

5. Internal Factors *(see Handbook for additional information)*

A. Strengths: *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

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 have currently aligned an additional 6 courses with the CAP Expansion. We also have programs such as the Child Development Training Consortium and the Mentor Program that offer resources such as stipend and/or free mentoring for our practicum students and one on one tutoring for our online students.

Fall and Spring Child Development Advisory meetings: The membership of this committee represents varying programs in our community such as, State Preschools, Faith Based Preschools, Private Day Cares/Preschools, and Family Day Care. In addition, we hold Child Development meetings involving our adjuncts. Last fall, we held our first Early Childhood Education Workshop/Training for teachers working in the early childhood field within our community and surrounding areas.

CTE meetings: The meetings are held for all faculty members and adjuncts to share current information taking place at the college and throughout California. These meeting are offered live, and those who aren't able to physically attend can through CCCConfer. These meetings 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.

Delivery:

Courses are offered both as traditional, hybrid, and/or online. We follow a two year plan and offer morning, late afternoon, evening, and online courses every semester. Through the BAP process we have been fortunate to obtain some Child Development DVDs that support the content being taught. A few titles are: "Human Brain Development: Nature and Nurture," "Diversity Rules: The Changing Nature of Families," "Observing Children: A Study in Child Development," "Our Families, Ourselves," and "Introduction to Child Development: Infant, Toddler & Pre-K." This allows for instructors to provide the same curriculum whether they teach traditional, hybrid, and/or online courses to be we continue to seek additional DVDs to stagger the cost over a three year period. Since we don't have a school lab the DVDs that have been selected provide students with a visual conception of the interactions of a children in an infant/toddler, preschool, and/or family day care.

Instructional Design: We accommodate all modes of learning including the specific needs of our ACCESS/DSPS students. Our instructors utilize innovative methods of instructions and assess all SLOs identified for each course they teach every time the course is taught.

Human Capital: We have highly qualified instructors/adjuncts (both education and experience in the field). Our pool of adjuncts is very diverse.

B. Weaknesses: *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

Amount of Paperwork: The continued addition of required/mandatory paperwork and reports such as pre-requisites, book updates, COR reviews, C-ID surveys, student learning outcomes, 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, revised, and resubmitted, so time is lost, rather than being put to efficient use.

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 adjuncts.

The new fulltime faculty member would be expected to teach a full workload and assist with student retention and completion as additional courses should be offered during normal work days rather than have the majority in the evening. With an additional full time faculty member, we could implement a cohort of early childhood development majors. We could set up a work environment that would assist with materials for students to complete specific types of assignments. **A BAP was submitted for an additional fulltime instructor.**

Online Courses: In order to support the recommendations of ACCJC regarding accreditation and the Online Education Initiative, we need to offer DVD's that will assist our online courses providing additional compatibility with our face to face courses. This will assist with student success and continuity of the courses being taught. The curriculum will be the same for all modes of delivery. **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 has been submitted in the past for technological equipment that would meet this need but hasn't been funded.

Trainings: We continue to face challenges in our attempts 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.

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 knowing how accurate the data and/or appropriate data, we aren't sure if it truly justifies the needs of our programs. The course data that is available generally appears incorrect. Please refer to 3. Program Data, A. Performance Data, 2, 3, 4, & 5.

Supporting Data: We need to develop a system that can track our students who are currently working in the ECE/Child Development field, or obtain their Certificate Level Permits and/or AS degrees at the college level as well as at the State Level (permits), and in addition, if they complete their BS or MS degrees in ECE.

Facilities: The program is in need of a lab school that would provide on-site observations and interactions with preschool age children. This would enhance the understanding and skill set of our students if they had the ability to view of children engaged with their peers in a preschool setting on a daily/weekly basis. However, due to a situation that occurred prior to the full time instructor's tenure, the preschool program was closed, and per the College Board's mandate, will not be re-opened.