible presenters for the Fall 2013 Student Success Conference. She conducts Career Technical Education monthly trainings and assists faculty members and adjuncts with curriculum, program reviews, etc.

Adjunct faculty: have participated in conferences, Mentor for students, presented at conferences for Kids N Care, University of La Verne, in Early Intervention with ASQ – 3 Training, early intervention seminars, conferences for curriculum delivery and creation, and presenter for trainings in the Foster, Adoptive, and Kinship Care Programs. Several attended the CTE Trainings that were held on the first Saturday of each month. They also attended the Child Development (Fall and Spring) meetings at our college.

B. What are the continuing education and/or professional development plans for the upcoming cycle?

Full time faculty: continue to participate in the Higher Education Colloquium conferences, Child Development Mentor Program meetings/conferences, CCCECE trainings and meetings, CDTC trainings/conferences and participates as a Professional Growth Advisors for professionals in the field of ECE. The second year for one of the pilot programs that started last year has already begun...

In addition to the ECE field: she will attend ACCJC trainings on Student Learning Outcomes, Student Success Conferences and Online Training opportunities to enhance knowledge in different areas that will provide student learning opportunities for higher engagement and student success. The Child Development program will participate in the pilot program for TracDat this coming year.

Adjunct faculty: they will need to let me know at the end of the year as there are no additional requirements for them to participate. The adjuncts are encouraged to attend the CTE monthly trainings and the Fall and Spring Child Development meetings. One person is currently obtaining a Masters in MFT.

DATE: 9-15-2014

ANNUAL UPDATE #1:

7 – A

No distinct changes

7 – B

No distinct changes – at the CDTC Advisory Committee meeting it was agreed that the college should take the lead in providing a workshop/training for teachers/caregivers and other professionals in our community of Barstow and surrounding area (excluding Victorville at this time). Planning for Fall of 2014 to hold a workshop/training

DATE:

ANNUAL UPDATE #2:

[Empty text box for Annual Update #2]

8. Prior Goals/Objectives

Briefly summarize the progress your program/ has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. (Include measurements of progress or assessment methods.)

We haven't made any progress with goals/objectives from the previous Program Review due to budget constraints. The Program Review and Budget Allocation Proposal were submitted to the Institutional Effectiveness Committee (IEC). It was reviewed/prioritization was indicated and the submission was moved forward to the Finance Budget Committee. There it stayed.

Goal 1: To hire an additional full-time instructor:

Objective 1: to offer courses / trainings

Objective 2: be a professional growth advisor for students

Objective 3: to assist with the resource programs offered for Child Development Students

Objective 4: partnerships and outreach within our community/state.

Goal 2: Purchase technology for course satellite offerings
 Objective 1: purchase equipment
 Objective 2: determine location to accommodate the most students
 Objective 3: install equipment

Goal 3: A classroom that can be used as:
 Objective 1: a work environment for students,
 Objective 2: development of a cohort that will provide students with the opportunity to create/develop group projects/activities.
 Objective 3: running water for activities
 Objective 4: library resource for students

Goal 4: A small classroom where we could provide lab for our students to work with young children.
 Objective 1: to partner with San Bernardino County Superintendent of Schools – State Preschool
 Objective 2: students will be able to make observations of children engaged in a group setting
 Objective 3: provide a mentoring site for our students.

DATE:

ANNUAL UPDATE #1:

8 Prior Goals and Objectives

There are a few changes to the previous goals:
 Goal 1: Increase student enrollment and completion of certificates/degrees
 Objective:
 Objective:
 Goal 2: Purchase DVD's videos that support both live and online instruction
 Objective:
 Objective:
 Goal 3: Purchase technology for course satellite offerings for Fort Irwin (not necessarily for CHLD classes but other courses offered)
 Objective:
 Objective:
 Goal 4: A classroom dedicated to ECE work environment (add a room in the Facilities plan for the future CTE building that will be constructed in 6 – 7 years)
 Objective 1: a work environment for students,
 Objective 2: development of a cohort that will provide students with the opportunity to create/develop group projects/activities.
 Objective 3: running water for activities
 Objective 4: library resource for students

DATE:

ANNUAL UPDATE #2:

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (*See Handbook for additional examples.*)

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	<p>Increase student success and completion of certificates and degrees in a timely manner.</p> <p><i>List all that apply:</i></p> <p>#1 Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures.</p> <p>#2 Offering courses based on a two year plan that encourage certificate/degree completion and professional growth development.</p> <p>#3 Promoting student engagement and retention through instructor involvement and commitment to our students.</p> <p>#4 We hold Child Advisory Committee meetings that partner with local agencies, businesses, schools, and military bases to promote community development and economic growth.</p> <p>#5 We seek to retain our Child Development teachers and provide professional growth opportunities for them to participate in that</p>	#1 Hire a fulltime instructor	Fly position, interview potential instructors, and hire for tenure-track	<p>Outcomes: Increased enrollment</p> <p>Measure: Enrollment Student success/retention Student completion</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
		#2 Provide services as a Professional Growth Advisor for students obtaining State permits/certificates and degrees.	<p>Provide training for students.</p> <p>Meet with the student a minimum of once a year to review their goals/strategies that have been developed.</p>	<p>Outcomes: Increased number of students served</p> <p>Measure: Permit Applications</p> <p>Assessment: Documentation of student appointment / hours invested.</p>
		#3 Enhance the program by reaching out to the community and developing partnerships with other childhood programs.	<p>Attend early childhood program meetings/advisory meetings.</p> <p>Attend Local conferences.</p>	<p>Outcomes: Advisory meetings / committee membership</p> <p>Measure: Meeting minutes</p> <p>Assessment:</p>

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
	enhances their instruction in the classroom. #6 We continue to review our program review and outcomes assessment results to determine changes in the courses we teach and/or implementation of teaching strategies.				
	<i>Additional Information:</i>	Goal #1 aligns with Strategic Priorities #1, 2, 3, 4, 5, and 6. Hiring an additional instructor full-time will allow for the expanding department to continue moving forward as we develop and evolve. The criteria from the State and expectation of employers in the field require more time and commitment from the current instructor in the department.			
	DATE: <input type="text" value="9-15-2014"/>	ANNUAL UPDATE #1:	Continues to be a goal. We continue to strive for student success, retentions and completion of certificates/degrees. This continues to be a priority goal for our program.		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	Purchase of DVD's for in class and online.	<i>List all that apply:</i> #1 Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures. #2 Offering programs to prepare students for career and technical education, transfer to a four-year college or university, and professional growth development. #3 Promoting student engagement and retention through instructor	#1 Provide additional resources for students taking online courses	Purchase DVD's and 3 yr. digital license – this also meets with ADA compliance	Outcomes: Enhancement of content being shared in the course Measure: Assignments Assessment: Student Learning Outcomes for courses and program
			#2 Support the recommendations by ACCJC for Distance Education Learning	Incorporate in the syllabi and class assignments	Outcomes: Enhancement of content being shared in the course Measure: Assignments Assessment: Student Learning Outcomes for courses and program

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	involvement and commitment to our students. #6 We continue to review our program review and outcomes assessment results to determine changes in the courses we teach and/or implementation of teaching strategies.	#3 Provide continuity with both face to face and online instruction.	Offer both face to face and online classes.	Outcomes: Enhancement of content being shared in the course Measure: Assignments Assessment: Student Learning Outcomes for courses and program
	<i>Additional Information:</i>	Goal #2 aligns with Strategic Priority #1, 2, and 3. By providing videos that can be offered online we meet a few goals: one to enhance our distance education program and two to provide more continuity with online instruction vs. face to face instruction.		
	DATE: <input type="text" value="10-01-2014"/>	ANNUAL UPDATE #1:	Continues to be a goal We were allocated a certain dollar amount to purchase videos/DVD's that can be offered online and live for this coming year. The original request was to be spread out over three years, so purchase for the next year is now being requested again as follow up.	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#3	Provide additional satellite courses at off campus locations.	<i>List all that apply:</i> #1 Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures. #2 Offering courses based on a two year plan that encourage certificate/degree completion and	#1 Increase enrollment in the Child Development Program by offering additional locations to attend class face to face. Determine location, order equipment, and install equipment. Documentation of cultivating partnerships within our community and surrounding areas to locate the appropriate facility to accommodate the offering of satellite equipment.	Outcomes: Increased enrollment Measure: Enrollment Student success/retention Student completion Assessment: Student Learning Outcomes for courses and program

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
	professional growth development. #3 Promoting student engagement and retention through instructor involvement and commitment to our students.	#2 E-portfolios	Begin with students enrolled in CHLD 4 or CHLD 6	Outcomes: Increased enrollment and establish beginning of career portfolios Measure: Enrollment Student success/retention Student completion Assessment: Student Learning Outcomes for courses and program	
	<i>Additional Information:</i> Goal #3 aligns with Strategic Priority #1, 2, and 3. By providing additional off campus facilities for satellite instruction will allow an outreach for students' to accommodate their needs. Taking into consideration the price of gas and management of juggling school/work/home this may become a more successful alternative rather than driving to Barstow Main campus, especially for students who prefer to take a live class.				
	DATE: <input type="text" value="10-01-2014"/>	ANNUAL UPDATE #1:	<input type="text" value="Continues to be a goal"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#4	Provide a high quality lab school environment for young children that support a quality education.	<i>List all that apply:</i> #1 Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures. #2 Offering programs to prepare students for career and technical education, transfer to a four-year college or university, and professional growth development.	#1 To partner with San Bernardino County Superintendent of Schools – State Preschool (SBCSS)	Contact SBCSS to form partnership. Create an MOU with SBCSS SBCSS hire faculty/enroll children in the program. Provide the structural building for the lab	Outcomes: Partnership with SCBSS Measure: Enrollment Assessment: Student Learning Outcomes for courses and program
			#2 Students will successfully complete observations of children engaged in a group setting	Students will have access to the lab for observations Students will volunteer services at the lab	Outcomes: Enhancement of content being shared in the course Measure: Assignments

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
	#3 Promoting student engagement and retention through instructor involvement and commitment to our students.			Assessment: Student Learning Outcomes for courses and program	
		#3			
	Additional Information: Goal #4 aligns with Strategic Priority #1, 2, and 3. This goal would benefit the Child Development Program and the students who are seeking a degree in the early childhood field. However, it is also understood that there was a previous situation that the college experienced and this goal may never come to fruition again.				
	DATE: <input type="text" value="10-01-02014"/>	ANNUAL UPDATE #1:	<input type="text" value="Continues to be a goal"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#5	Dedicate a classroom for Child Development	List all that apply: #1 Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures. #2 Offering programs to prepare students for career and technical education, transfer to a four-year college or university, and professional growth development. #3 Promoting student engagement and retention through instructor involvement and commitment to our students.	#1 Provide a mentoring site for our students	Running water Create work environment for students to meet, complete projects Library resource	Outcomes: Program Learning Outcomes: completion of capstone course CHLD 49 – Practicum / Field Experience Measures: Utilization of room Completion of Projects Assessment: Student Learning Outcomes for courses and program
			#2		
			#3		

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	<i>Additional Information:</i>	Goal #5 aligns with Strategic Priority #1, 2, and 3. This goal would benefit the Child Development Program and the students who are seeking a degree in the early childhood field. However, it is also understood that there was a previous situation that the college experienced and this goal may never come to fruition again.		
	DATE: <input type="text" value="10-01-2014"/>	ANNUAL UPDATE #1:	<input type="text" value="Continues to be a goal. We are hoping that when the new CTE building is built on campus, this will become a reality."/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	<input type="text"/>
			#2	<input type="text"/>
			#3	<input type="text"/>
	<i>Additional Information:</i>	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. (Click the link to access the form.)

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1, 2, & 3	A new full-time instructor for Child Development.	\$86,061.40	Yes	
2	1, 2, & 3	Child Development Videos for CHLD 4, CHLD 6, CHLD 9, CHLD 11A, CHLD 14, CHLD 19A, CHLD 19B, CHLD 19C CHLD 20, CHLD 25, and CHLD 49. The initial cost is for the DVD and digital license. This could be divided over 3 years. The online digital license is only for 3 years so it would need to be renewed every 3 years. (The cost of renewal in 3 years would be approximately \$4,372.00 – spread out over 3 years = \$1,457.33)	\$8,744.00 (If spread out over a 3 year period would equal \$2,914.67 for both DVD and Digital License) (Renewal factor would be approximately \$1,457.33 if spread out over 3 years)	Yes	
3	1, 2, & 3	Video conference unit – Approximately, Flat Panel monitor \$1,200.00, Projector and ceiling mount \$840.00, Audio/video cabling \$240.00, Podium \$540.00, TV/VCR roll away cart \$540.00, internet/cable access \$3,600.00 = \$10,260.00 + tax, shipping and handling of \$2,174.00 for a total of \$12,434.00.	\$12,878.00	Yes	
4	1, 2, & 3	Quality Lab School	A BAP was not submitted at this time.	No	There is an existing classroom that could be used – or the bookstore if they were to move out.
5	1, 2, & 3	Classroom / Workroom for Child Development	A BAP was not submitted at this time	No	There is an existing classroom that could be used – or if the

					bookstore were to move out.
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ANNUAL UPDATE #1:

DATE: 10-01-2014

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1, 2, & 3	A new full-time instructor for Child Development.	\$96,061.40	Yes	
2	1, 2, & 3	DVD's / videos for CHLD classes that are offered both live and online. For 2015-2016 academic year only	\$2,336.00	Yes	
3	1 & 2	Video Conference Unit: Approximately, Flat Panel monitor \$1,320.00, Projector and ceiling mount \$924.00, Audio/video cabling \$264.00, Podium \$594.00, TV/VCR roll away cart \$594.00, internet/cable access \$3,960.00 = \$6,960.00 + tax, shipping and handling of \$2,088.00 for a total of \$9,048.00.	\$9,048.00	Yes	
4	1 & 2	Quality Lab School	A BAP was not submitted at this time.	No	There is an existing classroom that could be used – or the bookstore if they were to move out.
5	1	Classroom/workroom for Child Development	A BAP was not submitted at this time.	No	There is an existing classroom that could be used – or if the bookstore were to move out.

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source