


THE UNDERSIGNED FULLTIME FACULTY MEMBERS OF THE CHILD DEVELOPMENT,
EDUCATION AND FAMILY STUDIES DEPARTMENT CONCUR WITH THE PROGRAM
REVIEW REPORT AS SUBMITTED IN THE SPRING OF 2014



CLAUDIA FLORES



ANGIE GISH



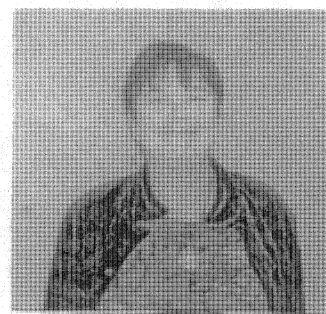
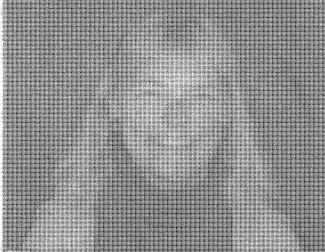
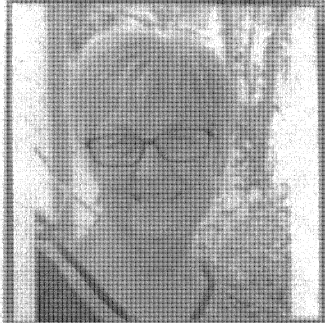
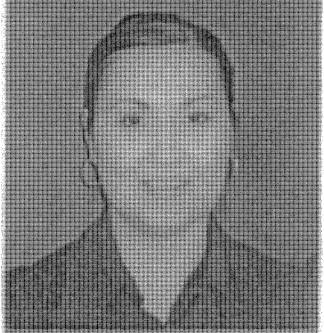
ROBIN SEPULVEDA

LIST OF FULL TIME AND ADJUNCT FACULTY

Full time faculty: Claudia Flores, Angie Gish, Robin Sepulveda

Fulltime faculty retired since 2007 : Nory Behana, Mary Courtney, Sheridan DeWolf, Kathryn Ingram, Sonia Gaiane

Adjunct faculty: Jennifer Andrews, Nory Behana, Ann Castro, Mary Courtney, Sheridan DeWolf, Barbara Fletcher, Sonia Gaine, Lindsay Hanlon, Ginger Hartnett, Kathryn Ingram, Lynn McKinley, Patrick Monaghan, Cathy Robertson, WaiLing Rubic, Pandy Warner, Robin Thompson



Grossmont College Child Development Center Staff



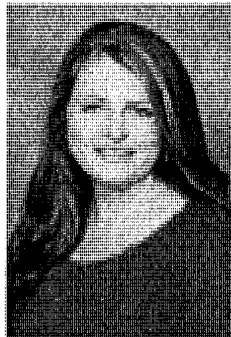
Mary Courtney and Kathryn Ingram
Interim Coordinators



Tia Pickens
Clerical Assistant Sr.



Awaz Abbas



Paula Gaither



Zinah Hasan



Maura Mehrian

Kari McKinnon



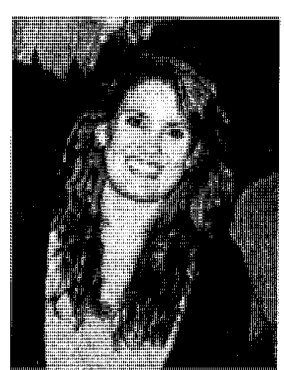
Fayne Morka



Zahra Naseem



Allison Whitmore



Child Development Student Association

Over the past years, the Child Development Student Association has fluctuated between being very active to somewhat active. In the past two years, they have been extremely active and have conducted many service projects to help the CDFSE Department and the Child Development Center. These projects have included conducting food and clothing drives for the families whose children attend the center, holding informational meetings for the child development majors and assisting with graduation ceremonies. Lindsay Hanlon and Claudia Flores currently serve as advisors for the CDSA.

The purpose of the CDSA:

- To serve as a professional organization, providing support for students of the Grossmont College Child Development Program
- To advocate for quality Early Childhood Education and serve as a liaison between community and campus
- To provide community service projects directly affecting the lives of young children
- To provide information and resources for professional growth.



The Executive Board

Advisors: Claudia Flores and Lindsay Hanlon

President: Lani Dela Torre

Vice President: Sabrina Horner

Secretary: Jennifer Mohedano

Treasurer: Christina Manley

ICC Chair: Michael Landis

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DEPARTMENT PROGRAM REVIEW ACADEMIC PROGRAM REVIEW

SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1.1 Department History

The definition of development in our field is “Change Over Time.” Our field is dynamic and ever changing as is the human child. The Child Development, Education and Family Studies Programs are constantly evolving and changing to meet the environmental demands from our students, our community and the children and families we serve.

The Grossmont College Child Development Program is frequently cited as one of the most highly respected programs in the state. It has been named by the California Community College Chancellor’s office as one of the top three departments and child care centers in the State. It started in 1964 with one course in Nursery School Training listed in the catalog. The first full time faculty member was hired in 1967. The second full time faculty member was hired in 1972 and a third one in 1974. Beginning as Nursery School Training, the program merged with Family and Consumer Sciences, and then split away as a separate Child Development Program. Later the Family and Consumer Sciences program was divided with Family Income Management going to Business, Culinary Arts absorbing the foods program, Exercise Science and Wellness taking over Nutrition and Family Studies rejoining Child Development.

The Child Development Program is designed to provide courses which lead toward an Associate Degree and/or Certificate in Child Development and meet the requirements of the California Commission on Teacher Credentialing. It emphasizes program and curriculum planning for children from infancy through school age, guidance techniques, special needs of children and families, creative learning, health and safety education, administration of child development programs and current issues in the field. Associate Degrees are offered for CD Master Teacher and CD Site Supervisor. Certificates of Achievement are also offered in these categories and a Certificate of Proficiency is awarded for Associate Teacher. These degrees were designed to align with the California Commission on Teacher Credentialing requirements for the corresponding levels of the Child Development Permit.

Family Studies coursework primarily meets General Education requirements with FS 115 part of the CD major, FS 120 required for other majors such as OTA.

The Education Department was housed in the CD/FS Department for a short time during this Academic Program Review period. College discussions have been on-going for a period of years as to where this Department best fits. CDFS is one option, the Counseling Department another, but no decision has been reached regarding a permanent home for Education. Currently Child Development is caretaking this program. At this time, only one course is offered and the instructor joins the CD/FS faculty for meetings. The program is also working on the transfer degree.

From 1984 to present, The Foster, Adoptive and Kinship Care Education Program, housed under the Child Development Department, has offered ongoing training classes through their "Foster, Adoptive and Kinship Care Education Program" and serves all of San Diego County. Their classes qualify for credit to meet both county and state foster parents training mandates except for CPR/First Aid. The Foster, Adoptive and Kinship Care Education Program is a categorical program funded by the California Community Colleges Chancellor's office to provide education for foster and kinship parents. The Grossmont College Program received about \$800,000 to \$900,000 per year to serve the county of San Diego. The program averaged 4,000 hours of classes to 4,000 participants. This grant provided coordination between the Foster, Adoptive and Kinship Care Education Program and the County of San Diego overseen by Nory Behana. It ranged from \$200,000 to \$500,000 and provided services to the community such as foster, adoptive and kinship classes, support groups, mentors, case management and wrap around concrete items.

Nory Behana served as Regional Coordinator for the California Community Colleges State Program coordinating the FKCE programs in the 5 southern counties. When Nory Behana retired in 2014, Barbara Wojtach became the Program Director for the Foster, Adoptive and Kinship Care Education Program.

The Grossmont College Child Development Center is located on the Grossmont College campus and is an integral component of the Child Development instructional program serving both as an instructional lab and a student service. Students have the opportunity to observe and interact with young children.

This facility, which opened January 30, 1989, had been a major goal of the Child Development Department for almost 25 years. Many faculty, administration and staff worked for years to make this dream a reality.

In 1971 the Associated Students of Grossmont College operated a childcare program in the student union. They moved to a modular building shared with the ceramics department following a fire in that area. The center then moved to a house purchased by ASGC on Highwood Drive. When the program closed the house was sold and the money from the sale was put into a trust for a future center. With no campus center, the Child Development Program operated a laboratory school at Avondale Elementary School.

In 1986 the Child Development Program opened a preschool program in a kindergarten classroom rented from Coleman College on Boulder Lake. The Department was exploring partnerships in the community to build a site on campus, when we got the word that the State of California had approved funding the project with a 10% match from the Child Development Trust Fund. The total project budget was approximately \$500,000. The money from the Child Development Center Trust came in part from \$30,000 donated by the Associated Students of Grossmont College.

The larger building opened January 30, 1989. It began operation with parents paying fees for child-care. In January of 1993 the Center received funding for a state funded preschool program that operated in the afternoons. This program served 24 four-year-old children. Eligible families were provided the program at no cost. In January of 1996, expansion money from the State of California was allocated to the center. Eligible low-income families receive childcare at no cost or on a sliding fee scale. We have set aside some spaces for children of families who are not eligible for the state funding. These families pay the full cost of childcare. This building is licensed to serve 48 children daily, ages 2 to 5.

With the nationwide welfare reform and the California CalWORKS program, money became available to expand the program. With a special grant from the California Community College

Chancellor's office, we purchased a modular building to serve 16 infants between 12 and 24 months of age. This program opened in January of 1999.

In the spring of 1999 we became a demonstration site for the Program for Infant Toddler Caregivers (PITC). This program is funded by federal quality improvement money and co-sponsored by the California Department of Education, Child Development Division and WestEd. We are one of five PITC sites in California that model best practices for infant and toddler care.

Our program is accredited by the National Association for the Education of Young Children. Our teachers and assistant teachers meet the state qualifications for education and ratios. Lab students attending Child Development courses supplement this staff. The Center is a college laboratory with many student observers from Grossmont as well as other area schools and childcare programs.

In 2012, the decision was made to change the Coordinator of Child Development Center from a faculty position to a classified position. This was done to alleviate the stress on the faculty for maintaining an adequate number of faculty within the department and to make it possible for the Coordinator to have direct supervision authority over the classified employees at the center.

1.2 Program Goals

- a) **Most successful goal:** Student Success and Support. Participate in California Articulation Project to align core 24 units of Child Development in community colleges statewide and with 4 year institutions.

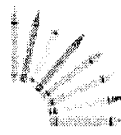
The California Community Colleges Curriculum Alignment Project has engaged faculty from across the state to develop a lower-division program of study supporting early care and education teacher preparation. The Lower Division 8 represents evidence-based courses that are intended to become a foundational core for all early care and education professionals. The faculty of Grossmont College became actively involved in this process with Mary Courtney taking the lead and serving on the committee with others across the state. She would then bring the information back to the faculty for input from all faculty members. Many detailed and heated discussions resulted as we grappled with the implications of such a plan on the professional development of future teachers and on the reputation of Grossmont College CD/FS Department. The Lower Division 8 represents evidence-based courses that became a foundational core for all early care and education professionals in 2008. These include:

- CAP Lower Division 8 Course Outlines
 - Child Growth and Development
 - Child, Family, and Community
 - Introduction to Curriculum
 - Principles and Practices of Teaching Young Children
 - Observation and Assessment
 - Health, Safety, and Nutrition
 - Teaching in a Diverse Society
 - Practicum

Alignment Process Overview

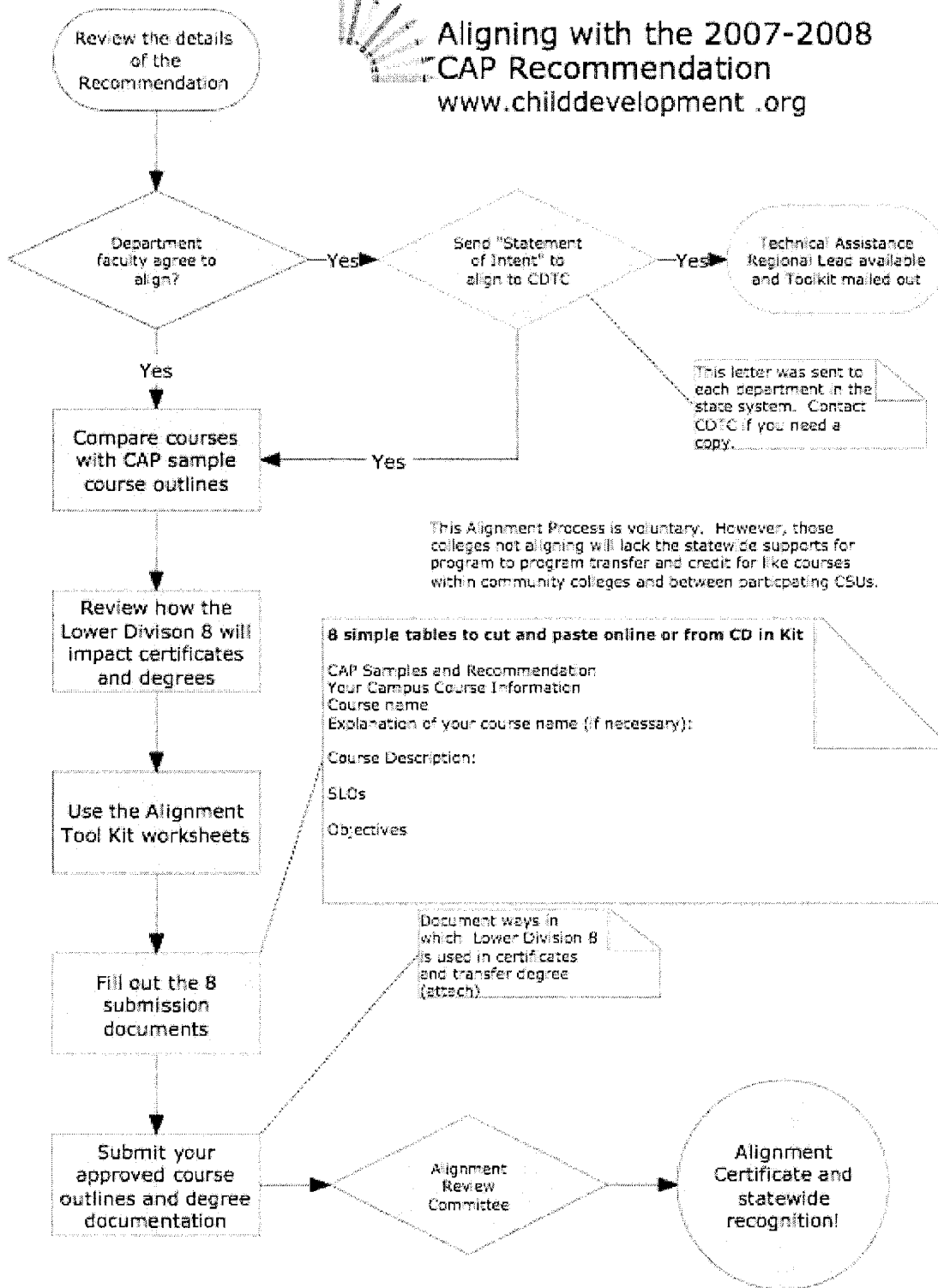
In 2007-2008, the CAP Executive Committee and the Technical Assistance Leads developed the course alignment process and procedures.

In February 2008 all colleges were mailed the 2007-2008 CAP Recommendation and a Statement of Intent (PDF) to complete and return to CDTC when the department has made the decision to participate in alignment. Essential to the success and completion of the alignment process are the Regional Technical Assistance Leads. They make contact with participating colleges, record progress, troubleshoot (as requested) and collect samples to enrich the project's online resource files.



Aligning with the 2007-2008 CAP Recommendation

www.childdevelopment.org



Grossmont College became one of the first colleges to complete the work involved to adopt the Curriculum Alignment Project in 2010. This required many hours of aligning our then current courses and titles to meet the needs of the CAP. Our courses were then sent to the Curriculum Committee for approval and the College Catalog was updated to reflect the new standards.

CAP Lower Division 8 Course Outlines with Grossmont Equivalents

CAP Lower Division Course	Grossmont Course
Child Growth and Development	CD 125
Child, Family, and Community	CD 131
Introduction to Curriculum	CD 130
Principles and Practices of Teaching Young Children	CD 123
Observation and Assessment	CD 132
Health, Safety, and Nutrition	CD 134
Teaching in a Diverse Society	CD 153
Practicum	CD 106 and CD 133

Data from the CAP website shows data that we have completed this work: www.childdevelopment.org/cs/.../services_cap.htm

Partial List of Participating Colleges
College of the Sequoias - 1/24/11
College of the Siskiyous - 9/29/11
Columbia College - 4/10/13
Compton Community College - 3/10/11
Contra Costa College - 4/10/08
Copper Mountain College - 6/6/10
Cosumnes River College - 5/29/09
Crafton Hills College - 11/6/08
Cuesta College - 5/17/12
Cuyamaca College - 2/20/09
De Anza College - 2/27/13
Diablo Valley College - 12/14/11
East Los Angeles College - 5/7/08
El Camino College - 1/7/11
Feather River College - 2/6/12
Folsom Lake College - 12/8/11
Foothill College - 12/16/10
Fresno City College - 6/29/09
Fullerton College - 3/31/08
Gavilan College - 1/16/09
Glendale Community College - 2/19/08
Grossmont College - 4/24/10
Hartnell College - 3/15/12
Imperial Valley College - 6/2/09
Irvine Valley College - 3/10/08
Lake Tahoe Community College - 5/4/13
Las Positas College - 7/9/10

Prior to the CAP, each community college had its own articulation plan with the 4 year university near them. We had an articulation plan with SDSU that was unique to us as did Cuyamaca College, San Diego City College, Southwestern College, etc. If a student took some course work at two or more community colleges, the transfer to a 4 year university could become very complex for them. By working with the other community colleges across the state that have Child Development Departments and the 4 year university system we have supported students and enhanced their opportunity for successful completion of AS/AS degrees across community colleges or allowing more successful transfer to a selection of 4 year universities.

- b) **Least successful goal: Student Success and Support.** Continue to advocate for expansion of the Child Development Center to serve more student parents for all disciplines, and meet observation and student teaching lab needs. Establish community center lab for child development education and family studies students.

Although we have continued to stress the need for the Child Development Center to be enlarged and updated, it has not come to fruition at this point. Over the years, we have been allotted various priority numbers on the Master Facilities Plan; however major renovation, repair or renewal has not been completed. We are currently priority 3 for updates to the Center (draft proposed 3/13/13):

<p style="text-align: center;">Draft FMP Priorities For Discussion Facilities Committee 3/5/13</p> <p style="text-align: center;">Facilities Master Plan Map</p> <p style="text-align: center;">Grossmont College Project Summary Draft Priority #1 - Theater</p> <p style="text-align: center;">College had already identified this as our next project, completed FPP Program currently without an appropriate space Provide permanent space for temporary building removal Would provide a large venue for events, performances, meetings</p> <p style="text-align: center;">Priority 2 – 200 Complex College had already submitted FPP and prioritized this. Replace aging facilities Safety Issues Provide permanent space for temporary building removal Submitted IPP for state matching funds Next logical progression for construction after theater, consolidate area impact</p> <p style="text-align: center;">Priority – 3 Renovate Child Development Center Remove safety hazards Provide permanent space for temporary building removal Finalize appropriate location for facilities Upgrade outdoor learning area to meet current code requirements</p>
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Compact construction areas, utilize existing staging areas

Priority -4

Replace Building 31 & 36

Replace aging facilities

Increased instructional space needs

Allow college to reclaim space in Building 36 that is currently unused but on inventory

Provide permanent space for temporary building removal

Save funds expended on temporary building lease

Smaller project than 500's

Not currently submitted for state match

Priority -5

Replace 500's Complex Buildings

Replace aging facilities

Increased instruction space needs

Provide permanent space for temporary building removal

Larger project will take more time to design than 500's

Submitted IPP for state matching funds

Priority – 6

ESW/Athletics Site Improvements

Provide required accessibility

Provide permanent seating and facilities

Reduce costs from bleacher and portable restroom facilities

Improve sustainability

Revenue generation /Community Connections

Priority – 7

Pool Improvements

Provide accessible pool space

Provide appropriate space for athletic team needs

Reduce costs of pool rentals

Improve sustainability

Revenue generation /Community Connections

Priority 8

Additional Parking

Build new parking structure prior to losing parking for new gym construction

Increase parking spaces for growth

Replace cracked tennis court surfaces to meet instruction and athletics needs

Priority – 9

Road and Parking Improvements

Remove safety hazards

Maintain accessibility

Wait until after major pool construction & parking structure dirt export

Maintain usability of parking lots

Must be done with Prop V or Parking Funds, no UGF

Priority – 10

New Main Gym for ESW/Athletics
Improve way finding
Provide appropriate space for ESW/Athletics needs
Improve sustainability
Revenue generation /Community connections
Improve instructional space

Priority - 11

Wait until new gym was built before repurposing old gym
Provide appropriate space for ESW/Athletics needs
Improve sustainability
Revenue generation /Community Connections
Improve instructional space

Priority – 12

Safety & Stabilization of Nature Preserve
Remove health and safety issues
Create safe accessible pathways and view points
Create observation areas out of traffic
Improve sustainability of preserve

Priority – 13

Water Conservation and Hardscape/Landscape Improvements
Improve accessibility to all campus facilities
Improve safety
Reduce utility costs
Support regional water quality

Priority – 14

Campus wide Landscape
Improve campus sustainability
Reduce impact to surrounding vegetation
Create informal learning areas

Grossmont College Facilities Committee Priority Summary

Project Sequencing/Phasing

Final phasing of the projects will be contingent upon:

Prop "V" bond series

Voter approval of California state Facilities Bonds

Infrastructure needs

Realistic and cost effective sequencing that most optimally ensures continuity of services

Discussion & Questions

The Center currently can serve 64 children each day. This allows us to serve approximately 75 families each semester as some children come part time. Our waiting pool includes approximately 200 applicants. When the Center was first established, it was decided to serve the Grossmont College community specifically. Research shows that parents who have their children in the center are more successful in their academic pursuits than those who are on the waiting list for the center. When analysis was conducted by the College Research and Planning office in 2006, students who had their children in the childcare center were found to be more successful in units attempted/units completed; Course Success Rates, Course Retention Rates; and Persistence Rates than those whose children were on the waiting list. Although this study was performed in 2006, it was not quoted in our last program review. This data bears witness to the fact that a larger child development facility would better serve the students and the college. The need for more space for student observers has also increased. We have approximately 800 student observers each semester. These are primarily Child Development majors, but they also come from departments such as Occupational Therapy, Nursing and Communication. We have to turn away some students, particularly during the peak times of semester observation assignments. This data is collected via an Observations Assignment Book and Visitor Sign-In Sheets. Please see samples below. With a larger center we would be able to better accommodate the needs of these students. CD 106, the Beginning Observation course was established years ago as a co-requisite for the CD 123 (Introduction to Programs and Curriculum for Young Children). This was to ensure that students understood the reality of working directly with young children before completing all the coursework with no direct practical experience with children. The course now is required for the major as a part of the Curriculum Alignment Project and as a requirement for transfer to SDSU as a lab class to meet the needs of their lab that is attached to their equivalent of CD 125 (Child Growth and Development). This means that the demand for this class has increased dramatically over the past several years with no increase in the capability of the center to accommodate them. The course is currently capped at 23 students per semester. There are no summer options since the CDC budget does not allow for summer care.

Comparisons Between Students Served by the Child Development Center and Students on the Waitlist (Fall 2005 - Spring 2006)

Comparison of Units Attempted and Units Completed by Students Served by the Center and Students on the Waitlist (Fall 2005)

		N	Minimum	Maximum	Mean
On the waitlist	Semester Unit Attempted	7	5.50	15.00	11.5000
	Semester Units Completed	7	.00	13.50	5.7857
Served by the Center	Semester Unit Attempted	11	6.00	17.00	12.0909
	Semester Units Completed	11	.00	17.00	9.4545

Comparison of Units Attempted and Units Completed by Students Served by the Center and Students on the Waitlist (Spring 2006)

		N	Minimum	Maximum	Mean
On the waitlist	Semester Unit Attempted	9	6.00	22.00	12.2778
	Semester Units Completed	9	.00	18.00	7.6667
Served by the Center	Semester Unit Attempted	12	1.00	21.00	11.1667
	Semester Units Completed	12	.00	18.00	7.8750

Course Success Rates for Students Served by the Center and Students on the Waitlist (Fall 2005)

		Frequency	Percent
On the waitlist	Success	10	37.0
	No Success	4	14.8
	Withdrawal	13	48.1
	Total	27	100.0
Served by the Center	Success	36	75.0
	No Success	4	8.3
	Withdrawal	8	16.7
	Total	48	100.0

Course Success Rates for Students Served by the Center and Students on the Waitlist (Spring 2006)

		Frequency	Percent
On the waitlist	Success	20	58.8
	No Success	4	11.8
	Withdrawal	10	29.4
	Total	34	100.0
	Not Reported	2	
Total		36	
Served by the Center	Success	31	66.0
	No Success	4	8.5
	Withdrawal	12	25.5
	Total	47	100.0
	Not Reported	1	
Total		48	

Course Retention Rates for Students Served by the Center and Students on the Waitlist (Fall 2005)

		Frequency	Percent
On the waitlist	Retained	14	51.9
	Withdrew	13	48.1
	Total	27	100.0
Served by the Center	Retained	40	83.3
	Withdrew	8	16.7
	Total	48	100.0

Course Retention Rates for Students Served by the Center and Students on the Waitlist (Spring 2006)

		Frequency	Percent
On the waitlist	Retained	24	70.6
	Withdrew	10	29.4
	Total	34	100.0
	Not Reported	2	
	Total	36	
Served by the Center	Retained	35	74.5
	Withdrew	12	25.5
	Total	47	100.0
	Not Reported	1	
	Total	48	

Persistence Rates for Students Served by the Center and Students on the Waitlist (Fall 2005 to Spring 2006)

		Frequency	Percent
On the waitlist	Persisted	5	71.4
	Did not persist	2	28.6
	Total	7	100.0
Served by the Center	Persisted	11	100.0

Sample Observation Record Sheets

Observation Appointments

Age Group:

Week of: _____

To reserve a place for an observation in the classroom, please print your name in the appropriate box. Only one name per box. (Please keep note of your time & date)

TIME	Mon	Tue	Wed	Thu	Fri
8:00 am					
8:00 am					
8:00 am					
9:00 am					
9:00 am					
9:00 am					
9:00 am					
10:00 am					
10:00 am					
10:00 am					
10:00 am					
11:00 am					
11:00 am					
11:00 am					
11:00 am					
12:00-2:00pm	*****NO OBSERVATIONS***** *** QUIET TIME***				CHILD
2:30 pm					DEVELOPMENT
2:30 pm					CENTER
3:00 pm					CLOSED
3:00 pm					

Implementation of Past Program Review Recommendations

Program Review Committee Recommendations from last Academic Program Review

- Replace full-time faculty as they separate.
 - These past several years have been marked with severe budget restraints across the state and the community college system. Grossmont College is no exception. At the same time, the CD/FS Department experienced a great decrease in the number of full time faculty. Sheridan DeWolf took the position as interim dean in 2011 and retired in 2013. Mary Courtney retired in 2010 and Sonia Gaiane and Kathryn Ingrum retired in 2012. Given these unfortunate circumstances, the Department has not been able to replace faculty as they separate. We were able to hire Robin Sepulveda in 2011 and that has been our final faculty hire. Robin has brought diversity to our program and a role model for males entering the profession. Because of this shortage, and the knowledge that this budgetary scene would not change quickly, it was decided that the Coordinator position at the Child Development Center would be re-structured as a Classified Management Position. This allowed Angie Gish to return to the Department. She, along with Claudia Flores, currently Department Coordinator, and Robin Sepulveda now complete the full time faculty at this time down from 7 at our peak.
- Obtain general funds to create Family Support Coordinator position to provide student service support at the Child Development Center
 - This has not become a reality, again mainly due to budget issues. When one was hired temporarily in 2007, the response from the students at the center was tremendous proving that this is a much needed position. Kathryn Ingrum applied for an innovative grant with First 5 San Diego, but because it had been tried for a very short time, it was no longer considered innovative. When the budget allows, or a grant becomes available for such a position, this would be a goal to revisit.
- Construct a new Child Development Center with an intergenerational component.
 - We are still waiting for the construction of a new center. We have reached our capacity for service at this site. There have been conversations with Head Start over the past 5 years as to the feasibility of our providing services for some of their families while they provide financial assistance in the form of staff salaries and modular facilities. After a great deal of consideration and discussions with Tim Flood, Sheridan DeWolf and Kathryn Ingrum and other administrators, it was deemed not to be a viable choice at this time. The record keeping of the staff differentiations between Grossmont College staff and Head Start staff and the cost and red tape associated with the construction of a modular building was unsurmountable. An intergenerational component is based on research stating the need for day care for the elderly will increase as the baby boomers age. As shown by the Seniors for Kids Grant Grossmont College Participated in through our last Program Review Period and the Sabbatical findings of Sonia Gaiane also during the last Program Review Period, having care for children and functional senior citizens is a positive experience for all. However, the Department faculty has had several meetings over the past 5 years and it has been determined that we will table the intergenerational idea indefinitely. Until a larger facility is available, space does not allow for the expansion to an intergenerational program.

The following information is from the Program Review submitted in Spring, 2007
Seniors 4 Kids

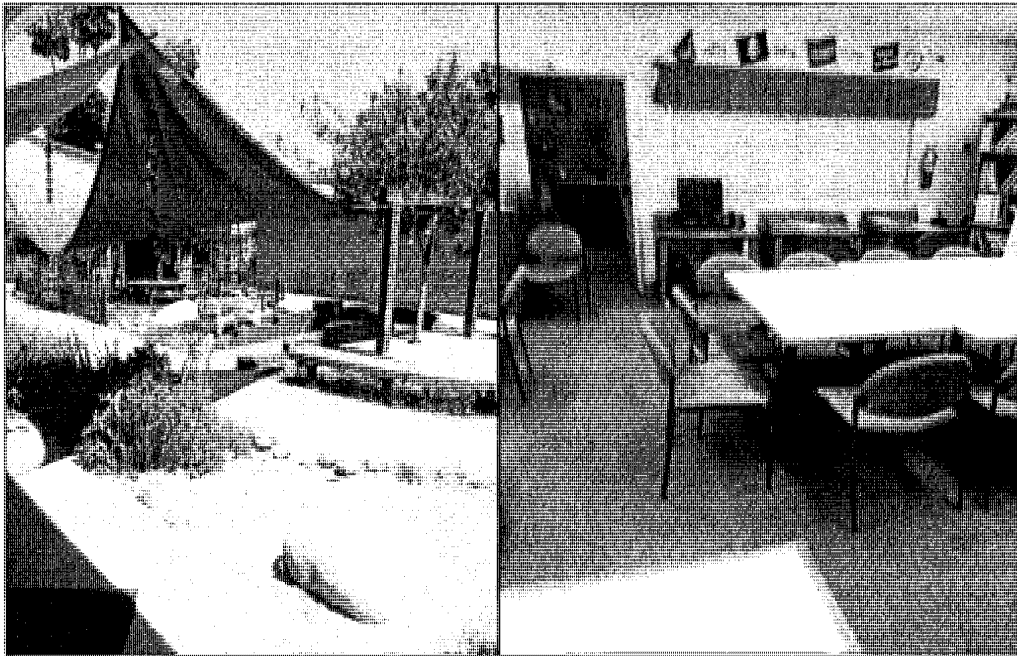
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One of our largest projects since the last program review was the acquisition of a three year intergenerational grant from the First Five Commission of San Diego County in partnership with Aging and Independent Services. Run by Lorraine Martin and Cathie Robertson (now Martin independently), the program called Seniors 4 Kids, recruited, trained and placed over 55 senior community members as volunteers in 16 early childhood classrooms including Grossmont College, Sevick Center, Poway Intergenerational Center, Parent Care Recovery Center, etc. Senior volunteers work 30 hours a month for a small stipend with at risk children. Department faculty were training consultants for Senior 4 Kids, with Amy Obegi as Literacy consultant, Sonia Gaiane as Diversity consultant, and Barbara Fletcher as administrative support. The program had an emphasis on supporting children's emergent literacy. Each year every child that had a senior volunteer in his/her classroom received a quality children's book from the Seniors 4 Kids program. The program was a great success and model for other programs in the community. It was funded at \$125,000 for the first year, \$144,000 for the second, and \$162,000 for the third.

- Establish a clear vision of child development and family studies as one program.
 - The CD/FS department is working effectively as a partnered department. We have all faculty meetings together at least twice a year and all input is equally shared and accepted. We have worked together collaboratively on all SLO's for both areas. Because of the direction of the field, Child Development courses gain more attention at this time. The State of California is working on a Quality Rating Improvement System (QRIS), thus putting much of the State's focus on early childhood needs as opposed to family issues per se. First 5 California has been actively involved in the areas of birth through 5 and those families with very young children. (This is the agency that has been established to oversee the monies collected from cigarette taxes through Prop 10.) We at Grossmont have successfully integrated the two departments for the time being. As societal needs and programs change, this vision will evolve accordingly. Since that recommendation, CD/FS has also taken on the Education program. As a multidisciplinary transfer it comes with a different set of difficulties and priorities. Because of the budget cuts to education statewide and lack of faculty, it has been put on the back burner, but recent developments in the transfer degree and reinstatement of funding for education will make this soon a priority.
- Renovate Child Development Center to include aesthetically pleasing entryway, outdoor play yard with natural landscape, smart classroom and space for adjunct instructors' storage.
 - This goal has been partially met. We have done all we can with the facility we have. The hallway, some of the classrooms and the adult bathroom have been painted and enhanced to be more welcoming to the families, students and visitors. We consistently receive comments from visitors regarding the hominess and beauty of the center. It is just too small to accommodate the needs of the college. We have included an outdoor space for students to sign

in for their observation appointments. With a grant from California First 5 San Diego we were able to partially renovate our preschool play yard. This resulted in a more nature-filled play space for children. We were fortunate to have Richard Louv, author of the book, *The Last Child in the Woods*, visit our site and create a video through San Diego State University telling the importance of nature in children's lives and using our play yard as one example. The Community Room is now a smart classroom and is used by instructors and trainers who come to work with the center staff. See following page for pictures.

- Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning outcome data for continued course and program improvement.
 - This goal has been met and is continually revisited to ensure that the SLO's continue to meet the changing of the coursework as it evolves. The entire faculty works together on this process with the instructors who teach the course taking the lead for that particular course.



Renovated preschool play space (First 5 Grant) Community Room for faculty, CDC staff and parents



**“Pantry” in Community Room for student use
ANNUAL SLO UPDATE 2010-11**

Course # and SLO wording (ex. Hist 108(SLO 1) – Students will be able to ...)	Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	Course SLO Action Plan (please indicate how you will use these course assessment results and analysis for <u>course</u> improvement)	Semester when Next Assessment of this SLO will take place
CD 106-107-108-109 (1); Develop learning activities reflecting early childhood developmental theory	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Assignments based on checklists <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <hr/> <input type="checkbox"/> Develop new methods of evaluating student work, such as: <hr/> <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:2016
CD 123 (2); Formulate a professional philosophy based on various theoretical perspectives	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: infusing topic more thoroughly through semester. <hr/> <input type="checkbox"/> Develop new methods of evaluating student work, such as: <hr/> <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:2016

	<input type="checkbox"/> Other (please describe):	outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):	
CD 130 (1); Evaluate an early childhood classroom using a research based environmental rating	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: Provide in-class practice activities using <input type="checkbox"/> Develop new methods of evaluating student work, such as: <hr/> <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:2016
CD 134 (2) Evaluate children's programs for health, safety, and environmental risks	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <hr/> <input type="checkbox"/> Develop new methods of evaluating student work, such as: <hr/> <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input checked="" type="checkbox"/> Other (please describe): the "Safety Snoop" assignment was well received by the students, but presented a threat to some of the	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:2016

		places the students went to do their observation. I brought this to the student's attention, but they insisted the title and content of the assignment was challenging and interesting BECAUSE was not a mere list of checks and marks as some of the places observed suggested.	
CD 124 (8); Observe, document and analyze behavior of infants and toddlers in a group care setting.	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: Better explanation of assignment, practice activities in class. <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year:2017
CD 125 (2); Analyze how cultural, economic, political, historical contexts affect children's development	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year:2017

	<input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):	topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):	
CD 131 (3); Formulate strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input checked="" type="checkbox"/> Other (please describe): Department discussion to reach consensus on assignment format.	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year:2017
CD 132 (5); Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year:2017

<p>CD 133 (1); Apply current research and theory to plan, present and evaluate a variety of developmentally, inclusive, culturally and linguistically appropriate curriculum in a play-based environment</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year:2017</p>
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- Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

During the fall 2011 semester the department presented Curriculum Committee with Certificates of Achievement, course modifications, a variety of course deletions, and a general education for AA Degree course addition. That addition, CD 145 Child Abuse and Family Violence in Our Society, is to be added under Area D-Social Science for GE for AA Degree.

Course Modifications were as follows:

- CD 144 was been added as part of a new Certificate of Achievement titled: Associate Teacher-Infant/Toddler. The Certificate has a total of 13 units including CD 124, CD 125, CD 143, and CD 144.
- A Certificate of Proficiency Reggio Emilia Approach to Curriculum Development has been added. This certificate has a total of 12 units including CD 125, CD 131, CD 174, and CD 175.

Course deletions were as follows:

- FS 140 Home Visitor
- FS 280 Seminar for Field Experience in Family Studies
- FS 281 Field Experience in Family Studies
- ED 194A Community Service Learning Experience
- ED 201 Introduction to Literacy Instruction
- ED 202, 203, 204 Work Experience in Teaching
- ED 214 Developing an Online Course

Changes to Student Learning Outcomes were made for the following courses:

- CD 101 Parent Education
- CD 127 Science and Mathematics for Young Children
- CD 129 Language and Literature for Child Development
- CD 136 Adult Supervision
- CD 137 Administration of Child Development Programs I
- CD 141 Working with Children with Special Needs
- CD 145 Child Abuse and Family Violence in Our Society
- FS 110 Life Management
- FS 120 Human Development
- FS 129 Introduction to Human Aging

Please see Section 2.2.1 of this Program Review for a more detailed account.

SECTION 2- CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Review your course outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices

During the fall 2011 semester the department presented Curriculum Committee with Certificates of Achievement, course modifications, a variety of course deletions, and GE for AA Degree course addition. That addition, CD 145 Child Abuse and Family Violence in Our Society, to be added under Area D-Social Science for GE for AA Degree.

As for the course modifications, CD 144 was been added as part of a new Certificate of Achievement titled: Associate Teacher-Infant/Toddler. The Certificate has a total of 13 units, all of which require passing grades of “C” or better for all courses listed under the certificate. Currently, CD 144 is offered on a Pass/No Pass. The department proposes a modification from Pass/No Pass to a letter grade of “C” or better so that it may be included in the certificate package.

This Certificate of Achievement will prepare students to work with young children between the ages of 0 and 3. Students will have a deep understanding of infant/toddler development and will be able to evaluate and construct environments and activities that will enhance their learning and development. All classes must be completed with a “C” or higher. Courses required are CD 124, CD 125, CD 143, and CD 144.

Additionally, we added Certificate of Proficiency Reggio Emilia Approach to Curriculum Development. The Italian Philosophy of Early Childhood Education known as the “Reggio Emilia Approach” is known as one of the best approaches to curriculum development that is developmentally appropriate for young children. Grossmont College was one of the first community colleges in San Diego County to offer these courses. Students who attain this certificate will be acknowledged as having studied one of the most talked about curriculum approaches in the field today. All classes must be completed with a “C” or higher. Courses required are CD 125, CD 131, CD 174, and CD 175.

**San Diego Reggio Roundtable
"To Support And Promote Reggio Inspired Educational Practices"**

San Diego Affiliated Schools and Centers

"What we want to do is activate within children the desire and will and great pleasure that comes from being the authors of their own learning."

-Loris Malaguzzi.

"Our goal is to build an amiable school, where children, teachers, and families feel at home."

Loris Malaguzzi

**Cuyamaca College Child Development Center
College Park Preschool
Rancho Bernardo Community Presbyterian Church Preschool
Southwestern College Child Development center
Grossmont College Child Development Center
Hanna Fenichel Center
The Little School
La Jolla United Methodist Church Nursery School
Aspirations School of Learning
San Diego Jewish Academy Preschool**

Course deletions were also made for courses not offered in years and due to lack of interest and jobs in the field of Family Studies Course have not been offered for many semesters due to lack of enrollment. Course is not relevant to current trends in the field. Course is not a requirement for any job in the profession. Courses deleted are as follows:

FS 140 Home Visitor

FS 280 Seminar for Field Experience in Family Studies

FS 281 Field Experience in Family Studies

Moreover, the Education was added recently added to the Child Development and Family Studies department in 2009. Courses were deleted due to the fact that the courses had not been offered for many semesters due to lack of enrollment. Courses were no longer relevant to current trends in the field. Course is not a requirement for any job in the profession. ED 214 Course also lacked enrollment. Topics of instruction are offered through IS Department. Courses deleted are as follows:

ED 194A Community Service Learning Experience

ED 201 Introduction to Literacy Instruction

ED 202, 203, 204 Work Experience in Teaching

ED 214 Developing an Online Course

The SLO's were changed for the following courses, CD 101, 127, 129, 136, 137, 141, 145, FS 110, 120, and 129. The SLO changes made to the CD courses listed above were made in order to be in compliance with the California Community College Early Childhood Education Curriculum Alignment Project. The California Community Colleges Curriculum Alignment Project has engaged faculty from across the state to develop a lower-division program of study supporting early care and education teacher preparation. The Lower Division 8 represents evidence-based courses that are intended to become a foundational core for all early care and education professionals. 103 Community Colleges in California have agreed to participate in CAP, and Grossmont received certification of alignment on April 24, 2010.

Changes made to the FS courses were done so by instructors who teach those particular courses. The courses only had one SLO and needed additional SLO's. In the case of FS 110, the single SLO was changed after evaluating the course, and then also added two more SLO's.

2.2 What orientation do you give to new faculty (both full-and part-time) regarding curricular expectations (i.e. SLO's and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? You are encouraged to use feedback from your Faculty Survey discussion.

The department orientation includes a tour of the college campus, including District Offices HR/Payroll, the Dean's office/staff, Business Communications and Mailroom (Staff ID, mailroom access, staff parking and keys, paycheck pick up, etc.) Instructional Operations (final exam, room requests, etc.), Printing and duplicating (business cards, duplicating requests/supplies process) IS email set up, Blackboard information, adjunct teaching office space, classrooms and smart cart orientation, LTRC, Media Desk, Library, Tutoring, Admissions & Records (Web Advisor instructions, grade info, add cards, grade change, Incomplete Info, etc.) Child Development Center tour and introduction to department and center staff during professional development all faculty meeting. Bookstore where textbooks are ordered and sold (textbook order directions are emailed to instructors from bookstore, department coordinator to assist in ordering process if needed). Web Advisor orientation/instructions available from department coordinator.

Additionally, meeting to be arranged with the department coordinator and full time faculty members to provide welcome and review the philosophy and history of course(s) assigned, course outline(s), previous syllabi (hard copy & electronic) from faculty who currently or previously taught classes assigned, include contact information in order to collaborate/discuss how the specifics of the course, including Blackboard access to review course content. Suggestions on textbooks and publisher contact for courses assigned to help with media/textbook used. Current changes/additions to curriculum are also mentioned during initial meeting/orientation.

Ongoing dialogue is regarding curriculum standards or changes are done so by department meetings every semester, by invitation to Regional Meetings pertaining to Early Childhood field such as CCCECE/CDTC, CARES Program every fall, Department Advisory meeting every spring semester, emails from department coordinator regarding pertinent information. Feedback and ongoing discussions related to topics is reciprocal.

Faculty Survey Results:

1a. 77.7% of both Part-time and full time faculty either agrees or strongly agrees that they received an orientation to the college, department, and course outlines, etc. 11.1% answered neutral, 11.1% disagreed.

1b. 77.8% of both Part-time and full time faculty either agrees or strongly agrees that the opportunity to discuss the implementation of the course outlines.

2a. 88.8% of both Part-time and full time faculty either agrees or strongly agrees feel they have opportunities for ongoing staff development including access to information from regular department meetings

2b. 88.9% of both Part-time and full time faculty either agrees or strongly agrees feel they have opportunities' for ongoing staff development including SLO's, curriculum changes, etc.

2c. 77.8% of both Part-time and full time faculty either agrees or strongly agrees have opportunities for ongoing staff development/professional growth

3. 88.8% of both Part-time and full time faculty either agrees or strongly agrees that department resources are available and sufficient for their teaching needs

4. 77.7% of both Part-time and full time faculty either agrees or strongly agrees that they have access to the training needed to use the available department equipment/technology.

5. 100% of both Part-time and full time faculty either agrees or strongly agrees that they feel the department has clear and reasonable communication when it comes to adopting new policies, procedures and or protocols.

6. 100% of both Part-time and full time faculty either agrees or strongly agrees feel that the procedures for deciding teaching schedules are fair and reasonable.

7. 87.5% of both Part-time and full time faculty either agrees or strongly agrees feel that they have a voice in the departmental decision making process.

8. 100% of both Part-time and full time faculty either agrees or strongly agrees feel they have the opportunity to be actively involved in departmental SLO assessments processes and discussions.

9. Employment status with College is:

9 participant's total

11.1% No Response

11.1% Full-time faculty

77.8% Part-time faculty

2.3 Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, and syllabi) current and relevant to student academic and/or career needs.

Due to the departments high involvement in committees related to early childhood field and input given during department meetings, trail blazing and participation in State/Federal changes that drive standards curriculum changes, information regarding important changes to curriculum is also influenced by the college/district, Title 5, etc.

Hybrid and WEB courses have been designed and continue to be popular reflecting a student academic needs specific to working students who find it difficult to attend face-to-face classes while maintaining a full time job. Many resources include publisher training on how to implement and utilize the accompanying online materials that enhance the course delivery used most in this day and age.

CAP and Infant/Toddler and Preschool Foundations developed by the State of California department of education have been made available and faculty members teaching curriculum courses are weaving materials into their course, if not already using as required materials for the course.

2.4 Analyze the data in Appendix 3 - Grade Distribution Summary Report. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment.)

Retention rates for the CD 125 and CD 131 (core course) and overall Grossmont College courses are shown in Figure 2.4.1, Figure 2.4.2 and Figure 2.4.3 below. For the period of Fall 2006 through Fall 2013, the average retention rate for CD 125 and CD 131 is 81%. For the period of Fall 2007 through Fall 2011, the retention rate for the college varied between 75% and 85%.

Further analysis shows that online courses of CD 125 and CD 131 have lower retention rates than face-to-face courses (Figure 2.4.4). This retention pattern for child development courses is not atypical of the retention pattern seen in overall Grossmont College courses.

Worth noting is that the retention rates for Child Development steadily increased during the last several years as students have less options of courses to take during section cuts. The reduction of courses corresponds with a significant decrease in the number of withdrawals (Figure 2.4.5).

Figure 2.4.1

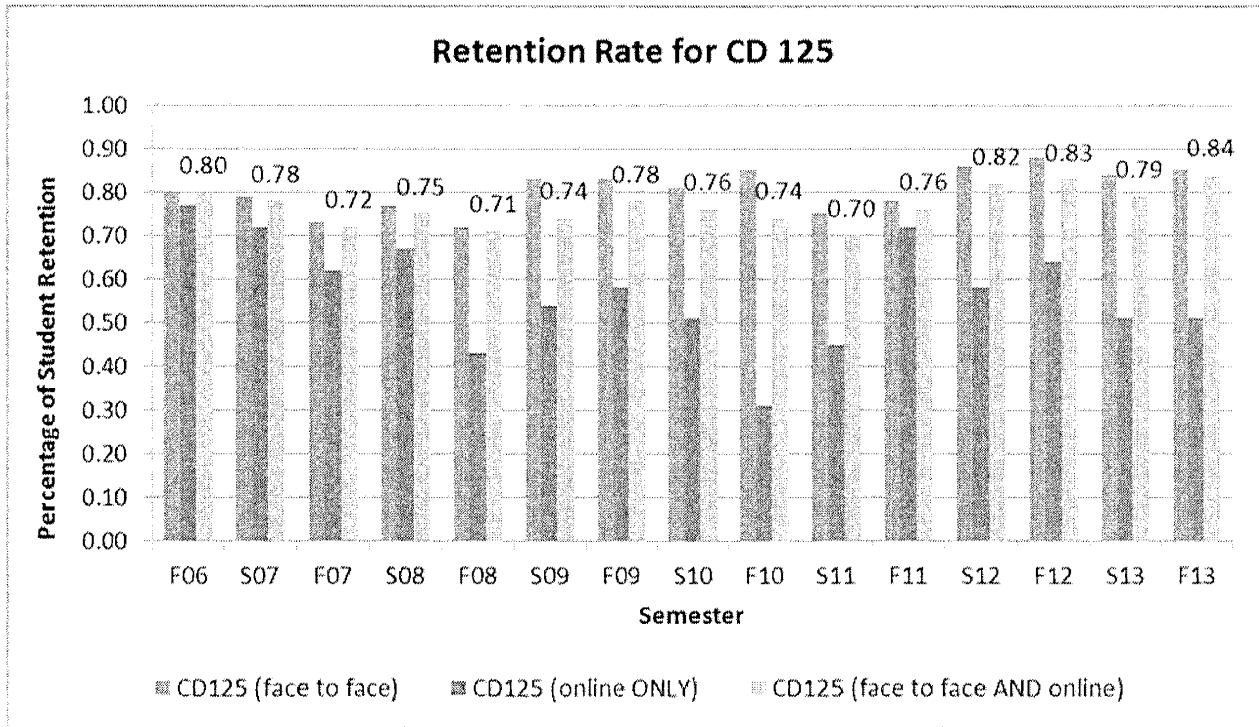


Figure 2.4.2

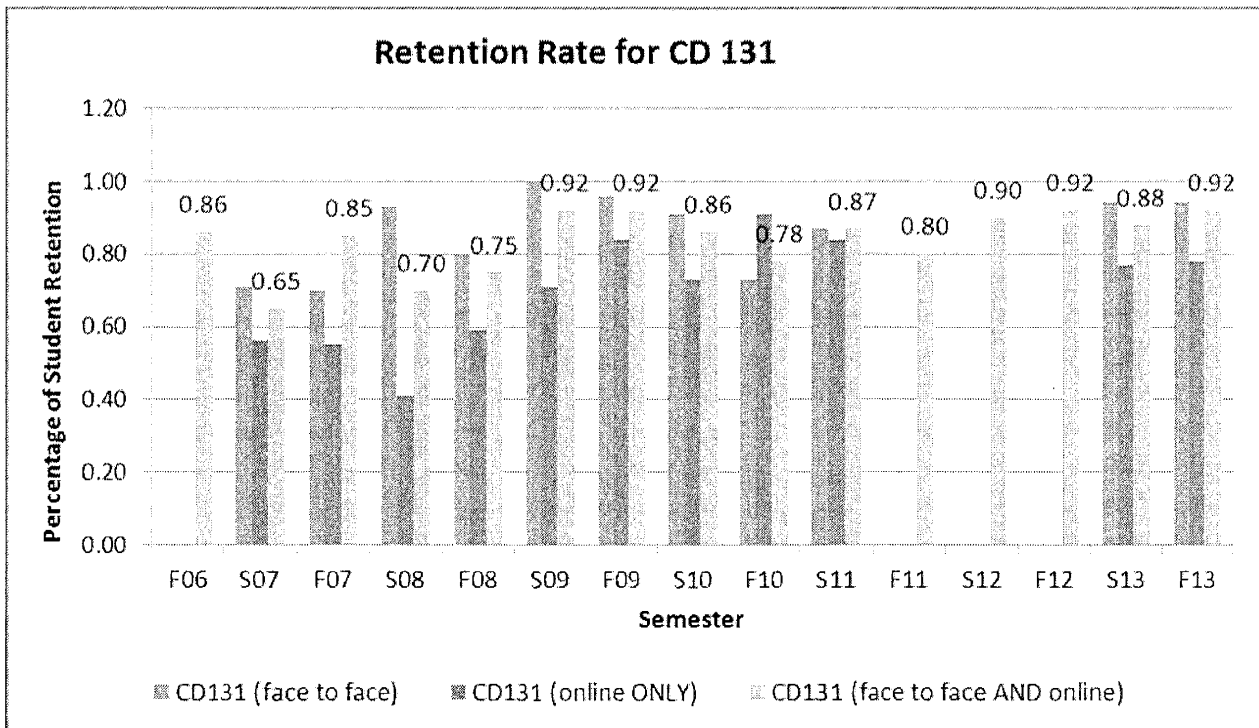


Figure 2.4.3

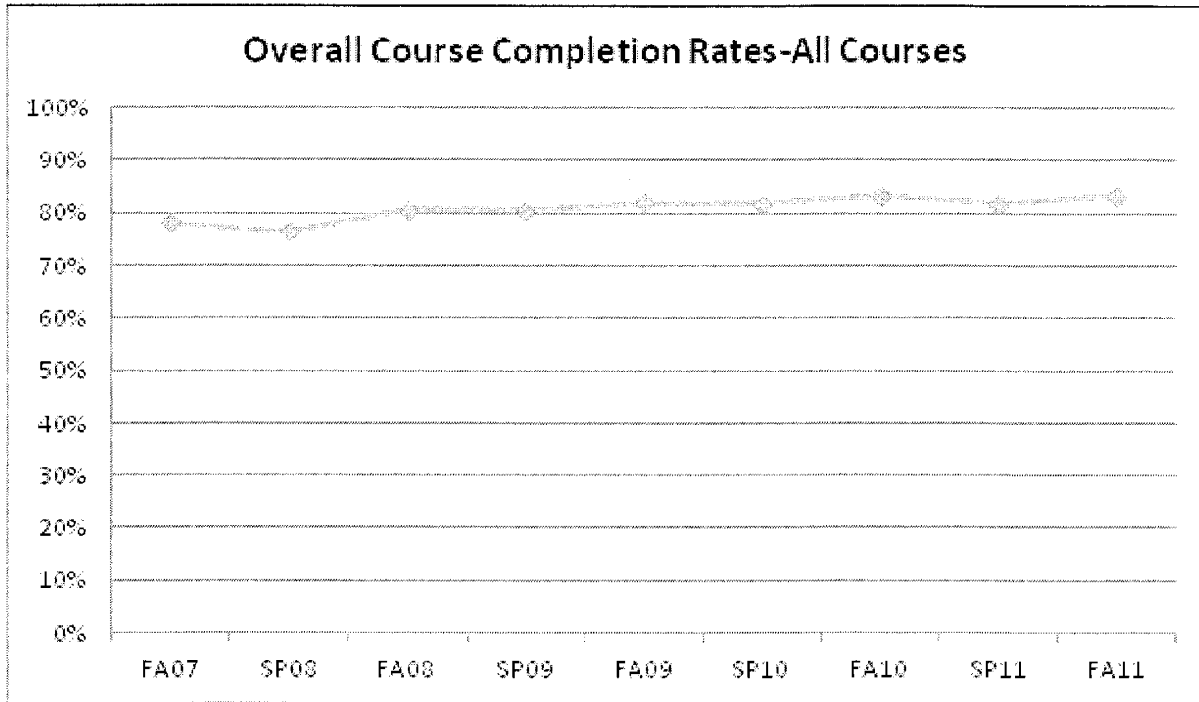
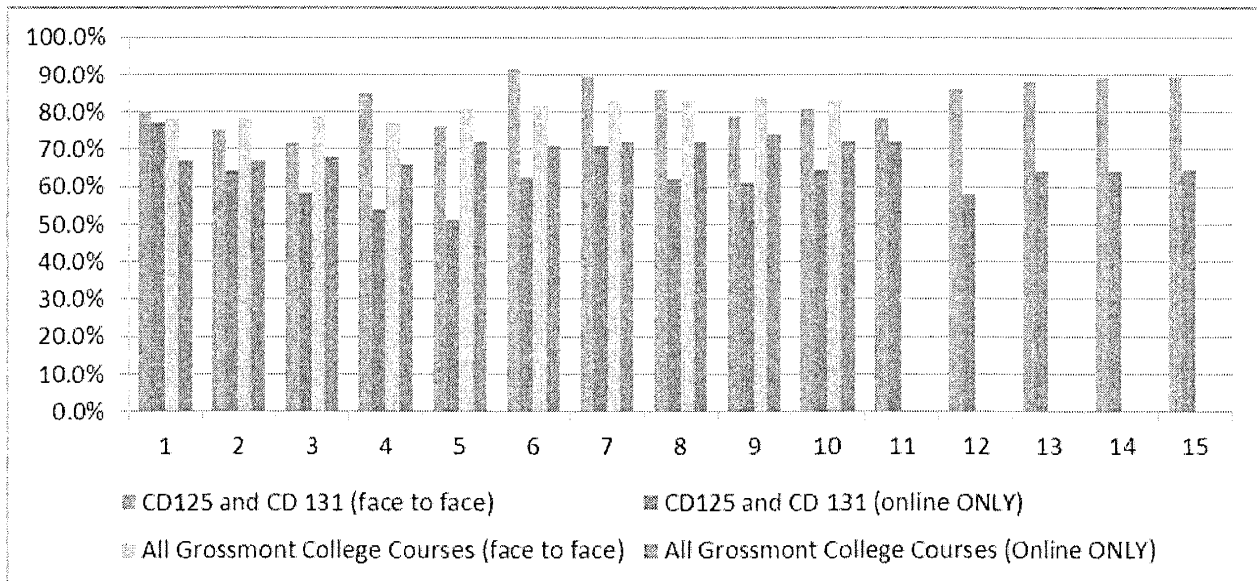


Figure 2.4.4



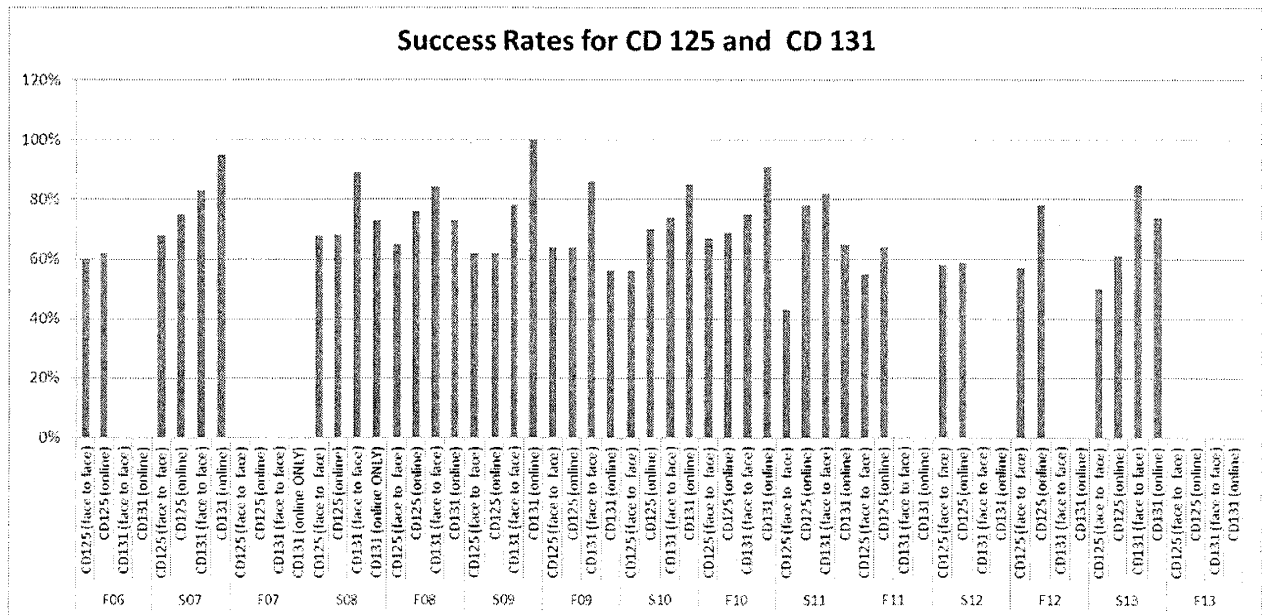
2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

The department has not added any new courses or programs since the last program review. As mentioned in 2.1, we did add two Certificates of Achievement to our program. These certificates reflect a change in workforce where both parents are currently in the workforce, and/or enrolled in a vocational or two-four year program. As a result, there is a huge demand for high quality infant/toddler care programs, Certificate of Achievement titled: Associate Teacher-Infant/Toddler. The second Certificate of Achievement: Associate Teacher Reggio Approach is based on an Italian philosophy approach to early childhood curriculum. This is the newest and best emergent and constructivist approach supported by research as the best way children learn. Many centers world-wide are implementing this innovative approach and the demand for skilled teachers in this approach is on the rise.

2.7 How are current issues (i.e. environmental, societal, ethical, political, and technological) reflected in your curriculum?

As mentioned in section 2.3, the department is very active serving on committees and are members of professional organizations that inform us of the current issues related to our field. The Infant/Toddler Foundations, California Early Childhood Educator Competencies, CCDA, etc. keep us in the know related to changes and requirements at the state and federal level. Specifically our grants and funding sources for college lab schools and state funded programs. QPI, STEM, Early Childhood Credential.

2.8 If applicable, provide a comparison of retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Please see instructions for help on finding the applicable data.)See table 2.4.4



Online student have lower retention but higher success rates compared to face to face sections. One explanation for the lower retention rates is that first time online students may underestimate the amount of work required for the class, and not having the face to face experience may hinder their ability to feel successful managing the independent and structured nature of the course.

SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in Appendix 4 - Annual Progress Reports, as well as Appendix 5 - SLO Assessment Analyses and Appendix 6 - Course to Program SLO Mapping Document, answer the following questions:

3.1 What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

At the beginning of the student learning outcomes process (SLO), the department conducted general department meetings, retreats, and SLO specific meetings to discuss the specific academic goals that we believed could be analyzed by appropriate metrics. The department continues to reevaluate the SLOs on a consistent basis (most recently at the fall 2013 meeting/retreat) to ensure they are measurable and philosophically aligned with pedagogy. At these meetings, many of the department discussions regarding SLO assessments consisted of instructors that taught like courses to work in groups to review existing student learning outcomes.



Instructors then collaborate and discuss methods to demonstrate achievement of learning outcomes. Faculty members share their specific techniques for assessing student learning

(exams, projects, written assignments, etc.) and dialogue about which specific methods have been most demonstrative of the SLO. Frequently, instructors share assignment descriptions and refine their own techniques. Then, as a department, consensus is reached about which assignments must be incorporated into the course, and where there is leeway for academic freedom.

For example, in CD 125 it was decided that all instructors would have a similar preschool observation paper and grading rubric. Yet for the infant/toddler and adolescent assignment, there would be more flexibility as to which method of evaluation would be used (written observation, interview, poster presentation, etc.).

3.2 Using your course-level SLO Assessment Analyses (Appendix 5) this is part of your annual reporting process your Course-to-Program SLO Mapping Document (Appendix 6), discuss your students' success at meeting your Program SLOs.

The Child Development, Education and Family Studies department has 32 courses with a total of 71 course SLOs and 6 program SLOs.

Below the department has analyzed students' success at meeting Program SLOs. An analysis is made between the Program SLO (Table 1) and the SLOs of two of the department's core courses, CD 125 (Table 2) and CD 131 (Table 3).

3.2 - Table 1

Child Development, Education and Family Studies All Program SLOs	
1.	Analyze and apply principles of scientific research based study of child, human and family development.125
2.	Compare differing social, economic, political, historical, cultural and family contexts and their effect on human development.125
3.	Integrate and apply current theory and research to the observation, documentation and unbiased analysis of human behaviors.125
4.	Formulate practical applications of research and developmentally appropriate theory to classroom, agency, personal and community contexts.131/125
5.	Critically examine societal and personal attitudes, beliefs, values and assumptions towards the diverse contexts of child and human development including ethnicity, gender, language, family structure, socio-economic status, age and ability and demonstrate practices that are inclusive and respectful.131/125
6.	Examine current social issues pertaining to children, adults, and families and demonstrate effective advocacy techniques.131

3.2 - Table 2

Child Development 125 Course SLOs	
1.	Analyze major milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

2.	Analyze how cultural, economic, political, historical contexts affect children's development.
3.	Compare and contrast various theoretical frameworks that relate to the study of human development.
4.	Integrate and apply current theory and research to the observation, documentation and unbiased analysis of a preschool child's behavior.
5.	Differentiate characteristics of typical and atypical development at various stages.
6.	Analyze the interaction of genetic/nature and environment/nurture on various areas of development.

3.2 - Table 3

Child Development 131 Course SLOs	
1.	Analyze theories of socialization that address the interrelationship of child, family and community including one's own socialization process and assess how this impacts relationships with diverse children and families.
2.	Synthesize research and information regarding socio-cultural influences and how educational, political and socioeconomic factors impact the lives of diverse children and families.
3.	Formulate strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.
4.	Identify and evaluate community support services and agencies for children & families.

The total number of students in CD 131 during the summer and spring of the 2009 semester was 116. Out of the 116 students that completed the paper, 96 students earned a grade of A, B, or C for a total of 82.7%. Students' success of 82.7% surpassed the 75% benchmark set for students in CD 131 to meet SLO 1 for CD 131.

During the spring and summer semesters of 2009, SLO 1 for CD 131 was assessed. The student learning outcome at the time read as follows:

- Our students will be able to analyze theories of socialization that address the interrelationship of child, family and community including one's own socialization process.

This student learning outcome was updated in the fall following assessment to better reflect the pedagogy instructors were using in their in classes. It now reads:

"Analyze theories of socialization that address the interrelationship of child, family and community including one's own socialization process and assess how this impacts relationships with diverse children and families."

The assessment method used was the writing of a Personal Socialization Paper which required the students to apply the theory from the course to their own socialization process. The

three instructors involved in the analysis met together near the end of the fall, 2009 semester and agreed on the format of the assignment. The paper has been a core part of the assessment of the CD 131 class for many semesters; however, each instructor had previously put their own spin on the way it was presented to the students. During the semesters evaluated, all the students in all the sections of the course were given the assignment with the same format and grading rubric.

3.3 Based on your discussion in 3.2, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your Course-to-Program SLO Mapping Document in Appendix 6. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

As stated in section 3.2, by analyzing the alignment between course SLOs for CD 125 and 131 and the 6 program SLOs we believe that our department has done an exceptional job. At this time, we do not foresee any modifications to the program itself as a result of these various assessment analyses. Below the department has analyzed Course-to-Program SLO Mapping for CD 125 and CD 131.

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in Appendix 4 - Annual Progress Reports, as well as Appendix 5 - SLO Assessment Analyses and Appendix 6 - Course to Program SLO Mapping Document, answer the following questions:

Course-to-Program SLO Mapping (CD 125 and CD 131)

	PSLO #1: Analyze and apply principles of scientific research based study of child, human and family development.125	PSLO #2: Compare differing social, economic, political, historical, cultural and family contexts and their affect on human development.125	PSLO #3: Integrate and apply current theory and research to the observation, documentation and unbiased analysis of human behaviors.125	PSLO #4: Formulate practical applications of research and developmentally appropriate theory to classroom, agency, personal and community contexts.131/125	PSLO #5: Critically examine societal and personal attitudes, beliefs, values and assumptions towards the diverse contexts of child and human development including ethnicity, gender, language, family structure, socio-economic status, age and ability and demonstrate practices that are inclusive and respectful.131/125	PSLO #6: Examine current social issues pertaining to children, adults, and families and demonstrate effective advocacy techniques.131
CD 125						
CSLO #1: Analyze major milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.	x	X	X			
CSLO #2: Analyze how cultural, economic, political, historical contexts affect children's development.	x	X			x	X
CSLO #3: Compare and contrast various theoretical frameworks that relate to the study of human development.		X	X			
CSLO #4: Integrate and apply current theory and research to the observation, documentation and unbiased analysis of a preschool child's behavior.	X		X	X		
CSLO #5: Differentiate characteristics of typical and atypical development at various stages.	X					
CSLO #6: Analyze the interaction of genetic/nature and environment/nurture on various areas of development.		X				X

CD 131		X		X	X	X
CSLO #1: Analyze theories of socialization that address the interrelationship of child, family and community including one's own socialization process and assess how tis impacts relationships with divers children and families.		X		X		
CSLO #2: Synthesize research and information regarding socio-cultural influences and how educational, political and socioeconomic factors impact the lives of diverse children and families.	x	X	x	X		
CSLO #3: Formulate strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.			X	x		
CSLO #4: Identify and evaluate community support services and agencies for children and families..				X	x	x

SECTION 4 - STUDENT SUCCESS

4.1. How does the facility availability affect access to your program?

Facility availability has not been a problem for our classroom courses; however it has greatly impacted our practicum and lab courses.

Room availability has not hindered enrollment in the college classrooms. When high demand courses are offered at peak times, we teach multiple sections of the course concurrently and as of yet have not had a problem obtaining rooms to do so. The three classrooms primarily used for CD/FS instruction are in Building 31, rooms 371, 375, and 376. Each of these rooms is generally in good repair and up to date with technological resources. The tables in 371 and 375 were purchased with Child Development courses in mind and are sufficiently flexible for in-class activities and group work. The desks in room 376 make it a bit more difficult for active learning to take place; therefore, we would like to have furniture that accommodates both small and large group work. The upholstery on the chairs in these rooms were cleaned within the time frame of this program review. The closet of room 375 is adequate for the curriculum classes that require materials (i.e. art and creative activities, infant toddler curriculum math and science for young children, etc.). We have created a library for children's books and instructor resource books in the converted office, room 374. This was flooded in 2012 and is in the process of being reorganized. Computers and printers have been purchased for student use and are kept in the area between room 371 and 372 and in the closet in room 375. For small classes of 25 students or less, the Community Room in the Child Development Center is equipped as a smart class and is available in the evenings. We would like to see classrooms added to the renovation of the Child Development Center. Classrooms with two-way glass in order to conduct observations of the children at play for those courses that require classroom and child observations. Having this as an option would help alleviate the influx of student observers in the children's space.

In the case of the practicum and lab courses, the Child Development Center is much too small to accommodate the need. Students entering the workforce need direct work hours with children under the supervision of a master teacher. We have approximately 69 students in these courses each year. We can reasonably accommodate 50 students each year in the existing facility. We are now placing those extra students in community centers. As indicated by the chart below and referenced in other parts of this document, the number of students requiring the Lab Class (CD 106) is increasing. This is due to the course being required for several reasons (transfer to SDSU, California Credentialing Commission (Early Childhood Permit Matrix) and our own degree). This underlines the need for a larger Child Development Center at Grossmont College. It is important that our students have access to our lab center to see best practice in action.

Students Enrolled in Practicum and Lab Courses by Semester

	2007	2008	2009	2010	2011	2012	2013
CD 106	41	49	48	69	64	65	26 (F only)
CD 132/33	10	11	12	16	16	16	15

4.2. Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offering).

When the need or interest arises in the community we have offered courses off site. In years past, we have offered classes in Head Start centers, at the YMCA Child Care Resource Office and at Viejas Reservation however, we have not had requests to do so in recent years. We remain open to these possibilities. Head Start has requested that we offer Infant Toddler classes online during the summer session 2014, so that it accommodates their teaching staff schedules. We also consistently schedule Saturday classes and many evening classes to accommodate working students. Approximately 1/3rd of our classes are now offered as on-line or hybrid courses. This method services about 300 students each semester. We are currently unable to place our CD 106 lab students in the Child Development Center due to lack of space for all the students to fulfill the course requirements. To accommodate these students, we are currently exploring options to place these students in the community centers with the California Early Childhood Mentor Program teachers.

4.3. Based on your analysis of the Student Survey results in Appendix 7, what trends did you observe that might affect student access (i.e. course offerings, communication, department and course resources)?

According to the student survey the majority of students learned about the program from the course schedule/catalog (78.2%), Grossmont College counselors (21.5%), family/friend (10%), or Grossmont College Instructor (2.8%). This indicates that the college is doing a good job of reaching the students through the counseling department and catalog. The department has offered student advisory sessions at the beginning of the fall semester for several years during this program review report period. This is a time during the flex week where department faculty members come and invite students to answer any questions they may have and give them an opportunity to meet their instructors prior to beginning the classes. This has proven successful for the students' peace of mind. However, with more services (admissions, etc.) now on-line, fewer students are coming on campus during that week, or even checking for events offered before the first official day of school. This year, the Child Development Student Association (CDSA) offered this service In March with Claudia Flores presenting on the technical aspects of getting certificates, a degree, Child Development Permit and Kathryn Ingrum presented on career paths and opportunities with a Child Development Degree and Interview Tips. It was very well attended and positive feedback was received.

Students seem to be satisfied with the courses they are taking within the departments. They come for a variety of reasons. 58.8% have taken more than one course within the department. 52.7 are child development majors. This implies that non-majors are also taking more than one course within the department.

Students' Reasons for Taking Child Development Courses

	Percent
Required for major	52.7
General interest	42.8
General education requirement	35.5
Improve job skills	33.0
Transfer	22.0
Prerequisite	9.9
Improve basic skills/college success	6.2
Other	3.7

Class resources seem to be satisfying the student needs. Instructors are providing a variety of modalities for students to access for learning success.

Students' Priorities for Gaining Knowledge of Class Content

	Percent
Lecture	82.7
Power Point slides	61.3
Textbook	61.3
Homework/Assignments	56.1
Handouts	50.9
Videos/DVDs	45.1
Group work in class	33.8
Quizzes	29.8
Course Blackboard site	25.4
Computer presentations	15.0
Study groups	10.1
Instructor website	5.8
Other	3.2
Transparencies	1.2

4.4. What implications do these findings from 4.3 have for your program?

More information about other courses could be made available by instructors to the students in their classes. CD 123 specifically is designed to help the child development, family studies and education students understand the progression of courses for permits, credentials, transferring to a four-year institution or to receive a degree from Grossmont College. Perhaps this could be reviewed in each of the beginning classes to help students make decisions as to which courses might best meet their needs.

4.5. Based on your analysis of questions 3 through 16 in the appendix 7- Student Survey identify any changes or improvements you are planning to make in curriculum or instruction.

A synopsis of the way in which college resources were used by the students responding to the survey:

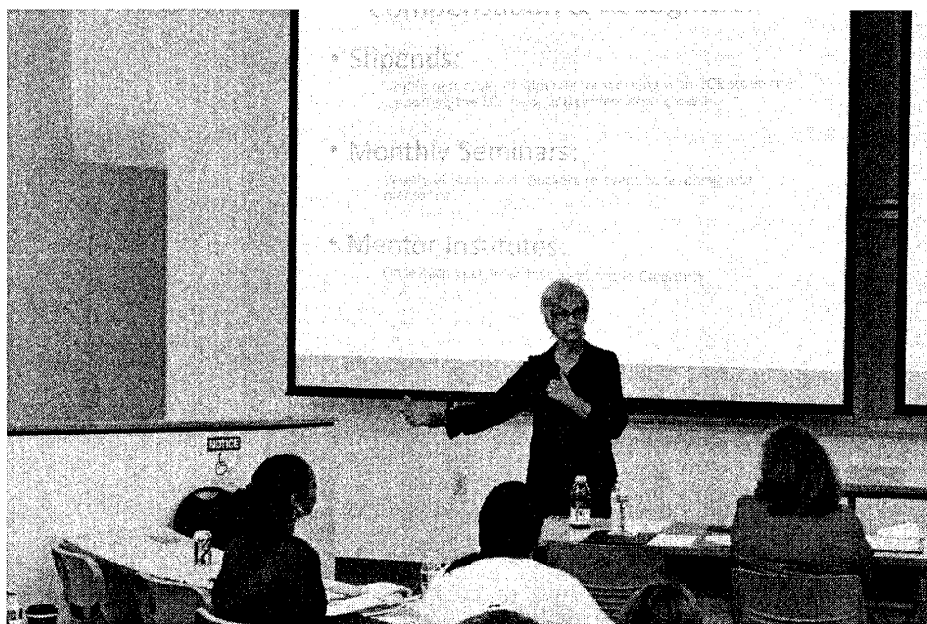
Resource	Used Voluntarily	Required	Found Helpful
Assessment/Testing Center	63	23	75
English Writing Lab	73	13	71
Tech Mall	127	12	108
Library - on-line services	132	12	103
Library - on campus	127	13	111
Tutoring Center	75	8	67
DSPS	59	7	50
EOPS	57	8	49
Dept. Computer Labs	71	12	60
Blackboard Help Line	68	32	75

58.4% of the students have taken more than one course. 42.8% of those who take at least one Child Development Course do so for general interest only. How can we make this experience better for them as we look at the following data from the Student Survey?

- Omitting lab and practicum courses, 76.6 % of Child Development courses are delivered face to face and 23.4% on on-line. Within Family Studies, 28.6% are face to face and 71.4% are on-line. There is only one Education course offered. Yet 91% of the students responding to the survey took courses in the traditional delivery mode.
- 96.4% used either face to face or email to contact instructor. 95.4% prefer that there instructors maintain contact in these same ways with the predominate preference being for email.
- Students said that they asked questions or talked with their instructors 64.2% of the time either before or after class while 30.1% did so via email.
- 46.8% of students turned to friends who have taken the class before while 53.1% used all other resources (test book, website, other, or tutor/tutoring center.)
- 33.9% turned to classmates while only 9% turned to the instructor or text book.
- 82.7% stated that lectures were the most useful resource for learning course material.

We have a mantra in the Child Development/Family Studies/Education Department: “It’s all about relationships.” The data seems to show this to be true. More students take courses in the traditional manner and it seems to be the most effective way to teach most Child Development/Family Studies/Education Courses. It makes sense that courses that are primarily about human development and relationships that the most effective method of teaching/learning would be through relationships. Students prefer face to face communication or email for contact with instructors. Lectures are the primary way that students learn the material presented in the courses. The lesson to be gleaned from this data is that we should continue with the face to face courses as our primary mode of delivery and use the on-line mode for only those courses that are more research based than others, i.e. Child Growth and Development and Development over the Life Span. This discussion has preceded each on-line class that has been developed and continues to be focus of department concern.

The most used source of outside support for students is either friends who have previously taken the class or classmates currently enrolled. Again, understanding the importance of relationships, it would be useful to plan for more interactions between the students and faculty. One idea that has been considered is having Friday afternoon meetings that are open to everyone taking CD/FS/E courses and all instructors to gather informally to discuss topics of interest. Another is to work with the Child Development Student Association to facilitate some informal gatherings such as book clubs, writing clubs, workshops and other activities. One such workshop was recently offered with great success. 38 students attended and gave very positive feedback.



4.6. Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (Appendix 7).

The survey shows that word of mouth among students seems to be the most predominant way that students learn about the courses/programs. Again, the types of meetings listed above would be effective in promoting course offerings. The state-wide organizations (California Community College Early Childhood Educators and Child Development Training Consortium) list all courses offered online. The Child Development Student Association has both a website and a Facebook page listing course and degree/certificate information each semester.

4.7. Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

Most of our courses are fully enrolled with a couple of exceptions. CD 153: Diversity Issues in Early Childhood Education historically has had a low enrollment. It is now a requirement for the degree as a part of the Curriculum Alignment Project (Section 1.1.2: Program Goals has a full explanation of this). This has improved the enrollment. We have cross listed it with Cross Cultural Studies which draws several non-Child Development majors. This improved enrollment and also expands the scope of discussions in the class. Recognizing that the time the course was offered was not conducive to meeting students' needs, we are now going to offer it in the evenings. CD 123: Introduction to Programs and Curriculum for Young Children has also had a low enrollment problem many semesters. We have experimented with offering it at different time slots to address the issue. Although it is a course that if offered for the major, it has a co-requisite of enrollment in CD 106: Practicum: Beginning Observation and Experience. This has hindered enrollment in the course. Due to admissions procedures, students are not allowed to enroll in this course unless already enrolled in CD 106 or has previously taken CD 106. This has discouraged students from waiting until courses begin to sign up for a course and often select another Child Development class to enroll in. This is being worked on through the Department Coordinator and the Admissions Office. FS 120 often has a low enrollment. We have talked with Occupational Therapy Assistant Department about course times that would work well for their students, as FS 120 is a requirement of that major. ED 220: Teaching as a Profession fills most semesters that it is offered, but seldom to capacity. This hopefully will change when the Education Department finds a permanent home and gets the attention it needs. Occasionally when we offer new one unit CD 299 courses we find there is limited interest. These special courses have not been offered for several semesters due to budget cuts. We continually analyze courses to offer the best times and methods to prevent under-enrollment.

4.8. Based on an analysis and review of your 6-year Unit Plan (appendix 1) what specific strategies were utilized to address access issues of special populations (e.g. ethnicity, age, and gender).

In general, we found that our diversity in ethnicity mirrors the college somewhat. Looking at the charts below, , we have a lower population of “White” than the college as a whole, which implies that we have a more diverse population. The diversity of the department differs from the diversity of the college: for example, we have a higher percentage of African Americans but a lower percentage of Asians.

**Percentages College Wide Student Characteristics: Ethnicity
Fall Semesters: 2008-2012**

Ethnicity	F 2008	F2009	F2010	F 2011	F2012
Asian	13.5	12.2	12.0	11.0	10.7
African American	7.8	7.9	7.7	7.4	6.7
Hispanic	19.4	21.4	24.0	26.7	29.3
White	47.6	46.6	45.1	44.3	43.3
Other/Unknown	11.7	11.9	11.2	10.7	8.9

**Percentages Child Development Student Characteristics: Ethnicity
Fall Semesters: 2008-2011**

Ethnicity	F 2008	F2009	F2010	F2011
Asian	4.5	4.2	5.5	4.3
African American	11.6	10.1	9.4	9.9
Hispanic	25.5	25.5	28.1	31.9
White	44.5	43.3	43.4	39.3
Other	4.4	6.4	3.9	4.4

The goal established for Student Access issues in the 6-year plan was to better serve students in historically underserved populations by offering courses in Spanish. The Grossmont College Child Development, Education and Family Studies department has participated in outreach and access to the Hispanic population. As reported in the last Program Review, In Spring, 2006, the department was approached by the United Child Care Union in regards to accessibility and resources for bilingual classes and trainings for early childhood education. Claudia Flores participated as panelists represent our college at a Public Forum on The Tools That Family Child Care Providers Need to Deliver Quality Child Care. The greatest need highlighted in that forum was access to education in the providers' home language. According to data kept by the County Office of Education, Early Childhood Services, approximately 80% of children in family child care programs are Spanish speaking. Claudia Flores and Sheridan DeWolf also participated in a Regional Conference on Spanish-to-English teacher Certificate Program. After researching what other community colleges were offering, and working with Sandy Meschelaum at the San Diego County Office of Education, a program offering course work in Spanish was begun in 2008.

Courses Offered in Spanish:

CD 168: Behavior Management in a Child Care Setting - 1 unit.

45 of 49 students completed and passed the course, a 91.9% success rate

CD 121: Arts and Creativity for Young Children -3 units

50 of 51 students completed and passed the course, a 99% success rate

CD 123: Principles and Practices of Programs and Curriculum for Young Children - 3 units

32 students completed the course with a 100% success rate.

CD 125: Child Growth and Development - 3 units

34 students completed the course with a 100% success rate.

CD 127: Science and Mathematics for Young Children - 3 units

45 of 47 students completed and passed the course, a 95% success rate.

CD 129: Language and Literature for Child Development - 3 units

A cohort group of Spanish speaking students were provided tutoring and bilingual support in a class of 27 students. There were a total of 5 students in this cohort that successfully passed the course with a 100% success rate.

CD 131: Child Family and Community - 3 units

32 students completed the course with a 100% success rate.

By Fall, 2010, this cohort of Spanish speaking Family Child Care Providers successfully completed the coursework and attained their Associate Level Child Development Permits from the California Commission on Teacher Credentialing.

Section 5: Student Success

5.1 Building on your answer to question 4.8, what specific strategies were utilized to maximize success issues of special populations (e.g. ethnicity, age, and gender).

In section 4.8 the specific strategy used for issues with students and language was addressed. We recognize that there are other significant special populations on our campus.

Of the 10,398 students our department has served from Spring 2007 to Spring 2013, the majority have been female, though we do see some male attendance in our general education courses (CD125). Our last Program Review showed that 11.8% male enrollment and currently there is 13.4% enrollment. Although this is a small increase, it is significant in our profession that is dominated by women. Females have a higher success rate than males, as is typical when comparing majors to the general population. One strategy we try to utilize to increase male success is to hire male instructors. We work against the misperception by some male students that Child Development will be an easy course. We currently have two male hourly employees that were hired after they completed the CD106 class. We also have a leadership position in CDSA filled by a male student.

In our department 27% percent of our students are over 30 years old. Instructors adjust their instruction to the makeup of the individual class. For example, a day class of younger students may emphasize more dating references than a night class of older working students who will use more job examples. Technology support is also offered for those students who are not as “connected” as younger students.

Student Enrollment By Age

Semester➤ Age▼	F07	F08	F09	F10	F11	F12	F13
19 and under	397	418	407	335	390	349	n/a
20-24	358	397	445	364	396	349	n/a
25-29	99	95	153	127	138	109	n/a
30-49	181	185	206	152	160	146	n/a
50+	44	26	50	39	26	28	n/a
Semester➤ Age▼	S07	S08	S09	S10	S11	S12	S13
19 and under	320	380	417	399	436	399	386
20-24	340	392	460	476	486	399	410
25-29	102	118	145	153	157	113	122
30-49	164	177	176	227	227	169	153
50+	50	45	47	36	39	26	31

Many of our Child Development Major students are employed. In order to support their success in completing their degree, we offer courses at night, on Saturdays, short term eight week and during the summer.

Whites, Hispanics and Asian students are very close with a success rate ranging from 58%-72%. As is the case campus wide, in contrast the success rate of Black non-Hispanics ranges from 35-42%. This is in alignment with national averages. According to ACT Research and Policies, the national average for success rates in March 2011 was White 77% and Black 35%.

Our department supports and works closely with the DSPS, ESL and the English Writing Center to accommodate our students. Many instructors make accommodations themselves for the individual student. For other students, study groups are often customized to particular courses. In CD127 (Math, Science and Technology for Young Children) small groups are developed to develop curriculum for young children.

5.2 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

Within our classroom settings, many of our instructors engage the students in collaborative group work or innovative assignments that reflect work and tools that they will be using in the “real world”. Examples of this would be working on the Developmental Assessment Tools that the State requires to assess children’s developmental levels or Environmental Assessment tools that are used to evaluate child development environments.

Many of our course assignments require the students to complete observations, activities with the children and interviews with the center staff at our Child Development Center. In CD123 students are required to observe three different types of centers. Additionally, assignments in CD133/132 require students to observe

centers. These outside assignments, particularly at our child development center, often make the theories they are learning in the classroom come alive. Our department offers a number of courses on line and in hybrid format (75% on line, 25% in class). The majority of our instructors use web enhanced learning in addition to their traditional classroom teaching.

- 5.3 Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, and competitions, fairs) to enhance student learning inside and outside the formal classroom.**

Our Department participates in the Freshman Academy which offers students the opportunity to be “linked” with other disciplines (English and Math). Robin Sepulveda instructs the CD125 course that is linked to English 098 and Counseling 104. The Freshman Academy, offers students the opportunity to be a part of a **rigorous and supportive** academic environment. The focus is on building students’ connection to each other, to their instructors and to the college. This approach is based on coordinating several of the very **best practices related to learning communities**. These are practices which are proven to improve student learning.

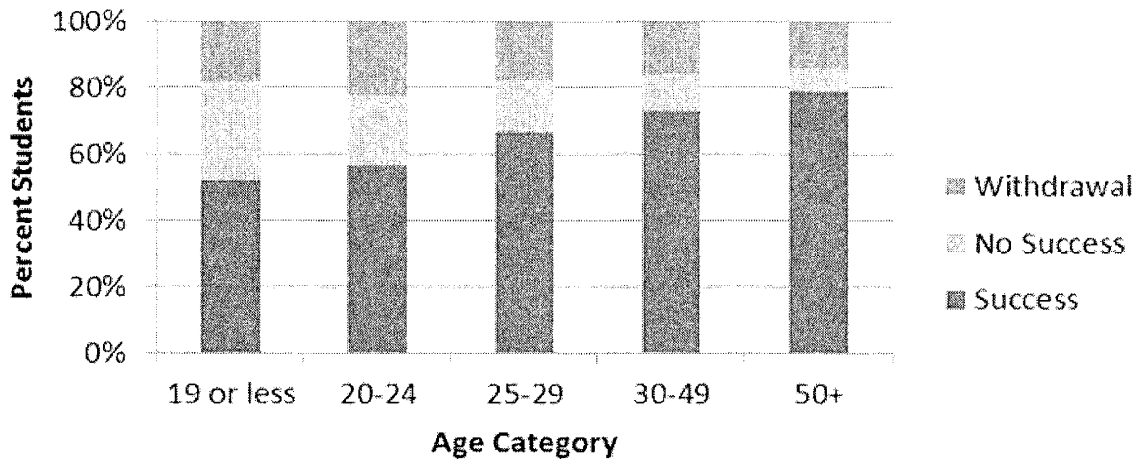
The department and the CDSA (Child Development Student Association) also participated, and was a very popular participant, in the campus wide science fair. We offered a variety of science activities in one of our classrooms (shadow play, block building) and exploring with bubbles outside. We had many students and their children enjoying the activities.

Many of our faculty members are regularly asked to present workshops in the community during annual conferences with our professional organizations. Appendix 10 clearly demonstrates this involvement.

- 5.4 Based on an analysis of “Reports” data (This is found on the intranet under “Reports”), discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.**

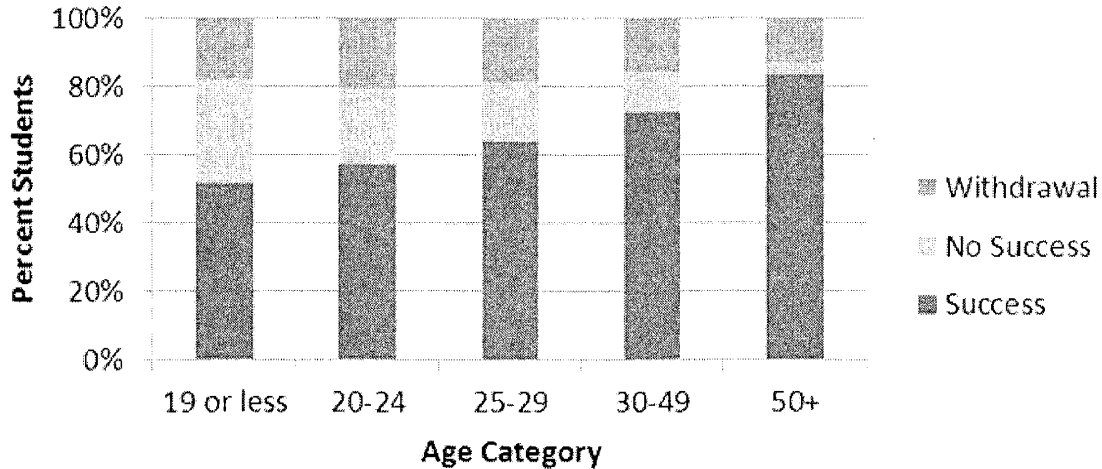
According to the success and retention rates for Fall semesters from 2006-2012 the success rate for all age groups was over 50%, with those students 30 years and over being 70% and higher. This high success rate for students 30 and over is mainly due to the fact that a majority of these students are currently working in the field and need these courses to upgrade their permits or for professional development. We accommodate these working students by providing classes in the evening, Saturdays, short term (8 week) and on-line.

Child Development: Fall Semesters 2006-2012



As with campus wide results, the Spring semester has slightly higher success rate due to the fact that students are more comfortable with taking classes and have become familiar with the campus. We have found that encouraging students to form study groups has been very supportive for them. Within these study groups, friendships are created and a support system is established. The students will often discuss the next semester's course offerings and enroll in classes together.

Child Development: Spring Semesters 2007-2013



- 5.5** If state or federal licensing/registration examinations govern the program, please comment on student success.

Federal and state examinations do not govern our program. However, the State Departments of Social Services and Education have regulations that govern the Child Development Center and the center holds two licenses from the California Department of Social Services, one for the infant/toddler building and one for the preschool building.

- 5.6** Referring to Appendix 8 - Degrees and Certificates if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

From Fall 2006 to Spring 2013, 123 students earned Child Development Associate Degrees and 101 students earned Certificate of Achievements. Of the 123 Associate Degrees, 78 were for Teacher and 31 were for Master Teacher. (These differences support the level of required courses for the Child Development Permit with the California Commission on Teacher Credentialing.) Our highest year of graduates was 2010/2011, with 44 total degrees and certificates. These numbers dropped to 29 for both 2011/2012 and 2012/2013, during which time we offered fewer courses due to budget cutbacks. See Appendix 6.

5.7 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post-secondary schools.

Our course offerings are publicized in the local San Diego YMCA website, and state wide on the CDTC (Child Development Training Consortium) website and CCCECE (California Community College Early Childhood Educators). Natalie Ray, Grossmont College CTE Partnerships Program Director is a liaison between Grossmont College and the local secondary schools. She promotes our Department as a career option to high school counselors. We also participate in dialogue with the San Diego County ROP program, which offers child development classes to high school students.

Department members attend annual advisory articulation meetings with San Diego State University for curriculum changes and planning. Our instructors are often asked to present at conferences and advisory boards in the community which generate attention to the college and our department. (Appendix 10)

SECTION 6- STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Indicate how the program utilizes college support services (i.e. Learning Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services, CATL).

In order to help identify the varying levels of students writing abilities, instructors have developed a writing assignment the first week of class. Grading these assignments reveal those students who may need assistance with their writing skills, in format, grammar and spelling. Faculty refers all students who show need to the learning assistance centers for English reading and writing. Additionally, faculty assigns classroom activities which require students to utilize the technology mall computers and tutoring for specific assignments or those that require internet use. An example of this would be an assignment of CD 131: Child-Family-Community that studies, in part, the effects of the Media on children's development. The class goes together to the Tech Mall, computer room and watches children's TV programs together, including commercials, and then discusses and students write individual papers on what they have learned through this experience.

CD 127 Math & Science course reserves a classroom in the tech mall with computers to assist students in searching for appropriate websites for young children. As mentioned previously, online textbook resources are also made available to students to enhance their learning experiences. Assignments that require use of the internet to view video clips and websites are also used.

6.2 Analyze the results of the student Survey- Appendix 7 and describe student utilization and satisfaction with campus resources as it relates to your program (i.e. availability, usage, relevance.)

Q12A_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful?

(Assessment & Testing Center)

	Frequency	Percent
Voluntarily Used	63	73.3
Required to Use	23	26.7
Total	86	100
No Response	270	
Total	356	

Of the 120 Students who responded to the question:

Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)

62% responded the resource was helpful, 37% not helpful.

Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)

Frequency-73 Voluntarily Used (84.9%)

Frequency-13 Required to Use (15.1%)

63.4% found the Resource Helpful

41% Not Helpful

Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)

	Frequency	Percent
Voluntarily Used	127	91.4
Required to Use	12	8.6
Total	139	100.0
No Response	217	
Total	356	

6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

The Child Development Center used the Institutional Research Office to study the success rates of students enrolled at CDC versus those without CDC services. Students who had children at CDC were more successful and had higher retention rates compared to those with children without CDC services. This study was conducted in 2005-06 but was not used in the previous Program Review and is referred to in detail in Section 2. The purpose was to support data for the Child Care Access Means Parents in School (CCAMPIS) federal grant program through the U.S. Department of Education.

6.4 Working with your library liaison evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

Our department works closely with Library/Learning Resources, specifically Jun Feare and Karen McCoy. Jun Feare facilitates and maintains the department current with the books placed on Reserves for our students. The department coordinator is continually replenishing books required for classes and specific assignments. Jun will inform the coordinator in the event that books are missing damaged, or out those titles not being used often. Similarly, Karen McCoy at the Media Desk sends the department current list of media available to students such as videos, DVD's, and online resources. She will also notify when items do not meet ADA requirements and helps finds similar resources we can replace. Following is a list of media resources that are currently used by CDFS and Education.

List of Media Selections for Child Development and Family Studies

- DVD 1755 The Nervous System
- DVD 1663 The Nervous System
- DVD 1663 Teen Species, Girls
- DVD 1662 Teen Species, Boys
- DVD 1594 The Business of Being Born
- DVD 1613 The Period of Purple Crying
- DVD 1531 The Miracle of Life

DVD 1420 Among Equals: House of Tomorrow
DVD 1419 In the Land of the Giants: Life's Lessons
DVD 1792 Becoming Me: the Gender Within
DVD 1471 Born with a Wooden Spoon: Welcome to Poverty U.S.A.
DVD 1686 Polygamy
DVD 1418 Thinking Big: Extending Emergent Curriculum Projects
DVD 1316 Gender and Power in Relationships
DVD 1493 XXXY
DVD 1123 Families in the 90's
DVD 1333 Genetics
DVD 1089 Shattering Stereotypes: How Popular Culture Vilifies the Cultural Others.
DVD 1612 The Eye of the Storm
DVD 1355 Pediatric Brain Development: the Importance of a Head Start
DVD 1833 Waiting for Superman
DVD 1749 Babies
DVD 1511 A House Divided
DVD 1386 EQ and the Emotional Curriculum
DVD 1741 Discovering Psychology
DVD 1191 That's a Family
DVD 1803 The Long Walk Home
DVD 1285 Junk Food Wars
DVD 1350 The ABC's of Vitamins
DVD 1607 Generation M: Misogyny in Media and Culture
DVD 1522 That's Not What I Meant! Language, Culture and Meaning
DVD 1044 Race to Nowhere

MV 6920 Child Care and Children with Special Needs, Part 1-2
MV 6132 Shaping Youngest Minds
MV 1935 Everybody Rides the Carousel
MV 4617 ABC New Special
MV 5963 Creativity and Play
MV 5866 Setting Sail
MVP 0087 Given a Chance
MV 6253 The Open Window, Child's Play
MV 2423 Handle with Care: Allowing Children to be Children
MV 4974 Human Development 2 ½ to 6 Years: Part 7: The Role of Play in Development
MV 6201 Human Development: the Vulnerable Young Child
MV 4769 Affluenza
MVP 0087 Given a Chance
MV 4268 Baraka
MV 3238 Common Miracles: the New American Revolution in Learning
MV 2616 See Dick and Jane Lie, Cheat and Steal: Teaching Morality to Kids
MV 4990 Adolescence: a Case Study
MV4470 Truth About Sugar
MV 6270 Live and Learn
MV 4485 The Genetic Gamble
MV 6727 Sensation and Perception

List of Media Selections for Education

DVD 1524 Managing the Learning Environment
DVD 1525 Education

6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

Our program collaborates with Counseling by holding meetings with the counselors informing them of changes in our field, including Permit information from the Commission on Teaching Credentials. Counselors inform students of the permits and certificates that are available. They also inform student that our department coordinator is designated as the VOC coordinator (Verification of Completion) site for the Commission to fast track their applications and provide students career advisement.

EOPS is aware of our CDC program and let their students know of our service to families with children who are pursuing their educational goals.

We also encourage students to utilize the Career Center when seeking employment. Faculty announces in their classes the workshops that Career Center offers.

Faculty include in each syllabi and announce throughout the semester, the availability of services in DSPS. Faculty works with the DSPS personnel to meet the needs and accommodations of individual students.

In summary, it is a priority for our faculty members to make announcement of all student support services. They also include detailed information on what services are available and where to locate services in their syllabi and work closely with the students to get support needed.

6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the Student Survey in Appendix 7, how do students respond to the use of technology?

The department utilizes Blackboard, Web advisor and internet for email communications between student and instructor. Textbook companion sites that offer chapter quizzes and activities are used in both face to face and with hybrid and online. According to the Student Survey results, lines of communication made available to student were email, Blackboard, and office hours and telephone/voicemail. Students used Blackboard and email as their preferred form of contacting instructor as well as to check for course information and

messages. A few instructors have their own website that they make available to students as well. Several faculty members use Voice Thread in a variety of ways in their courses. VoiceThread is a great Web-based digital program that enables users to upload pictures or documents, record accompanying audio (or video) commentary, and invite others to record commentary as well. Its simple combination of visual and recorded media is perfect for creating multimedia presentations in a relatively short time frame using simple tools. With VoiceThread teachers and students can create virtual tours, report on books they've read, comment on historically significant photographs, debate a topic, and more.

6.7 Identify and explain additional technological resources that could further enhance student learning.

In order to help students better understand the theory and concepts being taught in class, having livestream technology that allows real time observations from the child development center into the adult classrooms would be beneficial. Instructors can then sportscast to the students to help them to better understand the behaviors of the children they are observing. Additionally, this would alleviate the stress on the Child Development Center to accommodate the many students who presently observe directly in the classrooms through individual appointments. As mentioned throughout this review, the need for individual observations from a great number of students puts a heavy burden on the children and staff of the center.

6.8 Comment on the adequacy of facilities that your department uses (e.g., does the room size and configuration suit the teaching strategies?)

Building 31, rooms 371, 375 are used primarily for our methods classes (CD 121, 127, 129) which require large tables for group work. Use of 376 for other related courses continues to be a need for more flexible arrangement of room space that allows for both small and large group configuration to meet the needs of the classes. Many in class activities require moving around or sitting in positions that are uncomfortable to students due to the location of the overhead projector/screen. Appropriate furnishings that lends to collaborative class work, while having the technology used in a way that is not sacrifice one for the other.

A much needed new building is required to keep up with student observations of infants, toddlers, and preschool aged children. A new CDC and department classes that allow for in class observation of the children in an unobtrusive manner is highly needed.

SECTION 7: COMMUNITY OUTREACH AND RESPONSE

7.1. How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

The Child Development and Family Studies Department is actively engaged at all levels of our professional community. Our faculty members hold leadership positions, are members of

planning and advisory committees, and are participants and mentors in programs committed to children and families. A synopsis of some of the contributions at each level is summarized below.

Local

- In San Diego County, Kathryn Ingram has served as the Executive Vice Chair on the Child Care and Development Planning Council. Both she and Sheridan DeWolf were awarded the Barbara Chernofsky Life Time Achievement Award for service in the field of Child Development; Kathryn in 2012 and 2013.
- Adjunct instructor Becky Candra was founder of the San Diego Reggio Roundtable and continues to serve as the leader. Kathryn Ingram and Mary Courtney both sit on the Advisory Board and do workshops and programs for the group.
- Kathryn Ingram served as Lead of the External Review Team for Preschool for All, San Diego (now Quality Initiative Project) from 2006 - 2010.
- Angie Gish is the Regional Coordinator of the California Early Childhood Mentor Teacher Program, and instructors Kathryn Ingram, Barbara Burt, and Becky Candra have served on the local mentor teacher selection committee for this project. Kathryn Ingram is also a trainer for the Director Mentor Program.
- Michelle Soltero is the Regional Training Coordinator for the Program for Infant Toddler Caregivers, and Grossmont College Child Development Center Directors (Kathryn Ingram, Angie Gish, and Cynthia Dionne - over the last five years), conduct tours, workshops and panels and educate community members about PITC policies
- Mary Courtney, Kathryn Ingram and Patrick Monahan have been the Region 10 Catalysts for the California Community College Early Childhood Education organization.
- Ginger Hartnett is a trainer for the Center for Social Emotional Foundations of Early Learning (CSEFEL) and provides staff development for school districts across the county.
- The Department works closely with YMCA Childcare Resource Services and the CARES program to help students grow professional in the field.
- Numerous faculty members and CDC staff have presented workshops in the community, organized training events and have served on panel presentations.
- Pandey Warner has consulted and done one-on-one mentoring with a variety of infant/toddler and preschool programs.
- Pandey Warner has conducted community parenting classes for local churches and other groups.
- Ginger Hartnett served on the Healthy Development Services grant selection committee for First 5 San Diego.
- Claudia Flores in collaboration with Sandi Meschaulaum at the San Diego County Office of Education, Early Childhood Services, developed and offered a series of courses that led the attendees to an Associate Teacher Certificate for Spanish Speaking Family Child Care Providers.
- Maura Mehrian, a teacher at the Child Development Center serves as a Mentor Teacher for the California Early Childhood Mentor Program.
- Maura Mehrian has spoken to staff members of a variety of centers in the county about quality Infant/Toddler care.
- Nory Behana has overseen the Foster, Adoptive and Kinship Care Education Program since 1984.

State

- Sheridan DeWolf served as the State President of the California Child Development Administrator's Association (CCDAA). She has attended hearing on California Preschool Standards/Foundations, worked with childcare legislation and organized many training events. She has served on advisory groups to review proposed Infant Toddler Foundations and Prekindergarten English Language Learners and Language and Literacy Learning Foundations for the California Department of Education. She will be working with UC Berkeley BEAR institute to develop Social Studies Foundations. Mary Courtney has attends the hearings on the Art and Creative Experience for Children on the California Preschool Standards/Foundations. Angie Gish has done the same with the Science and Math Standards and Kathryn Ingrum has served in the same capacity with the Cultural Diversity and Family Relationships Standards.
- Angie Gish has served at the state level for the California Early Childhood Mentor Program.
- Mary Courtney represented the region for the California Preschool Instructional Network.
- Ginger Hartnett was the Regional Affiliate Representative for the California Association for the Education of Young Children (CAEYC) and then served as Membership Chair.
- Mary Courtney served on the advisory committee and project group lead for the California Child Development Curriculum Alignment Project.
- Mary Courtney and Kathryn Ingrum have sat on the chancellor's advisory committee as Region 10 Catalyst for CCCECE.
- Faculty (Sheridan DeWolf, Michelle Soltero, Kathryn Ingrum, and CDC staff, Marisela Cerna, Maura Mehrian) have participated in panel discussions of PITC at the California Community College PITC conferences and at the California Association of the Education of Young Children.
- Many faculty members (Michelle Soltero, Pandy Warner, Sheridan DeWolf, Kathryn Ingrum, Ginger Hartnett, and Claudia Flores) are certified trainers for the Program For Infant Toddler Care which works in partnership with the California Department of Education and WestEd. Our Child Development Center is a demonstration site for PITC.
- Mary Courtney continues to work with Teachstone using the CLASS tool. Mary is a specialist working with CDTC /First 5 CARES Plus.
- Nory Behana served as Regional Coordinator for the California Community Colleges State Program coordinating the FKCE programs in the 5 southern counties.

National

- Through her work with the CLASS and the ERS tools, Kathryn Ingrum interacted with individuals at the University of Virginia as they developed the CLASS (Classroom Assessment Scoring System) and with Thelma Harms and Debby Cryer from the University of North Carolina and they refined the ERS tools (Environmental Rating Scales). She has also worked with Paula Jorde Bloom and Teri Talon on the assessment tools for administrators (Program Assessment Scale and Business Assessment Scale) through the McCormick Center in Chicago, Illinois.
- Mary Courtney has presented trainings for North Carolina Early Childhood Program and ASI at San Francisco State University.
- Cathie Robertson authored the text, *Safety, Nutrition, and Health in Early Education*, Thompson/Delmar, which is now in the 5th Edition. The 4th edition was published in

2009 and the 5th in 2012. The 6th edition will be available in October, 2014. The text is utilized by college child development programs across the country.

- Sheridan DeWolf authored a chapter in the book, *Learning from Head Start: A Teachers' Guide to School Readiness*.
- Kathryn serves on a committee of community colleges and 4 year colleges professors across the nation through TECC (Teacher Education using CLASS Committee) participating in webinars discussing how to improve teacher education through the use of the CLASS instrument.

Advisory Committee Recommendations

7.2. Summarize the principal recommendations for the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of the last meeting and frequency of the meetings. List organizations represented.

The members of the Advisory Committee have included these individuals over the past three years:

Sheridan DeWolf Dean CTE/WD CDEFS	Robin Sepulveda* Faculty Grossmont College	Sandy Silverman Retired SDCOE	Jane Ann Carroll* Assistant Director, San Diego State CDC
Michelle Soltero* PITC/West Ed	Donna Willson Lemon Grove School District Early Childhood Education	Sandy Meschoulam* San Diego County Office of Education QPI	Shulamit Ritblatt* San Diego State University
Nory Behana* Foster and Relative Care	Debbie Boles YMCA	Janice Johnson Transfer & Articulation Grossmont College	Becky Candra Adjunct Faculty Grossmont College
Sara Garrity SDSU	Lucia Garay San Diego County Office of Education Early Education Programs and Services	Natalie Ray* Tech Prep Grossmont College	Denise Nasrawi Director of Early Childhood Programs, The Children's School
Angie Gish* Faculty Grossmont College	Jolie Burberl Child Development Associates	Stephanie Southcott Principal Prospect Ave. School	Susan Holley Assistant Program Director CDA
Kathryn Ingram* Interim Coordinator Child Development Center Grossmont College	David Sheppard VIP Imperial Beach	Wai Ling Rubric* Mental Health & Disability Manager CDI Head Start	Terri Lynn Hart* Family Childcare Provider

Barbara Burt Area Director, NHA Head Start	Julia Childs Andrews* NHA Head Start	Jennifer Andrews* San Diego Unified	Ann Castro* Adjunct Faculty Education Grossmont College
Claire Norwood Early Education Programs & Services - QPI	Karen Shelby* YMCA, CRS	Rita Palet San Diego County Office of Education Early Education Programs and Services	

- Present Member

Recommendations from this Committee are as follows:

- Replace retired faculty.
Although four full time faculty members retired in the past few years (Mary Courtney, Sonia Gaiane, Kathryn Ingrum, and Sheridan DeWolf, only one full time position has been replaced (Robin Sepulveda). In order to strengthen the faculty numbers, we have changed the position of Coordinator of the Child Development Center to a Supervisory position. This change will free one full time faculty member from working at the center but it will mean that extra effort will be required to maintain the connection between the Department and the Child Development Center.
- Increase classes offered as allowed by the budget.
Truth be told, the budget has not allowed for a great deal of flexibility. The following data is for the Child Development Courses. Education and Family Studies are limited in the courses offered so the data is not included.

Information taken from Grade Distribution Fall, 2008 - Spring, 2013

Semester	# of Courses Offered	Semester	# of Courses Offered
F06	37	S06	n/a
F07	41	S07	41
F08	43	S08	46
F09	39	S09	45
F10	31	S10	44
F11	30	S11	44
F12	30	S12	36
F13	n/a	S13	35

Course offerings have been relatively stable over the semesters F08 through S13. However, diligence has been given to ensure that the courses that are required for employment in the profession have been consistently offered.

- Continue to work on articulation with San Diego State University.

The Curriculum Alignment Project (CAP) was adopted by Grossmont College in 2010. This is a state-wide effort to improve the articulation process between California Community Colleges and 4-year Institutions. Please refer to Section 1.1.2 (Program Goals) for further information.

SECTION 8: FACULTY/STAFF PROFESSIONAL DEVELOPMENT

Full time faculty: Claudia Flores, Angie Gish, Robin Sepulveda

Fulltime faculty retired since 2007 : Nory Behana, Mary Courtney, Sheridan DeWolf, Kathryn Ingram, Sonia Gaine

Adjunct faculty: Jennifer Andrews, Nory Behana, Ann Castro, Mary Courtney, Sheridan DeWolf, Barbara Fletcher, Sonia Gaine, Lindsay Hanlon, Ginger Hartnett, Kathryn Ingram, Lynn McKinley, Patrick Monaghan, Cathy Robertson, WaiLing Rubic, Pandy Warner, Robin Thompson

8.1 Highlight how your program’s participation in professional development activities including sabbaticals (listed in Appendix 10) has resulted in improvement in curriculum, instruction, and currency in the field.

The Child Development, Education and Family Studies department prides itself on providing a high quality, current curriculum. We have a reputation in the local community, and in the State Chancellor’s Office of producing the most prepared teachers in the early childhood field. To maintain these standards, our staff actively participates in many levels of professional growth. Many of our staff has participated in several professional state wide trainings. PITC (Program for Infant and Toddler Care) trainings which maintain currency in our curriculum, CCDAA (California Child Development Administrators Association) which is the liaison professional organization with the California Department of Education, Child Development Division and provides information on the legislation, policies, fiscal trends and issues regarding child care in California. Dr. Kathryn Ingram collaborated with Debbie Cryer and Thelma Harms in training and developing the DRDP Assessment tool. (See Appendix for detail description of activities.) All of the workshops attended by the faculty enhanced and provided currency in our curriculum.

8.2 Describe any innovative professional development activities your program has created.

The Child Development faculty developed a full day retreat which included both adjunct faculty, full time faculty and the staff of the child development center. The purpose of this professional development retreat was to have inclusive discussions on the goals, philosophy and support needed by both the faculty and lab school. This retreat also provided the

opportunity for long term planning, which gave the center staff and faculty a clear direction for our department.

In May 2012 the department hosted a screening of “Race to Nowhere” by Vicki Abeles. The film focused on the impact of America’s achievement culture on children. The film featured the heartbreaking stories of students across the country that have been pushed to the brink by over-scheduling, over-testing and the relentless pressure to achieve, “Race to Nowhere” points to a silent epidemic in our schools. Through the testimony of educators, parents and education experts, it reveals an education system in which cheating has become commonplace; students have become disengaged; stress-related illness, depression and burnout are rampant; and young people arrive at college and the workplace unprepared and uninspired. An open discussion was led by Claudia Flores after the filming. It was a very informative evening with over 200 participants.

In May 2013 Angie Gish (Full time Faculty and San Diego Regional Coordinator for the California Early Childhood Mentor Program) and Becky Candra presented a half day workshop for local mentor directors. Amanda Womble, a French and Gardening teacher with the Waldorf School of San Diego presented on “Heart Centered Directing Inspired by Nature: Using nature’s wisdom to bring more joy and effectiveness to our work”.

The Child Development Center staff continues to participate in trainings offered by the SDCOE with our participation in the Quality Program Initiative (formerly Preschool For All) .

In March 2014, the center staff and faculty participated in a full day workshop with author Ann Pelo, A Sense of Wonder: Developing an Ecological Identity. This workshop focused on connecting children to nature and was sponsored by sponsored by the San Diego Reggio Roundtable and Point Loma Nazarene University.

8.3 Describe how your faculty shapes the direction of the college and/or the discipline (e.g. writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.)

Our faculty has actively served on several committees with Grossmont College. As a part of Academic Senate, Claudia Flores (2007 to present), Angie Gish (2009-2012) and Robin Sepulveda (2013- present) have actively represented the department. As our college was preparing for the WASC accreditation in 2013, Claudia Flores served as co-chair of the accreditation team with Standard III A, Human Resources. Angie Gish served on the committee of Standard III B, Physical Resources. Robin Sepulveda has served on the Program Review Committee from Fall 2013 to present. Before retiring, Mary Courtney served on the Curriculum Committee; Sheridan DeWolf chaired the Program Review Committee and was President of the Academic Senate; Sonia Gaiane served on the World Arts and Culture Committee.

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

NOTE: Data reported as sum of CD, ED and FS faculty.

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# of FT faculty	6	8	9	8	8	6	3
# of PT faculty	12	7	14	13	12	13	17
Total Full Time FTEF (+ X-pay)	4.551	5.95	5.084	4.767	5.017	2.55	1.87
Total Reassigned Time							
Total Part Time FTEF	3.9	3.209	4.2	3.65	2.2	4.2	4.4
Total FTEF	8.451	9.159	9.284	8.417	7.217	6.75	6.27
FT% of Total FTEF	53.85%	64.96%	54.77%	56.63%	69.52%	37.78%	29.82%
Total Earned WSCH	3275*	3312*	4481	5023	4189	4189	4545

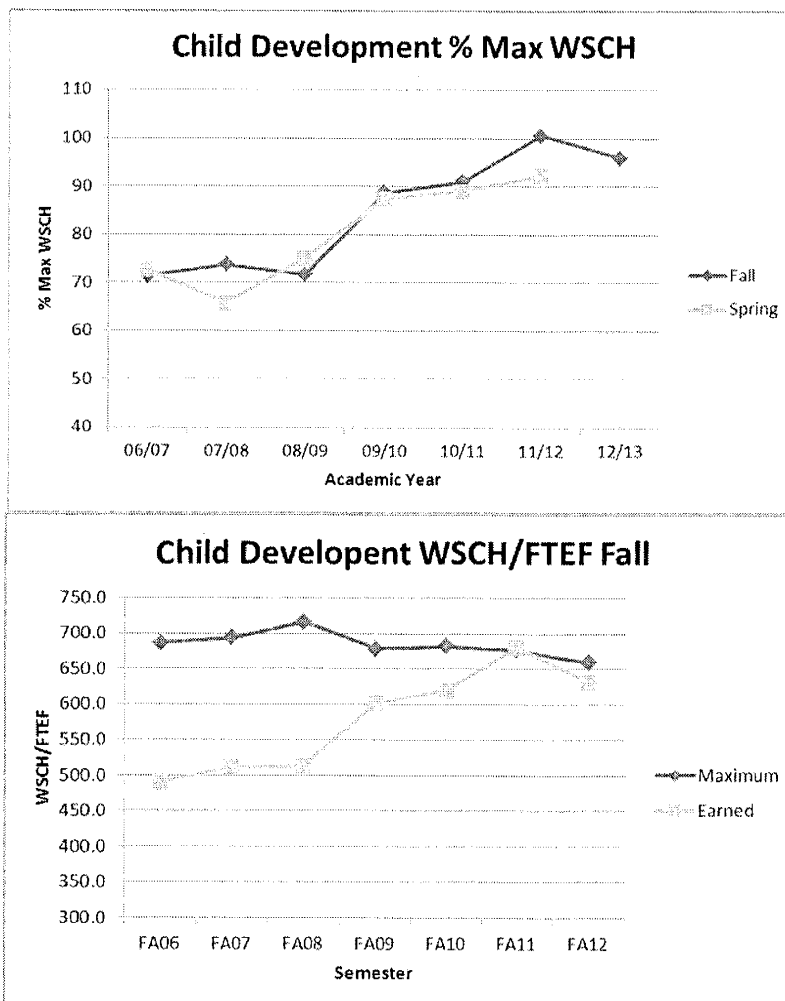
*From GC WSCH Analysis report, which differs in FTEF from Staffing Summary files where the rest of the data were obtained.

Utilizing the data in the table and the results of your Faculty Survey discussion, answer the following questions.

9.1. Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

There have been interesting and significant changes within each row of the above data table. These changes have made it extremely difficult for the faculty to maintain the high standards that we have had over the past years. The number of full time faculty has dropped by 50% over the past five years and by 66% from the highest semester in 2008. This has been due to

retirements primarily. Sheridan DeWolf served as interim dean for CTE/WD two of these years as well. While the number of full time faculty has increased only 30%. The FTEF has dropped from 4.551 in 2006 to 1.87 in 2012. Data from the grade distribution tables show that there were 918 students enrolled in CD courses in F2006 and 1116 students enrolled in CD courses in F2012. The numbers of students enrolled in FS and ED are low enough not to change the analysis significantly. This is approximately an 11% increase in the number of students taking the courses that are being taught by fewer faculty members. The department needs desperately to add more full time faculty to keep up with the present demand for CD courses. Historically, the department has hired individuals with specific skills and knowledge that was needed to fill a gap. At this point in time, with the dramatic decline in the number of full time faculty members, people with specific yet differing needs are needed. Specialized expertise in working with children with special needs is under represented at this time for example. More support to teach curriculum and developmentally appropriate practice courses is needed. It really will take more than one full time faculty members to meet the needs of the department.



It was determined that the Family Studies and Education Departments are not large enough to benefit from this type of analysis.

9.2. Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

The total part time FTEF has increased at a very small rate over the past five years from 3.009 in F2006 to 4.4 in F2012. A part of this increase represents the number of retired faculty that continue to teach one or two courses each semester. During this program review period, Cathie Robertson, Sonia Gaiane, Sheridan DeWolf, Mary Courtney and Kathryn Ingram have all returned to support the department by teaching part time. We are finding it more difficult to employ part time faculty members. As with the full time faculty, the part time faculty is also retiring. Many younger qualified individuals have full time jobs in other areas of the profession and are not looking for part time work. Salaries tend to be higher in the private sector than in the public sector which makes it attractive for the younger people entering the field to seek employment elsewhere. Lack of benefits for part-time instructors means less incentive to teach part time.

There is no full time faculty for the Family Studies or Education Departments.

9.3. List and describe the duties of classified staff, work study and students workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues)

Our department relies heavily on classified staff for program success. There are 11 classified employees working at the Child Development Center as early childhood classroom teachers and office staff. At the time of the last program review there were 14 classified employees. Most positions are 90% 10 month contracts. The Child Development Assistant Seniors (Lead teachers) and Child Development Center Aides (Assistant teachers) are responsible for the care and education of children ages 6 months to 5 years of age in an early childhood setting. They work to build secure relationships with both the children and student-parents, develop and implement classroom curriculum, assist and mentor work-study and Child Development students taking the laboratory course, and comply with state and college standards that govern the functioning of the CDC. For administrative support we have one 11 month employee working in the front office at the CDC. Responsibilities include complying with the State childcare contract, USDA food program contract, recruitment and enrollment of children, recordkeeping, etc. This has been reduced from one 90% employee and one 19 hour employee during this program review period. This reduction in classified positions at the center has created more work for the one person who serves in this capacity in the office. As with the faculty, the staffing at the center has been reduced over the past five years. This has a direct impact on the work done by the remaining staff members. In addition to the classified staff, we employ several hourly workers to maintain ratios and meet grant and licensing requirements. We also rely on work-study students to help in the day-to-day functioning of the Center including housekeeping tasks and interaction with children.

9.4. How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

We view ourselves as a body of professionals, all contributing to the health of our programs. Adjunct faculty members with current experience in the field are critical to the success of

our program and students. They bring a perspective to our decision making process by virtue of their work in the community and knowledge of what “the thinking is” in the world outside the college walls. We involve all instructors and center staff in decision making in a variety of ways. Most decisions affecting the instructional programs are made by consensus of our faculty, both full and part-time. Each semester begins with all-faculty meetings, held at night so that all may attend. Some years we have all faculty retreats, scheduled on Saturdays. At these retreats we meet as a whole and in like-class groups to review outlines, syllabi, assignments and align teaching practices. This year we had a very successful meeting with the faculty and center staff to address the concerns we have for the student observers at the center and making the experience a very positive one for them. Small groups met together (mixed—faculty and center staff) to come up with a list of suggestions that we then have discussed throughout the semester. Text decisions are worked on by all faculty involved in a class and like sections use the same text. Faculty from all three Departments attends these meetings.

We hold fairly regular staff meetings every two weeks that are announced to all faculty members, but, due to scheduling, are attended by primarily full-time. Adjunct are mostly working but know we are meeting so can add input on issues. For budgeting, instructors work together to develop lists of supplies, media, books and other curriculum materials that are prioritized in the faculty meetings. Some of our programmatic decisions are guided by our advisory committee, which meets every spring semester. As for less important decisions, consensus is often reached via email. Having a faculty member as center director ensured that center concerns are addressed at these meetings as well. Now the Center Coordinator attends these meetings to be a part of the decision making process. Collaboration happens in other ways. Because of the past rotation of faculty as the center director, currently Kathryn Ingram and Angie Gish have in-depth knowledge of the workings of the center and can be consulted for policy decisions and switch hit in emergencies as well. Claudia Flores has also been actively engaged with the center business in the transition with Cynthia Dionne and with her leaving the center. Faculty members attend some center staff meetings and center staff is involved in decisions regarding better ways of meeting student needs in the center.

At the Child Development Center (CDC), staff and parents are frequently looked to for input on policy changes. There is a CDC parent advisory committee that meets each semester where ideas and feedback are gathered. Recommendations for changes to the parent handbook are forwarded to the Grossmont College President and Board for approval. A parent survey was just conducted and two concerns the parents had were staff/parent communication and the security of their children while at the center. Both of these are being addressed through discussions with the department and the dean.

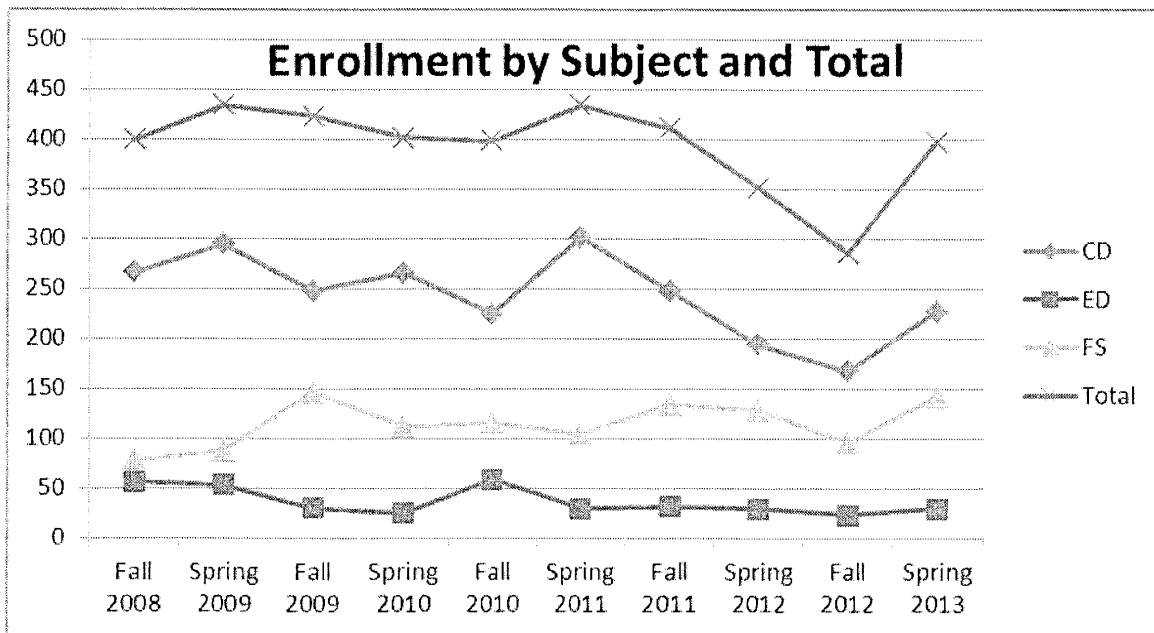
The number of classified staff at the Child Development Center has gone down over the period covered by this review. The amount of work has increased. An Error Rate Study was conducted across the State in 2008-09. The results showed that many centers were making errors or falsifying information. This has put a greater burden on all centers to keep more detailed records on family eligibility and need. The requirements from the State Department of Education, Child Development Division have become more rigorous over the past five years. And we have more grants that create more paper work. As stated before, we are doing this with fewer classified staff.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 11 - Grossmont WSCH Analysis** for efficiency. **Appendix 3** has the sections and class sizes. **Appendix 15 - Fiscal Data: Outcomes Profile** also has enrollment information.

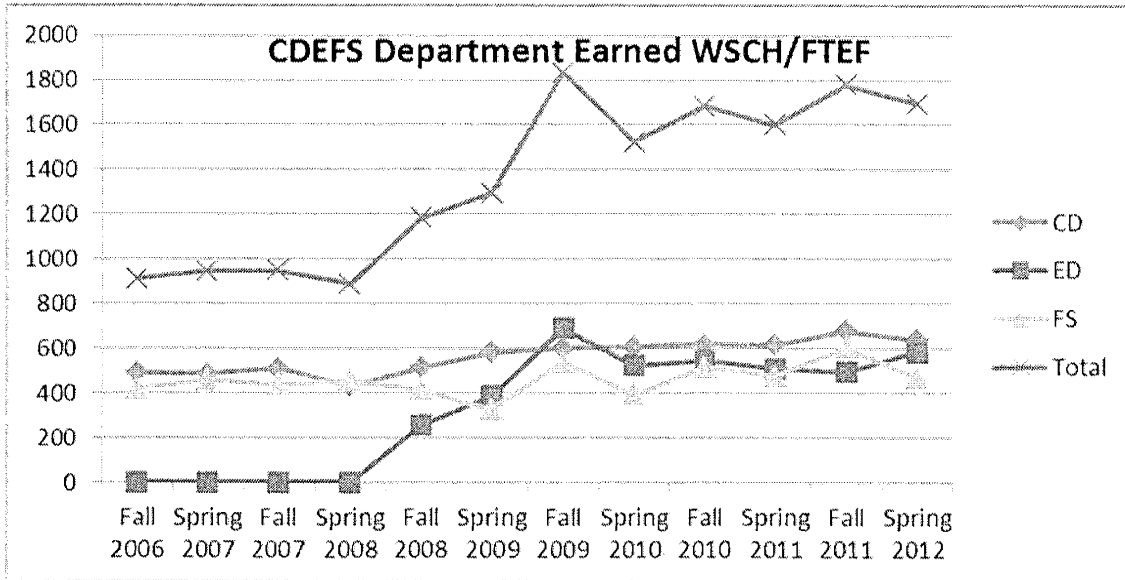
10.1 Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

The course data demonstrates that we have experienced a slow rise in student enrollment in Child Development courses since 2006. As per appendix 3, we successfully reached the maximum enrolled amount in 2009 but experienced a slight decrease shortly after. Due to budget cuts and the retirement of three faculty member, we have also experienced a significant decrease in the past few years in the actual number of sections provided. We began with an FTEF of 9.28% in the Fall of 2008 to the current 6.27% resulting in a difference of 3.01%. Even though we experienced a FTEF decrease of 3.01%, our CDEFS enrollment increased from 1360 to 1175 for a difference. We partly attribute this increase to students wanting to stay enrolled in courses because they would otherwise have limited or no courses to enroll in due to the decrease of sections being offered college wide during the budget cuts.



10.2 Analyze the Earned WSCH/FTEF data in Appendix 11- Grossmont WSCH Analysis. Explain trends for your overall program and for specific courses over a five-year period.

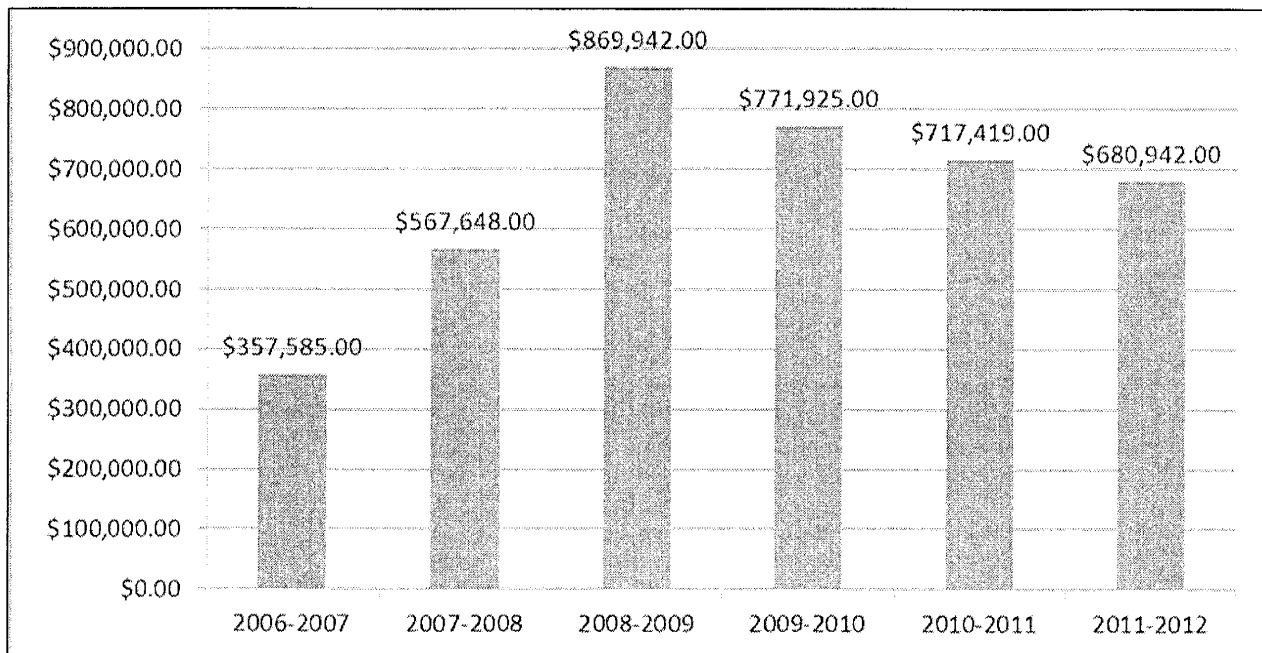
Analysis of the earned WSCH and FTEF from Fall 2008 to Spring 2013, shows a slight overall increase in earned WSCH and an overall decrease in FTEF. Therefore, the earned WSCH/FTEF ratios are demonstrating an increasing trend and therefore the department is running efficiently.



If you refer to appendix 15, you will see that the Child Development department has generated some profit over this program review cycle while serving successfully serving hundreds of students throughout the years.

10.3 Using Appendix 14 - Fiscal Year FTES Analysis by Program Report and Appendix 15 - Fiscal Data: Outcomes Profile analyze and explain the Cost/FTES of the program in relation to Earned WSCH/FTEF.

Contribution to Campus-wide Overhead/Operating Cost:



10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

The Child Development Center maintains grants and contracts to support Child Development Center including California Department of Education (\$325,316), US Department of Agriculture Child and Adult Care Food Program (CACFP) \$30,000, West Ed/CDE PITC Demonstration Site (\$28,000), and Quality Preschool Improvement (QPI) (\$72,000) and VATEA (\$27,000).

The CD department also has a grant through the CDTC (Child Development Training Consortium). This program is available to fund specific educational costs at 102 community colleges throughout California. Access to this program is available to eligible students who are pursuing careers in child care/development through the CDTC Campus Coordinator designated at each of the colleges.

Each CDTC member community college works with a local advisory committee to develop plans for the use of CDTC funds. Therefore, the use of CDTC funding can vary from college to college. CDTC funds are commonly used for the following purposes:

- Reimbursing students for enrollment fees, tuition and/or textbooks;
- Establishing a lending library of textbooks and other resources for use by eligible students

The CDTC funds vary year to year with allocation based on the state budget allocations for the program. For the past 5 years our departments' yearly budget has been \$10,000 annually.

Section 11-SUMMARY AND RECOMMENDATIONS

11.1 Summarize program strengths and weaknesses in terms of:

- Teaching and learning

One of the major strengths in terms of teaching and learning has been participating in The California Community Colleges Curriculum Alignment Project (CAP). CAP engaged faculty from across the state to develop a lower-division program of study supporting early care and education teacher preparation. The Lower Division 8 represents evidence-based courses that are intended to become a foundational core for all early care and education professionals. Our Associate Degrees, Master Teacher & Site Supervisor, and Certificates of Achievement and Proficiency, include these Lower Division 8 courses.

Secondly, the courses we translated and developed to meet the needs of Spanish speaking student cohort resulted in their success and learning. They completed the coursework necessary to obtain a permit from the California Commission on Teacher Credentialing. In regards to the programs weakness in the area of teaching and learning, due to recent statewide budget cuts we were not able to offer as many classes in our discipline as we could in years prior, resulting in fewer students having access to our program.

- Student Access and Success

Child Development instructor Robin Sepulveda, along with other departments, (English, Counseling, etc.) has participated in The Freshman Academy. The Freshman Academy offers students the opportunity to be a part of a rigorous and supportive academic environment. The focus is on building students' connection to each other, to their instructors and to the college is based on coordinating several of the very best practices from around the campus. These are practices which have been proven to improve student learning.

A consistent group of students and faculty work together across their classes, "linking" their curriculum and helping them to broaden their learning.

Counselors work with students to help improve study skills, understand college resources, and to plan their future schedules.

Learning in all of their courses is contextualized around a common theme or interest area, in our case Child Development, helping students to see how to apply skills across courses and disciplines.

As a result of this collaborative effort, we compared the success rate of a CD 125 course to that of one linked to Freshman Academy. There was a significant percentage increase in success for those students in the linked CD course.

Freshman Academy Success Rates - Fall 2012

Freshman Academy

(Eng. 98 students only)

Retention 92%
Success Rate 90%

Comparison Group

(Fall 2010 GC Cohort Data – All Students)

87%
67%

Freshman Academy

English 98 97%
 English 98R 91%
 Counseling 104 90%

Comparison Group

(Eng. 98 students concurrently enrolled in each these sections fall 06-08)

 76%
 no data

GE Courses Combined = 81%

(Comm 122)	78%	no data
(Soc. 114)	82%	no data
(AOJ 110)	74%	54%
(CD 125)	92%	50%
(Math 90)	79%	34%

The weakness for Student Access and Success continues to be a lower percentage of males compared to females. Although we have seen a slight increase in classroom attendance and center work staff presence, we acknowledge this is a female dominated field. Our program has hired one male full time faculty member and one adjunct instructor. Additionally, we have one male hourly employee at the center working with the infant and toddler classroom and one male lab student placed in the preschool classroom.

- Implementing and executing the department’s vision and mission statement.

“The Child Development Program goals promote student success through educational excellence by regularly engaging and maintaining community relationships at the local, state and national levels. We will promote and value diversity through preparing students effectively works with diverse populations. An enhanced advising program will provide increased access and promote standards of accountability.”

The success of the Child Development, Education and Family Studies Department in promoting student success through educational excellence by regularly engaging and maintaining community relationships at the local, state and national levels is evidenced by the information provided in Appendix 10. The entire faculty has consistently been involved in the child development community and the legislative process that determines laws and regulations affecting the profession. The department has been diligent in promoting and valuing diversity. Grossmont offered the course, “Teaching in a Diverse Society” (formerly called Diversity Issues in Early Childhood Classrooms) years before it was required by the Curriculum Alignment Project referred to in the body of this document. Our Advisory Committee meets regularly and the department respects and considers their recommendations. Again, these are referred to in this document.

Goal and Purpose of the Child Development Center

- Our goal is to create a model Child Development program that mirrors the teachings of the Child Development and Family Studies Department of Grossmont College. We work in collaboration with the department to determine best practices and to keep current in the early childhood field. We will serve the children of students and staff with a professional and quality program.

The Center has three purposes.

- Provide for the care and education of young children while their parents attend school or are employed by Grossmont College.
- Serve as an observation and participation lab for Grossmont College students.
- Provide a model childcare center for other community child care facilities to use as a resource.

The Department and the Child Development Center have been recognized throughout the child development community as providing quality care for children and always being up-to-date on the latest research. The department and center were named as one of the top three programs of the 97 community colleges that offer this program.

The weakness is the fact that we do not have the capability of providing adequate lab experiences for our students in the current center, nor do we have the space to provide greater observations for the community child care centers to use us as a resource to the degree that we would consider excellent.

- Fiscal stability

The Department and the Center operate in the black even though the budget is extremely tight. The supplies, materials and hourly staff are supported through the Perkins funds. We have grants from the ASGC, CDSA and personal donations through the generosity of the Grossmont College community as a whole that help us meet the needs of our neediest families. There are other monies that support the center from the Federal Department of Agriculture (CACFP), the State the Department of Education (CDE/CDD) (CCTR and CSPP) and PITC and local First 5 (QPI).

11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next program review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.

One major concern is the decrease in full time and adjunct faculty. The department has gone from seven fulltime faculty members to three within the past three years due to retirements. Although we have hired one full time member a year ago, we need to replace retired full time faculty to meet the course offerings necessary for our program. It has been a challenge to staff all courses with specialization such as the Reggio Emilia and the Infant Toddler courses. We also need more adjunct faculty as many are also retiring or taking full time jobs at other institutions.

As mentioned throughout this document, the Child Development Center must expand to meet the lab requirements of the department and the demand from the community partnerships and student observers from other colleges and Universities such as SDSU and PITC to name a few.

11.3 Make a rank-ordered list of program recommendations. The recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

- Secure current child development center for safety of children and staff until new facility is built
- Construct new child development center with greater capacity, CDFS classrooms and office space included
- Replace all faculty members that have retired within last 3 years.
- Determine status and placement of Education Department
- Encourage CD majors to build stronger supportive relationships through the CDSA

Appendixes

Appendix 1: Six-Year Department Plan

Six-Year Department/Unit Plan

Department/Unit Name Child Development, Education, Family Studies
November, 2009

Month/Year

Instructions:

This Six-Year Unit Plan details the goals that you have for your department/unit in a number of areas, as well as the strategies that you plan to implement to achieve those goals. Each year, this plan will inform and be implemented through the activities in your various annual action plans. In addition, this plan is organized so that the work eventually accomplished in the areas listed can be used to complete key sections of your next program review document.

Please fill out all portions as completely as possible. Some units in student and administrative services will need to indicate where the sections do not apply.

THE DEADLINE FOR SUBMITTING THIS COMPLETED SIX-YEAR DEPARTMENT/UNIT PLAN TO YOUR DEAN IS FRIDAY, NOVEMBER 6th, 2009.

Remember, for your Six-Year Plan, you are developing your department/unit goals and strategies (activities) for each of the areas listed as plan sections on the following pages. Your goals and activities may support one or more of the following College Strategic Planning Priority Goals that are provided here for your reference:

Student Access

Goal 1: Better serve students in historically under-served populations

Goal 2: Respond to changing community needs

Learning and Student Success

Goal 3: Provide an Exceptional Learning Environment to Promote Student Success

Goal 4: Promote Student Success for Historically Under-served Populations

Goal 5: Promote Student Success for Historically Under-prepared Populations

Robust Fiscal and Physical Resources

Goal 6: Promote Institutional Effectiveness

Goal 7: Develop and maintain an exceptional learning environment

Goal 8: Maximize Revenue from Traditional and Non-Traditional Sources

Economic and Community Development

Goal 9: Enhance Workforce Preparedness

Goal 10: Develop Innovative Partnerships That Meet Long-term Community Needs

Value and Support of Employees

Goal 11: Promote Employee Success

BACKGROUND

- A. Please provide a list of your most recent program review recommendations.
1. The addition of one full time faculty and replacement of retirements according to SERP agreements should they occur in this program review cycle and the addition of 1/2 time clerical support for the program.
 2. Expansion of the Child Development Center with an on-campus facility easily accessible to students.
 3. Expanding the Child Development Program to include FACS family and human development coursework.
 4. Support the direction of the Commission on Teacher Credentialing Pilot Project and the hiring of necessary support staff in evaluation and/or counseling.

5. Develop a detailed plan and drawing of remodeling of 371, 373 and 375 to meet CD and FACS needs.
6. Explore and implement articulation agreements with other four year institutions in both Child Development and Education.
7. Address the issue of standardization of grading through department meetings and/or retreats and mentoring. Explore the use of common syllabi and norming and calibration standards as used by other departments.
8. Explore alternatives to the parent education class.
9. Update course outlines and develop coursework to meet master teacher specialization.

B. If applicable, please provide a list of any advisory committee recommendations.

The advisory committee has been consistent in its support of expanding the child development center to accommodate more children and student teachers and observers. The committee has also supported our participation in the Curriculum Alignment Project and the the changes in program that have resulted from this partnership. At our most recent meeting, Spring, 2009, we included members of the Education community to start establishing those links.

C. If applicable, please provide a list of any certification/accreditation recommendations.

The child development center is in the middle of reaccreditation through NAEYC, with the site visit expected by the end of November. We will update based on the findings of that review.

PLAN SECTIONS

In each section, answer the questions as completely as possible. **Remember that you are discussing long-term plans for the next six years.**

D. Community Outreach/Response

1. What is/are your six-year goal(s) in this area?
 1. Continue offering core curriculum in Spanish with ESL support.
 2. Continue providing leadership and responding to professional trends and regulatory changes in the field including: Title 5 and Title 22 regulatory changes, Commission on Teacher Credentialing permit and teacher credential requirements.
 3. Track and participate in other policy groups including Preschool for All, California Early Learning Quality Rating and Improvement Systems, Preschool and Infant Toddler Learning Foundations and Curriculum Frameworks, California Department of Education Teacher Competencies
 4. Continue active participation and leadership in community groups including the San Diego Child Care and Development Planning Council, California Community College Early Childhood Educators, California Child Development Administrators Association, Chancellors Advisory Committee on Child Development Programs and Services...
 5. Continue to serve as a demonstration site for the California Department of Education and Program for Infant Toddler Care
 6. Continue active participation, providing a host sites and faculty expertise for community events such as the Reggio Roundtable, SDAEYC conferences and others

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)
 1. According to the San Diego Child Care and Development Planning Council in their Child Care Needs Assessment for San Diego County, 2005, there are 106,450 children between the ages of 0 and 12 who speak Spanish as their primary language. This is 20% of the population of children in the county. There is a huge need for coursework for providers who speak the home language of the children.
More data to come
 - b. how each 6-year plan goal above supports the college strategic planning priority goals
By serving underrepresented Spanish speaking students and strengthening support for all of our ESL students through partnership with the ESL department, the college Goals 1,3,4,5 are supported by our goal 1,
College Goal 2, 9 and 10 are supported by all of the the goals listed above. As a workforce training department, our participation in community events at a local, state and national level (and in some instances international) we not only respond to community needs, but anticipate and advocate for change and improvement, utilize the information to enhance workforce preparedness and maintain long term partnerships.
2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
 1. Develop and offer courses in Spanish with ESL support. Work with the ESL department on vocational connections.
 2. Maintain active involvement on local, state and national organizations, boards, task forces and advisory committees.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
 1. Spanish classes are being monitored for enrollment and for SLO assesement.
 2. Other areas are tracked in program review documentation.

E. Student Success and Support

1. What is/are your six-year goal(s) in this area?
 1. Participate in California Articulation Project to align core 24 units of Child Development in community colleges statewide and with 4 year institutions.
 2. Continue to advocate for expansion of the Child Development Center to serve more student parents from all disciplines, and meet observation and student teaching lab needs. Establish community center lab for child development education and family studies students(Are we still thinking intergenerational?)
 3. Contnue transfer efforts with SDSU, CSUSM, National University and others to move students into bacchalaureate and teaching programs
 4. Continue with Child Development Training Consortium, Mentor Teacher project, CAREs and other workforce incentive and quality improvement programs.
 5. Continue with the California Commission on Teacher Credentialling VOC program
 6. Continue Tech Prep agreements and articulation efforts.
 7. Continue advocacy efforts on behalf of students.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)

MARY, Angie, Claudia help here. I need CAP, Mentor and CDTC data. to support this.
 - b. how each 6-year plan goal above supports the college strategic planning priority goals
2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
 1. Submit course revisions to meet California Articulation Project alignment guidelines
 2. Seek funding and district support for expansion of Child Development Center. Find alternative space for student lab while waiting.
 3. Meet regularly with 4 year institutions.
 4. Continue participation in Child Development Training Consortium, Mentor Teacher project, CAREs and other workforce incentive and quality improvement programs.
 5. Offer office hours for permit sign off and academic advising for California Commission on Teacher Credentialling VOC program
 6. Work with Tech Prep staff and high school teachers to maintain transferability of high school coursework.
 7. Continue advocacy efforts on behalf of students.
 3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
 1. Courses will be approved by curriculum committee and CAP.
 2. IPP submitted for CD center.
 3. Articulation agreements are current and functional
 4. Students are meeting requirements and receiving cash stipends for participation in these programs

5. Students are granted Child Development Center permits
6. Tech prep agreements are current and useful
7. Our students will graduate and find jobs in the field that are good for families and children and pay living wages.

F. Department/Unit Resources and Development

1. What is/are your six-year goal(s) in this area?
 1. Maintain grants and contracts to support Child Development Center including California Department of Education, US Department of Education CCAMPIS, West Ed/CDE PITC demonstration site.
 2. Seek further funding to maintain operation of child development center including further campus/district support
 3. Seek support for time to nourish and revitalize the Education department.
 - 4.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)

 - b. how each 6-year plan goal above supports the college strategic planning priority goals
2. What strategies/activities would you undertake to accomplish each 6-year plan goal?

 3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

G. Faculty/Staff Professional Development

1. What is/are your six-year goal(s) in this area?
 1. Support center staff in continuing education and professional development
 2. Provide support for adjunct faculty for professional development, especially technical support.
 3. Obtain campus support for travel for committees and professional organizations.
 4. Obtain release time for establishing connections and renewing currency in the education area.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)

 - b. how each 6-year plan goal above supports the college strategic planning priority goals
2. What strategies/activities would you undertake to accomplish each 6-year plan goal?

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

H. Curriculum Development

1. What is/are your six-year goal(s) in this area?
 1. Revise curriculum to meet CAP guidelines
 2. Revise CD majors to reflect current needs in the field
 3. Update CD, Education and FS syllabi and curriculum to meet changes in the field
 4. Keep up with SLO's
 5. REview and update Education Coursework and program
 - 6.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)
 - b. how each 6-year plan goal above supports the college strategic planning priority goals
2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
 3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

I. Staffing Needs

1. Please explain your projected needs for staffing (include data to support your needs)?
 1. Replace Amy Obegi
 2. Replace faculty upon retirement. We expect to lose 4 in the next 3-4 years.
 3. Reassigned time for Education department, reassigned formula does not reflect the multidisciplinary nature of this program

J. Student Outcomes

If you are in an instructional area and have not done so already, complete your six-year student outcome assessment plan by going to http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm, clicking on your department link, and completing the spreadsheet. **NOTE: the student outcome plan spreadsheet was due online by October 2nd.**

THE DEADLINE FOR SUBMITTING THIS COMPLETED SIX-YEAR DEPARTMENT/UNIT PLAN TO YOUR DEAN IS FRIDAY, NOVEMBER 6th, 2009.

Appendix 2: Catalog Descriptions, Certificates and Degrees

Child DEVELOPMENT (CD)

CHILD DEVELOPMENT 101 †

Parent Education

1 unit, 1 hour lecture

This course is primarily designed for parents of children enrolled in the Child Development Center although others are welcome to take the class. The course includes an overview of child development principles and an exploration of the role of parents in supporting the development of their children. The course will provide guidance in effective parenting strategies reflecting family and cultural beliefs. Discussions and assignments will relate directly to the participants' interaction with young children.

Transfers to CSU

CHILD DEVELOPMENT 106 †

Practicum: Beginning Observation and Experience

1 unit, 3 hours laboratory

Corequisite: A "C" grade or higher or concurrent enrollment in CD 123 or 125 or equivalent.

A laboratory experience at an approved placement site, this course includes observing and recording behavior of infant through preschool children and working directly with preschool children. This course is designed to reinforce and augment understanding of principles and techniques for observing, assessing, planning and working with young children through direct experience.

Transfers to CSU

CHILD DEVELOPMENT 115 †

(Family Studies 115)

Changing American Family

3 units, 3 hours lecture

A survey of the contemporary American family with emphasis on changes in form, functions and expectations. The history of the family, both public and private, will be considered and examined in relation to the effects of class, ethnicity and social policy. The effects on the family of common life events experienced by individuals and family members will be covered including sexuality, mate selection, marriage, childbearing, the working family, divorce, domestic violence and aging. The future of the family including implications for the individual and society will be discussed.

Satisfies General Education for: Grossmont College D2; CSU D10; IGETC 4J

Transfers to: CSU, UC (credit limited: see page 39)

CHILD DEVELOPMENT 121 †

The Arts and Creativity for Young Children

3 units, 3 hours lecture

This course will explore the development of creativity and creative expression through art, music, dramatic play and movement. Students will participate in a variety of creative experiences and learn strategies for incorporating the creative arts into daily routines and curriculum in early care and education settings. Developing skills to prepare an inclusive classroom environment that integrates creativity, is aesthetically pleasing, and developmentally appropriate will be a part of the course. This class meets the Program/Curriculum core requirement for Community Care Licensing and the California Commission on Teacher Credentialing Child Development Permit.

Transfers to CSU

CHILD DEVELOPMENT 123 †

Principles and Practices of Programs and Curriculum for Young Children

3 units, 3 hours lecture

Corequisite: Concurrent enrollment in CD 106 or concurrent employment in a licensed child care program.

An examination of theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting emotional, physical, social, creative and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity. Legal requirements for programs in California including Title 22 and Title 5 are also included.

Transfers to CSU

CHILD DEVELOPMENT 124 †

Infant and Toddler Development

3 units, 3 hours lecture

This course is a study of infants and toddlers, ages 0-3, which focuses on development in social-emotional, cognitive, language, and motor domains, including variations due to linguistic, cultural, socioeconomic and special needs. Emphasis is on development as it relates to care in a group setting. Theories and current issues related to group care are examined as well as appropriate methods of guidance and socialization. A strong focus is placed on the

Child DEVELOPMENT (CD)

importance of the cultural context as it relates to meeting individual needs and building positive relationships with both child and family.

Transfers to CSU

CHILD DEVELOPMENT 125 †

Child Growth and Development

3 units, 3 hours lecture

This course is a study of child growth and development from conception through adolescence as determined by the interaction of the biosocial, cognitive and social/emotional domains of development within the family and the cultural context with implications for raising successful adults. Observations of children of various ages is an integral part of this course.

Satisfies General Education for: Grossmont College D2; CSU D7 or D9 or E; IGETC 4G or 4I

Transfers to: CSU, UC

CHILD DEVELOPMENT 127 †

Science and Mathematics for Child Development

3 units, 3 hours lecture

Recommended Preparation: CD 125.

This course stresses the importance and value of science and mathematics in programs for young children. Students will gain an understanding of how children develop basic concepts of math and science, evaluate curriculum, and utilize appropriate methods and materials for early childhood education programs. Emphasis will be on the diverse and developmental differences of children.

Transfers to CSU

CHILD DEVELOPMENT 129 †

Language and Literature for Child Development

3 units, 3 hours lecture

Recommended Preparation: CD 125.

This course is designed to enhance the role of the teacher in supporting language and literacy development for young children. Students evaluate children's literature and develop practical skills in communicating, reading and telling appropriate stories. Respectful, nurturing relationships, developmentally appropriate learning environments and collaborations with families and staff of diverse backgrounds will be emphasized as foundations for supporting first and second language acquisition and emergent literacy.

Transfers to CSU

CHILD DEVELOPMENT 130 †

Curriculum: Design and Implementation

3 units, 3 hours lecture

Recommended Preparation: CD 121, 123, 125, 127, 129 and 131.

This course integrates knowledge and skills from previous Child Development coursework as a foundation for designing appropriate curriculum and environments for young children. Students will examine a variety of approaches to curriculum development. The class will emphasize a coconstructive process of observation, implementation and documentation for designing environments that generate meaningful relevant learning that is responsive to the child in the context of family and culture.

CHILD DEVELOPMENT 131 †

Child, Family and Community

3 units, 3 hours lecture

Recommended Preparation: A "C" grade or higher in CD 123 and 125 or equivalent.

This course examines the socialization process including the role families, school, media, peers, and community play in children's development. Students will learn strategies to support children and families in a diverse society, including how to develop and maintain effective teacher and family relationships. Community resources and agencies that strengthen families will be examined. This course is required by the California State Department of Social Services for teachers and directors.

Satisfies General Education for: Grossmont College D2; CSU D10

Transfers to: CSU, UC

CHILD DEVELOPMENT 132 †

Observation and Assessment: Field Experience Seminar

3 units, 3 hours lecture

Prerequisite: A "C" grade or higher in CD 106, 121, 123, 125, 127, 129, 131 and 130 or 143 or equivalent.

Corequisite: CD 133 or 170

This seminar is for the student participating in field experience as a student teacher in early childhood education programs. Students will develop skills in observation and authentic assessment and portfolio development for children and develop positive communication and guidance skills for working with children and families. These skills will be implemented in CD 133 or 170. As part of the course, students will reexamine professional ethics, responsibilities and expectations of the work force and explore strategies for job search.

Transfers to CSU

Child DEVELOPMENT (CD)

CHILD DEVELOPMENT 133 †

Practicum-Field Experience:

Student Teaching

2 units, 10 hours work experience per week

Prerequisite: A "C" grade or higher in CD 106, 121, 123, 125, 127, 129, 130 and 131 or equivalent.

Corequisite: CD 132

The student teacher will design, implement and evaluate curriculum experiences under supervision, at approved field placement sites. Students will apply previous coursework to make connections between theory and practice, demonstrate professional behaviors and build a comprehensive understanding of children in the group environment. This course emphasizes respectful workplace relationships among children and adults that serve as a foundation for co-construction and positive guidance.

Transfers to CSU

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CHILD DEVELOPMENT 134 †

Health, Safety and Nutrition of Young Children

3 units, 3 hours lecture

This course emphasizes strategies for applying holistic health, safety and nutrition in early childhood settings.

This course is designed for teachers, parents or others who desire current information on concepts of health, safety, and nutrition as it applies to children from infancy through school age. This course will cover laws, practices and curriculum regarding physical and mental health, safety, fitness and nutrition. An emphasis on program planning will include collaboration with families and health care providers leading to the development of good habits, attitudes, and responses promoting healthy and safe lifestyles.

Satisfies General Education for: Grossmont College D2

Transfers to CSU

CHILD DEVELOPMENT 136 †

Adult Supervision

3 units, 3 hours lecture

Recommended Preparation: A "C" grade or higher in 12 units of Child Development core curriculum: CD 125 (3units); CD 131 (3 units); 6 units from CD 121, 123, 127, 129, 143, 130 and/or 153 and currently teaching in a preschool or child care setting in the role of the lead teacher or head teacher or other supervisory capacity.

This course provides students with the opportunity to develop skills in establishing and maintaining supportive working relationships with adults in

early childhood settings. Based on a proactive approach, the course will explore positive communication strategies including team building, collaboration and problem solving.

Transfers to CSU

CHILD DEVELOPMENT 137 †

Administration of Child Development Programs I

3 units, 3 hours lecture

Recommended Preparation A "C" grade or higher in 12 units of Child Development core curriculum: CD 125 (3 units); CD 131 (3 units); 6 units from CD 121, 123, 127, 129, 143, 130 and/or 153 and currently teaching in a preschool or child care setting in the role of the lead teacher or head teacher or other supervisory capacity.

This course is designed for the beginning director of child care and preschool programs. It includes administrative tools, knowledge and techniques needed to organize, open and operate a child development facility. Topics include budget, management, regulatory laws, and development of school policies and procedures. This course is required by the California Department of Social Services and California Department of Education for child care and preschool program directors and site supervisors.

Transfers to CSU

CHILD DEVELOPMENT 138 †

Administration of Child Development Programs II

3 units, 3 hours lecture

Recommended Preparation: A "C" grade or higher or "Pass" in CD 137 or equivalent.

This course is designed for the experienced director of childcare and preschool programs. The focus of this class is on human relationships in the professional setting. Included topics are political, fiscal, and working conditions and how they affect turnover and morale of staff; support for families in the program and managing personal growth and development.

Transfers to CSU

CHILD DEVELOPMENT 141 †

Working with Children with Special Needs

3 units, 3 hours lecture

Recommended Preparation: CD 124 or 125.

The course focuses on strategies for working with children with special needs including physical, neurological and sensory challenges, developmental delays, learning disabilities and giftedness, and emotional and behavioral disorders. With an emphasis on inclusion in the traditional classroom

Child DEVELOPMENT (CD)

and the childcare setting, this class will include compliance with legislation, observation, identification and referral processes, family involvement, and modification of the environment and curriculum.

Transfers to CSU

CHILD DEVELOPMENT 143 †

Responsive Planning for Infant/Toddler Care

3 units, 3 hours lecture

Recommended Preparation: A "C" grade or higher in CD 124 or 125 or equivalent.

This course will examine programs, philosophies and components of high quality group care for infants and toddlers. Students will develop planning skills for environments, experiences, and care giving routines that are based on respectful relationships and needs of diverse children and families. Emphasis will be on building relationships between the family, child, and caregiver in the context of linguistic, cultural, socioeconomic, individual family differences, and special needs.

Transfers to CSU

CHILD DEVELOPMENT 144 †

Baby Signs: Communicating with Infants/Toddlers

1 unit, 1 hour lecture

This course is an introduction to gestural communication or "Baby Signs" with normally developing infants and toddlers. Modified sign-language is taught as a means of communication with preverbal or newly verbal children. An emphasis is placed on incorporating gestures into daily routines, play, and song in infant care settings to foster reciprocal and responsive relationships. Strategies for teaching parents about "Baby Signs" and working with children's individual needs are included.

Transfers to CSU

CHILD DEVELOPMENT 145 †

Child Abuse and Family Violence in Our Society

3 units, 3 hours lecture

Child abuse and neglect, domestic violence, elder abuse and community violence as well as safety and self protection will be examined with an emphasis on how the classroom teacher, foster parents and members of the general public can recognize, prevent, report, and intervene in cases of child abuse and domestic violence.

Satisfies General Education for: Grossmont College D1; CSU D10

Transfers to CSU

CHILD DEVELOPMENT 153 †

(Cross-Cultural Studies 153)

Teaching in a Diverse Society

3 units, 3 hours lecture

Analysis of the many contexts and variables related to an individual's socialization process and how these forces impact on one's work with children and families. This course will examine and discuss topics related to culture, race, ethnicity, religion, gender, socioeconomic status, sexual orientation, special needs, and diverse lifestyles as they are represented in our schools and society at large. This course includes self-reflection as a tool for personal growth. Current social issues will be examined through the lens of global diversity. Students will better understand their own attitudes regarding diversity and apply this knowledge to their work with children and families.

Satisfies General Education for: Grossmont College D2

Transfers to CSU

CHILD DEVELOPMENT 168 †

Positive Guidance in Early Childhood Setting

1 unit, 1 hour lecture

This course provides teachers and child care providers with the tools to create an environment that supports children's behavior. It addresses the development, social, and cultural understanding of the reasons for children's behavior. Practical classroom strategies including indirect guidance, verbal guidance, positive interaction skills, modeling and problem solving will be explored. The importance of building positive relationships with the family is also included. This course is offered on a Pass/No Pass basis only.

Transfers to CSU

CHILD DEVELOPMENT 169 †

Helping Children Cope with Crisis and Change

1 unit, 1 hour lecture

Children see the world from an entirely different perspective than adults, including how they cope with life's adversities. This class will assist the caregiver (parent, teacher or child care provider) in first, identifying children who may be dealing with a crisis or change in their life that is impacting their wellness, and secondly, offering the adult the tools for helping the child learn to cope with a crisis or change. This course is offered on a Pass/No Pass basis only.

Transfers to CSU

Child DEVELOPMENT (CD)

CHILD DEVELOPMENT 174 †

The Reggio Emilia Approach to Learning: An Introduction

3 units, 3 hours lecture

The Reggio Emilia Preschools and Infant/Toddler programs are recognized as outstanding early childhood programs. This course will provide students with an overview of the principles and classroom applications of the Reggio approach. The role of the teachers, working in collaboration, in daily implementation of a socialconstructivist approach will be explored. Students will be provided with information about schools locally and in other areas of the United States implementing the Reggio approach.

Transfers to CSU

CHILD DEVELOPMENT 175 †

Documenting Children's Learning in Early Childhood Education

3 units, 3 hours lecture

Recommended Preparation: CD 125 and 174.

The preschools and infant/toddler centers of Reggio Emilia, Italy are recognized as examples of best practices in early childhood education. This course will provide students with an indepth exploration of the process of documentation including the role of the teacher and the use of technology in documenting children's learning. Students will explore the relationship of documentation to the co-construction of curriculum. Classroom activities and assignments will require a student to be actively involved with young children.

Transfers to CSU

CHILD DEVELOPMENT 199

Special Studies or Projects in Child Development

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of child development under instructor guidance. Written reports and periodic conferences are required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

CHILD DEVELOPMENT 298 ††

Selected Topics in Child Development

.5-3 units, 1-9 hours

Prerequisite: Varies with topic.

Selected topics in Child Development not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career

and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class. Pass/No Pass only.

Non-associate degree applicable

CHILD DEVELOPMENT 299A †

Selected Topics in Child Development

.5-3 units, 1-9 hours

Prerequisite: Varies with topic.

Selected topics in Child Development not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Associate degree applicable

CHILD DEVELOPMENT 299B †

Selected Topics in Child Development

.5-3 units, 1-9 hours

Prerequisite: Varies with topic.

Selected topics in Child Development not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Baccalaureate level-CSU transfer

† This course meets all Title 5 standards for Associate Degree Credit.

†† This course meets all Title 5 standards for Nondegree Credit.

CHILD DEVELOPMENT

These courses are also appropriate for family child care providers, parents, administrators, health care professionals, and others working with children. Courses are designed to partially meet lower division course preparation for students planning a bachelor's degree in Child Development

Career Opportunities

Adoption Counselor*
Child Psychologist*
Childcare Specialist
Day Camp Counselor*
Development Specialist*
Family Child Care Provider
Infant/Toddler Teacher+
Parent Educator*
Planned Parenthood Worker
School Age Child Care Teacher/Site Supervisor
Preschool Teacher/Director+
Recreation Specialist*
Social Service Specialist*
*Bachelor's Degree or higher required.
+Bachelor Degree normally recommended.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Analyze and apply principles of scientific research to the study of human development; integrate and apply current theory and research to the observation, documentation and unbiased analysis of human behaviors.
2. Formulate practical applications of theory and research to developmentally appropriate practice in varying contexts: personal, classroom, agency and community.
3. Critically examine societal and personal attitudes, beliefs, values and assumptions towards the diverse contexts of child and human development including: ethnicity, gender, language, family structure, socioeconomic status, age and ability.
4. Compare and examine differing social, economic, political, historical, cultural and family contexts and their effect on human development; demonstrate effective advocacy techniques related to current social issues pertaining to children, adults, and families.

Associate Degree Major Requirements

Note: All courses in the major must be completed with a letter grade of "C" or higher.
Child Development Master Teacher Subject & Number Title Units

Child Development 106 Practicum: Beginning Observation and Experience 1
Child Development 121 The Arts and Creativity for Young Children 3
Child Development 123 Principles and Practices of Programs and Curriculum For Young Children 3
Child Development 125 Child Growth and Development 3

Child Development 3
Child Development 130 Curriculum: Design and Implementation 3
Child Development 131 Child, Family and Community 3
Child Development 132 Observation and Assessment: Field Experience Seminar 3
Child Development 133 Practicum-Field Experience: Student Teaching 2
Child Development 134 Health, Safety and Nutrition of Young Children 3
Child Development 141 Working with Children with Special Needs 3
Child Development/
Cross Cultural
Studies 153 Teaching in a Diverse Society 3
Child Development/
Family Studies 115 Changing American Family *3
or
Child Development 136 Adult Supervision **3
Total Required 39
Plus General Education and
Elective Requirements
*CD/FS 115 is required for transfer to SDSU
**CD 136 is required for the Master Teacher Permit through
California Teacher Credentialing

Certificate of Achievement

Any student who completes the Child Development major requirement for Master Teacher qualifies for a Certificate of Achievement in Child Development. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

Note: All courses in the certificate must be completed with a letter grade of "C" or higher.

California Commission on Teacher Credentialing Child Development Permit

Any student who completes the above requirements and 16 units of GE from English/Communication, Humanities, Social Sciences and Math or Science may apply for a permit from the California Commission on Teacher Credentialing (CTC). There is an added work experience component. For full requirements go to www.ctc.ca.gov to contact the Child Development Department.

Child Development Site Supervisor

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number Title Units

Child Development 106 Practicum: Beginning Observation and Experience 1
Child Development 121 The Arts and Creativity for Young Children 3
Child Development 123 Principles and Practices of

Programs and Curriculum
for Young Children 3
Child Development 125 Child Growth and
Development 3
Child Development 127 Science and Mathematics for
Child Development 3
Child Development 129 Language and Literature for
Child Development 3
Child Development 130 Curriculum: Design and
Implementation 3
Child Development 131 Child, Family and Community 3
Child Development 132 Observation and Assessment:
Field Experience Seminar 3
Child Development 133 Practicum-Field Experience:
Student Teaching 2
Child Development 134 Health, Safety and Nutrition of
Young Children 3
Child Development 136 Adult Supervision **3
Child Development 137 Administration of Child
Development Programs I 3
Child Development 138 Administration of Child
Development Programs II 3
Child Development 141 Working with Children with
Special Needs 3
Child Development 153 Teaching in a Diverse Society 3
Child Development/
Family Studies 115 Changing American Family *3
Total Required 48
Plus General Education and
Elective Requirements
*CD/FS 115 is required for transfer to SDSU
**CD 136 is required for the Master Teacher Permit
through California Teacher Credentialing

Certificate of Achievement

Any student who completes the Child Development
major requirements for Master Teacher or Site
Supervisor
qualifies for a Certificate of Achievement in Child
Development. An official request must be filed with the
Admissions and Records Office prior to the deadline as
stated in the Academic Calendar.

**Note: All courses in the certificate must be completed
with a letter grade of "C" or higher.**

California Commission on Teacher Credentialing Child Development Permit

Any student who completes the above requirements and
16 units of GE from English/Communication, Humanities,
Social Sciences and Math or Science may apply for a
permit from the California Commission on Teacher
Credentialing (CTC). There is an added work experience
component. For full requirements go to www.ctc.ca.gov
to contact the Child Development Department.

Certificate of Proficiency

The following Certificate of Proficiency is designed for the
student who needs to be prepared to enter an entry-level
job. A department-issued certificate may be awarded
upon successful completion of a prescribed course of
study. These certificates will not appear on a student's
transcript.

**Note: All courses must be completed with a letter grade
of "C" or higher.**

Associate Teacher

Certificate of Proficiency

The Associate Teacher is an entry level position in the
child care and early education field. This certificate meets
the educational requirements for a teacher for the State
of
California, Community Care Licensing and the California
Commission on Teacher Credentialing Associate
Teacher
level Permit. The course includes approximately 15 days
of the 50 day experience requirements for these
positions.

**Note: All courses must be completed with a letter grade
of "C" or higher.**

Subject & Number Title Units

Child Development 106 Practicum: Beginning
Observation and Experience 1

Child Development 123 Principles and Practices of
Programs and Curriculum
for Young Children 3

Child Development 125 Child Growth and
Development 3

Child Development 131 Child, Family and Community 3
Total 10

Select ONE (1) of the following courses:

Subject & Number Title Units

Child Development 121 The Arts and Creativity for
Young Children 3

Child Development 127 Science and Mathematics for
Child Development 3

Child Development 129 Language and Literature for
Child Development 3

Child Development 143 Responsive Planning for
Infant/Toddler Care 3

Total 3

Total Required 13

Any student who completes this Certificate of Proficiency
and 50 days of experience in an early childhood program
may apply to the California Teachers Credentialing Office
for an Associate Teacher Permit. For further information
contact the Child Development department and
www.ctc.ca.gov

Appendix 3: Grade Distribution Checklist

Grade Distribution by Division
School: Grossmont College -- Term: 2013SP -- Division: G01 -- Subject: CD -- Course: All Courses

Section	S.T. Wks	Hrs	Enroll ment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPa ss	Inc	W	Instructor	
CD-106 Practicum: Begin Observ & Exp																			
9733	1.0	26	0	21	0	0	0	2	0	0	1	0	2	0	0	0	0	0	Ingrum, PT
CD-115 Changing American Family																			
1184	3.0	30	0	2	1	0	0	14	1	0	9	2	1	0	0	0	0	10	Robertson PT
1637	8	3.0	14	0	1	0	0	4	1	0	3	0	5	0	0	0	0	15	Robertson PT
6668N	3.0	36	0	15	0	0	0	13	0	0	5	0	3	0	0	0	0	2	Andrews, PT
Course Total	80		0	18	1	0	0	31	2	0	17	2	9	0	0	0	0	27	
CD-121 Arts/Creativity Young Children																			
6670	8	3.0	23	0	10	0	0	4	0	0	4	0	5	0	0	0	0	16	Monaghan PT
6671N	3.0	35	0	6	0	0	0	6	0	0	6	4	13	0	0	0	0	3	Monaghan PT
Course Total	58		0	16	0	0	0	10	0	0	10	4	18	0	0	0	0	19	
CD-123 Prog/Curriculum for Young Child																			
6672	3.0	25	0	12	0	0	0	3	0	0	3	4	3	0	0	0	0	2	Ingrum, PT
CD-124 Infant & Toddler Development																			
9735	3.0	29	0	4	0	0	0	4	0	0	7	5	9	0	0	0	0	14	Warner, PT
CD-125 Child Growth and Development																			
1134	3.0	31	0	8	0	0	0	10	0	0	3	2	7	1	0	0	0	10	Warner, PT
1639	8	3.0	33	0	6	0	0	7	0	0	5	1	14	0	0	0	0	14	Flores, XP
6673	3.0	38	0	2	0	0	0	6	0	0	8	5	17	0	0	0	0	7	Fletcher, PT
6674	3.0	32	0	1	0	0	0	7	0	0	5	2	17	0	0	0	0	8	Fletcher, PT
6676	3.0	46	0	16	0	0	0	12	0	0	14	0	4	0	0	0	0	1	Gish, PT
6677	3.0	39	0	4	0	0	0	13	0	0	7	8	6	1	0	0	0	8	Fletcher, PT
6679	3.0	42	0	7	0	0	0	15	0	0	7	3	10	0	0	0	0	1	Sepulveda PT
6681	3.0	22	0	5	0	0	0	8	0	0	2	2	5	0	0	0	0	2	Sepulveda XP
6682	3.0	42	0	5	0	0	0	14	0	0	12	2	9	0	0	0	0	5	Sepulveda XP
6683	3.0	45	0	16	0	0	0	10	0	0	7	4	8	0	0	0	0	6	Gish, XP
6684	3.0	43	0	15	0	0	0	11	0	0	10	2	5	0	0	0	0	5	Flores, XP
6685	3.0	41	0	6	0	0	0	10	0	0	10	5	10	0	0	0	0	4	Sepulveda XP
6687	3.0	39	0	21	0	0	0	13	0	0	5	0	0	0	0	0	0	4	Gish, XP
6689	3.0	36	0	20	0	0	0	8	0	0	7	1	0	0	0	0	0	11	Courtney, PT
6692	8	3.0	33	0	5	0	0	10	0	0	3	0	15	0	0	0	0	20	Flores, PT
9932	3.0	23	0	5	0	0	0	8	0	0	2	0	8	0	0	0	0	14	Warner, PT
Course Total	585		0	142	0	0	0	162	0	0	107	37	135	2	0	0	0	120	
CD-127 Science & Math for Child Devel																			
6694N	3.0	36	0	29	0	0	0	2	0	0	2	0	3	0	0	0	0	5	Gish, PT
CD-129 Language & Literature for CD																			

Grade Distribution by Division
School: Grossmont College -- Term: 2013SP -- Division: G01 -- Subject: CD -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs Enroll ment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPa ss	Inc	W Instructor
8859	3.0	31	6	10	0	1	4	0	0	2	4	4	0	0	0	2 Hanlon, PT
CD-130 Curriculum: Design & Implement																
6698N	3.0	36	0	34	0	0	0	0	1	0	1	0	0	0	0	3 Gish,
CD-131 Child, Family & Community																
6700	3.0	39	0	12	0	0	13	0	0	8	6	0	0	0	0	2 Dewolf, PT
6701N	3.0	27	0	11	0	0	5	0	0	4	0	7	0	0	0	6 Flores,
Course Total		66	0	23	0	0	18	0	0	12	6	7	0	0	0	8
CD-132 Observ & Assess: Field Exp Sem																
6702N	3.0	15	0	8	0	0	2	0	0	2	1	2	0	0	0	0 Candra, PT
CD-133 Practicum: Student Teaching																
6703	2.0	15	0	10	0	0	1	0	0	2	1	1	0	0	0	0 Candra, PT
CD-134 Health/Safenuitrition of Child																
6704	3.0	28	0	11	0	0	4	0	0	2	0	11	0	0	0	13 Robertson PT
CD-138 Admin of CD Programs II																
9036N	3.0	19	0	11	0	0	7	0	0	0	0	1	0	0	0	2 Hartnett, PT
CD-141 Working W/Child W/special Need																
6706N	3.0	30	0	18	0	0	4	0	0	4	2	2	0	0	0	8 Rubic, PT
CD-153 Teaching in a Diverse Society																
6139	3.0	29	7	5	0	2	4	0	0	3	0	8	0	0	0	4 Hanlon, PT
Subject Total		1108	13	372	1	3	258	2	0	175	66	216	2	0	0	227

Grade Distribution by Division
School: Grossmont College -- Term: 2009SP -- Division: G01 -- Subject: ED -- Course: All Courses

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs Enroll ment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPa ss	Inc	W Instructor
ED-159 Intro / Educational Technology																
7063	2.0	10	0	3	0	0	1	0	0	0	0	5	1	0	0	3 Lattarulo, Elena PT
ED-200 Teaching As a Profession																
7064	3.0	11	0	8	0	0	2	0	0	1	0	0	0	0	0	3 Moeller, Gloria PT
7066	3.0	32	0	21	0	0	3	0	0	0	0	8	0	0	0	16 Lattarulo, Elena PT
Course Total		43	0	29	0	0	5	0	0	1	0	8	0	0	0	19
Subject Total		53	0	32	0	0	6	0	0	1	0	13	1	0	0	22

Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: G01 -- Subject: ED -- Course: All Courses

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs Enroll ment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPa ss	Inc	W Instructor
ED-200 Teaching As a Profession																
7064N	3.0	25	0	19	0	0	4	0	0	1	1	0	0	0	0	10 Castro, Ann PT
Subject Total		25	0	19	0	0	4	0	0	1	1	0	0	0	0	10

Grade Distribution by Division
School: Grossmont College -- Term: 2011SP -- Division: G01 -- Subject: ED -- Course: All Courses

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs Enroll ment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPa ss	Inc	W Instructor
ED-200 Teaching As a Profession																
7064N	3.0	29	0	23	0	0	4	0	0	1	1	0	0	0	0	5 Castro, Ann PT
Subject Total		29	0	23	0	0	4	0	0	1	1	0	0	0	0	5

Grade Distribution by Division
School: Grossmont College -- Term: 2012SP -- Division: G01 -- Subject: ED -- Course: All Courses

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs	Enroll ment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPa ss	Inc	W	Instructor	
ED-200 Teaching As a Profession	3.0	29	6	18	0	1	2	0	0	0	0	0	2	0	0	0	10	Castro, Ann	PT
7064N		29	6	18	0	1	2	0	0	0	0	0	2	0	0	0	10		
Subject Total		29	6	18	0	1	2	0	0	0	0	0	2	0	0	0	10		

Grade Distribution by Division
School: Grossmont College -- Term: 2013SP -- Division: G01 -- Subject: ED -- Course: All Courses

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs	Enroll ment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPa ss	Inc	W	Instructor	
ED-200 Teaching As a Profession	3.0	29	0	19	3	0	2	0	0	0	0	0	5	0	0	0	2	Castro, Ann	PT
7064N		29	0	19	3	0	2	0	0	0	0	0	5	0	0	0	2		
Subject Total		29	0	19	3	0	2	0	0	0	0	0	5	0	0	0	2		

Grade Distribution by Division
School: Grossmont College -- Term: 2008FA -- Division: G01 -- Subject: FS -- Course: All Courses

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor
FS-110 Life Management																	
3103	3.0	22	0	0	0	0	5	0	4	0	11	1	0	0	0	7	Flores, Claudia
FS-115 Changing American Family																	
3105	3.0	12	0	5	0	0	5	0	0	0	1	0	1	0	2	Robertson, Catherine	PT
FS-120 Human Development																	
3106	3.0	31	0	10	0	0	11	0	2	2	5	1	0	0	13	Gaiane, Sonia	
3107	3.0	12	0	1	0	0	3	0	0	5	0	3	0	0	13	McKinley, Lynn	PT
Course Total		43	0	11	0	0	14	0	7	2	8	1	0	0	26		
Subject Total		77	0	16	0	0	24	0	11	2	20	2	1	0	35		

Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: G01 -- Subject: FS -- Course: All Courses

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor
FS-110 Life Management																	
3103	3.0	37	0	12	0	0	6	0	8	0	9	1	0	0	7	Flores, Claudia	
FS-115 Changing American Family																	
3105	3.0	14	0	2	0	0	6	0	4	0	1	0	1	0	3	Robertson, Catherine	PT
FS-120 Human Development																	
3106	3.0	42	0	16	0	0	15	0	8	2	1	0	0	0	4	Gaiane, Sonia	
3107	3.0	34	1	4	1	4	6	3	4	6	1	4	0	0	11	McKinley, Lynn	PT
Course Total		76	1	20	1	4	21	3	4	14	3	5	0	0	15		
FS-129 Introduction to Human Aging																	
9468	3.0	19	1	2	2	0	0	3	0	2	0	8	1	0	11	McKinley, Lynn	PT
Subject Total		146	2	36	3	4	33	6	4	28	3	23	2	1	0	36	

Grade Distribution by Division
School: Grossmont College -- Term: 2010FA -- Division: G01 -- Subject: FS -- Course: All Courses

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor
FS-110 Life Management																	
3103	3.0	29	0	6	0	0	5	0	9	0	9	0	0	0	10	Flores, Claudia	
FS-115 Changing American Family																	
3105	3.0	8	0	3	0	0	3	0	0	0	1	1	0	0	1	Robertson, Catherine	PT
FS-120 Human Development																	
3106	3.0	42	0	26	0	0	8	0	6	1	1	0	0	0	6	Gaiane, Sonia	
3107	3.0	36	0	6	2	3	5	4	0	5	2	9	0	0	7	McKinley, Lynn	PT
Course Total		78	0	32	2	3	13	4	0	11	3	10	0	0	13		
Subject Total		115	0	41	2	3	21	4	0	20	4	20	0	0	0	0	24

Grade Distribution by Division

School: Grossmont College -- Term: 2011FA -- Division: G01 -- Subject: FS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	Grade Distribution										Pass	NoPass	Inc	W	Instructor			
				A+	A	A-	B+	B	B-	C+	C	D	F								
FS-110 Life Management																					
3103	3.0	33	0	0	1	2	3	1	5	9	1	11	0	0	0	0	0	10	McKinley, Lynn	PT	
FS-115 Changing American Family																					
3105	3.0	4	0	1	0	0	3	0	0	0	0	0	0	0	0	0	0	1	Robertson, Catherine	PT	
8928	3.0	14	0	3	0	0	6	0	0	1	1	3	0	0	0	0	0	1	Ingrum, Mary		
Course Total		18	0	4	0	0	9	0	0	1	1	3	0	0	0	0	0	2			
FS-120 Human Development																					
3106	3.0	48	0	19	0	0	23	0	0	3	2	1	0	0	0	0	0	6	Gaiane, Sonia		
3107	3.0	34	0	2	4	0	3	2	3	8	1	11	0	0	0	0	0	10	McKinley, Lynn	PT	
Course Total		82	0	21	4	0	26	2	3	11	3	12	0	0	0	0	0	16			
Subject Total		133	0	25	5	2	38	3	8	21	5	26	0	0	0	0	0	28			

Grade Distribution by Division

School: Grossmont College -- Term: 2012FA -- Division: G01 -- Subject: FS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	Grade Distribution										Pass	NoPass	Inc	W	Instructor			
				A+	A	A-	B+	B	B-	C+	C	D	F								
FS-115 Changing American Family																					
3105	3.0	10	0	2	0	0	4	0	0	2	0	2	0	0	0	0	0	1	Robertson, Catherine	PT	
8928N	3.0	12	0	7	0	0	0	0	0	1	0	4	0	0	0	0	0	0	Andrews, Jennifer	PT	
Course Total		22	0	9	0	0	4	0	0	3	0	6	0	0	0	0	0	1			
FS-120 Human Development																					
3106	3.0	39	0	14	0	0	18	0	0	2	2	3	0	0	0	0	0	6	Gaiane, Sonia	PT	
3107	3.0	34	0	2	3	6	8	1	3	2	2	5	1	1	1	0	0	8	McKinley, Lynn	PT	
Course Total		73	0	16	3	6	26	1	3	4	4	8	1	1	1	0	0	14			
Subject Total		95	0	25	3	6	30	1	3	7	4	14	1	1	1	0	0	15			

Appendix 4: Annual Progress Reports

Section 3B - OTHER LONG-TERM PLANNING GOALS

1. Below, please list any DEPARTMENTAL program review recommendations and other long-term planning goals that you may be pursuing in addition to the recommendations listed in Section 3A.
2. Select the strategic plan goal number(s) and program review area(s) that best fits the listed goal.
3. List the strategies or activities that you plan to undertake to help achieve the goal. As you update the document each year, list when the activity starts and ends.
4. In the Outcomes column, you can keep track of your progress as you go with a bulleted list and then describe the overall outcome when the goal is completed.

Planning Goal/ Department Recommendation	Strategic Plan Goal #	Program Review Area					Strategy/Activity (list the activities that you plan to undertake to help achieve the goal)	When was strategy/activity started? [sem, year]	When was strategy/activity completed? [sem, year]	Achievement of your planning goal - progress and outcome(s) (in this space, document your progress as you work on your activities and when your activities are complete, briefly describe the outcome)
		Curriculum Development	Student Access and Success	Student Support and Campus Resources / Staffing	Community Outreach/Response	Faculty/Staff Professional Development				
							Work with the ESL department on vocational connections.	spring 2008	fall 11	Offer more classes in Spanish or bilingual but need more funding to be able to offer in coming years
			X		X					
Continue providing leadership and responding to professional trends and regulatory changes in the field including Title 5 and Title 22 regulatory changes,	2, 9, 10									CDTC meeting offered workshops on Credentialing updates fall 2012

Participate in California Articulation Project to align core 24 units of Child Development in community colleges statewide and with 4 year institutions.	2	X	X			Submit course revisions to meet California Articulation Project alignment guidelines		CAP Allignemnt as of 4/12/10
Continue to advocate for expansion of the Child Development Center to serve more student parents from all disciplines, and meet observation and student teaching lab needs. Establish community center lab for child development education and family studies students(Are we still thinking intergenerational?)	2, 7		X	X		Seek funding and district support for expansion of Child Development Center. Find alternative space for student lab while waiting.		Prop V hopefully will make this possible
Continue transfer efforts with SDSU, CSUSM, National University and others to move students into bacchalaureate and teaching programs	2, 3		X			Meet regularly with 4 year institutions.		Met with National University to discuss possible collaboration with Bachelor's program help on campus for Early Childhood degree Met with Pacific Oaks College to discuss possible cohort for BS program in fall 2012. Transfer degrees for Education
Continue with Child Development Training Consortium, Mentor Teacher project, CAREs and other workforce incentive and quality improvement programs.	2, 9		X	X		Continue with Child Development Training Consortium, Mentor Teacher project, CAREs and other workforce incentive and quality improvement programs.		Attended all required GDTC and Mentor Coordinator meetings in Sacramento CA September 27-28 2012, participate in related conference calls and provide advisory committee for both mentor program and CDTC

Continue with the California Commission on Teacher Credentialing VOC program	2, 3, 9	X			Offer office hours for permit sign off and academic advising for California Commission on Teacher Credentialing VOC program		Currently offering by appointment and office hours spring/fall 2012
Continue Tech Prep agreements and articulation efforts.	2, 3, 4, 5	X			Work with Tech Prep staff and high school teachers to maintain transferability of high school coursework.		Currently participating in Career Day fall 2012
Continue advocacy efforts on behalf of students	2, 3, 4, 5	X			Continue advocacy efforts on behalf of students		Spring 2012 sponsored a community event showcasing grassroots effort "Race to Nowhere" offered to students and community members advocating against high stakes testing in public schools
Maintain grants and contracts to support Child Development Center including California Department of Education, US Department of Education CCAMPIS, West Ed/CDE PITC demonstration site.	8	X					Coordinator of CDC has been working with Cuyamca center coordinator and Grossmont budget analyst to ensure grants and contracts are maintained. QPI funding for center preschool classroom was obtained yearly.
Seek further funding to maintain							

operation of child development center including further campus/district support	8			X																
Seek support for time to nourish and revitalize the Education department.	7			X																completed last year
Support center staff in continuing education and professional development	11																			Coordinator of the center provides professional development opportunities for staff being in August, throughout professional development week and calendar year
Provide support for adjunct faculty for professional development, especially technical support.	11																			Trainings offered by both the college and publisher of current textbooks used in CDFS classes
Obtain campus support for travel for committees and professional organizations.	11																			Instructor trainings for Baby Signs certification training in San Francisco CA curriculum development for Cd 144 spring 2012 NAREA conference in January 2013
Obtain release time for establishing connections and renewing currency in the	11				X															completed last year

education area.								
Develop and update curriculum.	3, 4, 5	X						
Revised curriculum to meet CAP guidelines								
Revised CD majors to reflect current needs in the field								
Update CD, Education and FS syllabi and curriculum to meet changes in the field								
Keep up with SLOs								
Review and update Education Coursework and program								
Deleted courses that were not currently relevant to the field and/or were no longer being offered for more than five consecutive years								
Created certificates for infant/toddler and Reggio Emilia emphasis, both have a huge demand in the field, working with infants and implementing a constructivist approach								
Cd 131 and Cd 145 are now offered as GE classes								

2010-16 Strategic Plan Goals

- 1) STUDENT ACCESS - Better serve students in historically under-served populations
- 2) STUDENT ACCESS - Respond to changing community needs
- 3) LEARNING AND STUDENT SUCCESS - Provide an Exceptional Learning Environment to Promote Student Success
- 4) LEARNING AND STUDENT SUCCESS - Promote Student Success for Historically Under-served Populations
- 5) LEARNING AND STUDENT SUCCESS - Promote Student Success for Historically Under-prepared Populations
- 6) FISCAL AND PHYSICAL RESOURCES - Promote Institutional Effectiveness
- 7) FISCAL AND PHYSICAL RESOURCES - Develop and maintain an exceptional learning environment
- 8) FISCAL AND PHYSICAL RESOURCES - Maximize Revenue from Traditional and Non-Traditional Sources
- 9) ECONOMIC AND COMMUNITY DEVELOPMENT - Enhance Workforce Preparedness
- 10) ECONOMIC AND COMMUNITY DEVELOPMENT - Develop Innovative Partnerships That Meet Long-term Comm. Needs

11) VALUE AND SUPPORT OF EMPLOYEES - Promote Employee Success

Appendix 5: SLO Assessment Analysis

Compare theories and practices for the support of
6 health development in infants and toddlers

Formulate strategies for promoting the health, safety,
7 and nutrition of children ages 0-3 in a group setting
Through personal reflection and comparison to your
own life, Identify and interpret diverse needs of infants
and toddlers and their families including linguistic,
8 cultural, socioeconomic and special needs

Analyze major milestones for children from
conception through adolescence in the areas
of physical, psychosocial, cognitive, and

CD 125

- | | | | |
|--|---|---|---|
| 1 language development | | x | x |
| Analyze how cultural, economic, political,
historical contexts affect children's | | | |
| 2 development | x | | x |
| Compare and contrast various theoretical
frameworks that relate to the study of human | | | |
| 3 development | x | | x |
| Integrate and apply current theory and
research to the observation, documentation
and unbiased analysis of a preschool child's | | | |
| 4 behavior | x | x | x |

CD 127

- Develop and implement appropriate science, math and
1 technology exploration activities for young children. x

CD 129

- 1 Students will analyze children's literature using appropriate x

CD 130

- Evaluate an early childhood classroom using a
1 research based environmental rating
Evaluate a variety of approaches to curriculum
2 development
Analyze the teachers' role in the development of
3 curriculum
Co-construct curriculum based on observation and
assessment to support play and learning using
developmental, inclusive and linguistic and culturally
appropriate practice reflective of the children and
4 families

CD 131

- Analyze theories of socialization that address the
interrelationship of child, family and community
including one's own socialization process and assess
how this impacts relationships with diverse children and
1 families
Synthesize research and information regarding socio-
cultural influences and how educational, political and
socioeconomic factors impact the lives of diverse
2 children and families

- Formulate strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning
- 3 Identify and evaluate community support services and agencies for children and families
- Appraise the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in
- CD 132
- 1 early childhood settings
 - Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development
 - 2 Interpret observational data to inform teaching responses and strategies
- Design strategies for collaborating with families and other professionals in compiling a comprehensive assessment of the child and informing the development of appropriate curriculum and intervention responses
- 4 Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children
- Apply current research and theory to plan, present and evaluate a variety of developmentally, inclusive, culturally and linguistically appropriate curriculum in a
- CD 133
- 1 play-based environment
 - Demonstrate the use of a variety of assessment tools and techniques such as developmental ratings, documentation and portfolio assessment
 - 2 Design environments and curriculum and communicate with families about their children's development using the results of assessment tool
 - 3 Apply a variety of effective approaches, strategies and techniques supporting respectful, positive relationships with children and adults
 - 4 Critically assess one's own teaching performance to guide and inform practice
- Design culturally, linguistic and developmentally sound environments, practices and curriculum to maximize the mental and physical health of children and adults in
- CD 134
- 1 programs for young children
 - Evaluate children's programs for health, safety, and environmental risks
 - 2 Analyze and plan for the nutritional needs of children at various ages
 - 3 Examine regulations, standards, policies and procedures related to health, safety, fitness and nutrition in support of young children, teachers and families
 - 4

	Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community	
CD 136	Create a plan to develop relationships and enhance performance of staff in a early childhood program	
CD 137	Prepare a budget and establish operating policy and procedure for an early childhood program	
CD 138	Utilize oral communication to advocate and inform others in the class and community about current issues facing the field of Early Childhood	
CD 141	Design environmental and curriculum modifications to meet special needs and provide accommodations for the inclusion of all children in early childhood settings.	x
CD 143	Observe and evaluate programs and practices based on criteria for quality infant/toddler care giving Identify personal cultural values and beliefs and their effect on meeting the diverse needs of infants and toddlers and their families including linguistic, cultural, socioeconomic and special needs Develop needs and services plans for care giving routines in partnership with parents that reflect the family culture Design environments that are culturally sensitive and emotionally safe for children and families Plan experiences based on observation that meet the child's individual and developmental needs Demonstrate communication and problem solving skills for respectful adult interactions Choose and implement guidelines for socializing and disciplining young children that reflect an attitude of respect and recognize infants and toddlers as competent and capable	
CD 144	Create a plan for incorporating "Baby Signs" into an early childhood classroom	
CD 145	Examine the dynamics of home and community violence and its impact on children and families.	x
CD 153	Examine the process of cultural identity development in children Analyze the significant role of education in reinforcing or contradicting bias and prejudice Design curriculum that is linguistically and culturally relevant, inclusive, and developmentally appropriate Evaluate the impact of personal experiences and social identity on teaching effectiveness	

CD 168	Analyze an early childhood environment related to 1 children's appropriate and inappropriate behaviors	x
CD 169	1 Design a plan to assist children facing crisis or change.	
CD 174	Formulate classroom strategies to implement the co- construction of curriculum based on the Reggio Emilia 1 Approach	
CD 175	Design a documentation panel that communicates the 1 learning of young children engaged in project work	
CD 180	Formulate a management plan for early childhood 1 programs which enhance young children's development	
CD 195	1 ROP COURSE-- NO SLO YET?	
CD 199	1 SLO will depend on special study	
CD 299	Demonstrate updated knowledge pending course 1 content	x

Staff

Orienta				Daily			
tion	Center	Group	Directe	Comm	Sched	Docum	
and	Applic	Power p	d Essay	Resou	ule	entatio	Mgmt
Trainin	ation	Point	Proje	Journal	rce	Projec	n Plan
g Plan	Project	Pres	ct	ing	Assign	t	Panel Project

9-10

ANNUAL SLO REPORT¹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course #	CD 132	CD 137	CD 174
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development	Prepare a budget and establish operating policy and procedure for an early childhood program	Formulate classroom strategies to implement the co-construction of curriculum based on the Reggio Emilia Approach
Assessment Instruments and/or were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):
Assessment Analysis	I was able to successfully evaluate	This is the second time I've evaluated	Although students provided good

¹ This document was adapted from templates provided by Skyline College.

<p>(Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>the students skill level. Most students were able to grasp the skill but many still needed extra practice. Because this skill is essential to later performance as a teacher, I will provide more in class time for students. One strategy will be to use video for in-class observation with immediate follow-up and discussion.</p>	<p>this SLO. Based on last assessment, I gave more class time to the assignment and allocated one evening for one-on-one support. Overall the class did better on this portion of the project, 70% received an A or B, 5% earned a C. For future classes, I will continue with allocating more time and tutoring for this assignment.</p>	<p>examples of co-construction in process in their documentation panels, the assignment did not allow for seeing a variety of strategies for co-constructing curriculums. I will be adding journal assignments and group discussions to further clarify student's understanding and communication of co-construction concepts.</p>
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <u>Use video observation to practice skills in class.</u> <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or _____</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: allocating more time to the assignment and providing more one-on-one tutoring. <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: Journal assignments, group work and class discussion <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or _____</p>

	<p>outline (i.e. change in course topics)</p> <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<p>Revise the course syllabus or outline (i.e. change in course topics)</p> <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<p>outline (i.e. change in course topics)</p> <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):
<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2015	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2015	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2012

AK 2009/10

ANNUAL SLO REPORT¹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course #	CD 129		
<p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>Students will analyze children's literature using appropriate criteria.</p>		
<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data</p>

¹ This document was adapted from templates provided by Skyline College.

	Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):	SSOs/ASOs/ISOs <input type="checkbox"/> Other (please describe):	Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):
<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)</p>	<p><input type="checkbox"/> In spring of 2010, the 8 week Saturday class had a 76% of students who completed the assignment received a C or better. The night class had similar results with 75% C or better. Based on the analysis of the data from Spring 2010, we revised the assignment. Students were describing but not evaluating literary elements. With 35 books, the assignment was repetitive and so were the mistakes. We adapted the assignment to do a summary of all 30 books, with and in depth analysis of 2 from each genre. Classroom exercises in small groups had students writing evaluations of books shared in class.</p>		
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome X Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: __ revised assignment, group work _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions,</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions,</p>

	requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	XXFall OR <input type="checkbox"/> Spring Year: 2010	Fall OR <input type="checkbox"/> Spring Year:	Fall OR <input type="checkbox"/> Spring Year:

ANNUAL SLO REPORT¹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course #	CD 132	CD 137	CD 174
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development	Prepare a budget and establish operating policy and procedure for an early childhood program	Formulate classroom strategies to implement the co-construction of curriculum based on the Reggio Emilia Approach
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/> Other (please describe):
Assessment Analysis	I was able to successfully evaluate	This is the second time I've evaluated	Although students provided good

¹ This document was adapted from templates provided by Skyline College.

<p>(Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>the students skill level. Most students were able to grasp the skill but many still needed extra practice. Because this skill is essential to later performance as a teacher, I will provide more in class time for students. One strategy will be to use video for in-class observation with immediate follow-up and discussion.</p>	<p>this SLO. Based on last assessment, I gave more class time to the assignment and allocated one evening for one-on-one support. Overall the class did better on this portion of the project, 70% received an A or B, 5% earned a C. For future classes, I will continue with allocating more time and tutoring for this assignment.</p>	<p>examples of co-construction in process in their documentation panels, the assignment did not allow for seeing a variety of strategies for co-constructing curriculums. I will be adding journal assignments and group discussions to further clarify student's understanding and communication of co-construction concepts.</p>
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <u>Use video observation to practice skills in class.</u> <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or _____</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <u>allocating more time to the assignment and providing more one-on-one tutoring.</u> <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <u>journal assignments, group work and class discussion</u> <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or _____</p>

	<p>outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe):</p>
<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p><input type="checkbox"/> Fall OR</p> <p><input checked="" type="checkbox"/> Spring</p> <p>Year: 2015</p>	<p><input type="checkbox"/> Fall OR</p> <p><input checked="" type="checkbox"/> Spring</p> <p>Year: 2015</p>	<p><input checked="" type="checkbox"/> Fall OR</p> <p><input type="checkbox"/> Spring</p> <p>Year: 2012</p>

Appendix 6: Course-to-Program Mapping Document

COURSE #	SLO	1	2
		Analyze and apply principles of scientific research based study of child, human and family development.	Compare differing social, economic, political, historical, cultural and family contexts and their affect on human development.
CD 101-102-103-104	Formulate developmentally appropriate positive guidance strategies for young children.		
CD 106-107-108-109	Develop learning activities reflecting early childhood developmental theory		
	Demonstrate the use of a variety of assessment tools and techniques such as frequency counts, duration records, narrative descriptions, anecdotal records and diary analyses	X	X
	Select, apply and assess a variety of approaches, strategies and techniques supporting respectful, positive relationships with children and adults	X	X
CD 115	1 Cross-listed: See FS 115		
CD 121	Assemble materials to engage children in developmentally appropriate creative activities.		
	Examine teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards	X	X
CD 123	Formulate a professional philosophy based on various theoretical perspectives		
	Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families	X	X

	Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children		
	Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community	X	X
	Demonstrate planning processes to co-construct curriculum with children		
	reflecting observation, and assessment		
CD 124	Identify the major developmental theories related to children ages 0-3 and apply them in practical exercise	X	X
	Observe, document and analyze behavior of infants and toddlers in a group care setting		
	Examine current research	X	X
	Compare the impact of environment and relationships on brain development	X	X
	Examine early development in social-emotional, cognitive, language and motor domains	X	X
	Compare theories and practices for the support of health development in infants and toddlers	X	X
	Formulate strategies for promoting the health, safety, and nutrition of children ages 0-3 in a group setting		
	Through personal reflection and comparison to your own life, Identify and interpret diverse needs of infants and toddlers and their families including linguistic, cultural, socioeconomic and special needs		
CD 125	Analyze major milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development	X	X
	Analyze how cultural, economic, political, historical contexts affect children's development	X	X
	Compare and contrast various theoretical frameworks that relate to the study of human development		X
	Integrate and apply current theory and research to the observation, documentation and unbiased analysis of a preschool child's behavior		

CD 127	1	Develop and implement appropriate science, math and technology exploration activities for young children.		
CD 129	1	Compare a variety of materials and methods, including those that are non-sexist, anti-bias, and multicultural, which provide developmentally appropriate pre-reading experiences for young children	X	X
CD 130	1	Evaluate an early childhood classroom using a research based environmental rating		
	2	Evaluate a variety of approaches to curriculum development		
	3	Analyze the teachers' role in the development of curriculum		
	4	Co-construct curriculum based on observation and assessment to support play and learning using developmental, inclusive and linguistic and culturally appropriate practice reflective of the children and families		
CD 131	1	Analyze theories of socialization that address the interrelationship of child, family and community including one's own socialization process and assess how this impacts relationships with diverse children and families		
	2	Synthesize research and information regarding socio-cultural influences and how educational, political and socioeconomic factors impact the lives of diverse children and families	X	X
	3	Formulate strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning		
	4	Identify and evaluate community support services and agencies for children and families	X	
CD 132	1	Appraise the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings	X	X

	Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of		
	2 children's learning and development		
	Interpret observational data to inform		
	3 teaching responses and strategies	X	
	Design strategies for collaborating with families and other professionals in compiling a comprehensive assessment of the child and informing the development of appropriate curriculum		
	4 and intervention responses		
	Embed activities related to assessment within play-based environments, curriculum and care routines for typically		
	5 and atypically developing children		
	Apply current research and theory to plan, present and evaluate a variety of developmentally, inclusive, culturally and linguistically appropriate curriculum in a		
CD 133	1 play-based environment	X	X
	Demonstrate the use of a variety of assessment tools and techniques such as developmental ratings, documentation		
	2 and portfolio assessment	X	
	Design environments and curriculum and communicate with families about their children's development using the results		
	3 of assessment tool	X	X
	Apply a variety of effective approaches, strategies and techniques supporting respectful, positive relationships with		
	4 children and adults	X	X
	Critically assess one's own teaching		
	5 performance to guide and inform practice		
	Design culturally, linguistic and developmentally sound environments, practices and curriculum to maximize the mental and physical health of children		
CD 134	1 and adults in programs for young children	X	X
	Evaluate children's programs for health,		
	2 safety, and environmental risks		
	Analyze and plan for the nutritional needs		
	3 of children at various ages		

	Examine regulations, standards, policies and procedures related to health, safety, fitness and nutrition in support of young children, teachers and families	4	X	X
	Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community	5	X	X
CD 135	Formulate strategies for effective guidance techniques.	1		
CD 136	Create a plan to develop relationships and enhance performance of staff in a early childhood program	1		
CD 137	Prepare a budget and establish operating policy and procedure for an early childhood program	1		
CD 138	Utilize oral communication to advocate and inform others in the class and community about current issues facing the field of Early Childhood	1	X	X
CD 141	Design environmental and curriculum modifications to meet special needs and provide accommodations for the inclusion of all children in early childhood settings.	1	X	X
CD 143	Observe and evaluate programs and practices based on criteria for quality infant/toddler care giving	1		
	Identify personal cultural values and beliefs and their effect on meeting the diverse needs of infants and toddlers and their families including linguistic, cultural, socioeconomic and special needs	2	X	X
	Develop needs and services plans for care giving routines in partnership with parents that reflect the family culture	3		
	Design environments that are culturally sensitive and emotionally safe for children and families	4	X	X
	Plan experiences based on observation that meet the child's individual and developmental needs	5		

	Demonstrate communication and problem solving skills for respectful adult interactions	6	X	X
	Choose and implement guidelines for socializing and disciplining young children that reflect an attitude of respect and recognize infants and toddlers as competent and capable	7	X	X
CD 144	Create a plan for incorporating "Baby Signs" into an early childhood classroom	1		
CD 145	Examine the dynamics of home and community violence and its impact on children and families.	1	X	
CD 153	Examine the process of cultural identity development in children	1	X	
	Analyze the significant role of education in reinforcing or contradicting bias and prejudice	2	X	X
	Design curriculum that is linguistically and culturally relevant, inclusive, and developmentally appropriate	3	X	X
	Evaluate the impact of personal experiences and social identity on teaching effectiveness	4		
CD 168	Analyze an early childhood environment related to children's appropriate and inappropriate behaviors	1	X	X
CD 169	Design a plan to assist children facing crisis or change.	1	X	X
CD 170	Design, implement and evaluate curriculum activities that are based on observation and assessment of infants and toddlers	1		
CD 174	Formulate classroom strategies to implement the co-construction of curriculum based on the Reggio Emilia Approach	1		
CD 175	Design a documentation panel that communicates the learning of young children engaged in project work	1		
CD 180	Formulate a management plan for early childhood programs which enhance young children's development	1		

CD 195 1 ROP COURSE-- NO SLO YET?

CD 199 1 SLO will depend on special study

CD 299 1 course content
Demonstrate updated knowledge pending

X

3
Integrate and apply current theory and research to the observation, documentation and unbiased analysis of human behaviors.

4
Formulate practical applications of research and developmentally appropriate theory to classroom, agency, personal and community contexts.

5
Critically examine societal and personal attitudes, beliefs, values and assumptions towards the diverse contexts of child and human development including ethnicity, gender, language, family structure, socio-economic status,

6
Examine current social issues pertaining to children, adults, and families and demonstrate effective advocacy techniques.

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FS

MEMPHIS (SLO) 1-15-19

COURSE # SLO

Not a Program

- FS 110 Formulate intermediate and long-term goals based on
1 the individual's personal needs, wants and dreams

- FS 115 Analyze the effects of ethnicity, class and social policy
1 on the family

- FS 120 Assess developmental tasks in the areas of biosocial,
 social-emotional and cognitive aspects of human
1 development throughout the lifespan
 Formulate a personal framework of growth and
2 development after childhood.
3 Compare major theorise of aging and lifespan
 Assess how family dynamics impact the individuals
4 overall development.

- FS 129 Assemble information on the major local community
1 resources available to assist senior citizens

- FS 199 1 SLO will depend on special study

- FS 299 Demonstrate updated knowledge pending course
1 content

ED
mapping 4.000.10340

COURSE # SLO

need to get!

- ED 110
 - 1 Communicate on the various philosophies, problems, goals, and historical and current issues in the field
 - 2 Analyze the factors that contribute to students' success or failure in schools
 - 3 Evaluate personal qualification and characteristics
 - 4 Summarize the requirements for entering the teaching profession

- ED 111
 - 1 Summarize the components of the reading process
 - 2 Assess children's ability to function at all levels of reading
 - 3 Analyze and differentiate among current methods of teaching reading
 - 4 Organize, design and evaluate lesson plans using appropriate teaching techniques which reinforce key literacy skills
 - 5 Identify the sequence of reading and writing development stages
 - 6 Select age and level-appropriate literature for children
 - 7 Integrate lesson and curriculum planning into language, math, science, music and literature experiences
 - 8 Observe and evaluate elementary school setting
 - 9 Demonstrate appropriate literacy instruction

- ED 112
 - 1 Analyze historical development of para-educator movement in US
 - 2 Describe the role of para-educator
 - 3 Analyze and differentiate among current methods of classroom management
 - 4 Demonstrate awareness of appropriate communication and interaction skills in a diverse school setting
 - 5 Identify techniques for developing professional relationships with faculty and staff

- ED 113
 - 1 Examine the elements of the AVID tutor process
 - 2 Analyze and differentiate among the current methods of tutoring small groups using AVID method

- 3 Demonstrate proficiency in Cornel Note taking and tutor coordinator communication
 - 4 Analyze and differentiate among methods of group problem solving
 - 5 Assemble resource portfolio to be used in AVID classroom
 - 6 Demonstrate developmentally appropriate methods for tutoring children of different ages
- ED 120
- 1 Define the functional and intellectual differences of children with various disabilities
 - 2 Observe, analyze and discuss the social and personal growth of students in elementary and secondary programs
 - 3 Differentiate the various special classes in elementary and secondary schools
 - 4 Evaluate the different special education motivational techniques and strategies
 - 5 Demonstrate knowledge of the role of instructional aide in relation to teaching in special education classrooms
- ED 159
- 1 ****Cross-listed (See CSIS 159)****
- ED 194A
- 1 Recognize and describe the importance of public-minded citizenship
 - 2 Adhere to expectations and rules of CSL site
 - 3 Create linkages between theory and application
 - 4 Exhibit responses to the world of work and life management demands
 - 5 Recognize intrinsic value of work ethic
 - 6 Analyze and explore discipline-specific career options
 - 7 Analyze and articulate institutional effort to develop Grossmont College as a community resource
 - 8 Evaluate and apply necessary elements for making sound decisions (professional, cultural, interpersonal and intrapersonal)
 - 9 Demonstrate familiarity with site routines
 - 10 Analyze and assess own competence and progress
 - 11 Demonstrate progress through the levels of involvement by following directions, working cooperatively, & initiating and implementing activities

- | | | |
|--------|---|---|
| ED 199 | 1 | Complete individual study, research, or projects in education |
| | 2 | Participate in conference sessions with the instructor of record |
| | 3 | Develop the skills necessary to work independently (including self-monitoring, time management, and resource acquisition) |
| ED 200 | 1 | Explore and evaluate their occupational fitness for the teaching profession |
| | 2 | Plan a career path for meeting teaching credential competencies and requirements |
| | 3 | Reflect on conditions of effective teaching/ learning in response to guided classroom observations |
| | 4 | Identify the important characteristics of skilled readers |
| | 5 | Critically assess issues related to teaching in culturally and linguistically diverse school settings |
| | 6 | Evaluate the effective use of educational technology in the classroom |
| | 7 | Select materials, strategies, and research that promote professional development as an educator |
| | 8 | Critically respond to current issues, challenges, and misconceptions in education |
| ED 201 | 1 | Demonstrate a basic understanding of the phonological and linguistic processes related to reading |
| | 2 | Apply a research-based framework for evaluating effective learning in literacy instruction |
| | 3 | Effectively administer a variety of Informal Reading Inventories appropriate for emerging readers |
| | 4 | Effectively apply at least five instructional literacy strategies in an elementary school setting |
| | 5 | Evaluate and select children's literature that is culturally relevant and appropriate for emerging readers |
| | 6 | Plan and organize a literacy tutorial session based on an ongoing assessment |
| ED 202 | 1 | Analyze the relationships of classroom instruction to the employment environment |

- 2 Develop competencies that are necessary for successful employment through actual on the job and related in-school experiences
- 3 Resolve problems in the work place
- 4 Reflect upon and evaluate the effectiveness of the various instructional strategies
- 5 Complete required paperwork accurately and on time and attend required on-campus work experience session and conferences

- ED 203
- 1 Analyze the relationships of classroom instruction to the employment environment
 - 2 Develop competencies that are necessary for successful employment through actual on the job and related in-school experiences
 - 3 Resolve problems in the work place
 - 4 Reflect upon and evaluate the effectiveness of the various instructional strategies
 - 5 Complete required paperwork accurately and on time and attend required on-campus work experience session and conferences

- ED 204
- 1 Analyze the relationships of classroom instruction to the employment environment
 - 2 Develop competencies that are necessary for successful employment through actual on the job and related in-school experiences
 - 3 Resolve problems in the work place
 - 4 Reflect upon and evaluate the effectiveness of the various instructional strategies
 - 5 Completed required paperwork accurately and on time and attend required on-campus work experience session and conferences

- ED 214
- 1 Evaluate the composition and delivery mode of online courses
 - 2 Examine the various learning and teaching modes used in classroom instruction and used in online learning
 - 3 Select the optimum learning and teaching modes for their particular online course
 - 4 Analyze the various software programs for creation of online web pages
 - 5 Recognize the differences in the present number of online management programs
 - 6 Apply the various online learning tools which are beneficial to online learning

- 7 Employ internet techniques to create a workable web quest for student use in online courses
- 8 Compose a workable model for online learning

ED 299

- 1 Complete individual and/or group study, research, or projects in education
- 2 Participate in classroom discussions
- 3 Develop the skills necessary to work independently and in groups (including self-monitoring, time management, interpersonal skills, and resource acquisition)

Appendix 7: Results of Student Survey

**Grossmont College Program Review
 Child Development
 Fall 2013
 N=356
 Response Rate = 50.9%**

Q1. What is your reason(s) for taking this class? (Check all that apply)

	Frequency	Percent
Required for major	187	52.7
General interest	152	42.8
General education requirement	126	35.5
Improve job skills	117	33.0
Transfer	78	22.0
Prerequisite	35	9.9
Improve basic skills/college success (reading, writing, English, math, computer skills)	22	6.2
Other	13	3.7

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 355).

Q1. What is your reason(s) for taking this class? (Check all that apply) (Other)

	Frequency
Required for current job	2
To have a fulltime schedule	1
Sunday school teacher	1
Required by employer	1
Minor	1
Improve parenting skills and techniques	1
I am a father to be.	1
Family with special needs	1
Family learning	1
Early childhood degree	1
Creditials	1
CD permit Requirement	1
Total	13

Q2. How did you find out about this class? (Check all that apply)

	Frequency	Percent
Class schedule or college catalog	276	78.2
Grossmont College counselor	76	21.5
Other student recommendation	40	11.3
Friend or family member	28	7.9
Instructor	10	2.8
Other	16	4.5
Public media (radio, TV, newspaper, ad)	1	.3
Work referral	7	2.0
Grossmont College presentation or special event (teacher came to class; attended fair or campus activity)	6	1.7

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 353).

Q2. How did you find out about this class? (Check all that apply) (Other)

	Frequency
Researched it myself	3
Webadvisor	2
Assist.org	2
Always wanted to take one	1
Certificate course offering	1
Child I worked with	1
Class prerequisites sheet	1
Email sent to child development instructor	1
From Dean of education at state	1
Patrick Henry ROP	1
Ratemyprofessor.com	1
SDSU Nursing Orientation	1
Total	16

Q3. How many courses have you taken in this department at Grossmont College (Including this current course and any repeated courses)

	Frequency	Percent
One	147	41.5
Two	55	15.5
Three	34	9.6
More than three	118	33.3
Total	354	100.0
No Response	2	
Total	356	

Q4. This class was delivered:

	Frequency	Percent
In a traditional classroom setting	322	91.0
As a hybrid (part in classroom/part online)	26	7.3
Other	6	1.7
Total	354	100.0
No Response	2	
Total	356	

Q4. This class was delivered: (Other)

	Frequency
Child Development Center	6
Total	6

Q5. Which lines of communication are made available to you by your instructor? (Check all that apply)

	Frequency	Percent
Face to face	333	94.6
Email	318	90.3
Telephone/voice mail	164	46.6
Other	17	4.8

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 352).

Q5. Which lines of communication are made available to you by your instructor? (Select all that apply) (Other)

	Frequency
Blackboard	14
Office hours	2
Office hours or online	1
Total	17

Q6. Which lines of communication do you use most often when contacting your instructor?

	Frequency	Percent
Face to face	141	55.7
Email	103	40.7
Other	7	2.8
Telephone/voice mail	2	.8
Total	253	100.0
No Response	103	
Total	356	

Q6. Which lines of communication do you use most often when contacting your instructor? (Other)

	Frequency
Blackboard	6
Hard to contact/respond	1
Total	7

Q7. Which line of communication do you prefer your instructor to use when responding to your messages?

	Frequency	Percent
Email	127	53.6
Face to face	99	41.8
Other	6	2.5
Telephone/voice mail	5	2.1
Total	237	100.0
No Response	119	
Total	356	

Q7. Which line of communication do you prefer your instructor to use when responding to your messages? (Other)

	Frequency
Blackboard	5
Text message	1
Total	6

Q8. Which of the following do you check most frequently for course information and/or messages?

	Frequency	Percent
Email	137	55.2
Blackboard Announcements	98	39.5
Other	7	2.8
Voicemail	6	2.4
Total	248	100.0
No Response	108	
Total	356	

Q8. Which of the following do you check most frequently for course information and/or messages? (Other)

	Frequency
Syllabus	3
Webadvisor	1
Instructor	1
In class	1
Assignment sheet	1
Total	7

Q9. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:

	Frequency	Percent
Before or after my class meets	158	64.2
Via email	74	30.1
During office hours/appointment	14	5.7
Total	246	100.0
No Response	110	
Total	356	

Q10. Who else or what else do you turn to for extra help?

	Frequency	Percent
Friends who have taken the class	133	46.8
Textbook website	66	23.2
Other	56	19.7
Tutor/tutoring center	29	10.2
Total	284	100.0
No Response	72	
Total	356	

Q10. Who else or what else do you turn to for extra help? (Other)

	Frequency
Classmates	19
Instructor	5
Textbook	4
Internet/Google	3
Internet	3
Powerpoints	3
Google	2
Notes	2
Blackboard	1
Books	1
Classmates, online resources	1
Family	1
Family and online	1
Family, old high school teachers	1
Google (online definitions)	1
My mother and boss	1
My mother, who took class	1
My parents help me at home	1
Online articles	1
Online resources	1
Online information	1
Sister, who completed the course.	1
Textbooks and online resources	1
Total	56

Q11. Which of the following course resources helped you learn the course material? (Check all that apply)

	Frequency	Percent
Lecture	286	82.7
Power Point slides	212	61.3
Textbook	212	61.3
Homework/Assignments	194	56.1
Handouts	176	50.9
Videos/DVDs	156	45.1
Group work in class	117	33.8
Quizzes	103	29.8
Course Blackboard site	88	25.4
Computer presentations	52	15.0
Study groups	35	10.1
Instructor website	20	5.8
Other	11	3.2
Transparencies	4	1.2

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 346).

Q11. Which of the following course resources helped you learn the course material? (Select all that apply) (Other)

	Frequency
In class review	2
Group Discussions	1
Guest speakers	1
Homework	1
Interactional lecture	1
Journals	1
Observing	1
Pictures relevant	1
Study guides	1
Websites	1
Total	11

Q12A_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)

	Frequency	Percent
Voluntarily Used	63	73.3
Required to Use	23	26.7
Total	86	100.0
No Response	270	
Total	356	

Q12A_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)

	Frequency	Percent
Helpful	75	62.5
Not Helpful	45	37.5
Total	120	100.0
No Response	236	
Total	356	

Q12B_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)

	Frequency	Percent
Voluntarily Used	73	84.9
Required to Use	13	15.1
Total	86	100.0
No Response	270	
Total	356	

Q12B_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)

	Frequency	Percent
Helpful	71	63.4
Not Helpful	41	36.6
Total	112	100.0
No Response	244	
Total	356	

Q12C_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)

	Frequency	Percent
Voluntarily Used	127	91.4
Required to Use	12	8.6
Total	139	100.0
No Response	217	
Total	356	

Q12C_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)

	Frequency	Percent
Helpful	108	87.1
Not Helpful	16	12.9
Total	124	100.0
No Response	232	
Total	356	

Q12D_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)

	Frequency	Percent
Voluntarily Used	132	91.7
Required to Use	12	8.3
Total	144	100.0
No Response	212	
Total	356	

Q12D_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)

	Frequency	Percent
Helpful	103	85.8
Not Helpful	17	14.2
Total	120	100.0
No Response	236	
Total	356	

Q12E_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)

	Frequency	Percent
Voluntarily Used	127	90.7
Required to Use	13	9.3
Total	140	100.0
No Response	216	
Total	356	

Q12E_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)

	Frequency	Percent
Helpful	111	85.4
Not Helpful	19	14.6
Total	130	100.0
No Response	226	
Total	356	

Q12F_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)

	Frequency	Percent
Voluntarily Used	73	98.6
Required to Use	1	1.4
Total	74	100.0
No Response	282	
Total	356	

Q12F_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)

	Frequency	Percent
Not Helpful	60	51.3
Helpful	57	48.7
Total	117	100.0
No Response	239	
Total	356	

Q12G_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)

	Frequency	Percent
Voluntarily Used	75	90.4
Required to Use	8	9.6
Total	83	100.0
No Response	273	
Total	356	

Q12G_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)

	Frequency	Percent
Helpful	67	63.2
Not Helpful	39	36.8
Total	106	100.0
No Response	250	
Total	356	

Q12H_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)

	Frequency	Percent
Voluntarily Used	59	89.4
Required to Use	7	10.6
Total	66	100.0
No Response	290	
Total	356	

Q12H_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)

	Frequency	Percent
Not Helpful	50	50.0
Helpful	50	50.0
Total	100	100.0
No Response	256	
Total	356	

Q12I_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)

	Frequency	Percent
Voluntarily Used	57	87.7
Required to Use	8	12.3
Total	65	100.0
No Response	291	
Total	356	

Q12I_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)

	Frequency	Percent
Not Helpful	51	51.0
Helpful	49	49.0
Total	100	100.0
No Response	256	
Total	356	

Q12J_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)

	Frequency	Percent
Voluntarily Used	71	85.5
Required to Use	12	14.5
Total	83	100.0
No Response	273	
Total	356	

Q12J_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)

	Frequency	Percent
Helpful	60	63.2
Not Helpful	35	36.8
Total	95	100.0
No Response	261	
Total	356	

Q12K_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)

	Frequency	Percent
Voluntarily Used	68	68.0
Required to Use	32	32.0
Total	100	100.0
No Response	256	
Total	356	

Q12K_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)

	Frequency	Percent
Helpful	75	74.3
Not Helpful	26	25.7
Total	101	100.0
No Response	255	
Total	356	

Q12L_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other)

	Frequency	Percent
Voluntarily Used	10	76.9
Required to Use	3	23.1
Total	13	100.0
No Response	343	
Total	356	

Q12L_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other)

	Frequency	Percent
Not Helpful	23	57.5
Helpful	17	42.5
Total	40	100.0
No Response	316	
Total	356	

Q12. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other - write in)

	Frequency
Counseling department (Voluntary & Helpful)	1
Career Center	1
Total	2

Q13. What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals.

	Frequency	Percent
Yes	331	98.8
No	4	1.2
Total	335	100.0
No Response	21	
Total	356	

Appendix 8: Headcounts for Degrees and Certificates Awarded

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Appendix 6: Headcounts for Degrees and Certificates

Grossmont Summaries of Degrees (D) and Certificates (C)

Degree/Certificate Title	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013		Degree Total	Certificate Total	
	D	C	D	C	D	C	D	C	D	C	D	C	D	C			
Administration	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
Master Teacher	2	2	2	0	3	4	5	4	4	4	8	1	8	9	31	24	0
Preschool Children	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0	0
Site Supervisor	0	1	1	0	0	0	0	0	4	4	3	0	3	4	11	9	0
Teacher	18	14	9	9	16	10	9	11	14	14	7	10	3	3	78	68	0
Total	20	17	13	9	21	13	15	15	22	22	18	11	14	15	123	101	0

California Community Colleges Chancellor's Office
 Program Awards Summary Report

For TOPS 130100 and 130500

	Annual 2006-2007	Annual 2007-2008	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012
Grossmont Total	50	22	34	41	46	20
Associate of Science (A.S.) degree	26	13	21	21	23	8
Certificate requiring 30 to < 60 semester units	24	9	13	19	23	10
Certificate requiring 18 to < 30 semester units				1		2

Appendix 9: Organizations Represented on Advisory Committee

Agencies Represented on Advisory Committee

San Diego State University
San Diego County Office of Education, Early Education Programs and Services
First 5: Quality Preschool Initiative
Neighborhood House Head Start Association
San Diego Unified School District
Family Child Care Association
MAAC Head Start Association
VIP, Imperial Beach School District
Child Development Associates
Santee School District
The Children's School
La Jolla United Methodist Church Nursery School
YMCA
Foster and Relative Care Program
WestEd, Program for Infant and Toddler Care

Appendix 10: Sabbaticals, Conference, Workshop and Staff Development Activities

Faculty Professional Development Activities		
Month/Year	Activity	Location
Nory Behana (Retired Fall, 2013)		
1984-present	The Foster, Adoptive and Kinship Care Education Program is a categorical program funded by the California Community Colleges Chancellor's office to provide education for foster and kinship parents. The Grossmont College Program received about \$800,000 to \$900,000 per year to serve the county of San Diego. The program averaged 4,000 hours of classes to 4,000 participants. Nory Behana is a full-time faculty member in the Child Development and Family Studies Department who is currently working 100% of a special faculty position to serve as Program Director for the program.	San Diego County
1995-present	Grant to provide coordination between the Foster, Adoptive and Kinship Care Education Program and the County of San Diego overseen by Nory Behana. It ranged from \$200,000 to \$500,000 and provided services to the community such as foster, adoptive and kinship classes, support groups, mentors, case management and wrap around concrete items.	San Diego County
1998-2010	Nory Behana served as Regional Coordinator for the California Community Colleges State Program coordinating the FKCE programs in the 5 southern counties	Riverside, Orange, San Bernardino, Imperial and San Diego Counties
1998-2010	Nory Behana served as Chair of the Statewide Advisory Committee for the FKCE Chancellor's Office in Sacramento.	California, meetings in Sacramento
1995-present	Sandra Boelter and then Twila Perucci served as Co-chairs of the County of San Diego Foster Care Services Committee which meets monthly to advise the Child Welfare Services director on issues.	San Diego
2009, March	Nory Behana moderated a Panel of Adoption Speakers at the <u>California Council on Family Relations Conference</u> ,	San Diego
2012, September:	Nory Behana presented a workshop, "Repairing Attachment Parenting Young Children who have Experienced Trauma, at the <u>We Can't Wait Conference, Early Childhood Mental Health, 0-5,</u>	San Diego
2012: November	Nory Behana presented a workshop, "Reparative Attachment in Infants and Toddlers in Foster Care," <u>Zerotothree</u>	Los Angeles

	<u>Conference,</u>	
2010-2012	Nory Behana became certified as a trainer for the Program for Infant Toddler Care	California

Claudia Flores

Date	Activity	Location
2007-present	Member CCDAA (California Child Development Administrators Association)	
2007-present	Child Development Training Consortium Annual Fall Coordinator's Meetings	Sacramento, CA
2008-Present	Council of Chairs & Coordinator's	Grossmont College
2008-present	Academic Senate	Grossmont College
2008-Present	San Diego State University Child Development Department Articulation Meetings (Annual)	San Diego, CA
2008-Present	Region 10 CCCECE Fall Meeting (Annual)	San Diego, CA
2008-2009	Program Review Committee	Grossmont College
6/2010	CARES YMCA Advisory Meeting (Annual)	Mission Valley, CA
10/ 2010	Family Studies in California Community Colleges Perspectives FCS CCC Chancellor's Office	Sacramento CA
3/ 2011	San Diego County Office of Education presents Piaget	San Diego, CA
4/ 2011	Higher Education Colloquium for Early Care and Education	Newport Beach, CA
5/ 2011	San Diego Association for the Education of Young Children's Conference Presenter	El Cajon, CA
8/2011-12/2013	Grossmont College Accreditation Steering Committee Co-Chair Standard IIIA Human Resources	Grossmont College
3/2012	CCCECE Evening with Alison Gopnik	CAEYC Conference San Diego, CA
2011-2012	Grossmont College Annual Planning Forum	Grossmont College
2/2012	Baby Signs Program Certification	San Francisco CA
1/2013	NAREA (The North American Reggio Emilia Alliance) Winter Conference	Tucson AZ
4/ 2013	San Diego Reggio Roundtable Event : Strategies to Build on Children's Ideas & Deepen Exploration & Learning	San Diego Jewish Academy, San Diego, CA
2/ 2014	Early Childhood STEM Conference	Costa Mesa, CA
3/2014	Facilitator for San Diego Reggio Roundtable Event : A Sense of Wonder: Cultivating an Ecological Identity in Young Children ~ and in Ourselves	San Diego, CA

Angie Gish

Date	Activity	Location
2006-2007	New faculty Orientation	Grossmont College
1/2008	PITC Trainer Institute (Modules 3&4)	Riverside, Ca.

6/2008	PITC Trainer Institute (Modules 1&2)	San Francisco, Ca.
2010-present	San Diego Regional Coordinator, California Early Childhood Mentor Program	Grossmont College
2008-2013	Presented workshops for CCDAA with Sheridan DeWolf on Math	Sacramento, Ca.
2008-2013	Member CCDAA California Child Development Administrators Association	
2009-2012	Grossmont College Academic Senate	Grossmont College
2009-2012	Grossmont College Chairs and Coordinators Council	Grossmont College
1/2013	NAREA (North America Reggio Emilia Alliance) Conference	Tuscon, Az.
4/2013	Startegies to Build on Children's Ideas & Deepen Exploration and Learning	SD Jewish Academy, San Diego
5/2013	Hosted California Early Childhood Mentor Program, Director Mentor Retreat: Heart Centered Directions	Grossmont College
2009-2012	Monthly CCDAA membership meetings	Los Angeles, Ca
2006-present	Member, NAEYC (National Association of Educators of Young Children)	

Robin Sepulveda

Date	Activity	Location
5/2012	California Learning Communities Consortium Retreat	San Diego
6/2012	Summer Institute and Freshman Academy	Grossmont College
12/2012	Engaging Students in the Classroom	Grossmont College
9/2012	Working with Non-Native Speakers of English	Grossmont College
4/2013	PD Accessible Word Documents and Powerpoint	Grossmont College
5/2013	Project Success and Freshman Academy	Grossmont College
10/2013	Articulation Meeting Information	Grossmont College
4/2013	Reggio Roundtable Workshop	San Diego
6/2013	Quality Matter - Designing Your Online Course	Grossmont College
8/2013	Project Success and Freshman Academy	Grossmont College
9/2013	TracDat Workshop	Grossmont College
6/2013	PITC Trainer Institute	Berkeley, California
2014	NAEYC Membership	
2013-present	Grossmont College Academic Senate	
2013 - present	Grossmont College Program Review Committee	
2013-Present	Grossmont College Council of Chairs and Coordinators	
2010-2012	Certified Trainer with PITC (Program for Infant & Toddler Care)	

Ann Castro

Date	Activity	Location
8/2007	Working with low achieving students	Cajon Valley SD
2/2008	Using Literacy to clarify values	Cajon Valley SD
8/2008	Inclusion of autistic children	Cajon Valley SD
2/2009	Using nonfiction articles for promoting student writing	San Diego
8/2009	Enhancing communication between school & home	Cajon Valley SD

3/2010	WEB Training	Hillsdale Middle
2/2012	Teach for Success #1	Cajon Valley SD
8/2012	Teach for Success #2	Cajon Valley SD
10/2012	Staff leader for student anti-bullying	Hillsdale Middle
2/2013	Common Core Standards and the writing process	San Diego
8/2013	Creating Culturally Inclusive Classroom	San Diego
Mary Courtney		
Date	Activity	Location
2007-2010	Curriculum Committee	Grossmont
2007-2010	Chancellor's Advisory Committee & Regional Catalyst	Sacramento, CA
2007-2009	Vice President of CCCECE	
2007-2010	Regional Coordinator CA Early Childhood Mentor Program	
July 2011	Participant Training CLASS	
2011-2013	Certification Pre-K and Toddler CLASS	
April 2012	NAREA (The North American Reggio Emilia Alliance) Winter Conference	Tucson, AZ
	Member NAEYC	
	Member CCCECE	
	Member NSN	
Sheridan DeWolf		
Date	Activity	Location
2007-2013	Served on Executive Board of CCDAA (California Child Development Administrators Association) including term as Southern California Section President and State President	Sacramento, CA
2012	Member of the Year, CCDAA	
2009-2010	Southern Counties Autism Regional Taskforce	
2008-2013	Presented workshops for CCDAA in Math with Angie Gish, and on Title 5 and Title 22 regulations.	
5/2013	Completed SDSU TOEFL training (15 units)	SDSU
2013	Received Barbara Chernofsky Lifetime Achievement Award from San Diego Child Care Planning Council	
2010	Developed Great Administrators event for CCDAA	
2012-2013	CCAOE Conference (California Community College Association for Occupational Education)	
2012	Completed training for Mission Trails Regional Park and became volunteer trail guide	San Diego
6/2012-12/2013	Interim Dean , Career Technical Education and Workforce Development	Grossmont College
10/2013	Published Chapter on Math and Science in Head Start Curriculum Guide	
11/2013	Using Child Development Curriculum to teach English at Bahn Don Huey, Cha-Am, Phetcheburi Thailand	
Barbara Fletcher		
Date	Activity	Location
2006-2007	Project Specialist for Senior 4 Kids : Attended monthly meetings with Intergenerational contractors and Seniors 4 kids orientations.	Grossmont College

2006-present	Child Development, Education and Family Studies Department Meetings and Grossmont College Convocations	Grossmont College
2006-present	Career Technical Education and Workforce Development Division meetings during flex week	Grossmont College
1/2007	Child Development Staff Retreat	
8/2009	Stress Management "Recess for Adults" workshop	Grossmont College
8/2009	Technology Training Workshop	Grossmont College
Sonia Gainé		
Date	Activity	Location
2007-2012	World Arts A	
2009-2013	Community College Representative, SDAEYC	
Lindsey Hanlon		
Date	Activity	Location
10/2008	Painting the Future ECE Conference	Cupertino, Ca.
9/2009	Aggression in young children	Los Altos, Ca.
8/2011 - 5/2012	SDICCCA Community College Internship	Grossmont College
3/2012	CAEYC Conference	San Diego, Ca.
2/2013	An Evening with Richard Louv	San Diego
6/2013	Quality Matters Workshop	Grossmont College
4/2013	By the water's edge: Storytellers Conference	San Diego
Ginger Hartnett		
Date	Activity	Location
2004-2007	First 5 California Special Needs Demonstration Site Project	
2007-2010	First 5 San Diego School Readiness	
1997-2009	Presenter at CAEYC Annual Conference	
2006-2007	Editor, Coordination and Training Quarterly Newsletter	
2010-2015	California Child Development Permit, Program Director	
2004 to present	CSEFEL (California Social Emotional Foundations of Early Learning) Coach, Implementation Staff, Leadership member and Trainer	
2008	Hanen Program for Speech & Language, Trainer	
2009	Certificate, Incredible Years, Parent and Teacher Training	
2010	Certificate, National Conflict Resolution Center	
2007 & 2010	Certificate, Ages and Stages Questionnaire(ASQ'S)	
2007 & 2010	Certificate, Desired Results Developmental Profile (DRDP)	
1988-present	Membership, NAEYC	
2007-2009	Membership Chair, CAEYC	
2004-2007	Regional Affiliate Representative, CAEYC	
Kathryn Ingrum		
Date	Activity	Location
2006-13	Presented at Reggio Round Table	San Diego
2006-12	Served on Reggio Round Table Board	San Diego

2006-13	Presented at CCDAA	Various Locations
2006-08	Served on SDAEYC Board as Diversity Chair	San Diego
2006	Consulted with Lakeside Unified School District throughout year	Lakeside
2006-12	Member of Local Planning Council	San Diego
2006-14	Conducted DMI trainings	San Diego
2006-11	Served on Mentor Teacher Selection Committee	San Diego
2006-10	Attended SDSU Articulation Meetings	San Diego
2006-11	Served as External Review Lead for Preschool for All	San Diego
2006	Developed one unit Superhero Play course	Grossmont
2006-13	Presented workshops throughout county	San Diego
2006	Presented training to OPTIONS in Los Angeles	Los Angeles
2006-present	Served as CDTC Advisor	
2007,10,11	Attended training with Thelma Harms and Debby Cryer on ERS	North Carolina
2007,09	Presented at CAEYC	Various Locations
2007	Spoke at LPC Legislative Breakfast	San Diego
2008-present	Member of CCDAA	
2008 - 2012	Member CCCECE	
2008-12	Served as Vice Chair of LPC	San Diego
2008-12	Served as LPC representative to CCYF	San Diego
2008	Presented at NACCRAA conference	San Diego
2008,10	Attended PAS training in Chicago for validations	Chicago
2008-12	Served as chair of the ECE/CEC committee of the LPC	San Diego
2009,11	Attended CLASS calibration training	Sacramento
2009	Consulted with architect firm on designing child care center for Camp Pendleton	San Diego
2009,11	Facilitated with Carter and Curtis trainings	San Diego, Solano College
2009-13	Presented at Barbara Chernofsky Lifetime Achievement Dinner	San Diego
2009	Worked with SDSU to create a video on the importance of nature in the lives of children	San Diego
2010-12	Attended ELQIS meeting in San Mateo	Various Locations
2010-12	Served on CCCECE Board at Region 10 Catalyst	Sacramento
2010-12	Served on Chancellor's Advisory Committee	Sacramento
2011	Presented to Riverside County Office of Education on CLASS	Riverside
2011	Presented to Hemet Office of Education on CLASS	Hemet
2011	Consulted with Stanislaus County to help CDTC Advisors establish appropriate goals for CARES	Via technology
2012	Received Lifetime Achievement Award from San Diego Local Planning Council for work in Child Development	San Diego
2012	Presented to San Bernardino County Office of Education on CLASS	San Bernardino
2012	Worked with WestEd on Foundations/Frameworks for Family and Culture	Various Locations

2012	Present to Riverside County Office of Education	Riverside
Lynn McKinley		
Date	Activity	Location
2009	Brain Development Course	Grossmont College
5/2012	Worth Publishing Training for Textbook	Palomar College
7/2012	Webportal and Learning workshop	Grossmont College
1/2014	Learning Curve Update for Textbook	Online
Patrick Monaghan		
Date	Activity	Location
7/2008	Completed Master's Degree	Pacific Oaks College
10/2009	Southwestern College Staff Training	SWC
3/2009	Grossmont Science Festival	Grossmont College
10/2009	SWC Fall Conference	SWC
10/2010	SWC Fall Conference	SWC
3/2011	California Community College Early Childhood Educators Fall Conference	Sacramento, Ca.
3/2012	CCCECE Fall Conference	San Diego
12/2010 and 12/2011	CCCECE Executive Board Meeting	San Francisco, Ca.
2010-2013	Annual CCCECE Board Meetings	Sacramento, Ca.
2010-2013	Annual CCCECE End of Year Board Meetings	Los Angeles, Ca.
2010 to present	Member of California Early Childhood Mentor Program Selection Committee, San Diego Region	Grossmont College
Cathy Robertson		
Date	Activity	Location
2002	Safety, Nutrition and Health in Early Education,	
2012	Currently in 5 th edition.	
WaiLing Rubic		
Date	Activity	Location
3/2007	Dr. Bruce Perry : Power of Prevention	Child Trauma Academy
5/2008	Dr. Bruce Perry: Trauma and the Brain	Child Trauma Academy
2/2010	CSEFEL Training	University of Virginia
5/2010	CSEFEL Training the Trainers Workshop	University of Virginia
3/2011	Classroom Scoring System (CLASS) Training the Trainers	University of Virginia
6/2011	CLASS Training	University of Virginia
10/2011	National Head Start Leadership Conference	Washington, DC
6/2012	Family, Culture, Program Administration and Social Emotional Development - a Lens for ECE Administrators	Webinar
6-8/2013	Rutgers Sesame Street Training, Rutgers Institute for the Study of Child Development; research lab for resilience and early childhood development, Dept of Pediatrics, Rutgers Robert Wood Johnson Medical School	
Pandy Warner		
Date	Activity	Location
	Online workshops for Portal and Blackboard training	

	On Campus Portal training from Worth Publishing	
	One-on-one training with Tech support on campus for Blackboard (Chris Rogers)	
	Teaching Community Parenting and Child Development classes	

Appendix 11: Grossmont WSCH Analysis

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Summaries of WSCH & FTEF Data for **Education** and **Family Studies**, all sections **Totaled** together for each.

ED Total	Fall Semesters										Spring Semesters					
	FA06	FA07	FA08	FA09	FA10	FA11	FA12	SP07	SP08	SP09	SP10	SP11	SP12	SP13		
Total FTEF	n/a	n/a	0.8	0.2	0.4	0.2	0.2	n/a	n/a	0.6	0.2	0.2	0.2	0.2		
Max WSCH	n/a	n/a	546.0	150.0	291.0	141.0	150.0	n/a	n/a	348.0	105.0	150.0	150.0	150.0		
Max WSHC/FTEF	n/a	n/a	682.5	750.0	727.5	705.0	750.0	n/a	n/a	605.2	525.0	750.0	750.0	750.0		
Max Enrollment	n/a	n/a	182.0	50.0	97.0	47.0	50.0	n/a	n/a	116.0	35.0	50.0	50.0	50.0		
Earned WSCH	n/a	n/a	204.0	138.0	219.0	99.0	81.0	n/a	n/a	222.0	105.0	102.0	117.0	93.0		
Earned WSCH/FTEF	n/a	n/a	255.0	690.0	547.5	495.0	405.0	n/a	n/a	386.1	525.0	510.0	585.0	465.0		
% of Max	n/a	n/a	37.4	92.0	75.3	70.2	54.0	n/a	n/a	63.8	100.0	68.0	78.0	62.0		

FS Total	Fall Semesters										Spring Semesters					
	FA06	FA07	FA08	FA09	FA10	FA11	FA12	SP07	SP08	SP09	SP10	SP11	SP12	SP13		
Total FTEF	1	1	0.8	1	0.8	0.8	0.6	1	1	1	1	1	1	1.4		
Max WSCH	735	705	585	735	585	585	435	717	720	681	708	750	750	1020		
Max WSHC/FTEF	735	705	731.25	735	731.25	731.25	725	717	720	681	708	750	750	728.57		
Max Enrollment	n/a	n/a	195	245	195	195	145	n/a	n/a	227	236	250	250	340		
Earned WSCH	420	438	333	540	414	483	324	459	456	327	393	477	471	543		
Earned WSCH/FTEF	420	438	416.25	540	517.5	603.75	540	459	456	327	393	477	471	387.86		
% of Max	57.14	62.12	56.92	73.47	70.77	82.56	74.48	64.01	63.33	48.02	55.51	63.6	62.8	53.24		

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

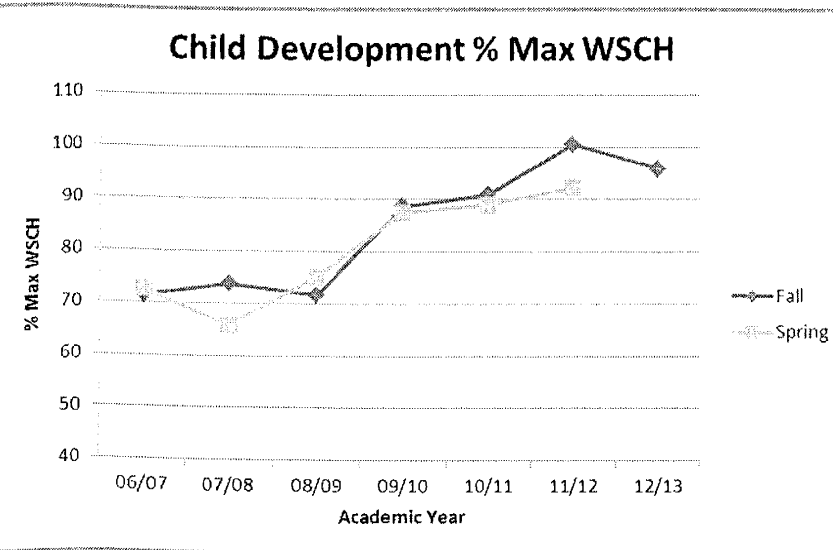
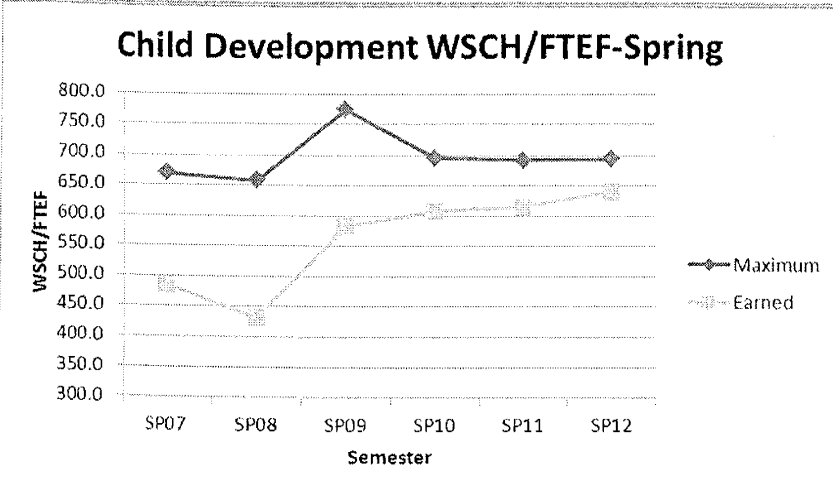
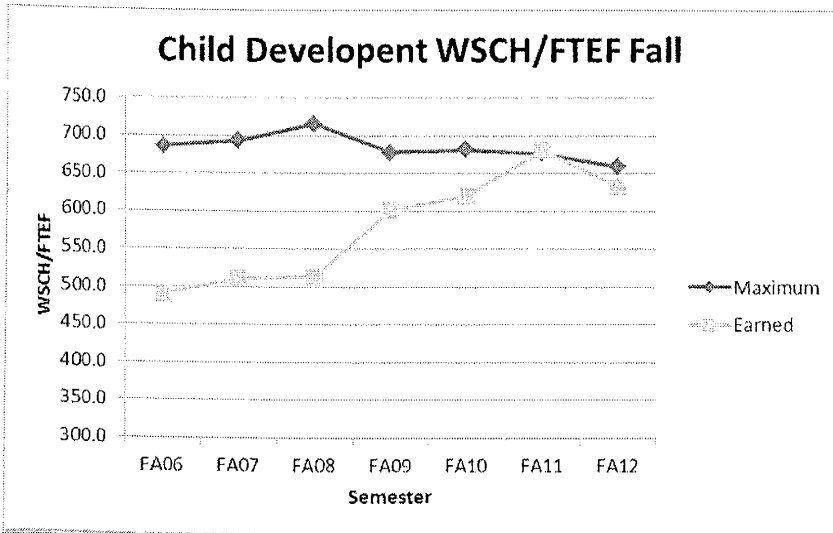
Appendix 9: Grossmont WSCH Analysis

Summary Tables of WSCH & FTEF Data for **Child Development**, all sections **Totaled** together, and for **CD 125** by itself.

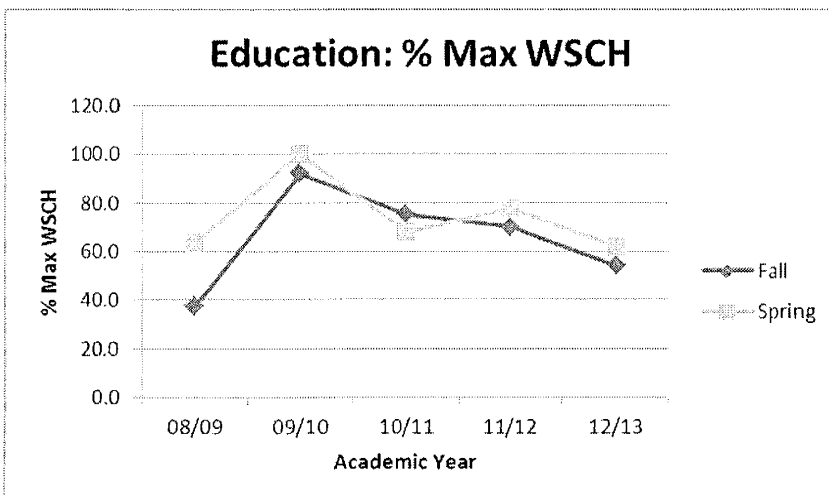
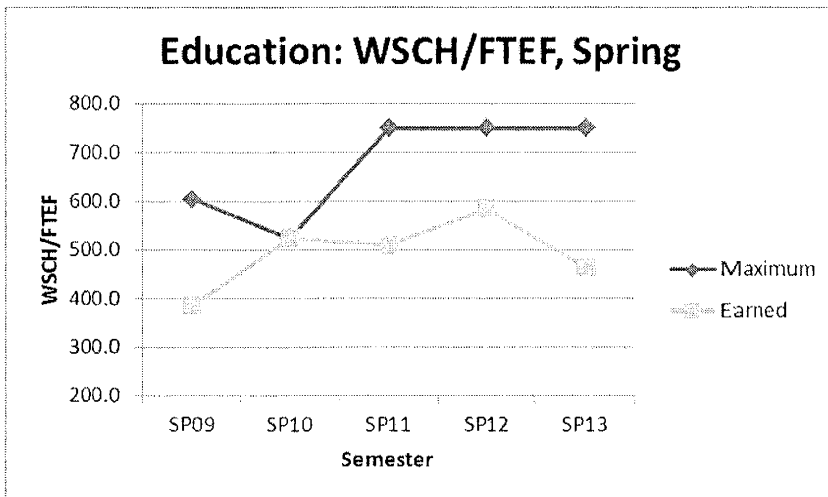
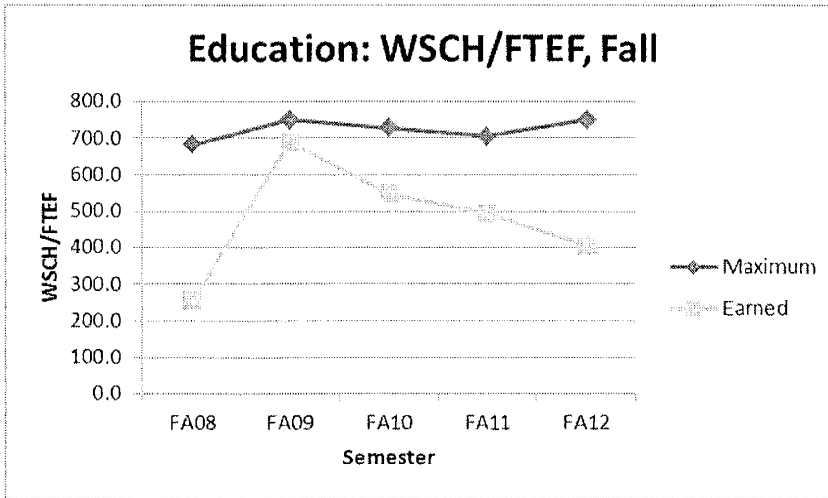
CD Total	Fall Semesters										Spring Semesters									
	FA06	FA07	FA08	FA09	FA10	FA11	FA12	SP07	SP08	SP09	SP10	SP11	SP12	SP13						
Total FTEF	5.8	5.6	7.7	7.2	6.0	5.8	5.4	5.8	6.8	7.9	7.8	8.2	6.4	6.31						
Max WSCH	3995.0	3899.0	5501.0	4898.0	4103.0	3891.0	3570.0	3894.0	4479.0	6145.0	5420.0	5664.0	4437.0	4331.0						
Max WSHC/FTEF	686.8	694.1	715.9	678.7	681.9	676.7	659.0	669.4	657.0	775.4	694.7	691.5	694.2	685.99						
Max Enrollment	n/a	n/a	1772.0	1646.0	1381.0	1297.0	1220.0	n/a	n/a	1840.0	1765.0	1858.0	1449.0	1397.0						
Earned WSCH	2855.0	2874.0	3944.0	4345.0	3730.0	3912.0	3424.0	2828.0	2946.0	4619.0	4739.0	5040.0	4092.0	4020.0						
Earned WSCH/FTEF	490.8	511.7	513.3	602.1	619.9	680.4	632.1	486.2	432.2	582.8	607.4	615.3	640.2	636.73						
% of Max	71.5	73.7	71.7	88.7	90.9	100.5	95.9	72.6	65.8	75.2	87.4	89.0	92.2	92.82						

CD 125	Fall Semesters										Spring Semesters									
	FA06	FA07	FA08	FA09	FA10	FA11	FA12	SP07	SP08	SP09	SP10	SP11	SP12	SP13						
Total FTEF	2.4	2.8	3.8	3.4	2.6	2.6	2.2	2.8	3.6	4.2	3.8	4.2	3.2	3.20						
Max WSCH	1728.0	2037.0	2769.0	2400.0	1830.0	1815.0	1392.0	1980.0	2502.0	2955.0	2655.0	2955.0	2220.0	2199.0						
Max WSHC/FTEF	720.0	727.5	728.7	705.9	703.9	698.1	632.7	707.1	695.0	703.6	698.7	703.6	693.8	687.19						
Max Enrollment	n/a	n/a	923.0	800.0	610.0	605.0	464.0	n/a	n/a	985.0	885.0	985.0	740.0	733.0						
Earned WSCH	1572.0	1704.0	2256.0	2337.0	1836.0	1914.0	1434.0	1611.0	1800.0	2550.0	2427.0	2661.0	2109.0	2061.0						
Earned WSCH/FTEF	655.0	608.6	593.7	687.4	706.2	736.2	651.8	575.4	500.0	607.1	638.7	633.6	659.1	644.06						
% of Max	91.0	83.7	81.5	97.4	100.3	105.5	103.0	81.4	71.9	86.3	91.4	90.1	95.0	93.72						

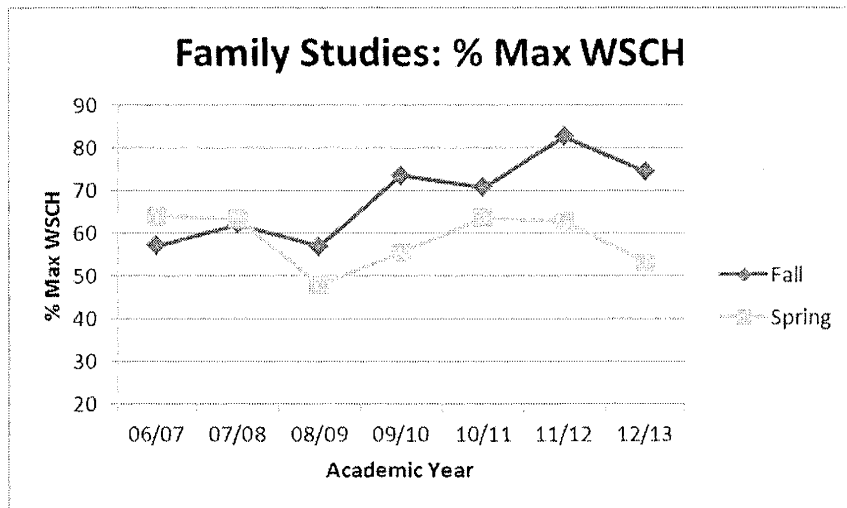
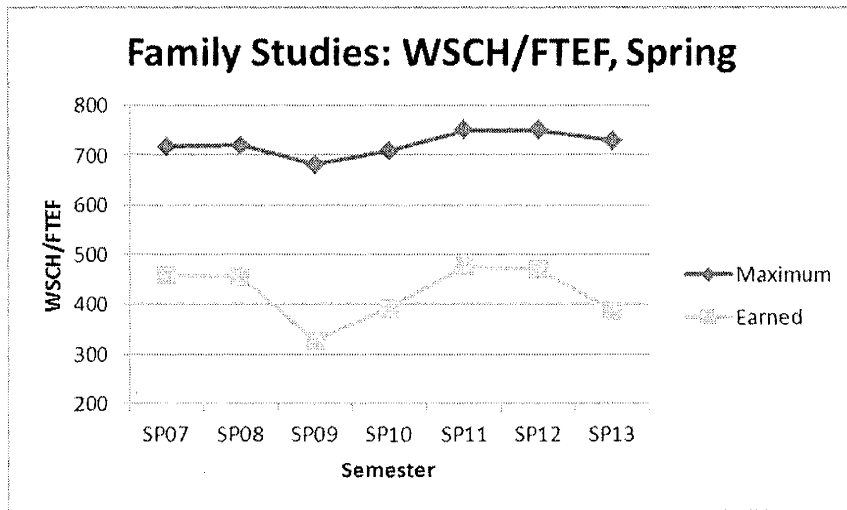
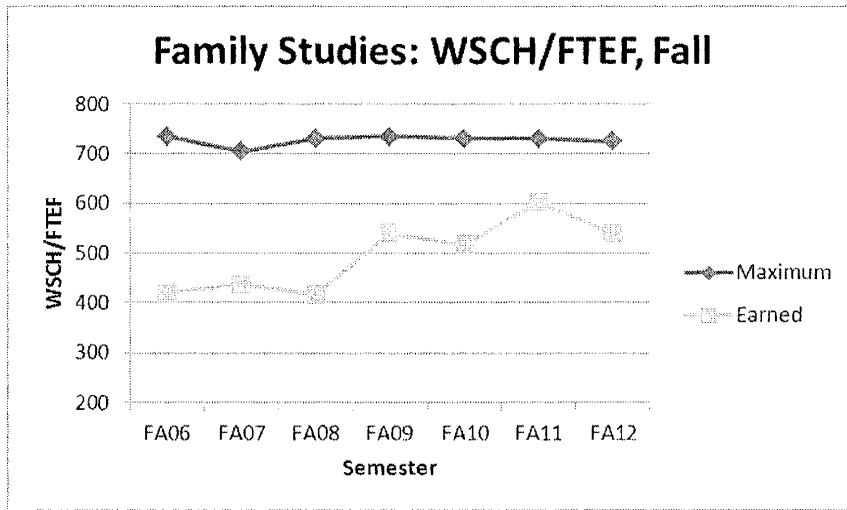
CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION



CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION



CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION



Appendix 12: Department Equivalencies

CHILD DEVELOPMENT EQUIVALENCY

Option 1:

Bachelor's degree in the field; AND

Master's degree in a related field; AND

5 years of experience working with children and/or families.

Option 2:

Bachelor's degree in field; AND

18 units of graduate-level coursework in field; AND

5 years of experience working with children and/or families; AND

Evidence of graduate-level written research or projects

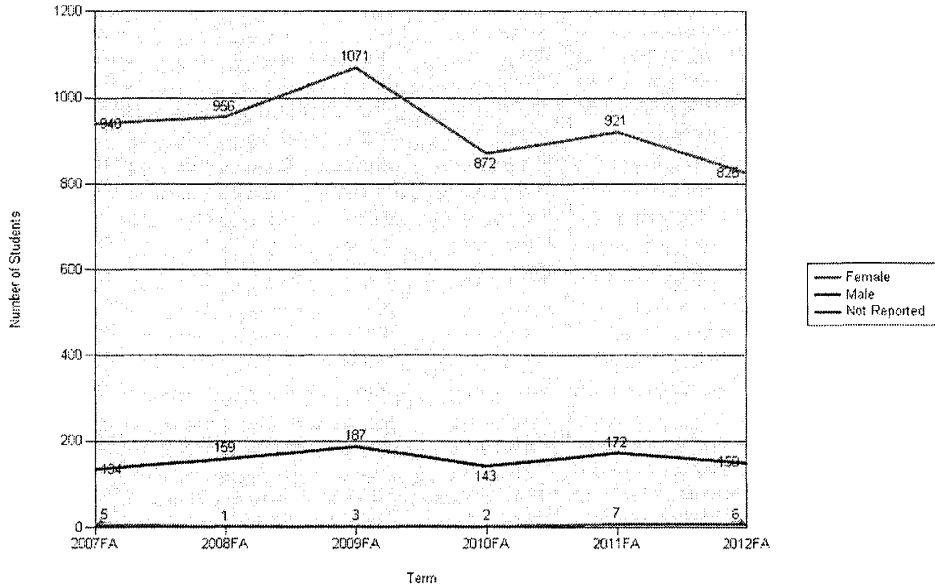
Appendix 13: Statistical data Outcomes Profile

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

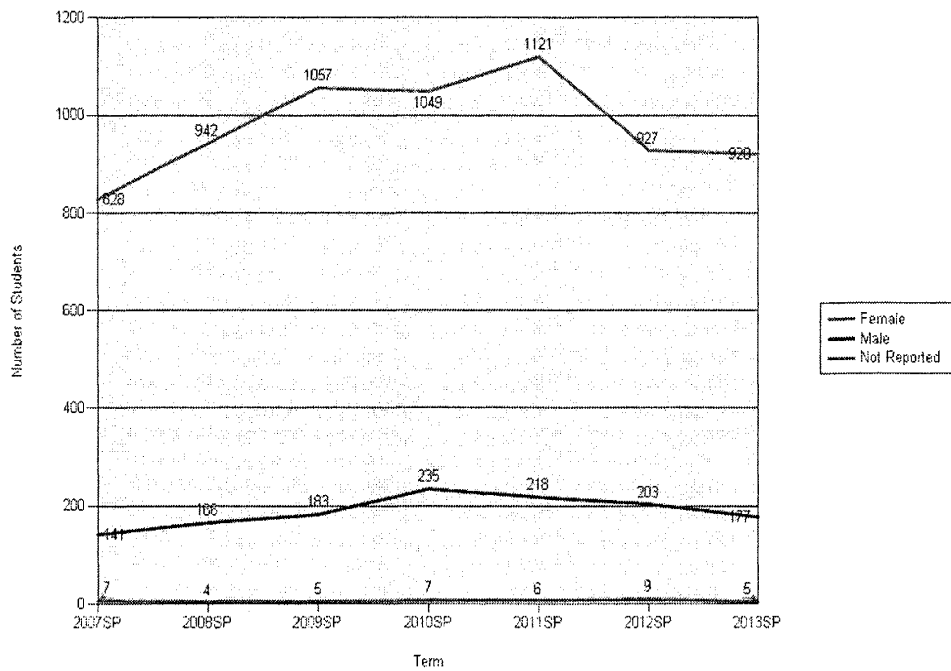
Appendix 11: Enrollment/Success/Retention by Age/Gender/Ethnicity [COLOR]

Enrollment by Gender, **Child Development**: Fall (upper graph) and Spring (lower graph)

Enrollment by Gender (Unduplicated Student Counts)



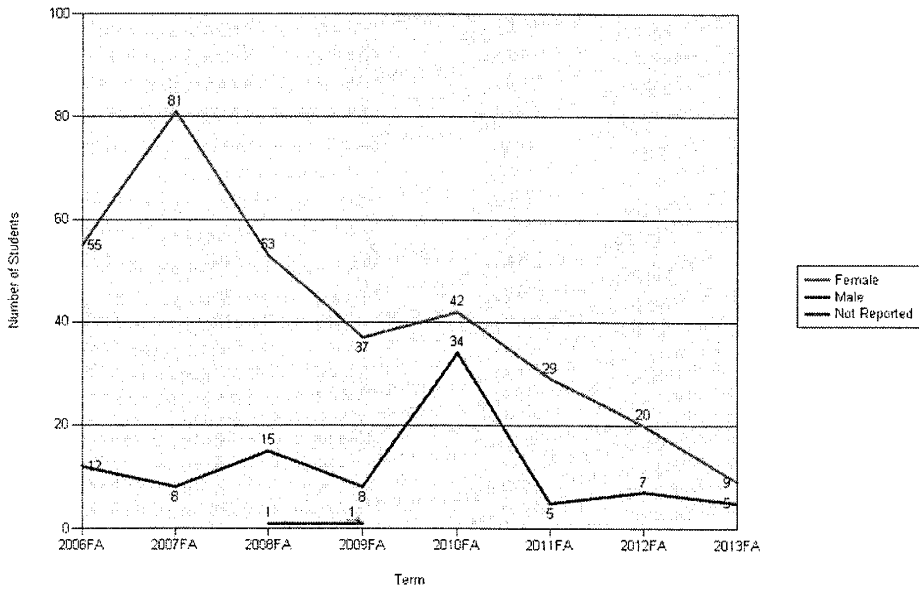
Enrollment by Gender (Unduplicated Student Counts)



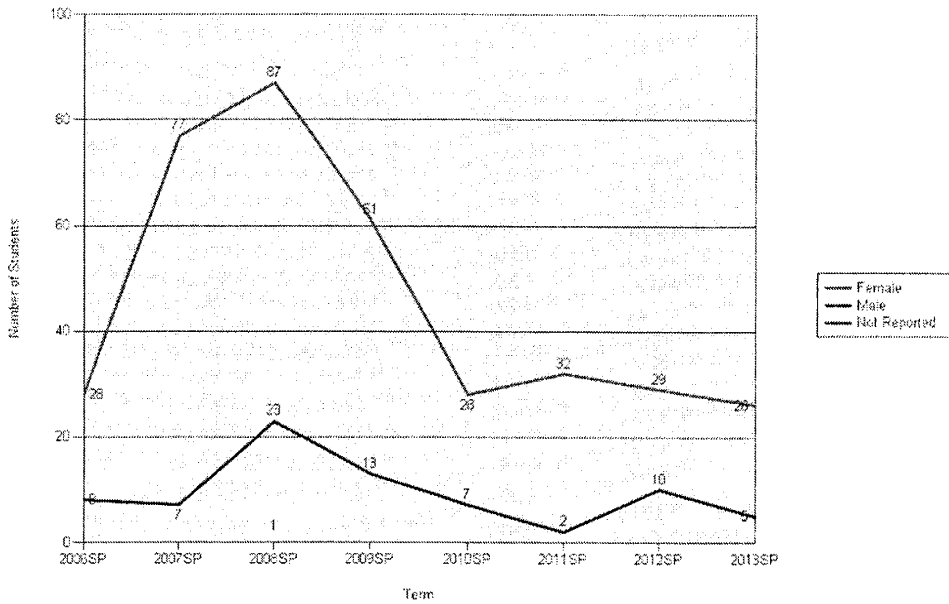
CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Enrollment by Gender, **Education**: Fall (upper graph) and Spring (lower graph)

Enrollment by Gender (Unduplicated Student Counts)

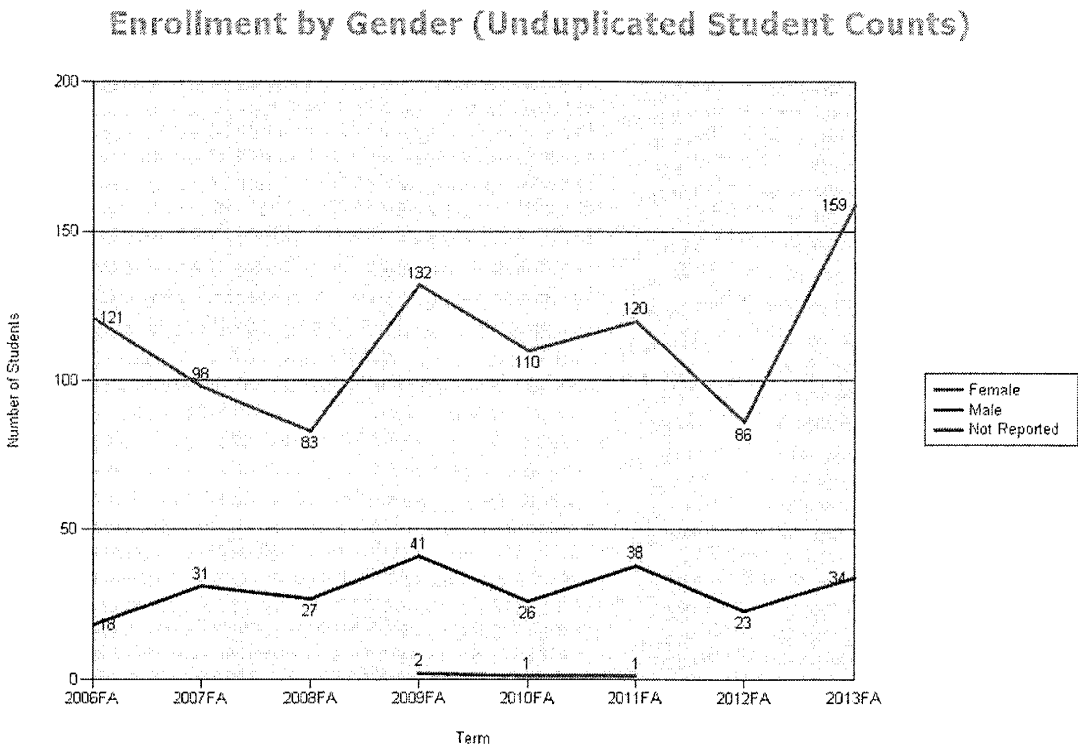
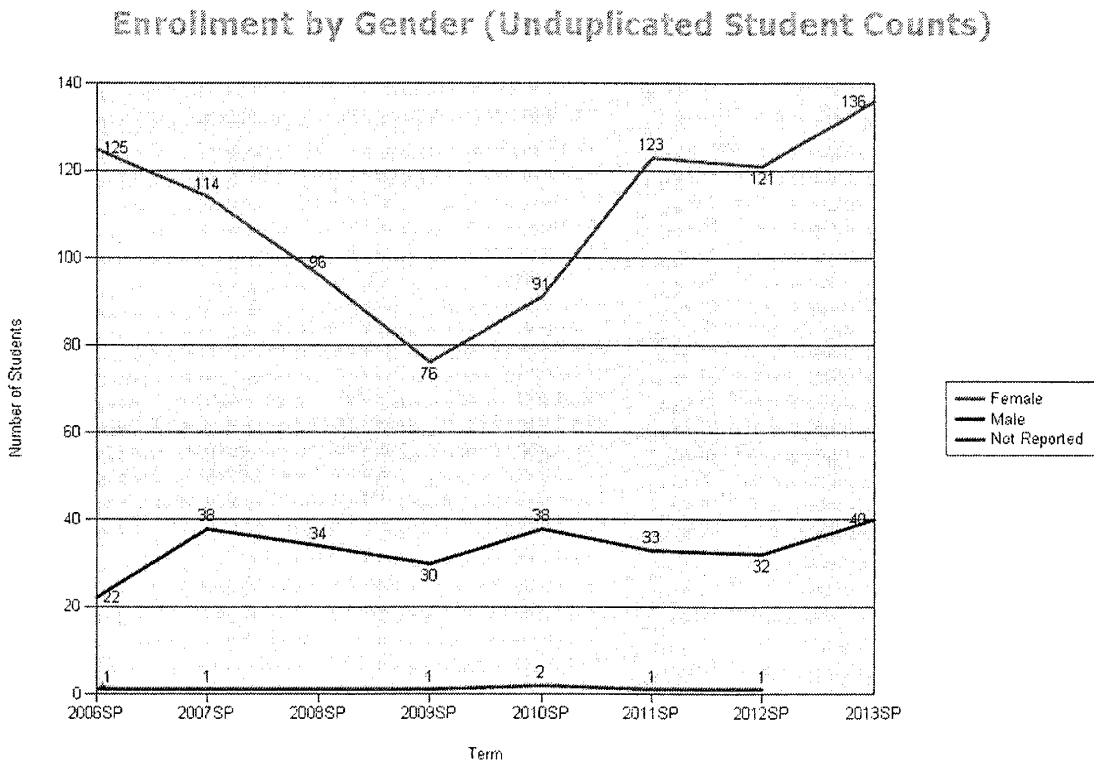


Enrollment by Gender (Unduplicated Student Counts)



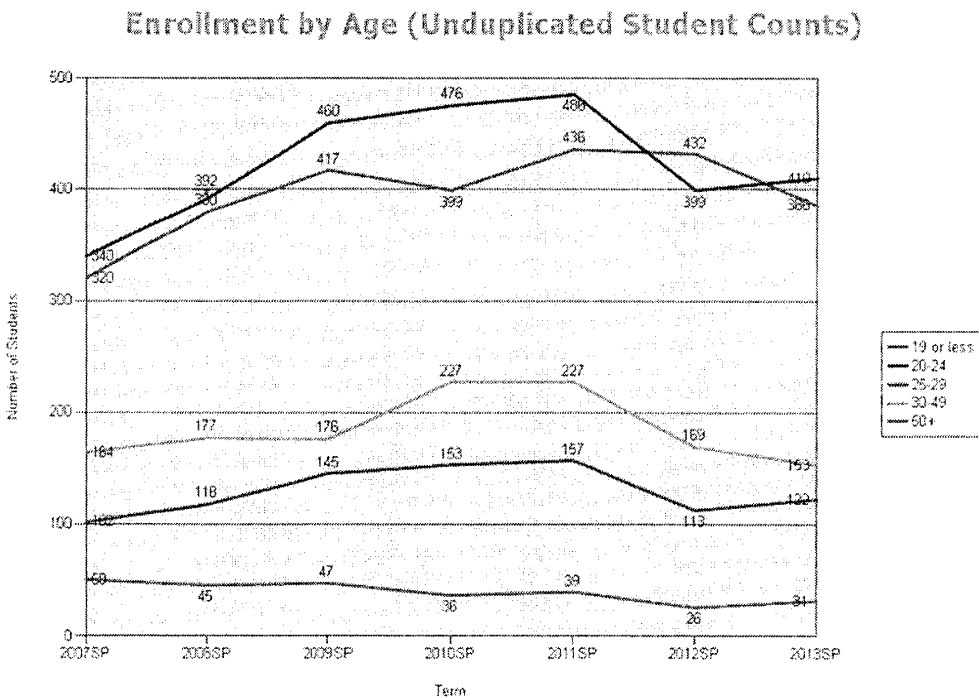
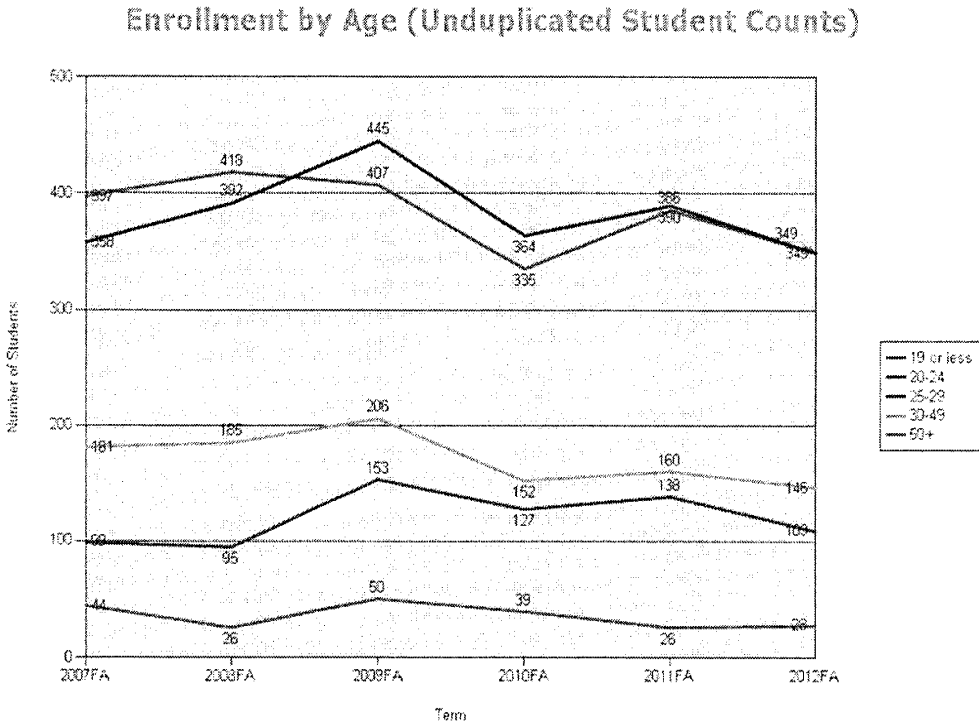
CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Enrollment by Gender, **Family Studies**: Fall (upper graph) and Spring (lower graph)



CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

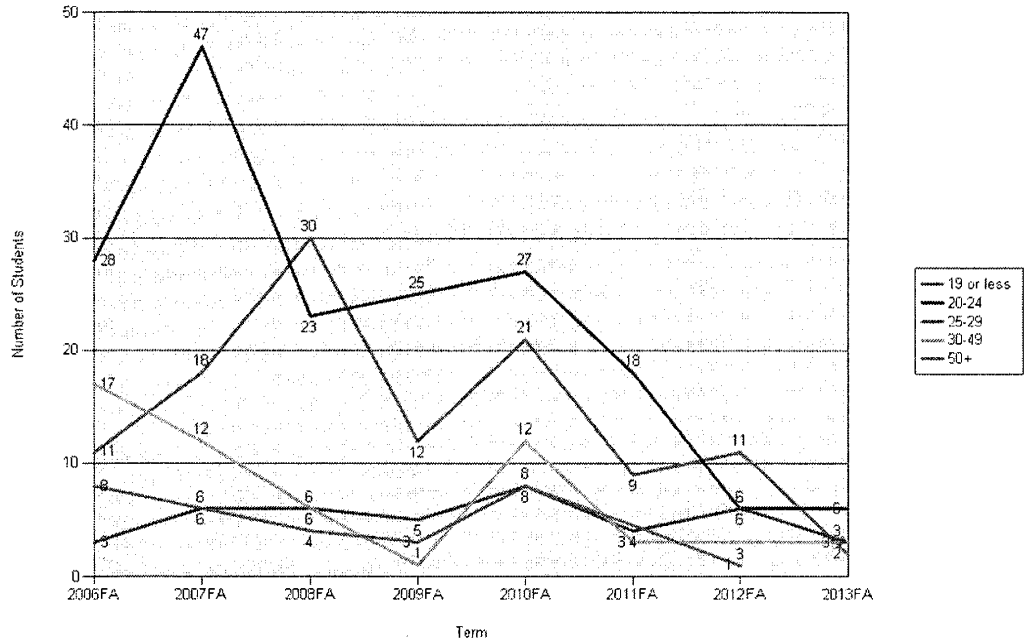
Enrollment by Age, **Child Development**: Fall (upper graph) and Spring (lower graph)



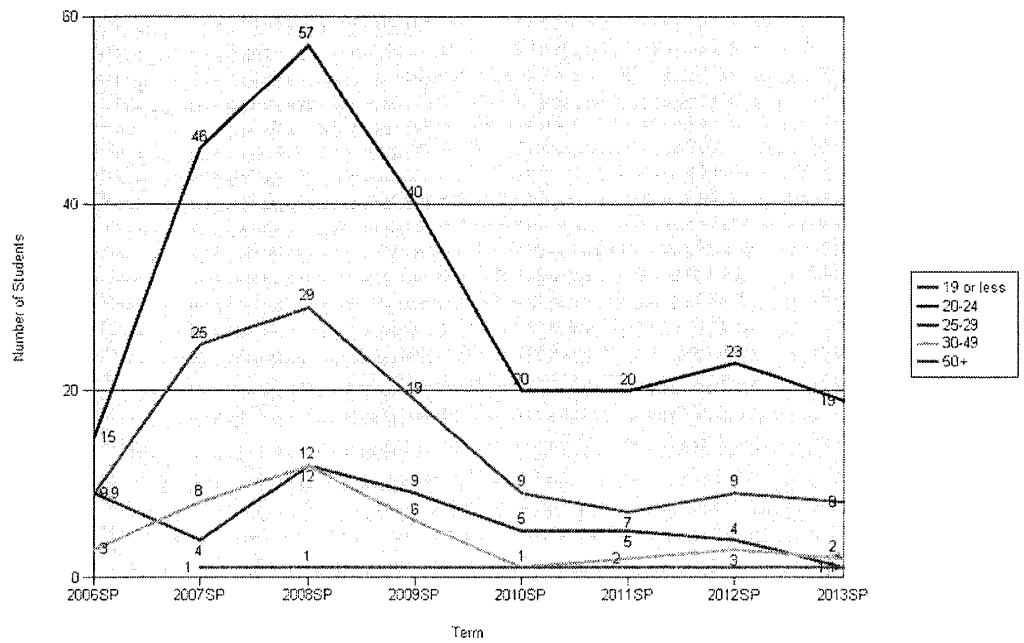
CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Enrollment by Age, **Education**: Fall (upper graph) and Spring (lower graph)

Enrollment by Age (Unduplicated Student Counts)



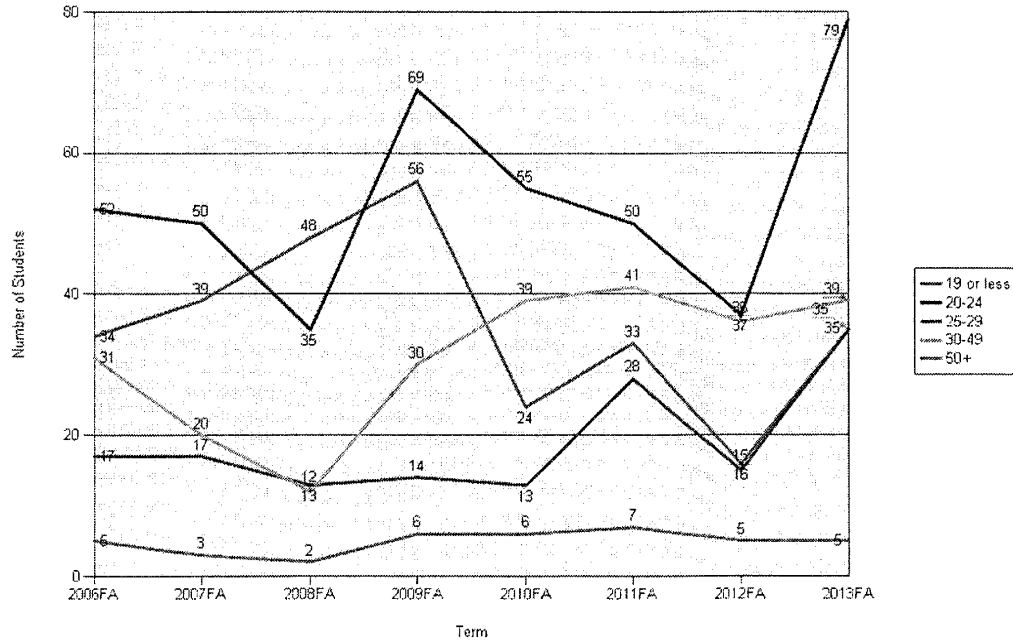
Enrollment by Age (Unduplicated Student Counts)



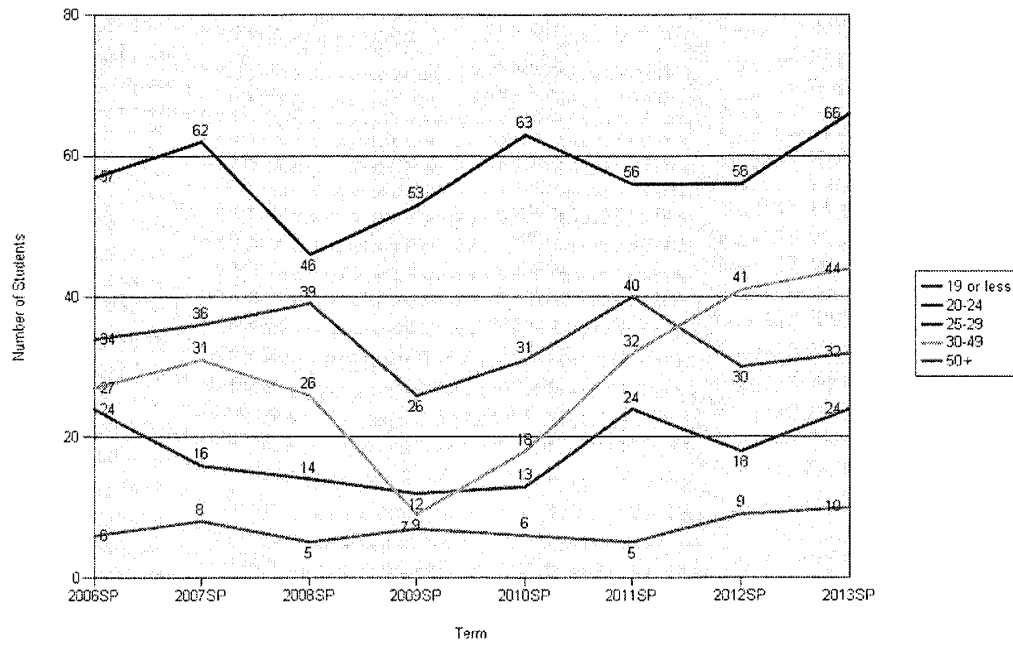
CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Enrollment by Age, **Family Studies**: Fall (upper graph) and Spring (lower graph)

Enrollment by Age (Unduplicated Student Counts)



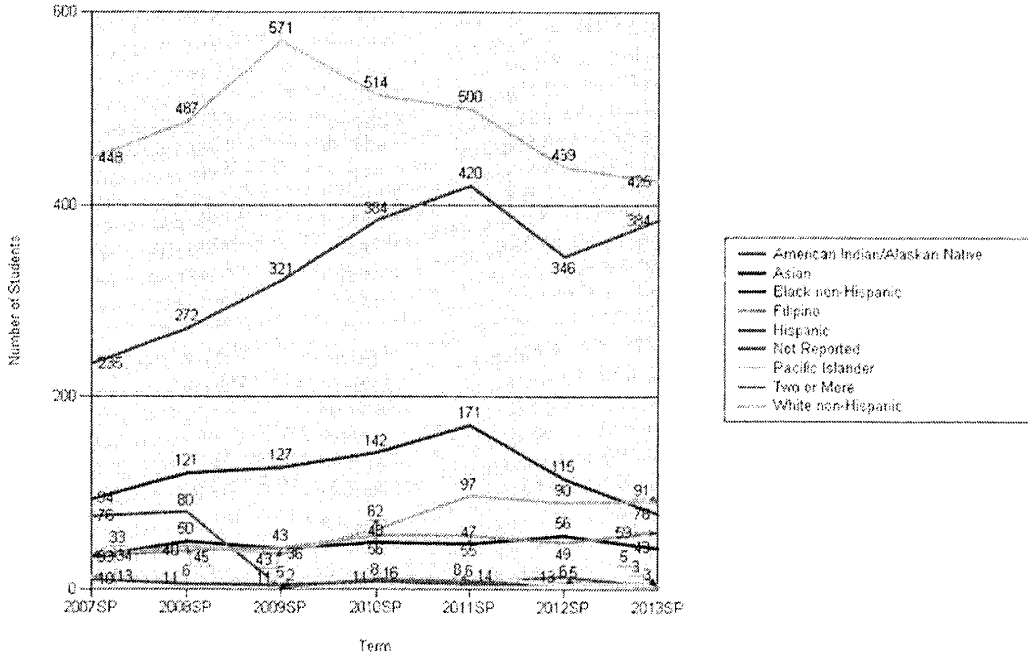
Enrollment by Age (Unduplicated Student Counts)



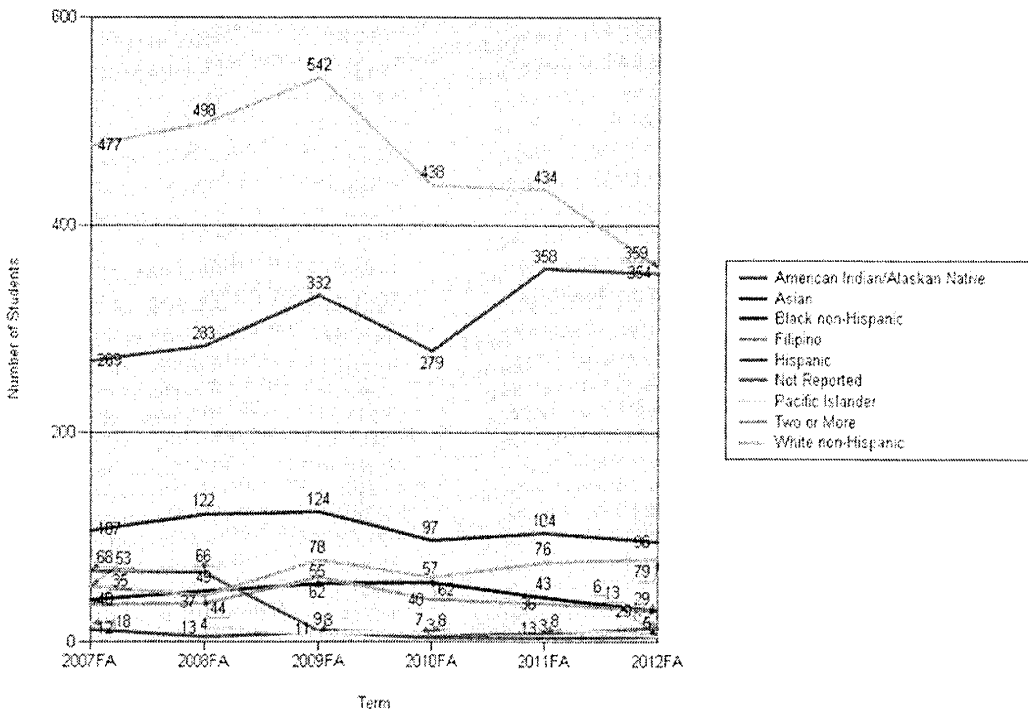
CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Enrollment by Ethnicity, **Child Development**: Fall (upper graph) and Spring (lower graph)

Enrollment by Ethnicity (Unduplicated Student Counts)



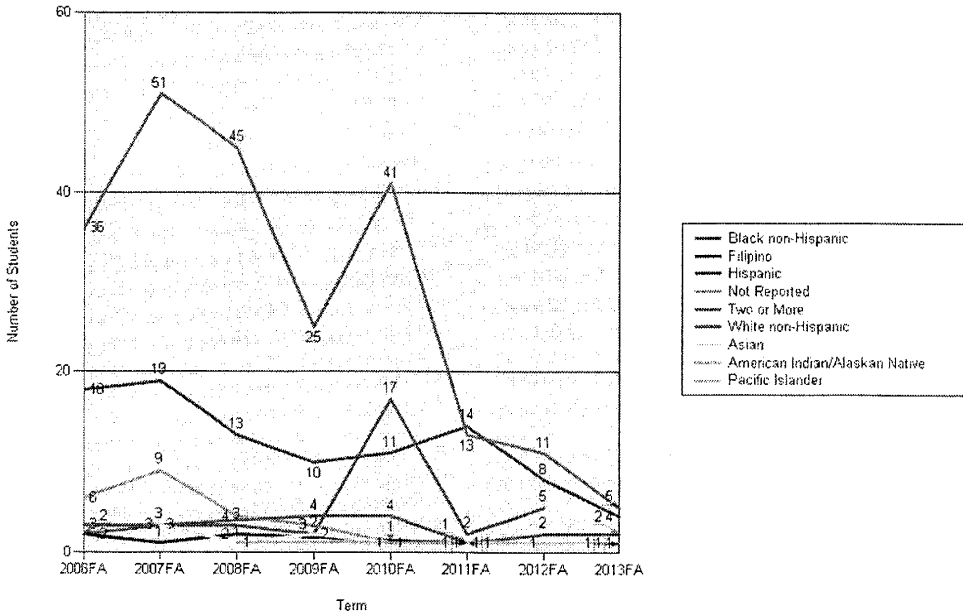
Enrollment by Ethnicity (Unduplicated Student Counts)



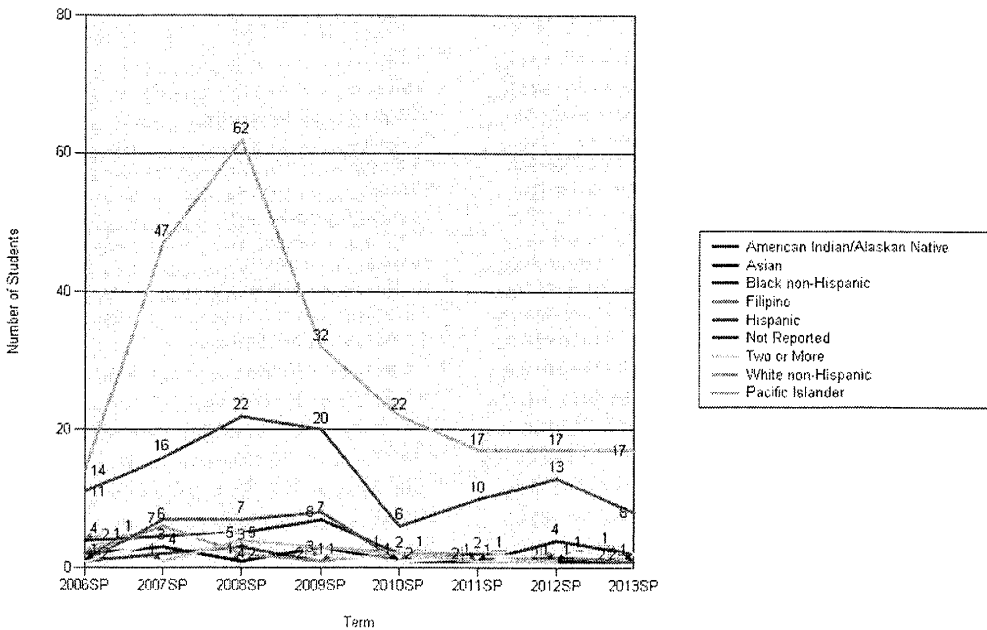
CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Enrollment by Ethnicity, **Education**: Fall (upper graph) and Spring (lower graph)

Enrollment by Ethnicity (Unduplicated Student Counts)



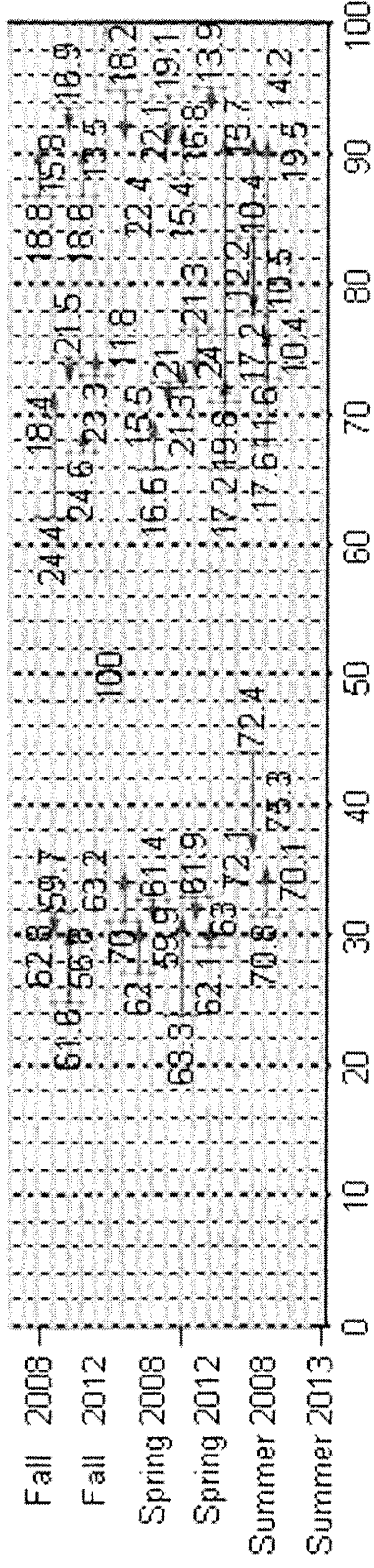
Enrollment by Ethnicity (Unduplicated Student Counts)



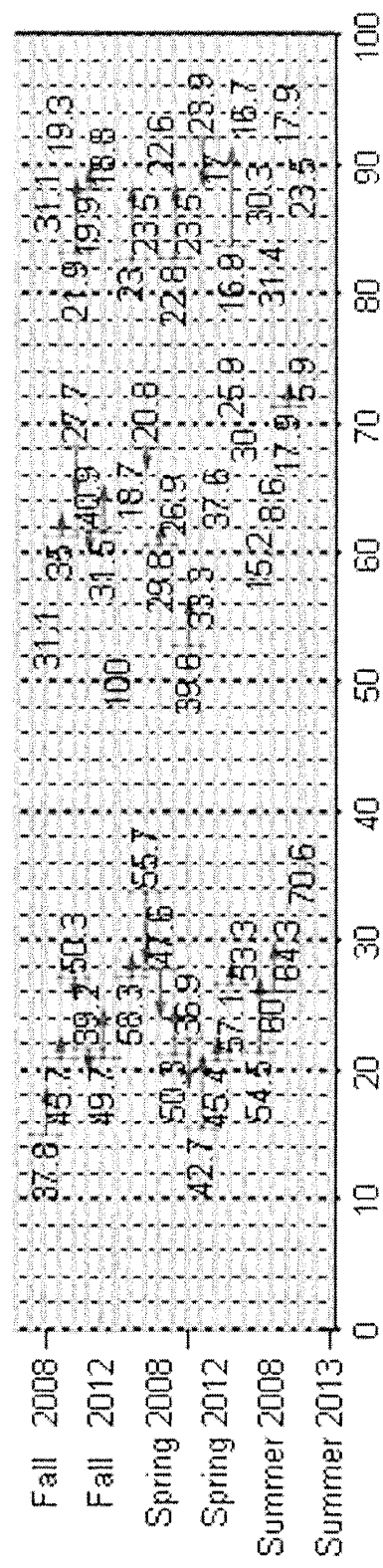
CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Success and Retention by Gender: **Child Development**

Success by Gender - Female



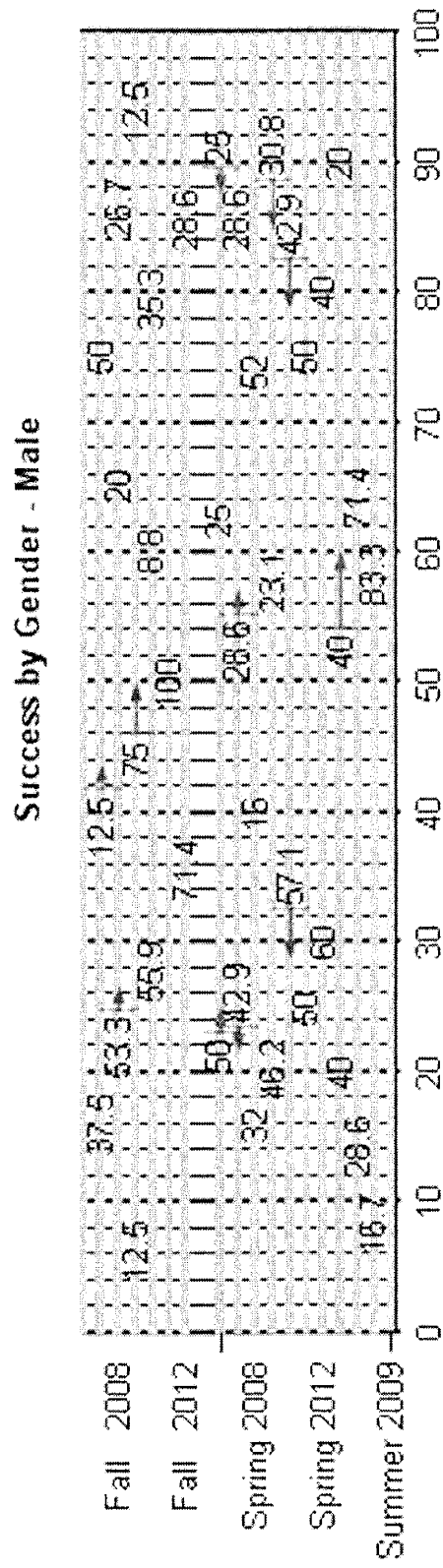
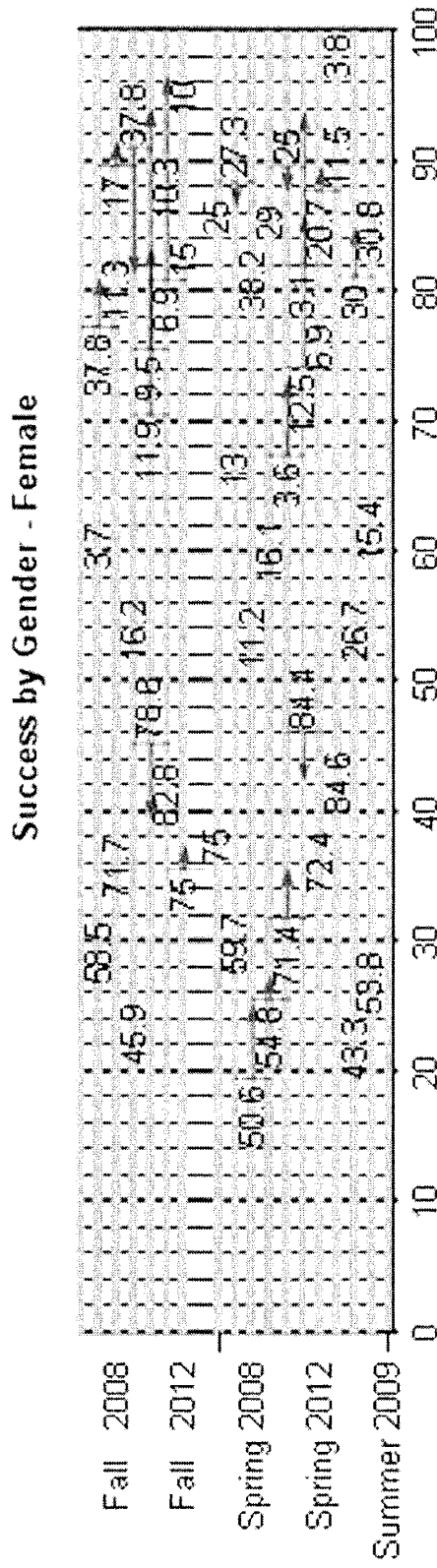
Success by Gender - Male



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

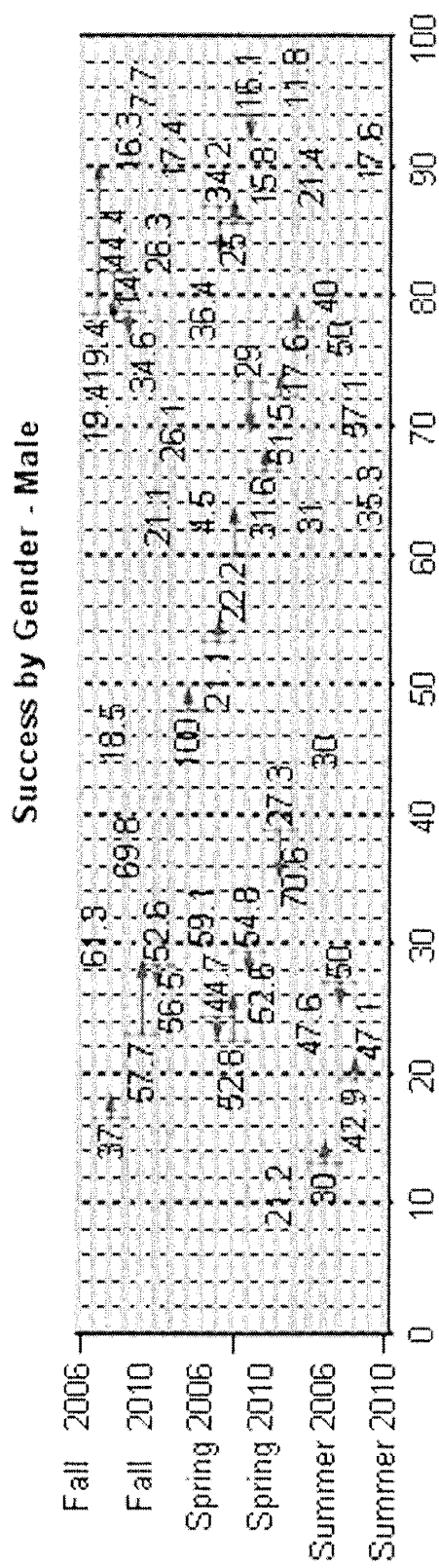
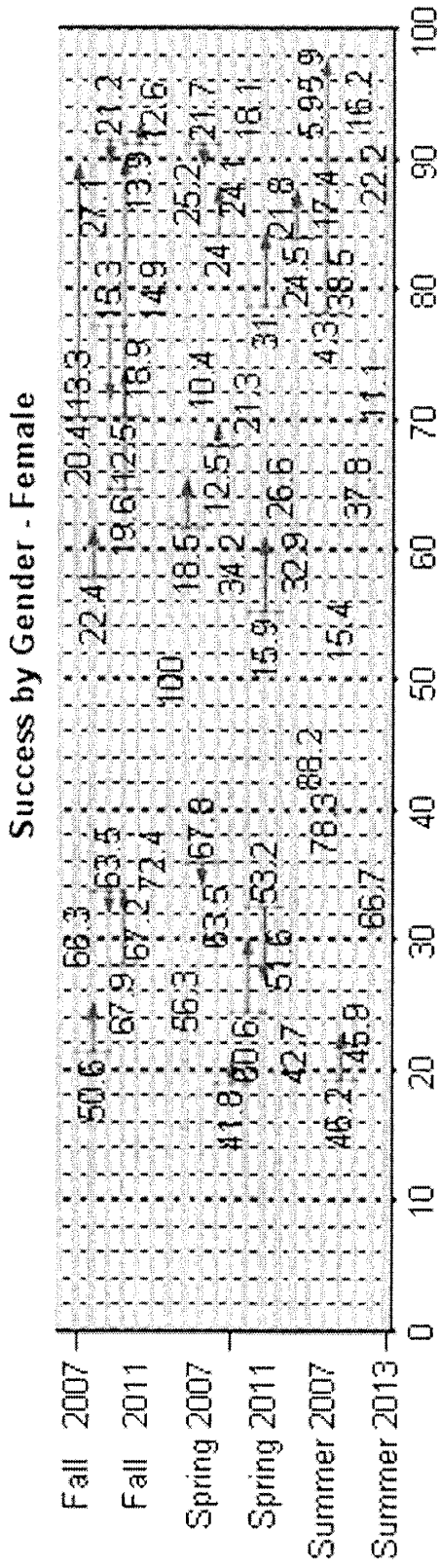
Success and Retention by Gender: **Education**



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

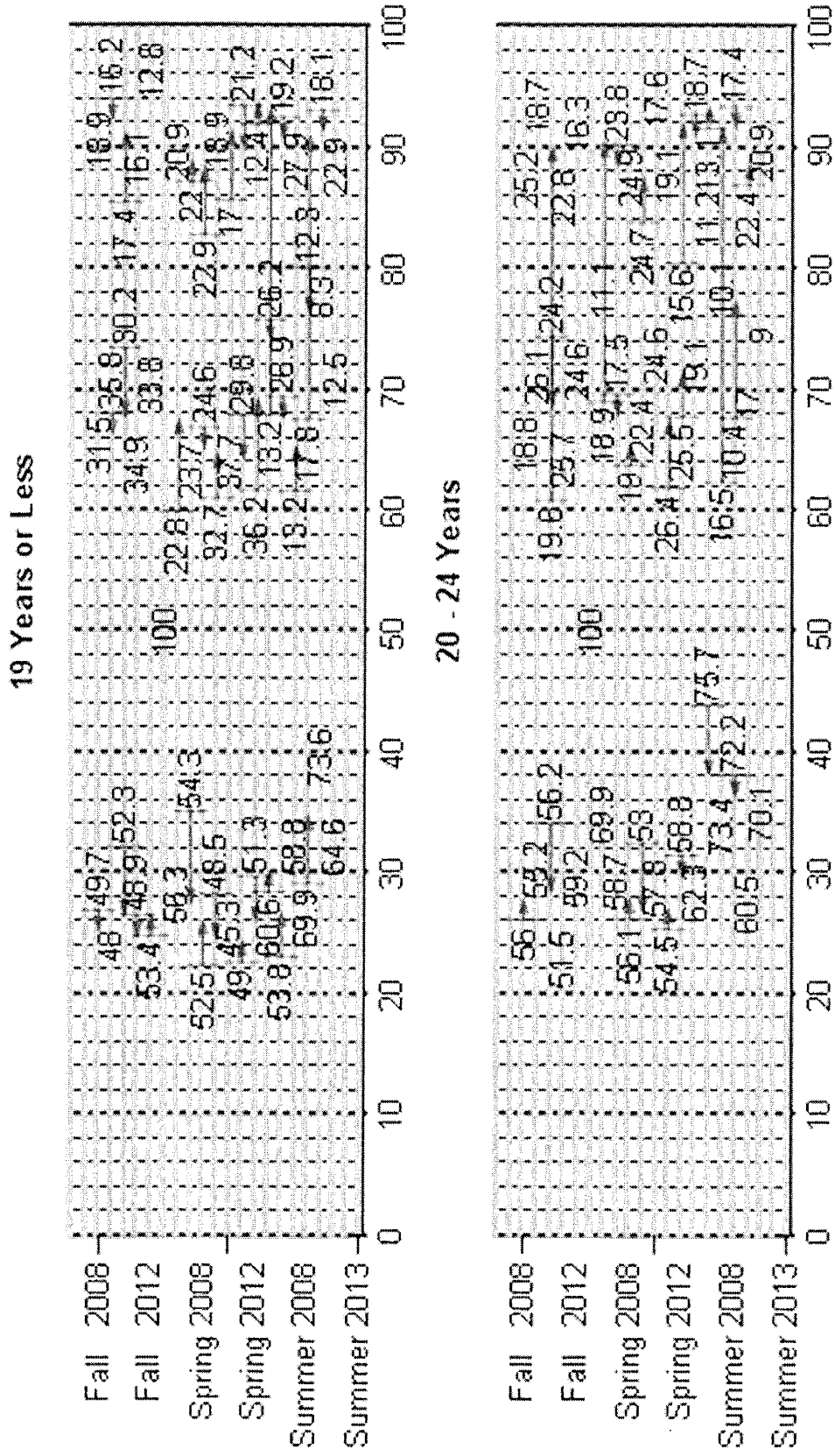
Success and Retention by Gender: **Family Studies**



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Success and Retention by Age: **Child Development, panels 1 & 2 of 5**

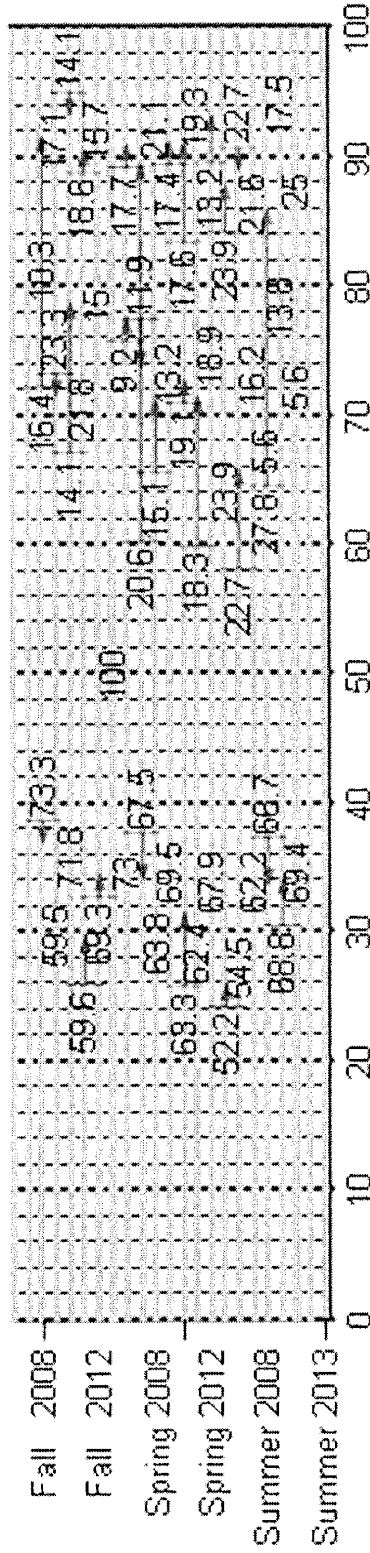


Success=green, No success=orange, Withdraw=Grey

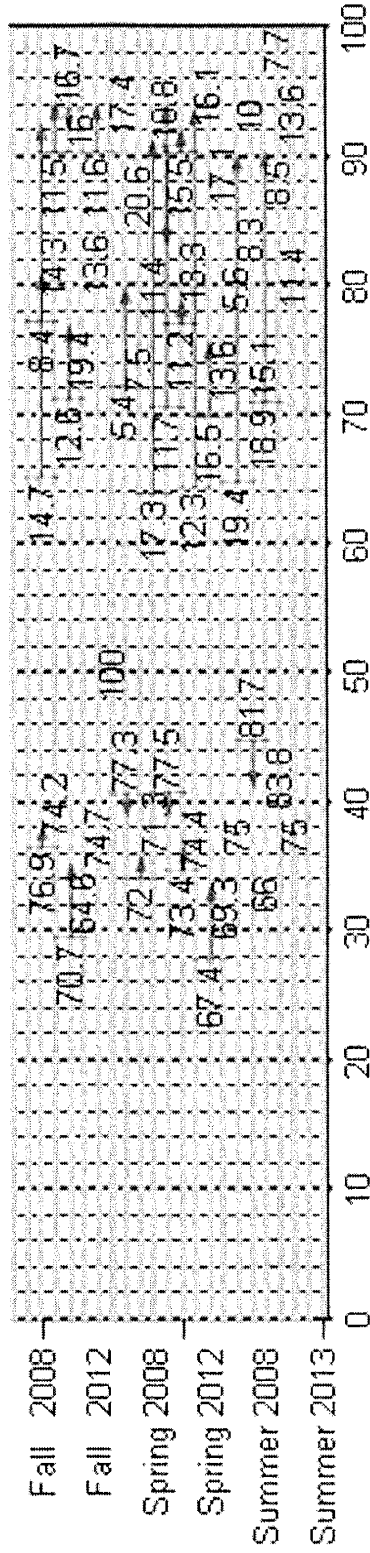
CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Success and Retention by Age: **Child Development, panels 3 & 4 of 5**

25 - 29 Years



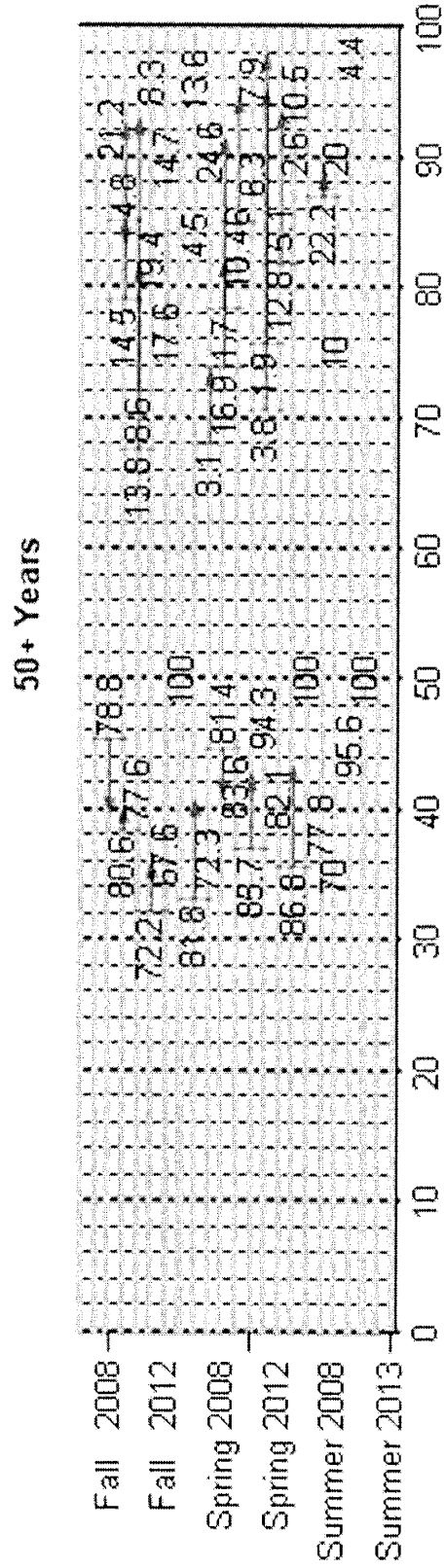
30 - 49 Years



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

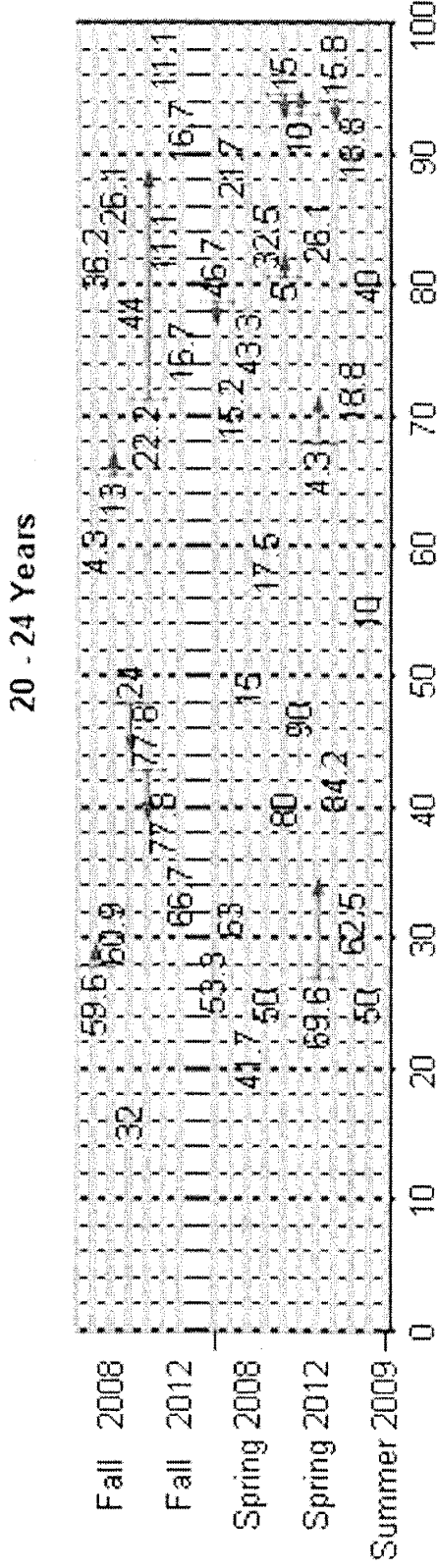
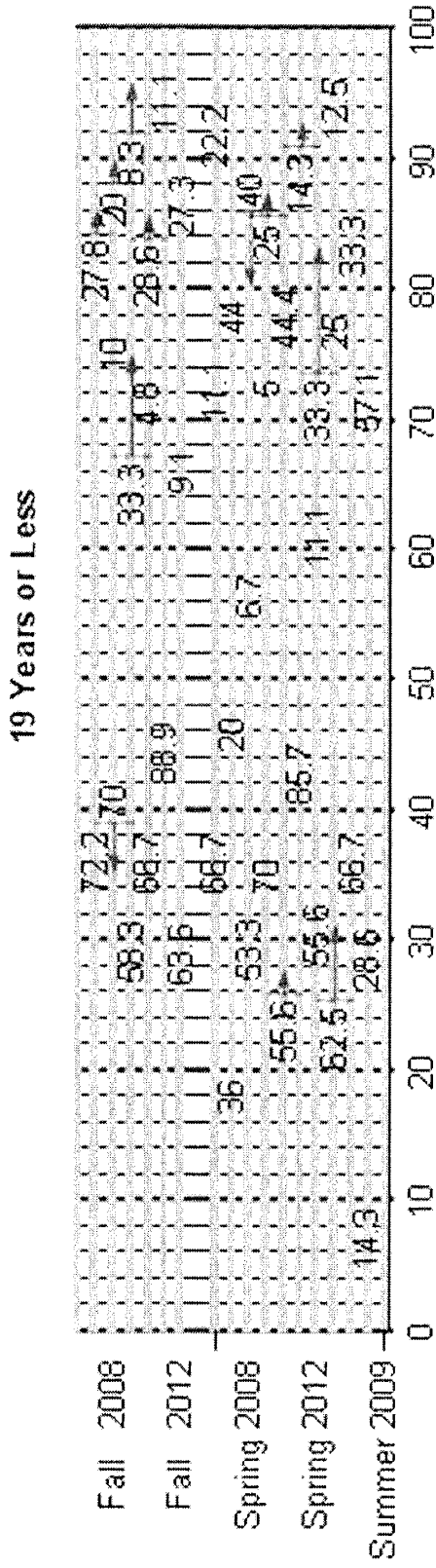
Success and Retention by Age: **Child Development, panel 5 of 5**



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

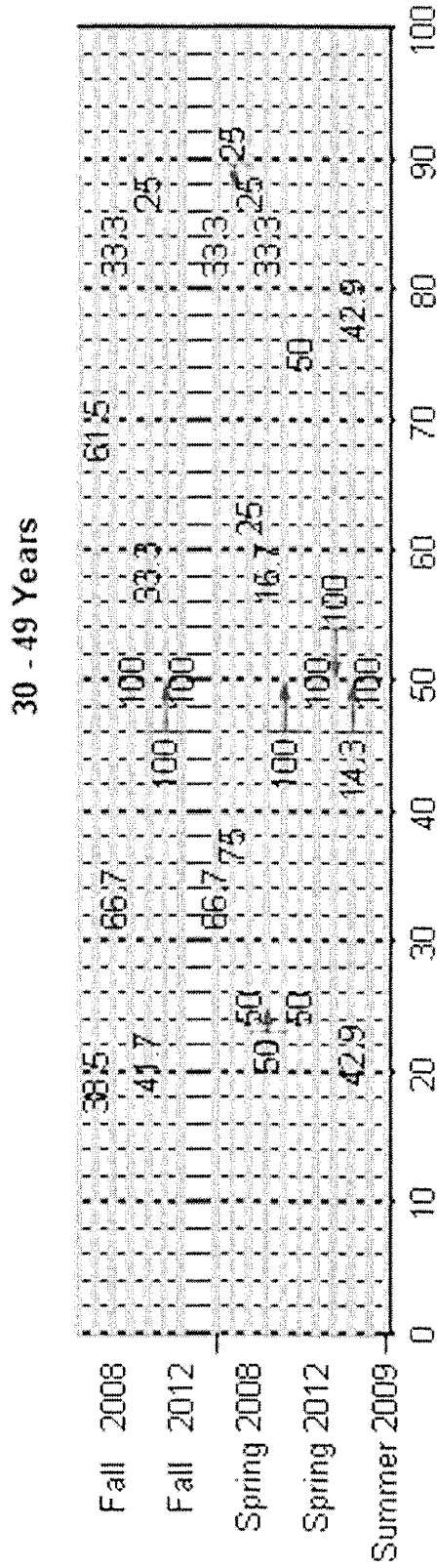
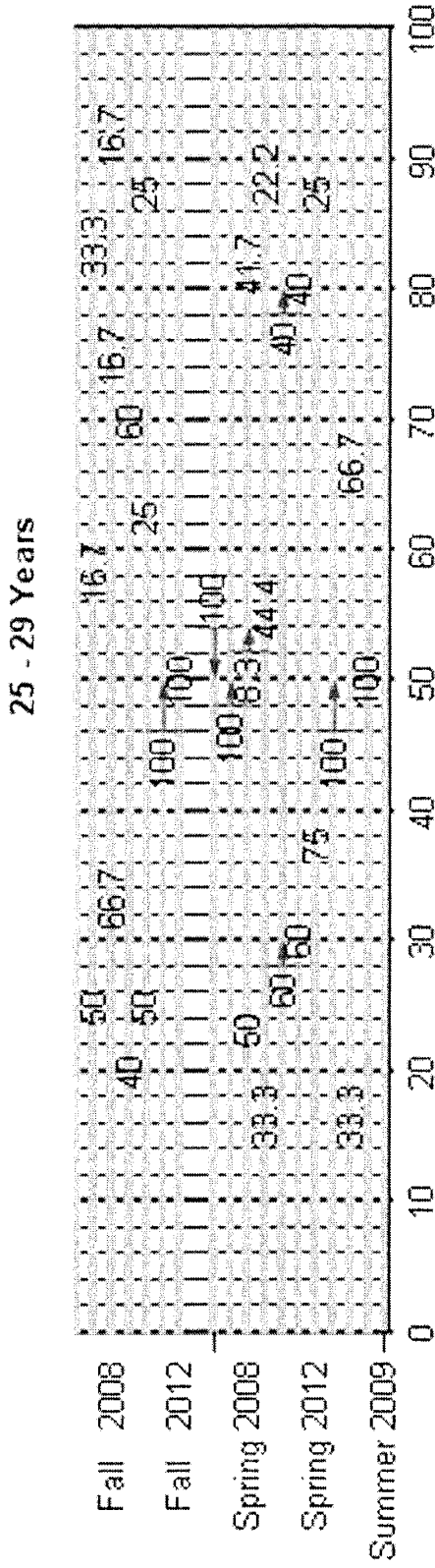
Success and Retention by Age: Education, panels 1 & 2 of 5



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

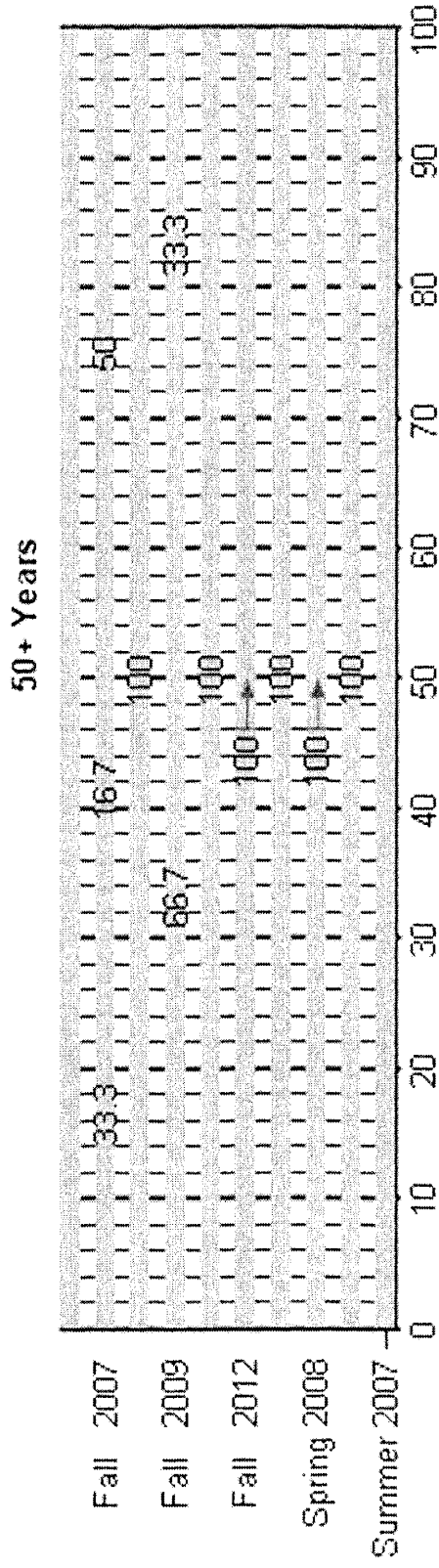
Success and Retention by Age: Education, panels 3 & 4 of 5



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

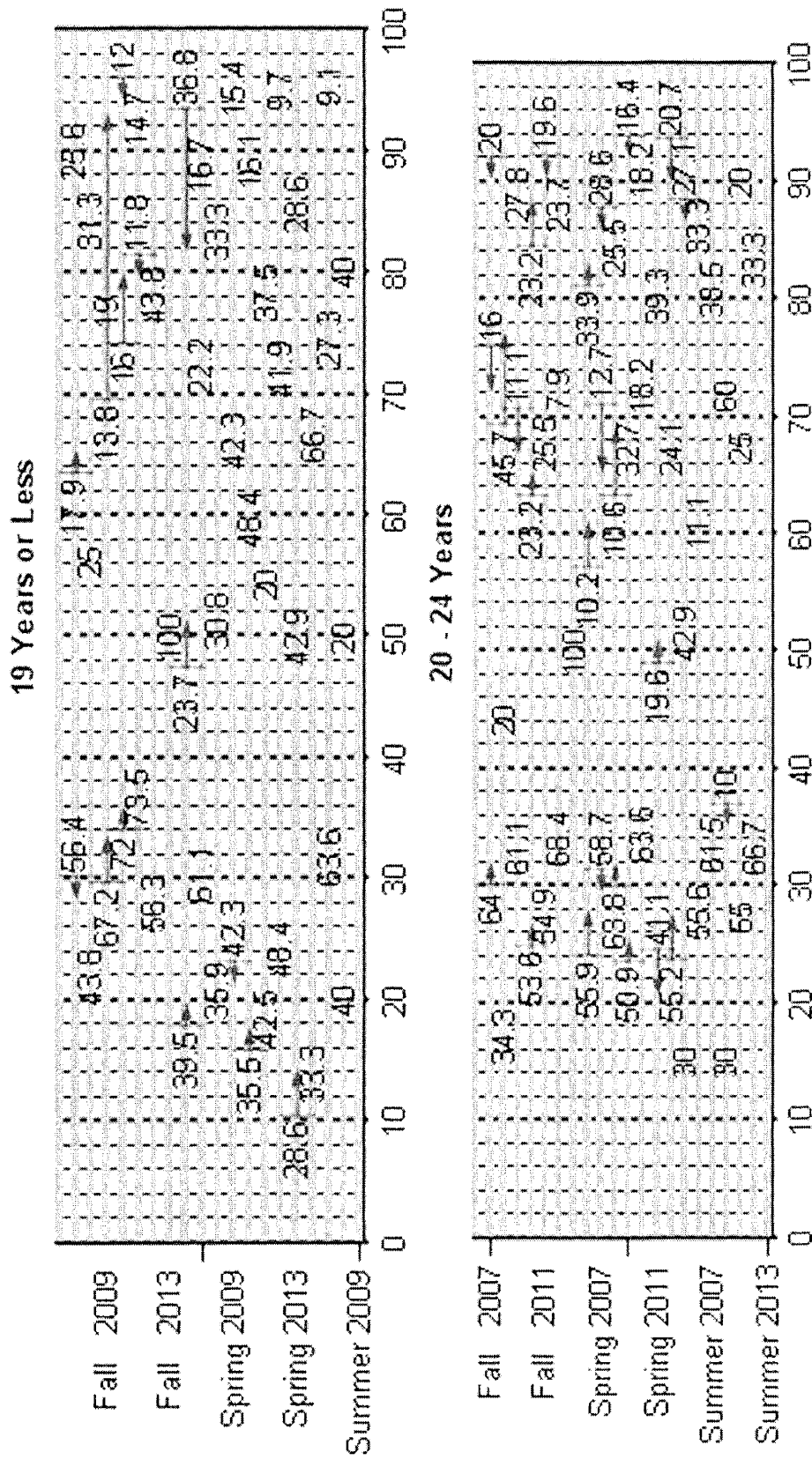
Success and Retention by Age: Education, panel 5 of 5



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

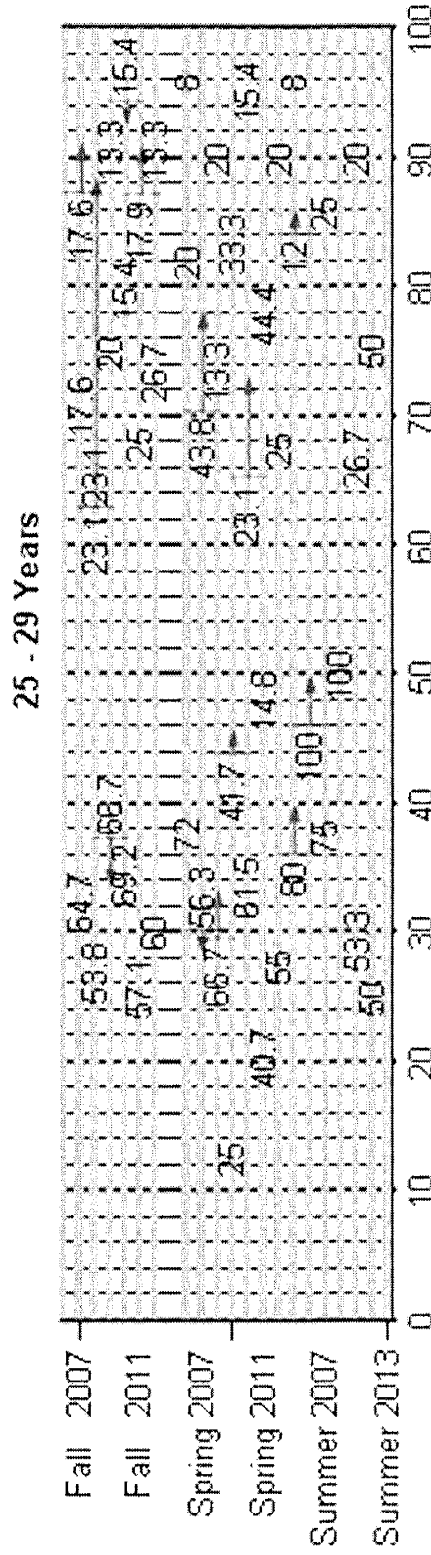
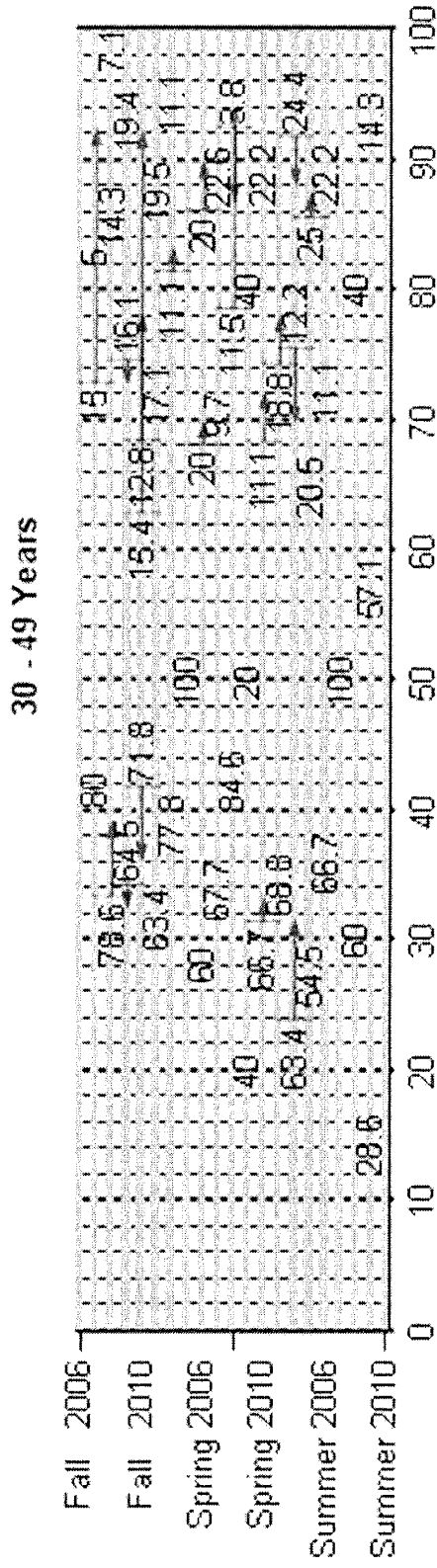
Success and Retention by Age: Family Studies, panels 1 & 2 of 5



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

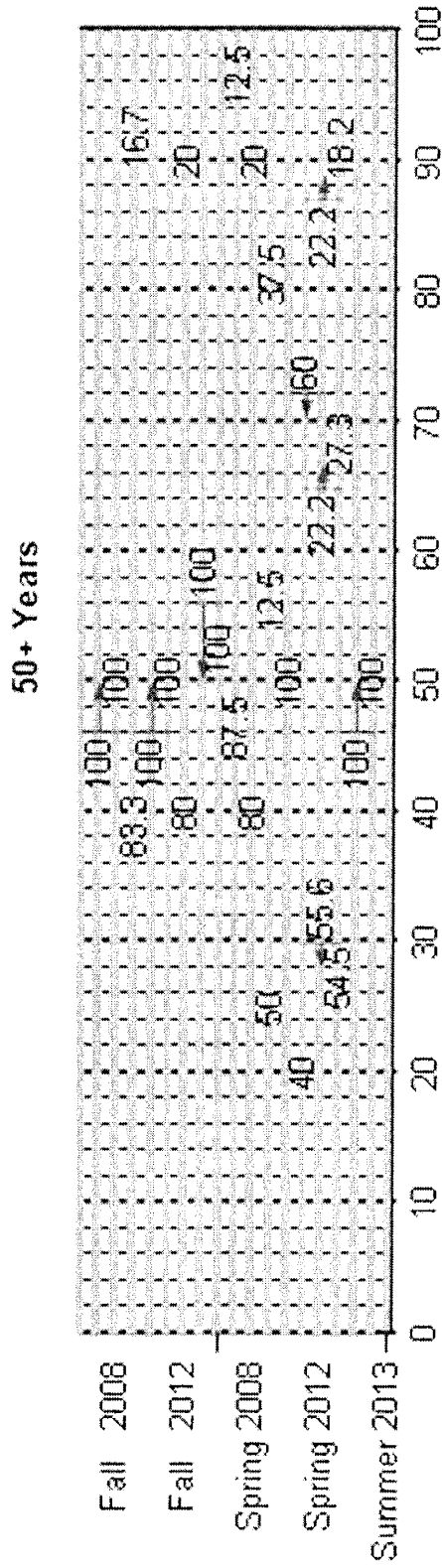
Success and Retention by Age: Family Studies, panels 3 & 4 of 5



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

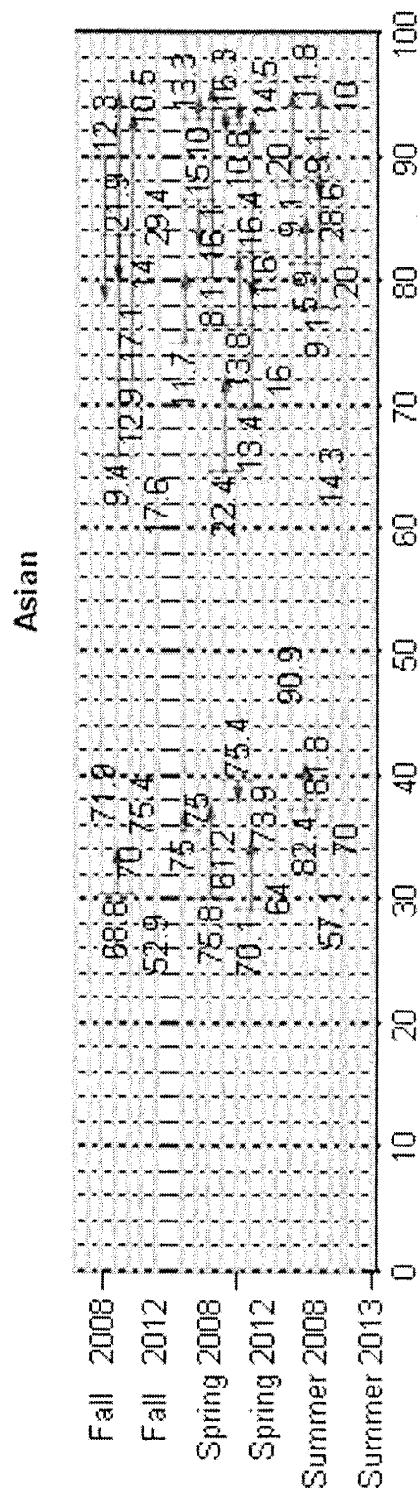
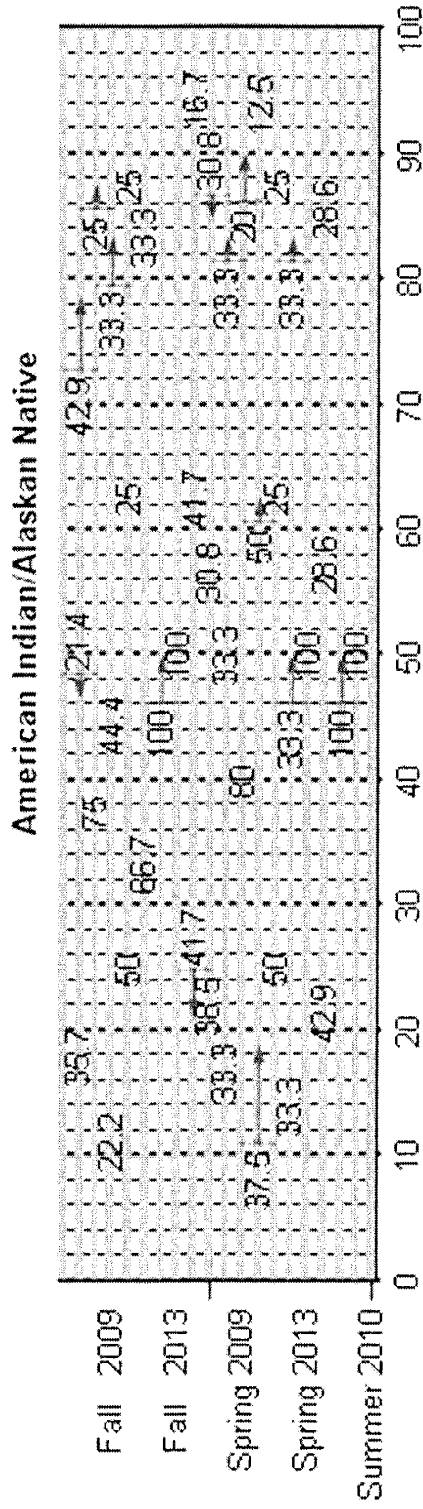
Success and Retention by Age: Family Studies, panel 5 of 5



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

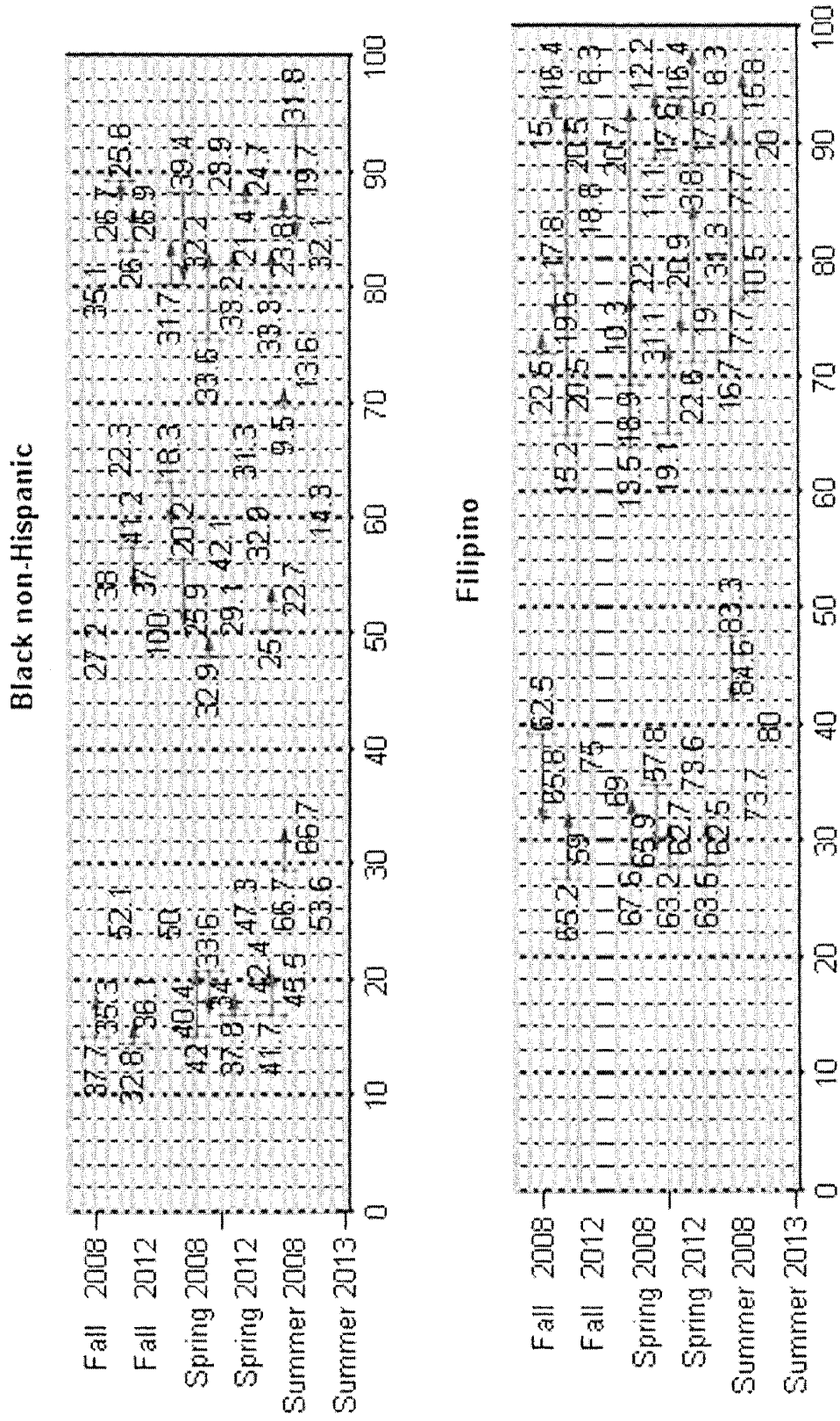
Success and Retention by Ethnicity: Child Development, panels 1 & 2 of 8



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

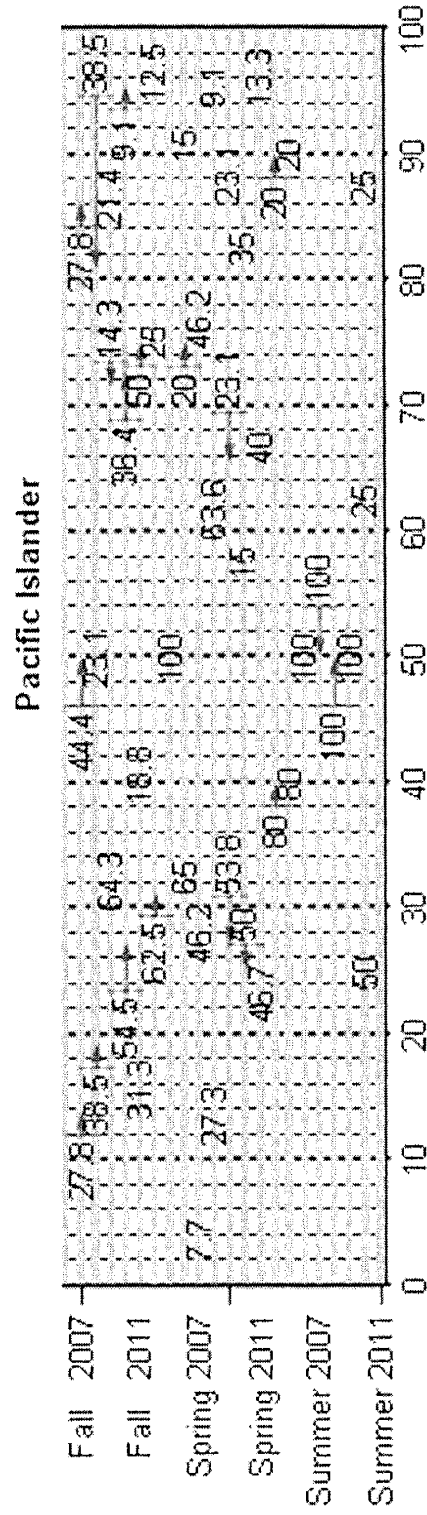
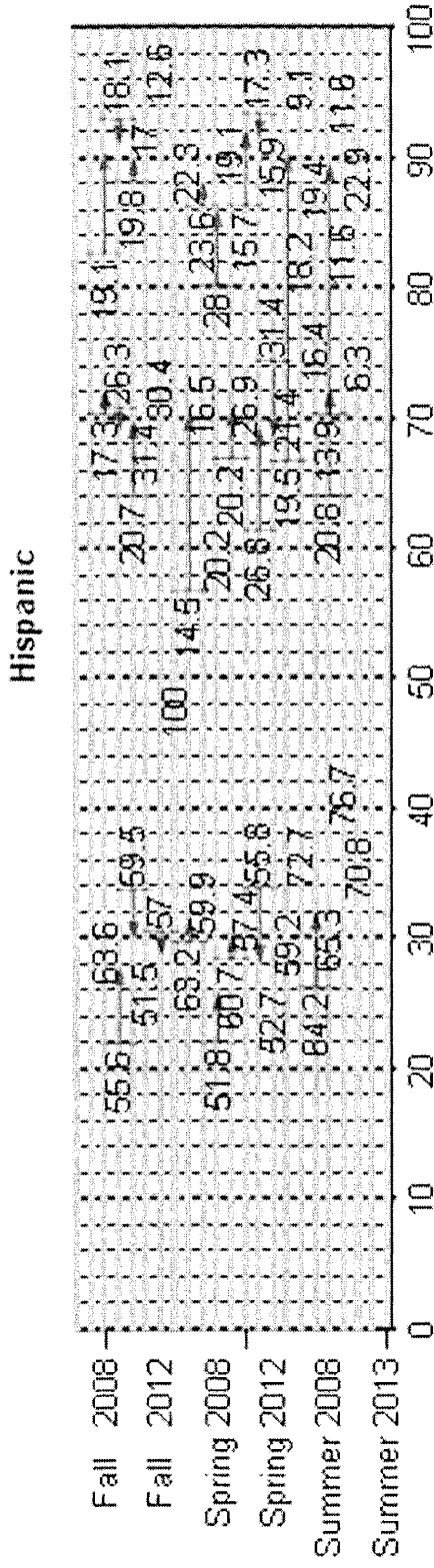
Success and Retention by Ethnicity: **Child Development, panels 3 & 4 of 8**



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

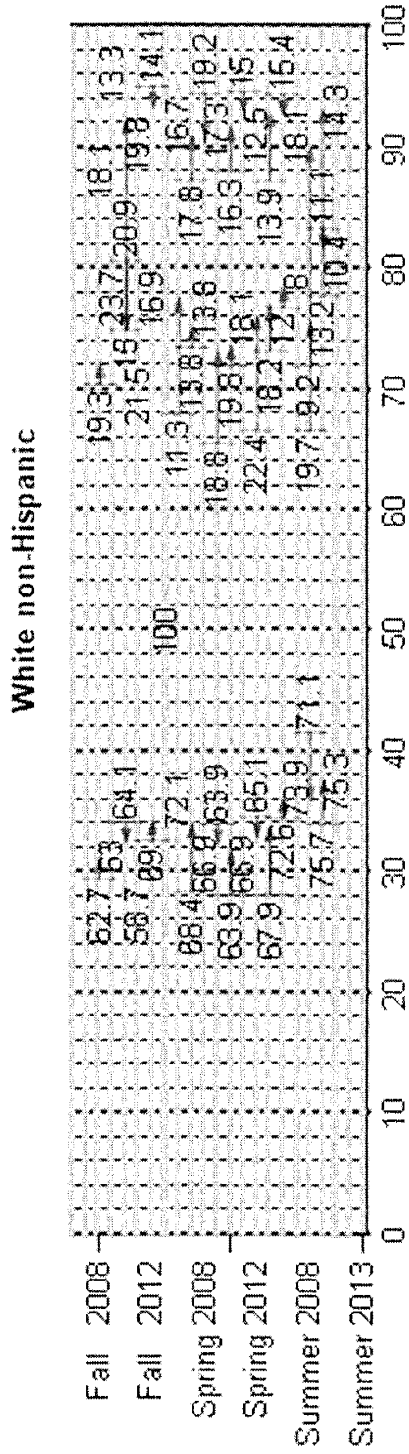
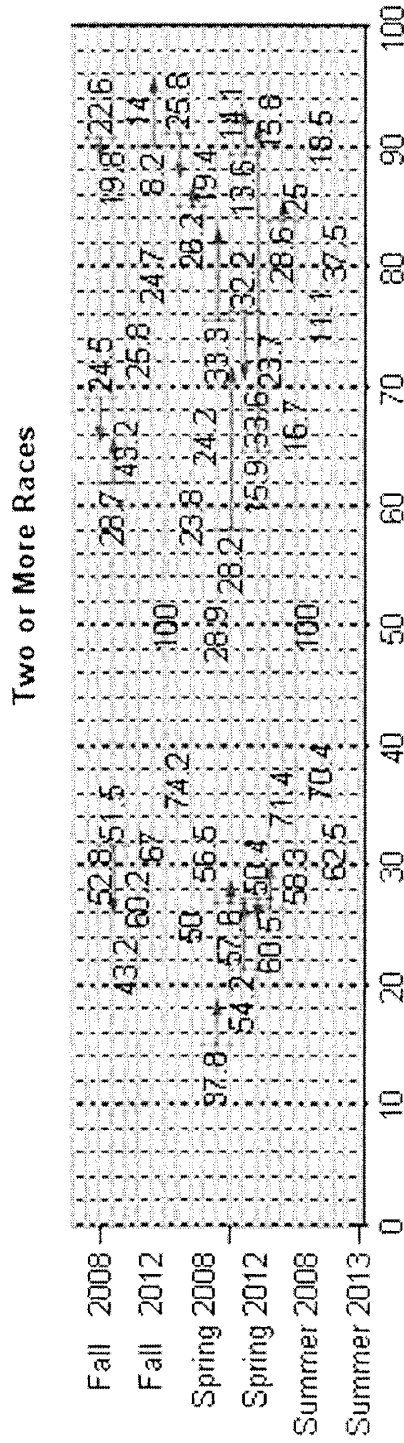
Success and Retention by Ethnicity: Child Development, panels 5 & 6 of 8



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

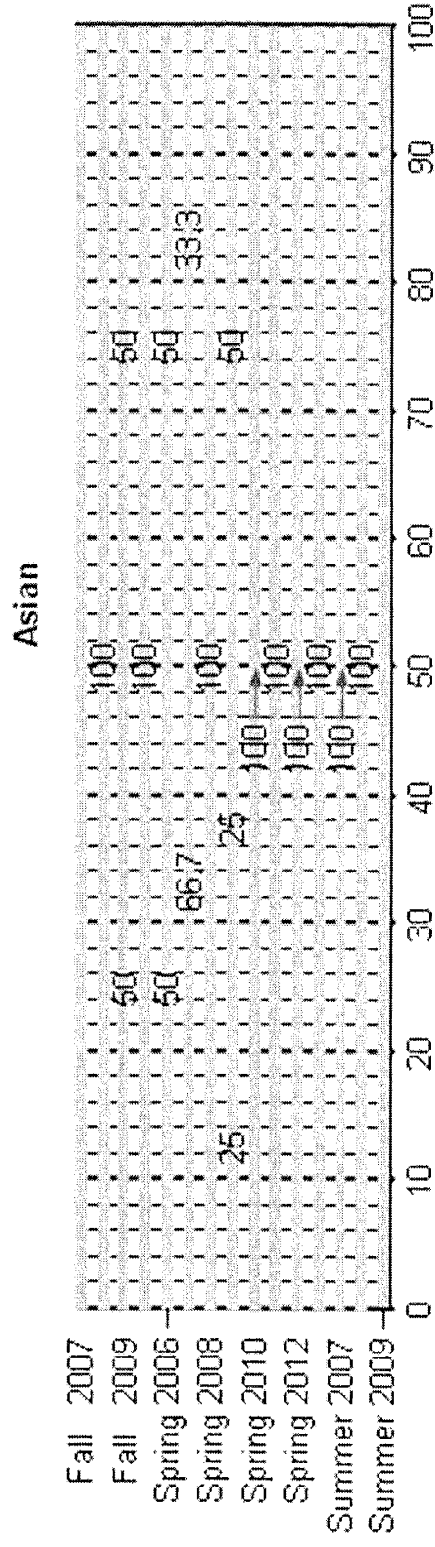
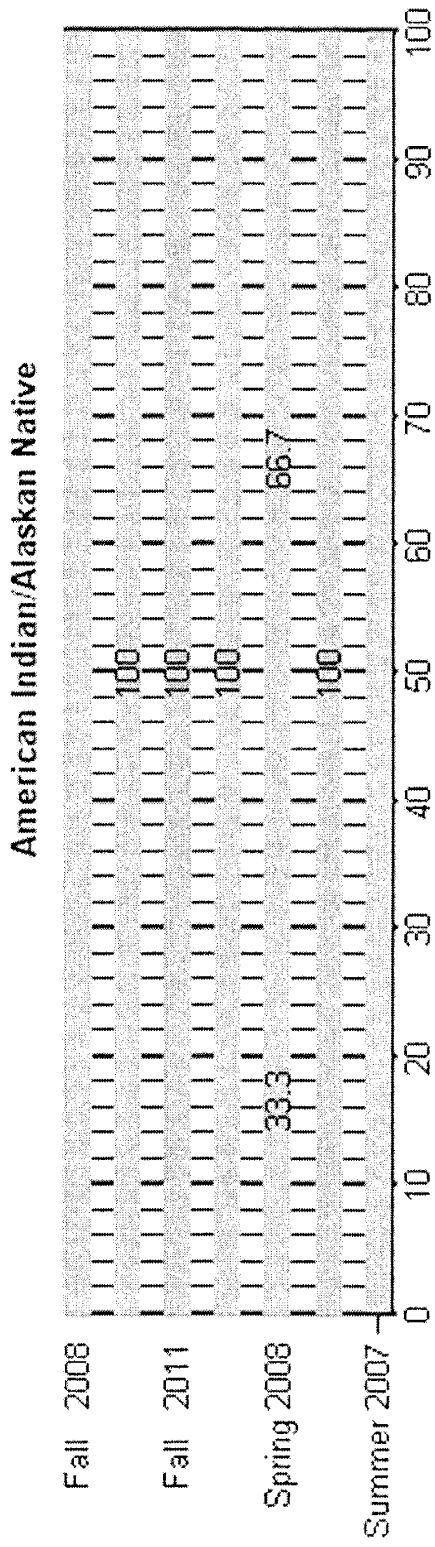
Success and Retention by Ethnicity: Child Development, panels 7 & 8 of 8



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

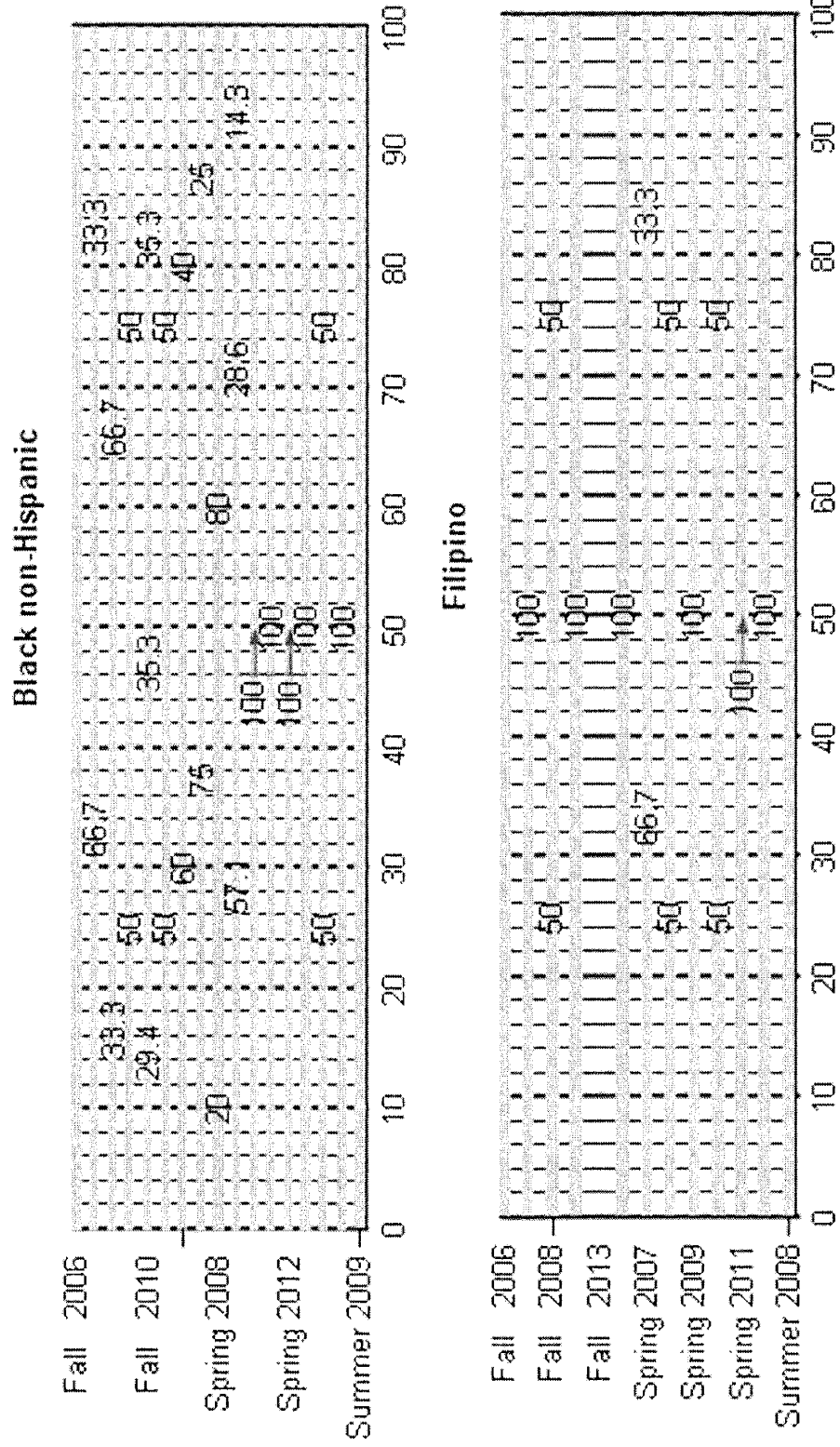
Success and Retention by Ethnicity: Education



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

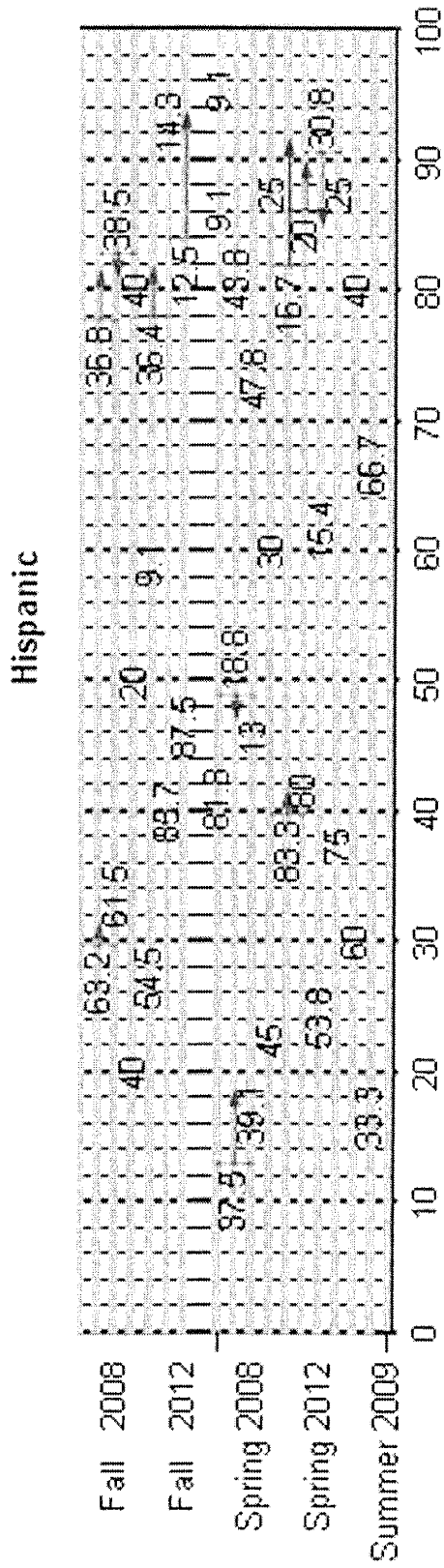
Success and Retention by Ethnicity: Education



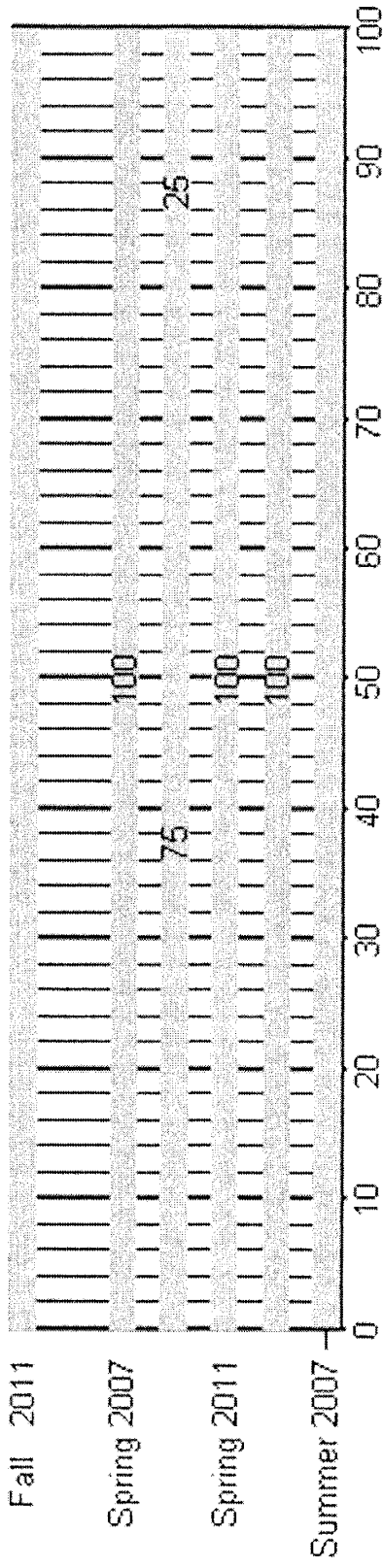
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CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Success and Retention by Ethnicity: Education



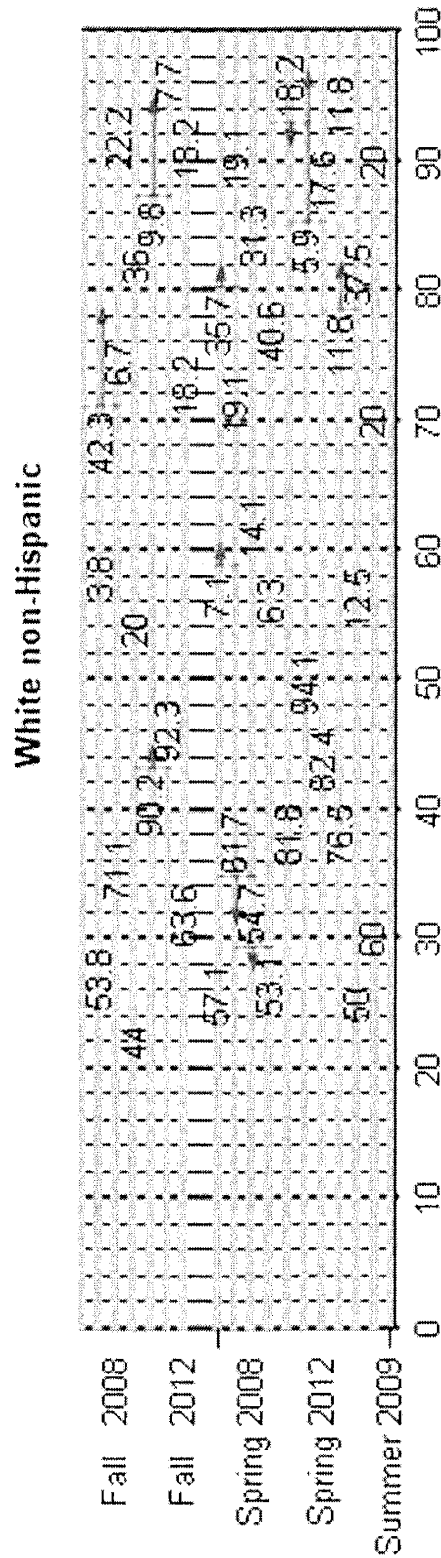
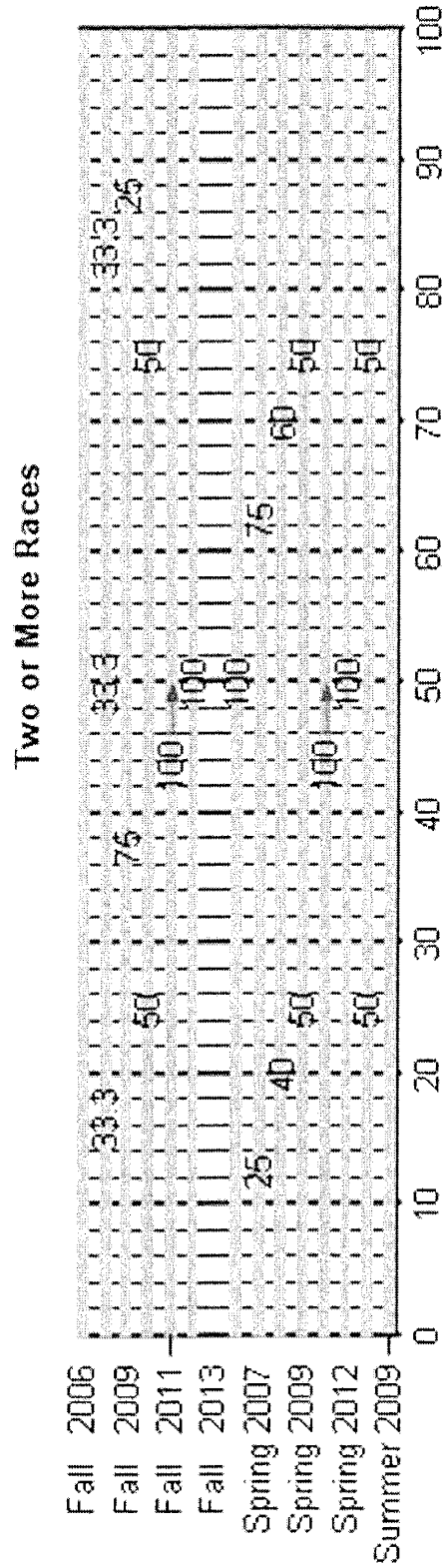
Pacific Islander



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

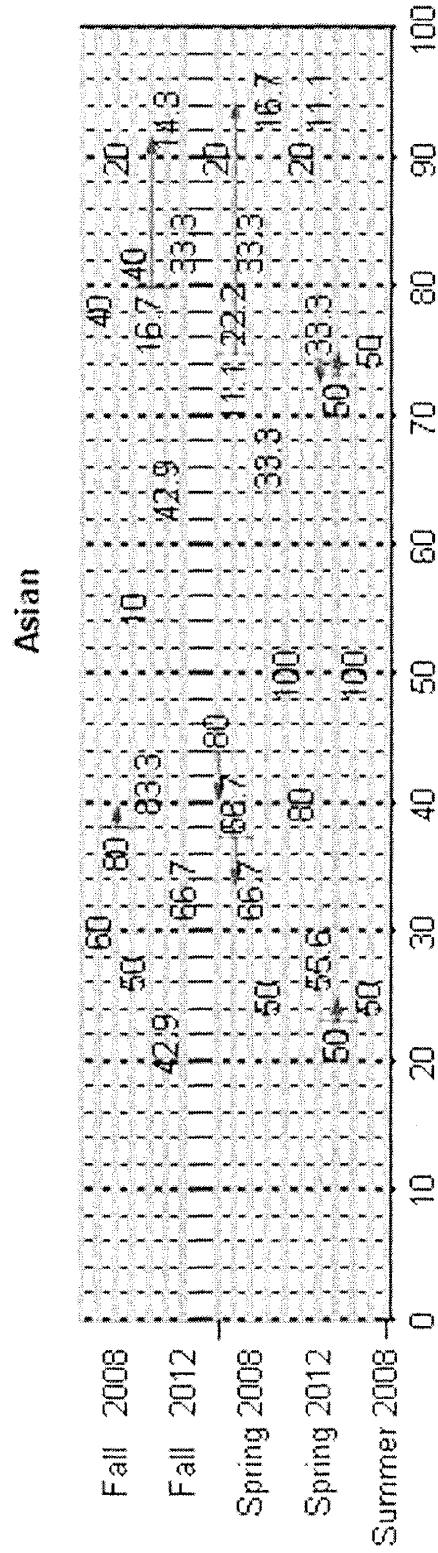
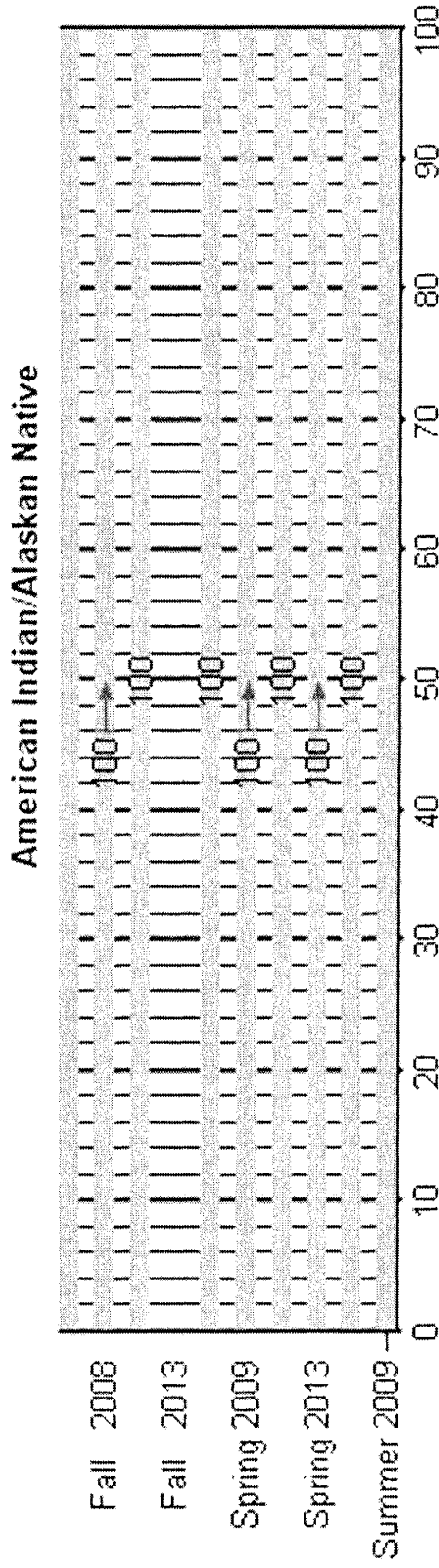
Success and Retention by Ethnicity: Education



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

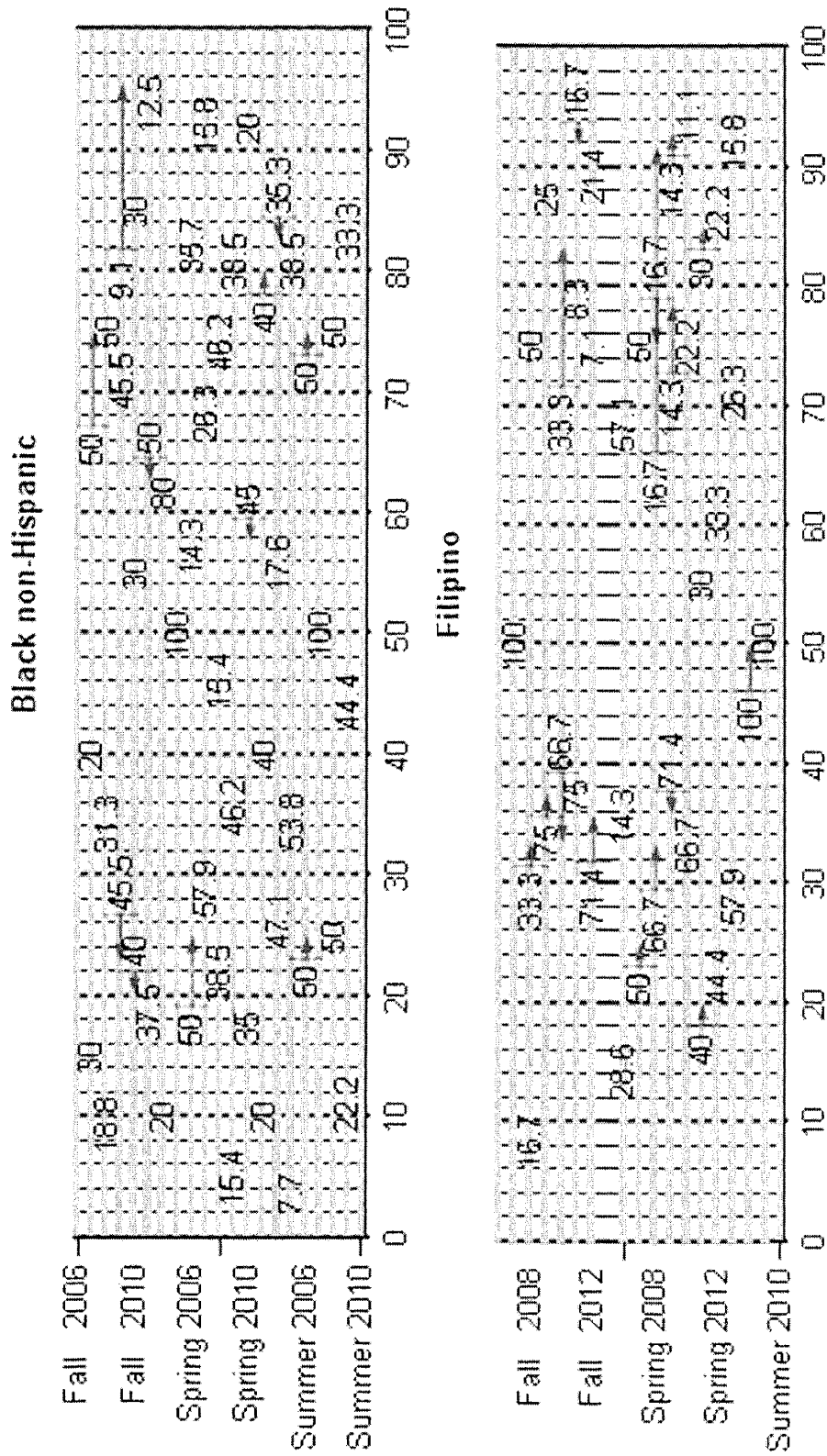
Success and Retention by Ethnicity: Family Studies



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

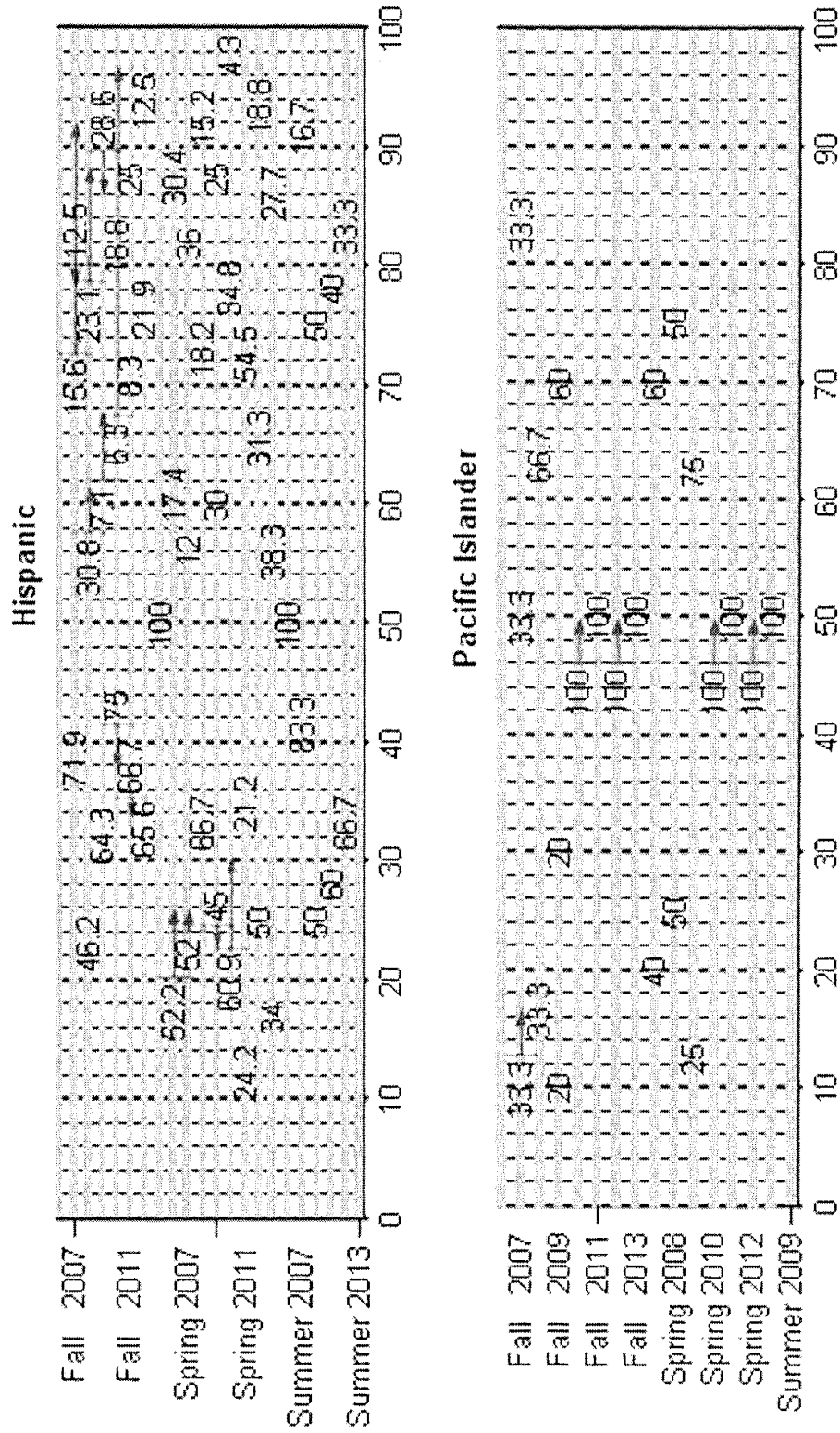
Success and Retention by Ethnicity: Family Studies



Success=green, No success=orange, Withdraw=Grey

CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

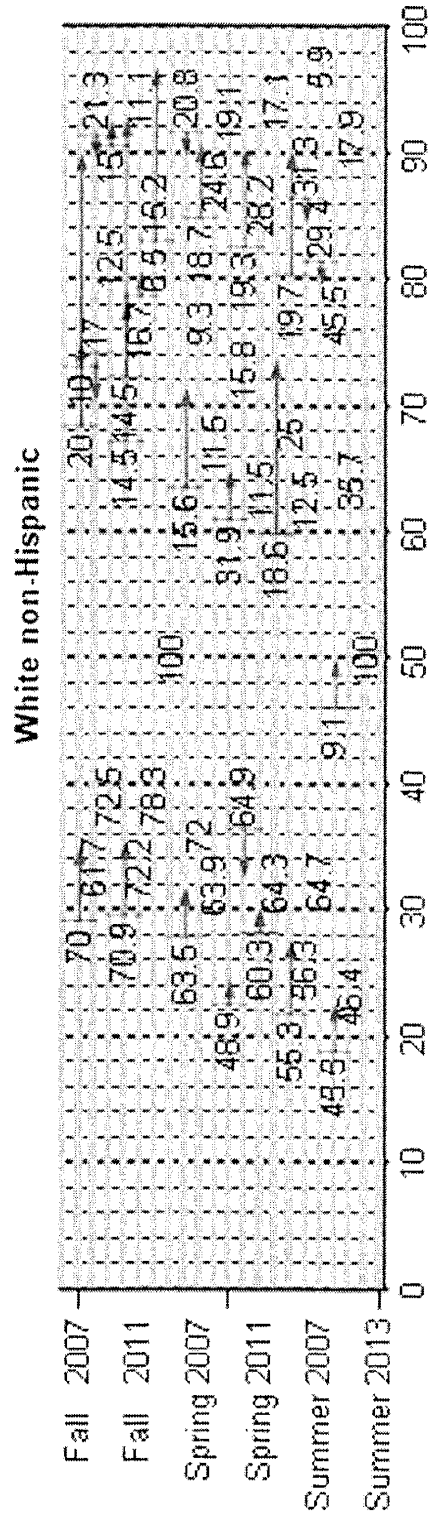
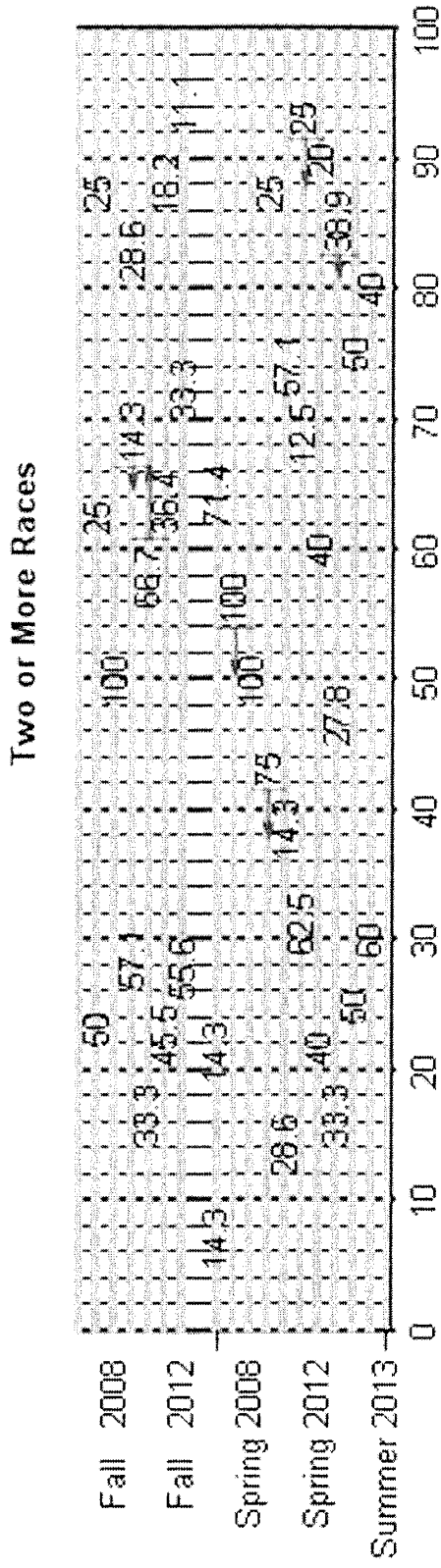
Success and Retention by Ethnicity: Family Studies



Success=green, No success=orange, Withdraw=Grey

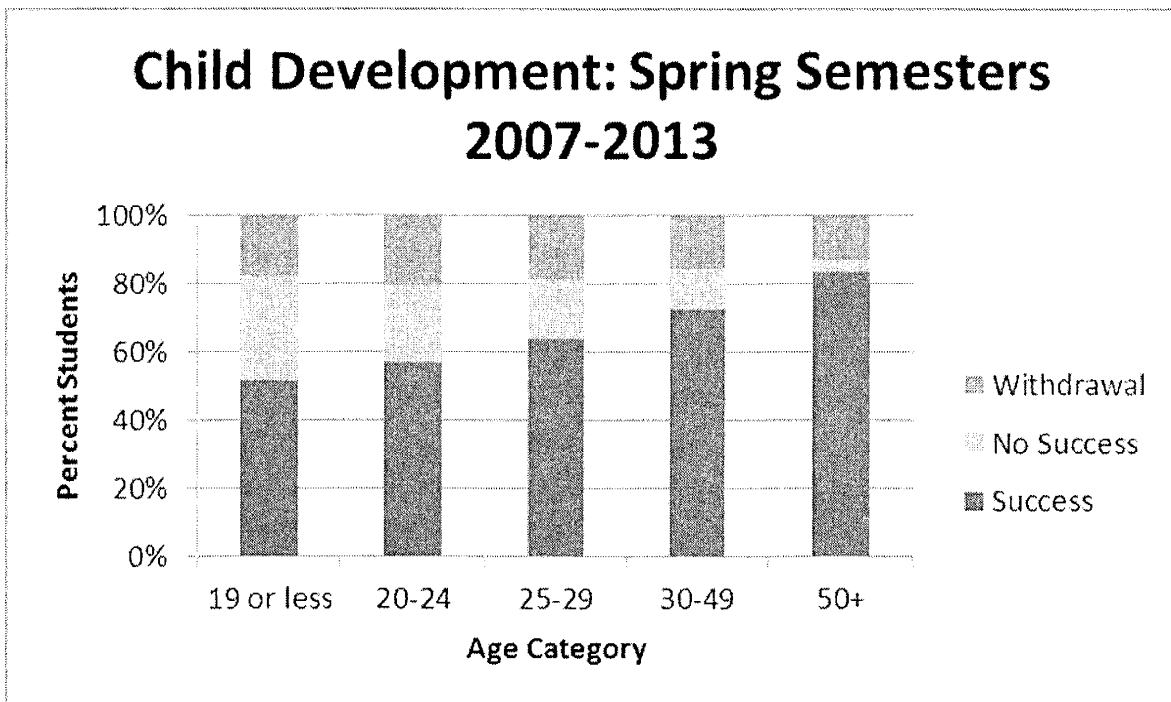
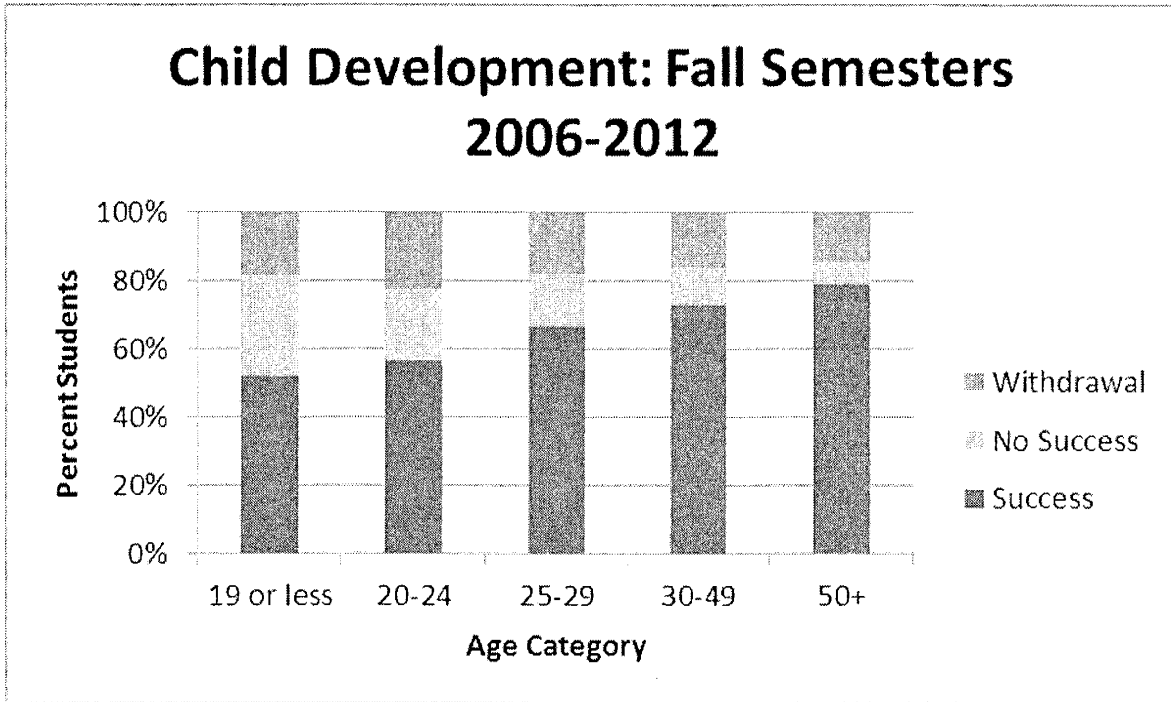
CHILD DEVELOPMENT, FAMILY STUDIES & EDUCATION

Success and Retention by Ethnicity: Family Studies

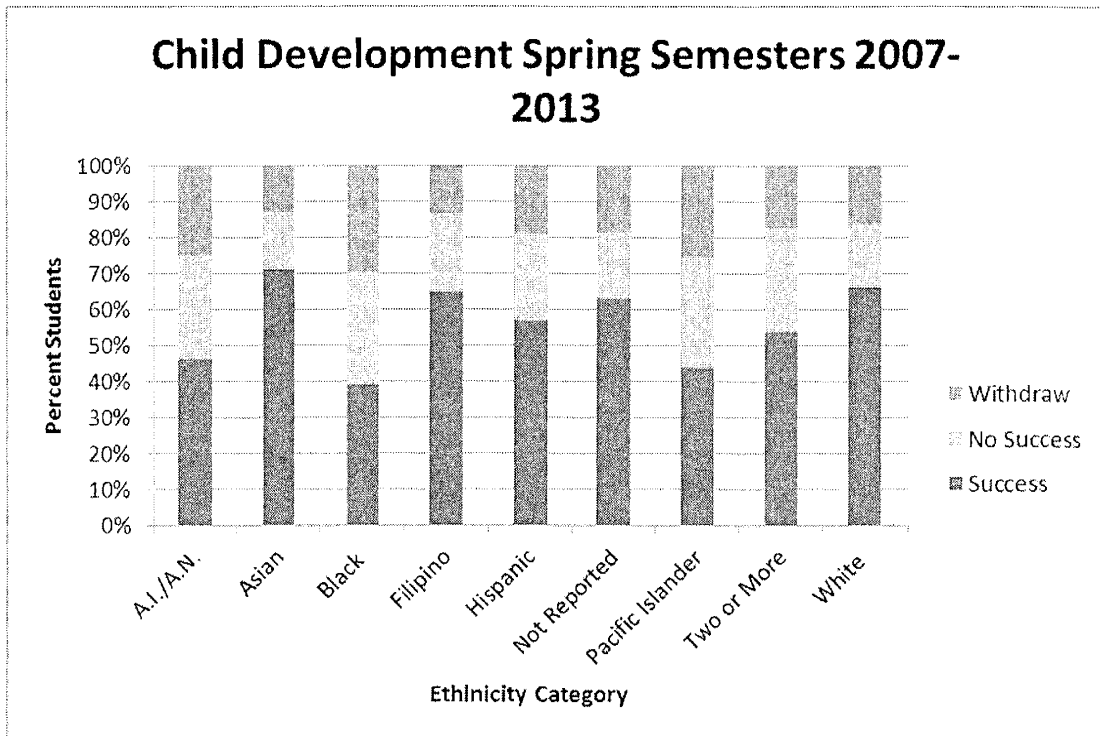
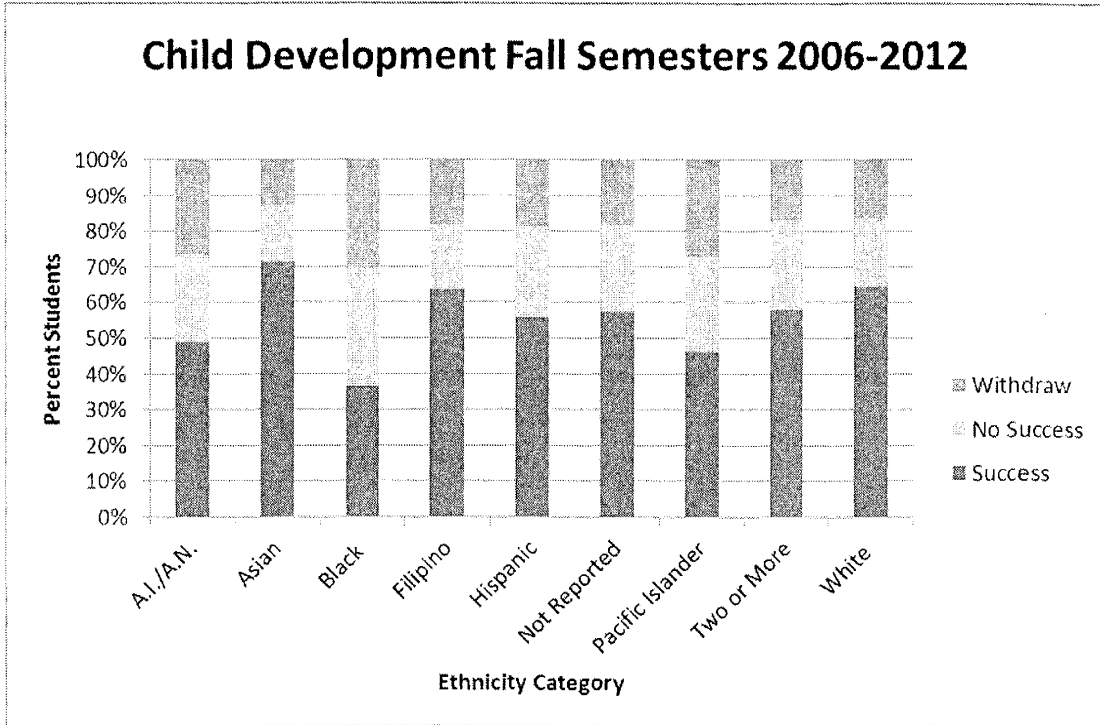


Success=green, No success=orange, Withdraw=Grey

Success and Retention by Age: **Child Development**
Between-Category Summary Graphs for Fall and Spring



Success and Retention by Ethnicity: **Child Development**
 Between-Category Summary Graphs for Fall and Spring



Appendix 14: Fiscal Year FTE Analysis by Program Report

GCCCD
 Grossmont College Program Review
 Program Data Elements

	06/07	07/08	08/09	09/10	10/11	11/12
<u>Child Development (130500)</u>						
Course #						
CD101						
CD102						
CD103						
CD104						
CD106						
CD107						
CD108						
CD109						
CD115						
CD121						
CD123						
CD124						
CD125						
CD127						
CD129						
CD130						
CD131						
CD132						
CD133						
CD134						
CD136						
CD137						
CD138						
CD141						
CD143						
CD144						
CD145						
CD153						
CD168						
CD174						
CD180						
CD299						
CD299B						
FS115 *						
WSCH/FTES						
Summer- WSCH	684.00	834.00	861.00	1,223.63	474.00	393.00
Fall- WSCH	3,354.51	3,658.00	3,983.00	4,396.00	3,583.00	3,882.00
Spring- WSCH	3,353.50	3,598.60	4,685.00	4,814.00	5,115.00	4,218.00
Total WSCH	<u>7,392.01</u>	<u>8,090.60</u>	<u>9,529.00</u>	<u>10,433.63</u>	<u>9,172.00</u>	<u>8,493.00</u>
Total FTES	<u>246.40</u>	<u>269.69</u>	<u>317.63</u>	<u>347.79</u>	<u>305.73</u>	<u>283.10</u>
Unrestricted General Fund Cost	<u>691,554.00</u>	<u>788,529.00</u>	<u>771,071.00</u>	<u>922,007.00</u>	<u>781,508.00</u>	<u>743,621.00</u>
Costs per FTES	<u>2,806.63</u>	<u>2,923.83</u>	<u>2,427.58</u>	<u>2,651.05</u>	<u>2,556.20</u>	<u>2,626.71</u>
Restricted General Fund Cost (Grants, Categorical funds)	8,236.00	4,544.00	0.00	0.00	0.00	0.00

* Crosslisted Courses

GCCCD
 Grossmont College Program Review
 Program Data Elements

	06/07	07/08	08/09	09/10	10/11	11/12
<u>Family Studies (130100)</u>						
Course #	FS110	BUS195 *				
	FS115	HED155 *				
	FS120	CD115 *				
	FS129					
WSCH/FTES						
Summer- WSCH	81.00	105.00	81.00	120.00	0.00	0.00
Fall- WSCH	420.00	438.00	420.00	489.00	387.00	564.00
Spring- WSCH	459.00	630.00	1,215.00	318.00	411.00	393.00
Total WSCH	<u>960.00</u>	<u>1,173.00</u>	<u>1,716.00</u>	<u>927.00</u>	<u>798.00</u>	<u>957.00</u>
Total FTES	<u>32.00</u>	<u>39.10</u>	<u>57.20</u>	<u>30.90</u>	<u>26.60</u>	<u>31.90</u>
Unrestricted General Fund Cost	132,036.00	139,820.00	110,570.00	71,528.00	59,820.00	54,891.00
Costs per FTES	<u>4,126.13</u>	<u>3,575.96</u>	<u>1,933.04</u>	<u>2,314.82</u>	<u>2,248.87</u>	<u>1,720.72</u>
Restricted General Fund Cost (Grants, Categorical funds)	0.00	0.00	0.00	0.00	0.00	0.00

*Crosslisted Courses

GCCCD
Grossmont College Program Review
Program Data Elements

06/07 07/08 08/09 09/10 10/11 11/12

Education (080200)

Course #

ED200
 ED159 *
 ED214 **
 ED299

WSCH/FTES	06/07	07/08	08/09	09/10	10/11	11/12
Summer- WSCH	0.00	102.00	51.00	60.00	0.00	0.00
Fall- WSCH	198.00	252.00	204.00	138.00	219.00	99.00
Spring- WSCH	240.00	279.00	186.00	105.00	102.00	117.00
Total WSCH	<u>438.00</u>	<u>633.00</u>	<u>441.00</u>	<u>303.00</u>	<u>321.00</u>	<u>216.00</u>
Total FTES	<u>14.60</u>	<u>21.10</u>	<u>14.70</u>	<u>10.10</u>	<u>10.70</u>	<u>7.20</u>
Unrestricted General Fund Cost	26,864.00	39,895.00	26,555.00	9,300.00	7,126.00	7,311.00
Costs per FTES	<u>1,840.00</u>	<u>1,890.76</u>	<u>1,806.46</u>	<u>920.79</u>	<u>665.98</u>	<u>1,015.42</u>
Restricted General Fund Cost (Grants, Categorical funds)	0.00	0.00	0.00	0.00	0.00	0.00

Educational & Technology

- * ED159 was under TOPS 086000 in Fall '07 and Spring '08
- ** ED214 was under TOPS 080100 in Fall '10

*Educational Services
 for professional (Transfer)*

Appendix 15: Fiscal Data Outcomes Profile

