



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

(Refer to the [Program Review Handbook](#) when completing this form)

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

Academic Year: **ANNUAL UPDATE #1** **Date Submitted:**

Academic Year: **ANNUAL UPDATE #2** **Date Submitted:**

By:

Faculty Lead:

Members:

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[Annual Update #1](#)

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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

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.

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.

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

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

The Child Development Program consists of four certificate levels that are aligned with the California Child Development Permit Matrix, that lead to the TMC – Early Childhood Education Associate of Science Degree.

Our program offers the 8 core courses that are CAP aligned with the State of CA. In addition, we aligned 7 more courses for the Specialization and Administration requirements with the CAP alignment expansion.

Certificate Level I = Child Development Associate Teacher Permit – requires 19 ECE units (

Certificate Level II = Child Development Teacher Permit – requires 25 ECE units (8 Core Courses) and 16 General Education Units

Certificate Level III = Child Development Master Teacher Permit – requires 25 ECE units (8 Core Courses) and 6 units of Specialization and 3 units of Adult Supervision equaling 34 units of ECE and 16 units of General Education.

Certificate Level IV = Child Development Site Supervisor Permit – requires 25 ECE units (8 Core Courses) and 6 units of Administration and 3 units of Adult Supervision. Requires 34 ECE units and 16 units of General Education (keeping in mind that CHLD 4/PSYC 4 and CHLD 6/SOCI 6 can be used towards General Education).

Family Daycare Certificate of Achievement (Low Unit) = requires 12 units of ECE courses specific to a family day care program

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 evening and/or online.

B. Who do you service (including demographics)?

We have a very diverse group of students – varying in age, gender, ethnicity, and experiences. Some of our students are: first time students, some work full-time , taking courses in the evening and/or online, some are returning students, taking courses for their professional growth and development (as required to renew whatever permit they hold with the state), and still others have returned to college to pursue a new career.

We have students who participate in ACCESS, EOPS, VTEA, Sports such as Softball, Baseball, and Basketball; we have active Military students, as well as family members of active soldiers.

The students who enroll in our courses most commonly represent our local community or our neighboring communities, but some are from other areas within California, other states within in the United States, and, in some cases, other countries, as we serve many military families.

Our program works closely with similar programs in our community, such as the State Preschools, Faith Based Programs, Private Day Care, Family Day Cares, and Child Development Centers located on Military Bases.

C. What kind of services does your unit provide?

Our program works closely with our Dean of Instruction and Workforce and Economic Development, the Academic Counselors, Curriculum Chairperson/Committee, Distance Education Committee, and Career Technical Education.

In addition, our program provides the following services for our students: Professional Growth Advisors, the Child Development Training Consortium Program, the High Desert Regional Mentor Program (in partnership with Victor Valley College), providing information for job opportunities and workshops/trainings.

We also hosted a free Early Childhood Workshop in October of 2014 for teachers / students working in the Early Childhood field. The participants earned a certificate of completion for 5 hours of professional development.

D. How do you provide them?

We provide these services by scheduling courses with our Dean of Instruction and Workforce and Economic Development and submitting our program review and budget allocation proposals, collaborating with the Academic Counselors by assisting with educational planning for students, as well as the Curriculum Chairperson/Committee by ensuring that our student learning outcomes, student learning objectives, pre-requisites, course book updates, and certificates/degrees are current. Further, we work with the Distance Education Committee by following the BCC guidelines and providing a variety of

materials used in our online classes in order to meet the needs of all students, and we promote Career Technical Education by attending our monthly meetings and providing training for new instructors.

The full time faculty member acts as a Professional Growth Advisor for teachers and many students in the Early Childhood field by assisting them 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 information with their students so that they can apply for stipends; 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 (in Partnership with VVC) that supports the development of skills and provides one on one tutoring for online students, and 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 to ensure student success. All instructors in the Child Development program 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; not only do we offer traditional courses we offer hybrid and online courses. We are reaching out even more with our students by providing students the opportunity to use Skype, Face-Time, and CCCConfer. We follow a two year plan that allows for a full time student to be able to graduate within 2 to 2 ½ years.

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

Adjuncts go above and beyond by holding 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.

Emails are sent to our students with possible job opportunities, both locally and statewide.

We also hosted a free Early Childhood Workshop in October of 2014 for teachers / students working in the Early Childhood field. The participants earned a certificate of completion for 5 hours of professional growth.

We feel confident that we are meeting the needs of all of our students and teachers in our community.

E. Does the program have a degree or certificate?

Our program has the following:
Associate of Science – Child Development
TMC –AS – Early Childhood Education AS (ADT)
Certificate Level I – Associate Teacher Permit
Certificate Level II – Teacher Permit
Certificate Level III – Master Teacher Permit
Certificate Level IV – Site Supervisor Permit
Family Daycare Certificate of Achievement

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

1:5
 The full time and adjuncts teach traditional, hybrid, and online courses. We offer all traditional and hybrid classes via satellite to Fort Irwin, Skype, Face Time, and cccconfer in an attempt to meet the needs of our students.

2) Course Completion Rate

TRADITIONAL	ONLINE
<p>Full-Time: <u>201405 – Summer</u> 0</p> <p><u>201407 – Fall</u> CHLD 4 12/14</p> <p><u>201503 – Spring</u> CHLD 4 5/6 CHLD 6 6/6 CHLD 49 8/8 Full-Time: 31/34 Equals 91%</p> <p>Part-Time: <u>201405 – Summer</u> 0</p> <p><u>201407 – Fall</u> CHLD 6 7/7</p> <p><u>201503 - Spring</u> CHLD 4 7/10 CHLD 14 12/13 CHLD 35A 5/8 Part-time: 24/31 Equals 77%</p>	<p>Full-Time: <u>201405 – Summer</u> CHLD 4 30/33 CHLD 6 23/24</p> <p><u>201407 – Fall</u> CHLD 4 29/29 CHLD 6 34/35 CHLD 19C 10/14</p> <p><u>201503 – Spring</u> CHLD 4 34/35 CHLD 6 23/26 CHLD 25 29/29 Full-Time: 212/225 Equals 94%</p> <p>Part-Time: <u>201405 – Summer</u> 0</p> <p><u>201407 – Fall</u> CHLD 9 26/28 CHLD 12A 23/44 CHLD 15 (H) 15/15 CHLD 16 35/43 CHLD 17A 20/39 CHLD 19A (I) 1/1 CHLD 20 (H) 14/16 CHLD 54 21/39</p> <p><u>201503 – Spring</u> CHLD 11A 37/43 CHLD 15A 9/12 CHLD 17 18/30 CHLD 30A 20/32 CHLD 54A 20/32 CHLD 61 20/33 Part-time: 279/407 Equals 69%</p>

3) Course Success/Retention Rate	Full-Time: .72% Part-time: .88%	Full-Time: .80% Part-time: .46%
4) WSCH/FTEF Ratio		
Full-time:	WSCH/FTEF 171.8/.51	WSCH/FTEF 268.5 /1.91
Part-time:	WSCH/FTEF 106.9/.45	WSCH/FTEF 26.6/2.9
5) Fill Rate	Full-Time: .39 Part-Time: .23	Full-Time: .62 Part-time: .62

Reflect on the data above:

Once again, I'm not sure how accurate the data is; for example; the course student completion rate indicates that there were only 37 student completions for Summer 2014 – Spring 2015 for traditional classrooms: When the part-time faculty submitted their SLOs, they indicated that a total of 48 students completed the courses taught in traditional, rather than the 14 that is indicated in #1 above. The same is true for online courses; summer alone by full-time faculty for CHLD 4 and CHLD 6 only totaled 44 student completion (this does not reflect PSYC 4/SOCII 6 students) not the 33 indicated above, part-time faculty indicated 184 completed (this is not counting 2 courses that information wasn't provided by number of students who completed their course) thus indicating that since they were online classes that should have been a minimum of an additional 50 students completions for both courses. For traditional for fall full-time faculty there were 39 completions for traditional for both fall and spring not the 23 indicated above, and for online there were for fall 63 and not the 57 and spring was 86 and not the 81 as indicated above.

The data appears to be off for WSCH as the only courses that were identified with student contact hours for the academic year were CHLD 4, 6, 14, and 19A. There was no student contact hours identified for CHLD 9, 11A, 12A, 15, 15A, 16, 17, 17A, 19C, 20, 25, 30, 35A, 54A, 49, or 61 courses when they were taught.

Please note that many of the CHLD courses are offered as Hybrids and fall under Online in the reporting – this was the first year to offer hybrids in the evening for all courses except CHLD 4 or CHLD 6.

For program year **2013-2014** for our overall program the data we had received for # 4 was: WSCH = 1992.34 FTEF = 5.783 Ratio = 344.52. This is a rather large discrepancy...

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

1. Students will apply research theories social interrelationships and developmentally age-appropriate activities and teaching strategies as they pertain to guiding the child in the four developmental domains.
2. Students will advocate for the needs for support for young children and the best practices for their education. Students will create a high quality learning environment that facilitates the emotional, cognitive, language, physical and social domains.
3. Students will embrace the value of higher (further) education to enhance opportunities in the future

2) Summarize the progress you have made on Program Level Outcomes.

Our PLOs 1 and 2 continue to represent our program and define the knowledge required by our students to become successful teachers in the Early Childhood Field.

CHLD 49 – Practicum Field Experience is the capstone course for Child / Early Childhood Development majors. This course provides opportunities for the students to demonstrate their knowledge that has been accumulated during completion of 6 pre-requisite and CORE courses.

There are specific assignments in each of those 6 CORE courses that are used in the students portfolio. CHLD 4 – Nature vs. Nurture paper, CHLD 6 – Advocacy Letter and Resource File, CHLD 9 – Paper on Play, CHLD 11A – Philosophy Paper, CHLD 14 – Evaluate Policies and Procedures Related to Health, Safety, and Nutrition, and CHLD 20 – Assessment of Children.

Our students have demonstrated success through our assessment process that link to the PLOs. Students observe and create specific activities and implement those activities in the classroom in order to support the child’s four developmental domains; they develop a lesson plan that they implement during the “Teacher in Charge” week. They are able to design an indoor and an outdoor classroom environment. During the students “Teacher in Charge” week. This is evident through assignments and observation of the students either by short videos that are submitted weekly and/or through live observation in the classroom.

PLO #3: is a little more challenging to access as it’s more difficult to track students who continue their education. We had one student who completed her Bachelor’s degree with Park University in Child Development, seven students who earned their Child Development Level II certificate and graduated with their AS in Child / Early Childhood Education Development, of those seven - two have enrolled at Park University to pursue their Bachelor’s degree. Two students who opened their own Family Day Care / Preschool.

We are considering changing the #3 PLO so we are able to measure it more accurately.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

The 8 Core courses are aligned with CAP – State Initiative, we have now aligned an additional 6 courses with CAP – Sate Initiative making this a total of 14 courses. Other than CHLD 4 and CHLD 6 our courses are only taught 1 time per year.

The SLOs that have been identified clearly identify and support the philosophy and pedagogy of child development. The assessment methods/assignments that are being used are supportive of the student learning outcomes for the courses.

The assessments that we use to measure the SLOs are listed below as well as the student success. The information has been combined for summer 2014, fall 2014 and spring 2015 semesters:

CHLD 4 / PSYC 4:

Nature vs. Nurture Paper = 90% student success
Lifeline = 99% student success
Observation in the classroom = 76% student success

CHLD 6 / SOCI 6:

Resource File = 90% student success
Advocacy Letter = 93% student success

Community Organizations = 68% student success

CHLD 9:

Research paper on Play = 60% student success
Evaluation of the Teachers Role = 60 % student success
Curriculum Activities = 80% student success

CHLD 11A:

Philosophy Paper = 86% student success
Observation Paper = 80% student success
Research Paper on Play = 84% student success

CHLD 14:

Assess strategies of maximizing mental and physical health of children = 91% student success
Group Presentation: Evaluate policies/procedures related to health, safety, and nutrition = 91% student success
Observation paper = 82% student success

CHLD 20:

Research paper = 92%
Assessment = 86% student success
Observation Paper = 100%

CHLD 25:

Social bias and significant role of education = 92% student success
Classroom Observation of Anti – Bias paper = 88% student success
Interview paper on “Teachers” = 84% student success

CHLD 49:

Mentor Evaluation = 100% student success
Curriculum Lesson Planning = 100% student success
Portfolio = 100% student success

The CHLD 49 course: all students met with success through articulation, documentation and demonstration of their knowledge and skill set.

What we have found is that the majority of our students who complete the class do well – those students who aren’t successful either don’t follow the rubrics that are provided for the various assignments that we use to assess their understanding of the content being taught or they don’t submit the required work. This makes it challenging to determine if they didn’t understand the information being provided or whether life got in the way.

In addition, CHLD 4 and CHLD 6 is the beginning of their career pathway into Child Development / Early Childhood Education. As the student pursues their degree in the other CORE courses we find a deeper commitment on their part to be successful in the course/degree.

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

In the last two years we have received approval through the BAP process to purchase Child Development videos that we are able to use both live and online (by purchasing the 3 yr. digital license). These videos have been an asset to the courses and for enhancing our instruction thus the understanding of the

students. This last year was the first year to actually apply the videos to the online classes. We have received some feedback from students regarding the DVD's that are now available online. They have indicated how helpful they have been in the follow up with Nature vs. Nurture, Brain Development, and Theorists. The data does show an increase in student success for the online courses.

CHLD 4 / PSYC 4 and CHLD 6 / SOCI 6 are taught by two instructors only – one full time and one part-time. The instructors work together to use the same assignments to assess the SLOs and provide the same rubric to offer consistency for the assessment of the student learning outcomes.

The other courses that are offered are taught by the same instructor each year. This makes consistent gathering of data.

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

The DVD's have been a very positive impact for courses – especially our online classes. This ability has provided continuity for our face to face and online courses and follows the guidelines of the DE Committee as well as the Online Education Initiative (OEI) the Statewide initiative for online courses.

Our goal is to purchase additional DVD's that support the content for additional CHLD courses.

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.).

Declared Majors: 376 students (an increase of 22 students from last year)

Degrees: 7 students received their AS degree in Child Development

Certificates: 7 students had a declared major of Certificate – Child Development II

California State Permit Matrix:

The full time faculty assisted students with their application for the California Child Development Permit:

Associate Teacher Permit – 3 students

Associate Teacher Permit – 2 students – renewed their permits

Teacher Permit – 1 student (may have been included in the above certificate)

Master Teacher Permit – 1 student

Site Supervisor Permit – 2 students

CDTC Program:

We have identified a minimum of 25 students (through this application process) who are currently working in the field and taking courses pursuing certificates/degrees.

Through conversations with our students we found out that:

Two of our students opened their own Family Child Care / Preschool program this year.

Two students were hired in full time positions by local programs and two students were hired on as substitute teachers.

Professional Growth Advisor:

The full time instructor provided guidance and support for 3 teachers regarding their professional growth towards renewal of their permits.

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1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)

Labor Market: Riverside-San Bernardino-Ontario		
SOC Code	Occupational Title	Job Openings 2012 - 2022
25-9041	Teacher Assistants	4,420
39-9011	Childcare Workers	3,660
25-3098	Substitute Teachers	2,650

The above data that has been provided is for our local area only. Our students are able to go anywhere in CA and work as they will have taken the necessary courses required to apply for the different permit levels on the State Matrix.

Estimated Employment and Projected Growth : Teacher Assistants					
Geographic Area (Estimated Year- Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Opening Due to Net Replacements
California (2012-2022)	144,400	156,300	11,900	8.2	32,800
Source: EDD/LMID Projections of Employment by Occupation					

Estimated Employment and Projected Growth : Preschool Teachers					
Geographic Area (Estimated Year- Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Opening Due to Net Replacements
California (2012-2022)	55,900	58,400	2,500	4.5	15,700
Source: EDD/LMID Projections of Employment by Occupation					

Estimated Employment and Projected Growth : Childcare Workers					
Geographic Area (Estimated Year- Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Opening Due to Net Replacements
California (2012-2022)	109,600	117,200	7,600	6.9	32,200
Source: EDD/LMID Projections of Employment by Occupation					

The information provided above for Preschool Assistants, Preschool Teachers and Childcare Workers is for California

2) Summarize the results of the measures listed in #1 above:

Before 2009 to the present – the BCC catalogue has shown Certificate Levels I and III to be pending upon approval. We have been working on submitting the required work. Once again, our program revised Certificate levels I and III and created a Certificate Level IV in fall 2013, this was approved through curriculum. The information was submitted to the Chancellor’s office in Spring of 2015 – what we found out is that Certificate Level I and III never existed at the Chancellor’s office and we had to resubmit as new certificates. We are waiting to hear on the approval of those certificates.

This has seriously impacted our program and the ability to identify student success through certificate completion.

Students seek the assistance of the full time faculty for guidance and support in the courses required for the certificates and degree for the college as well as for the permits on the State level.

In addition to the 9 students who applied for permits at the state level this would have equated to students having earned certificates through our college as follows:

Certificate Level I – 3 students

Certificate Level II – 1 (may have been included in the BCC information identified in C#1)

Certificate Level III – 1 student

Certificate Level IV – 2 students

The full time faculty provided information/guidance to 14 students who inquired about the CORE courses, certificates, or degree.

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.)

The DVD’s have been a very positive impact for our courses – especially our online classes. This ability has provided continuity for our face to face and online courses and follows the guidelines of the DE Committee as well as the Online Education Initiative (OEI) Statewide initiative for online courses.

Our goal is to purchase additional DVD’s that support the content for additional CHLD courses.

D. TWO YEAR SCHEDULING PLAN

1) What is the program’s Two-Year Scheduling Plan?

CHLD Department/Program

FALL 2015		SPRING 2016	
Live	Online	Live	Online
CHLD 4 (Nance)	CHLD 4 (Nance)	CHLD 4 (Rochelle night)	CHLD 4
CHLD 6 (Rochelle)	CHLD 6 (Nance)	CHLD 6 (Nance day)	CHLD 6
CHLD 9 (Deborah)	CHLD 16 (Scott)	CHLD 11A (Rochelle)	CHLD 14 (Scott)
	CHLD 19A (Nadia)	CHLD 25 (Nance)	CHLD 19B (Nadia)
	CHLD 19C (Nance)	CHLD 49 (Nance)	CHLD 35A (Andrea)
	CHLD 20 (Rochelle)		CHLD 61 (Deborah)
	CHLD 35 (Deborah)	CHLD 4 (Nance day)	
	CHLD 49 (Nance)		
FALL 2016		SPRING 2017	
Live	Online	Live	Online
CHLD 4 (Nance)	CHLD 4 (Nance)	CHLD 4 (Rochelle)	CHLD 4 (Nance)
CHLD 6 (Rochelle)	CHLD 6 (Nance)	CHLD 6 (Nance)	CHLD 6 (Nance)
CHLD 20 (Rochelle)	CHLD 9 (Deborah)	CHLD 14 (Scott)	CHLD 11A (Rochelle)
	CHLD 12A (Rochelle)	CHLD 49 (Nance)	CHLD 15A (Nadia)
	CHLD 15 (Nadia)		CHLD 17 (Scott)
	CHLD 17A (Scott)		CHLD 25 (Nance)
	CHLD 19C (Nance)		CHLD 30A (Andrea)
	CHLD 30 (Andrea)		
	CHLD 49 (Nance)		
FALL 2017		SPRING 2018	
Live	Online	Live	Online
CHLD 4 (Nance)	CHLD 4 (Nance)	CHLD 4 (Rochelle)	CHLD 4 (Nance)
CHLD 6 (Rochelle)	CHLD 6 (Nance)	CHLD 6 (Nance)	CHLD 6 (Nance)
CHLD 9 (Deborah)	CHLD 16 (Scott)	CHLD 11A (Rochelle)	CHLD 14 (Scott)
	CHLD 19A (Nadia)	CHLD 25 (Nance)	CHLD 19B (Nadia)
	CHLD 19C (Nance)	CHLD 49 (Nance)	CHLD 35A (Andrea)
	CHLD 20 (Rochelle)		CHLD 61 (Deborah)
	CHLD 35 (Deborah)		
	CHLD 49 (Nance)		
FALL 2018		SPRING 2019	
Live	Online	Live	Online
CHLD 4 (Nance)	CHLD 4 (Nance)	CHLD 4 (Rochelle)	CHLD 4 (Nance)
CHLD 6 (Rochelle)	CHLD 6 (Nance)	CHLD 6 (Nance)	CHLD 6 (Nance)
CHLD 20 (Rochelle)	CHLD 9 (Deborah)	CHLD 14 (Scott)	CHLD 11A (Rochelle)
	CHLD 12A (Rochelle)	CHLD 49 (Nance)	CHLD 15A (Nadia)
	CHLD 15 (Nadia)		CHLD 17 (Scott)
	CHLD 17A (Scott)		CHLD 25 (Nance)
	CHLD 19C (Nance)		CHLD 30A (Andrea)
	CHLD 30 (Andrea)		
	CHLD 49 (Nance)		

Curriculum Map for: Certificate Level I: Child Development Associate Teacher Permit					
CHLD 4	C	C, OL	I, D	I, D	I, D,
CHLD 6	C	C, OL	I, D	I, D	I, D,
CHLD 9	C	C, OL	I, D	I, D	I, D,
CHLD 11A	C	C, OL	I, D	I, D	I, D,
Curriculum Map for: Certificate Level II: Child Development Teacher Permit					
Course	Core or Elective	Delivery Modes	Outcome 1	Outcome 2	Outcome 3
CHLD 4	C	C, OL	I, D	I, D	I, D,
CHLD 6	C	C, OL	I, D	I, D	I, D,
CHLD 9	C	C, OL	I, D	I, D	I, D,
CHLD 11A	C	C, OL	I, D	I, D	I, D,
CHLD 14	C	C, OL	I, D	I, D	I, D,
CHLD 20	C	C, OL	I, D	I, D	I, D,
CHLD 25	C	C, OL	I, D	I, D	I, D,
CHLD 49	C	C, OL	I, D and M	I, D and M	I, D, and M
Curriculum Map for: Certificate Level III: Child Development Master Teacher Permit					
Course	Core or Elective	Delivery Modes	Outcome 1	Outcome 2	Outcome 3
CHLD 12A	E	OL	I, D	I, D	I, D,
CHLD 15/15A	E	OL	I, D	I, D	I, D,
CHLD 17/17A	E	OL	I, D	I, D	I, D,
CHLD 30/30A	E	OL	I, D	I, D	I, D,
CHLD 35/35A	E	OL	I, D	I, D	I, D,
CHLD 61	E	OL	I, D	I, D	I, D,
Curriculum Map for: Certificate Level IV: Child Development Site Supervisor Permit					
Course	Core or Elective	Delivery Modes	Outcome 1	Outcome 2	Outcome 3
CHLD 19A	E	C, OL	I, D and M	I, D and M	I, D, and M
CHLD 19B	E	C, OL	I, D and M	I, D and M	I, D, and M
CHLD 19C	E	C, OL	I, D and M	I, D and M	I, D, and M

**I = Introduced, D = Developed & Practiced with feedback, and
M = demonstrated at the Mastery Level Appropriate for Graduation**

2) What changes, if any, have been made since the last Program Review?

We have been providing more hybrid classes and this appears to be working for our students. We are offering CHLD 49 – Practicum and Field Experience in both the Fall and Spring to provide additional opportunity to complete their degree in a timely manner. As indicated in #1 above we follow the two year schedule that was developed.

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

The two year schedule provides us with a clear outline of course offerings that if a student is full-time they will be able to complete within two years provided they pass their courses and are able to take their required general education courses.
 The problem that we have had is when a class is canceled it may have a domino affect as it may be a pre-requisite for another class.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

Continue to advocate for the students – we offered independent study for a few courses last year (that had been cancelled due to low enrollment) so that our students were able to continue on their pathway as well as in one case to maintain their job as their employer required the course completion.

4. Curriculum

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

We were approved through the Chancellor’s office the AS-TMC – Early Childhood Education. We have submitted Certificate levels I and III first as revisions and then based on the information that we received back from the Chancellors office we had to put them through as new certificates, and IV as a new certificate for approval at the Chancellor’s office

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

Our curriculum is current based on the revisions we had made to align with CAP – will be working on the Pre-Requisites for submission in Fall 2015 as per the CTE requirements.
 We will be reviewing the C-ID: Early Childhood Education TMC & Descriptors 5-Year Review in fall 2015.
 We are considering the addition of a new course that will align with CAP expansion – Children with Special Needs – this course will support the Certificate Level III and Master Teacher Permit at the state level.

1) **CURRICULUM CURRENCY:** Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

Instructor: Nance Nunes-Gill		Administrator: Dean Penny Shreve & Sandi Thomas	
Curriculum Chair: Kyri Freeman		Articulation Officer: Apineru Lealofi	
Discipline	CSU Transferability	UC Transferability	C-ID
CHLD 4 (PSYC 4)	CSU GE: D1, D9, E	IGETC: 4I	CDEV 100
CHLD 6 (SOCI 6)	CSU GE: D0, D1, D4	YES	CDEV 110
SOCI 6	YES	YES	CDEV 110 (Submitted: 9-10-15)
CHLD 9	YES	NO	ECE 130
CHLD 10	YES	NO	NO
CHLD 11A	YES	NO	ECE 120
CHLD 12A	YES	NO	NO
CHLD 12B	YES	NO	NO
CHLD 14	YES	NO	ECE 220
CHLD 15	YES	NO	NO
CHLD 15A	YES	NO	NO
CHLD 16	YES	NO	NO

CHLD 17	YES	NO	NO		
CHLD 17A	YES	NO	NO		
CHLD 19A	YES	NO	NO		
CHLD 19B	YES	NO	NO		
CHLD 19C	YES	NO	NO		
CHLD 20	YES	NO	NO (Submitted: 9-10-15)		
CHLD 25	YES	NO	ECE 230		
CHLD 49	YES	NO	NO		
C-ID	Course(s)	Effective Date	CoR(s)	Status	Expires
CDEV 110	SOCI-6	01-01-2013	Submitted SOCI 6 (9-10-15)	Not Approved CoR	12-22-2015
ECE 200	CHLD-20	06-01-2010	Click to download.	Conditional due 01-13-2015	expired
ECE 210	CHLD-49	01-01-2013	Click to download.	Conditional due 12-21-2015	12-21-2015
<p>Articulation Details:</p> <p>Descriptor: CHLD 20</p> <p>C-ID Course: ECE 200 C-ID Title: Observation and Assessment</p> <p>Is the textbook appropriate? Answer: No. Final Determination: Comment: No textbook listed</p> <p>Textbooks</p> <p>1. Berns. <i>Child, Family, School, Community (P)</i>, 8th ed. ITP, 2010, ISBN: 9780495603252. CHC</p> <p>2. Berns. <i>Child, Family, School, Community (P)</i>, 9th ed. ITP, 2013, ISBN: 9781111830960. CHC</p> <p>Resubmitted CHLD 20 - ECE 200 (9-10-15) (This was submitted to Tech Review 10/29/2014 and Curriculum by December 2014)</p> <p>Descriptor: CHLD 49</p> <p>C-ID Course: ECE 210 C-ID Title: Practicum in Early Childhood Education</p> <p>Course Prerequisites and co-requisites meet requirements? Answer: No</p> <p>Final Determination:</p>					

Comment: C-ID requires 4 prerequisite classes - Child Family and Community and Principles/Practices are missing (This was submitted to Tech Review 1/31/2015 and Curriculum in March 2015)

Information for courses CHLD 30 and 30A and CHLD 35 and 35A was not received.

2) **CURRICULUM DEVELOPMENT:** Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)

In fall of 2014, all Child Development textbooks were updated and submitted through the Curriculum Committee and should have been entered in the COR.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)

To the best of our knowledge all Child Development courses are in compliance with the Chancellor's office.

We submitted the required paper work for the C-ID Descriptor for CHLD 6 / SOCI 6, CHLD 9, CHLD 20, and CHLD 49 in Spring of 2015 and haven't heard anything back at this time.

For some reason when our Articulation Officer reviewed the CHLD courses we have C-ID approval for CHLD 4/PSYC 4, CHLD 6, CHLD 9, CHLD 11A, CHLD 14, and CHLD 25. We are following up for SOCI 6 (as it's cross referenced with CHLD 6), CHLD 20, and CHLD 49 as they don't show having C-IDs. We aren't sure why considering the fact that we have a TMC – AS T degree in ECE and those are two of the 8 CORE courses required.

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

All CHLD courses are part of the two year plan and are offered one time a year (except CHLD 4 and CHLD 6) either live, hybrid, or online. The eight CORE courses are in the TMC and are transferable to the CSUs.

There were 5 classes cancelled during the 2014-2015 academic year.

We are constantly reviewing different methods of engagement to use with our students from power points, videos, assessment methods that ensure we are meeting ADA compliance for our students. We use cccconfer for online training if needed, as well as we have used Skype to reach out to our students.

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 meetings 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.

6. External Factors *(see Handbook for additional information)*

A. Opportunities: *Current trends and events occurring outside the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

Collaboration / Partnerships

Child Development Training Consortium provides stipends for our students who are currently working in the field and have successfully completed Child Development courses, as well as General Education courses, receiving "C's" or higher that go towards their ECE certificates/degrees. We were able to pay to our students a collective total of \$4,721.00. This program supports students working in the field.

High Desert Regional Mentor Program (partnership with Victor Valley College) provides mentoring for our practicum students offered by highly qualified mentors. The program pays the mentors to mentee our students. In addition, this program offers free online tutoring for our online students. The online tutors are teachers skilled in the field of Early Childhood Education.

Through efforts to collaborate with local programs, the full time faculty member has provided training for local programs on "Value of Casual Reading," completed an on-site ECERS-R assessment, and completed the MDII evaluation for the Child Development Center (CDC) for the Child Youth Schools and Services (CYSS) Program, which is located at Fort Irwin.

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

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 to attract potential students, research potential job opportunities for our students, and work with potential mentor sites for our practicum field experience students.

The full time instructor has been asked to get more involved on some of the State committees and isn't able to do so at this time due to lack of support at the local level.

A BAP was submitted for an additional fulltime instructor.

Supporting Data: We need to develop a system that can track our students who are currently working in the ECE/Child Development field and once they receive their certificates at the State level and/or Bachelor or Master degrees in Early Childhood Education in order to track and measure identify student success.

7. Continuing Education/Professional Development

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

Fulltime Faculty: Student Success Conference, CDTC/Mentor Fall Conference, SLO Trainings/Workshops, TracDat Trainings, Abuse Training, CTE Saturday Trainings,

Part-Time Faculty:

Masters in Psychology: MFT, Children Network Conference, Student Wellness Conference, Workshop/trainings in IEPs and Webiep, B.S. in Deaf and Communication Disorders, Fetal Alcohol and Drug exposure: Behavior Management of prenatal exposed children, Making Good Decisions about Eligibility for SLPs, Identifying and treating Stuttering, Early Intervention: Tried and true therapy sessions, Early Start 2 day convention: variety of topics (DRDP, Autism, Blind and Hear if Hearing Children, etc.), and Mentor Program Seminar.

B. How did this benefit your department and the College?

The trainings that the full time faculty participates in are beneficial to our college in regards to student learning outcomes, not only for the CHLD program/courses but in assisting other programs and unit areas of the college. TracDat is a program that will be utilized for aggregating SLO information over time. The CDTC and Mentor programs provide services for our students such as stipends for course completion with a "C" or higher and through our practicum field experience course.

In addition, all trainings/conferences that have been completed by our part time faculty have contributed to the department in that adjuncts are able to utilize the most current information for the courses that they are teaching, such as CHLD 14, CHLD 15, CHLD 15A, CHLD 35 and 35A.

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

We all attempt to participate in various trainings and workshops. It's difficult to determine exactly what trainings/workshops will be attended due to unavailability at this time. However, the full time instructor will be attending the CAEYC Forum being held this fall as well as the CDTC/Mentor Fall conference, SLO trainings, Curriculum training to name a few.

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.)
- If the program does not have prior goals and objectives, please explain.

Previous goals:

Goal 1: Increase student enrollment and completion of certificates/degrees

Objective: Hire a fulltime instructor

Progress: Identified as a need, however, prioritization went to other departments who don't have a full time instructor.

Full-time slight decrease in FTEF from 2.58 to 2.42 = .16 difference

Part-time slight increase in FTEF from = 3.1 to 3.35 = .25 difference

Course Completion/Retention: full-time for live class had a 12% decrease and for online had a 4% increase

Course Completion/Retention: part-time for live class had a 14% increase and for online had an 8% increase. The college is taking a stricter stance on dropping students. All student learning outcomes for each course were assessed and data shared.

Objective: Provide services as a Professional Growth Advisor for students obtaining State permits/certificates and degrees.

Progress: The full time instructor continues to assist other teachers/students as a Professional Growth Advisor, assists with guidance for certificates/degrees, permits at the state level. The full time instructor assisted a minimum of 9 students with their application for a California Child Development Permit on the State Matrix. Shared information with 3 teachers as their Professional Growth Advisor.

Objective: Enhance the program by reaching out to the community and developing partnerships with other childhood programs.

Progress: The full time instructor continues to hold a minimum of two advisory committee meeting a year one in the fall and one in the spring. Attend mandatory CDTC/Mentor conferences. The Child Development Department hosted a free Early Childhood Conference in Fall 2014.

Goal 2: Purchase DVD's videos that support both live and online instruction

Objective: Provide additional resources for students taking online courses – there has been an increase in student success the past two years and the purchase of videos may be credited to some of the success.

Progress: DVD's were purchased for use in the classroom and with a 3 yr. digital license for online classes.

Objective: Support the recommendations by ACCJC for Distance Education Learning

Objective: Provide continuity with both face to face and online instruction.

Progress: A BAP was submitted and DVD's were purchased for use in the classroom and with a 3 yr. digital license for online classes. This completed 2/3 year planning.

Goal 3: Purchase technology for course satellite offerings for Fort Irwin (not necessarily for CHLD classes but other courses offered)

Objective: To offer additional courses to student's taking courses from the Fort Irwin campus.

Progress: this was not funded

Goal 4: Provide a high quality lab school environment for young children that support a quality education.

Objective: To partner with San Bernardino County Superintendent of Schools – State Preschool (SBCSS)

Progress: this has been tabled but continues to be a need for the department.

Objective: Offering an onsite preschool lab that will assist students in their preparation for a degree in Early Childhood Education, or transfer to a four-year college or university, and professional growth development.

Progress: Students continue to complete observations and their practicum / field experience at other sites.

Objective: Promoting student engagement and retention through instructor involvement and commitment to our students.

Progress: the full time and adjuncts provide support and engagement with their students however, if a preschool lab were on campus this would enhance the learning that is taking place. A BAP was not submitted

Goal 5: 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: Foster an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures

Objective 2: Offering programs to prepare students for career and technical education, transfer to a four-year college or university, and professional growth development.

Objective 3: Promoting student engagement and retention through instructor involvement and commitment to our students.

Objective 4: library resource for students

Progress: A BAP was not submitted

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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	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Increase student success and completion of certificates and degrees in a timely manner.	<p><i>List all that apply:</i></p> <p>Strategic Priority #1: Educational Success: Measurably advance student equity, completion and attainment of educational goals.</p> <p>Strategic Priority #5: Campus Culture: Build a diverse and committed campus culture that promotes engagement among students, staff, faculty, the college and the community.</p> <p>Strategic Priority #6: Evidence – based Decision Making: Enhance and further an evidence based framework that supports the institution’s decision-making process.</p> <p>Strategic Priority #7: Diverse and Excellent Workforce: Attract, develop, and retain an excellent and diverse workforce.</p>	#1 Hire a fulltime instructor	Fly position, interview potential instructors, and hire for tenure-track	<p>Outcomes: Increased enrollment</p> <p>Measure: 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.	Provide training for students. Meet with the student a minimum of once a year to review their goals/strategies that have been developed.	<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.	Attend early childhood program meetings/advisory meetings. Attend Local conferences.	<p>Outcomes: Advisory meetings / committee membership</p> <p>Measure: Meeting minutes</p> <p>Assessment:</p>

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	<i>Additional Information:</i>	<p>Goal #1 aligns with Strategic Priorities #1, 5, 6, and 7. 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. With an additional full time instructor we will be able to provide more resources and one on one with our students to ensure student success with completion of courses/certificates/degree.</p>			
#2	Purchase of DVD's for in class and online.	<p><i>List all that apply:</i> Strategic Priority #1: Educational Success: Measurably advance student equity, completion and attainment of educational goals. Strategic Priority #6: Evidence – based Decision Making: Enhance and further an evidence based framework that supports the institution's decision-making process.</p>	#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
			#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>	<p>Goal #2 aligns with Strategic Priority #1 and 6. 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. This also supports the Online Education Initiative (OEI) that is currently being implemented in colleges throughout CA. The data on student success will be used to determine purchasing of videos/equipment, course offerings, etc.</p>			

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Provide a high quality lab school environment for young children that support a quality education.	<p><i>List all that apply:</i></p> <p>Strategic Priority #1: Educational Success: Measurably advance student equity, completion and attainment of educational goals.</p> <p>Strategic Priority #5: Campus Culture: Build a diverse and committed campus culture that promotes engagement among students, staff, faculty, the college and the community.</p> <p>Strategic Priority #6: Evidence – based Decision Making: Enhance and further an evidence based framework that supports the institution’s decision-making process.</p> <p>Strategic Priority #7: Diverse and Excellent Workforce: Attract, develop, and retain an excellent and diverse workforce.</p>	#1 To partner with San Bernardino County Superintendent of Schools – State Preschool (SBCSS)	<p>Contact SBCSS to form partnership. Create an MOU with SBCSS</p> <p>SBCSS hire faculty/enroll children in the program.</p> <p>Provide the structural building for the lab</p>	<p>Outcomes: Partnership with SCBSS</p> <p>Measure: Enrollment</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
			#2 Students will successfully complete observations of children engaged in a group setting	Students will have access to the lab for observations	<p>Outcomes: Enhancement of content being shared in the course</p> <p>Measure: Assignments</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
			#3 Students will complete Practicum/field experience hours within our onsite lab.	Students will volunteer services at the lab	<p>Outcomes: Observation of students in action during “Teacher in Charge” week.</p> <p>Measure: Assignments</p> <p>Assessment: Student Learning Outcomes for courses and program</p>
<i>Additional Information:</i>		<p>Goal #3 aligns with Strategic Priority #1, 5, 6, and 7. 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. No BAP will be submitted.</p>			

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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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.	\$88,061.40	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 3 year digital license.	\$2,706.31 (which includes tax/shipping & handling) (Renewal factor would be approximately half of this total)	Yes	

Annual Update #1	Academic Year: <input style="width: 90%;" type="text"/>
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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