**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Child Development** | **09/07/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 1,650 | 1,649 | 1,596 | 1,565 | *Self Explanatory* |
| **Census Enrollment Load %** | 85.18% | 86.65% | 83.96% | 88.01% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 4,677 | 4,715 | 4,532 | 4,613 | Weekly Student Contact Hours |
| **FTES** | 155.90 | 157.17 | 151.08 | 153.75 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 8.87 | 8.80 | 8.83 | 8.80 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 527 | 536 | 513 | 524 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 2.60 | 2.60 | 2.60 | 3.60 | FTEF from Contract Faculty |
| **Hourly FTEF** | 5.53 | 5.67 | 5.67 | 4.73 | FTEF from Hourly Faculty |
| **Overload FTEF** | 0.73 | 0.53 | 0.57 | 0.47 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 6.27 | 6.20 | 6.23 | 5.20 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 70.68% | 70.45% | 70.57% | 59.09% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 96.26% | 95.98% | 95.95% | 94.56% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 74.74% | 77.53% | 78.08% | 76.06% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | 95.24% | 92.58% | 95.70% | 92.91% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 65.93% | 59.38% | 74.22% | 71.26% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 12 | 16 | 23 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** | 41 | 42 | 62 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** | 13 | 8 | 23 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** | 28 | 34 | 39 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **The department continues to see the effects of the major changes to our degrees and certificates that were implemented in fall 2008 with revisions in fall 2010. The number of degrees and certificated awared has increased significantly since 2008. The degrees awarded is up by 48%, and certificates awarded has increased by 33%. We expect continued increases in the numbers of students graduating the program. Many of our students are not satisified with just one degree or certificate. They want to continue on and complete additional ones that improve their chances of obtaining a better job or a higher level position with their current employer. Even though we have had to cut classes over the past few years, our overall numbers continue to remain high. Even though the enrollment at census has dipped a bit (approximately 6%), the department continues to increase the census enrollment load percentage. From fall 2010 to fall 2011, the increase was 4%. This is not a large increase, but since the enrollment at census has dropped, it is amazing the census enrollment load has increased. With the hiring of Laurel Anderson as a full time faculty member in fall 2011, the department has seen Full-Time FTEF increase and Hourly FTEF decrease. The retention rate continues to be above 92% for distance education courses and 94% for the face to face courses. The succes rate continues to be in the mid to upper 70% (76%) range for face to face classes and slightly lower for online (71%). Thi is a 12% increase over fall 2009.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.****CHDV 100 SLO Assessed Fall 2011: Analyze how cultural, economic, political, and historical contexts affect children's development.****13 instructors used the same method of assessment: A short answer worksheet that was devised for this SLO. 14 Sections were assessed. Number of students enrolled at the time of census:** **487 Number of students assessed:** **422 Instructor grading/determination of success of student response/work reported using the following scale:** **Student(s) fully met SLO: 80-100% correct 323** **Student(s) partially met SLO: 60-79% correct 82** **Student(s) did not meet SLO: below 59% correct 17** **Student(s) did not participate in SLO assessment 65** **I.B.2 Summarize Program SLO assessment results beginning on the next line.****Program Outcome: Implement and evaluate successful and developmentally appropriate environments and activities, and utilize respectful guidance strategies for early childhood settings.** **This outcome was assessed in CHDV 200 and CHDV 200Lab through weekly lesson plans and a final classroom demonstration. Eighty four percent of the students participating in the SLO successfully completed the assessment through weekly lesson plans. The other 12 percent of students partially met the SLO. Additionally, 91 percent of the students successfully met the SLO in the final classroom demonstration. Overall, the students who did not fully meet the slow were missing coursework that would have adequately prepared them for this outcome.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****The feedback included:****It was difficult to create a method of assessment for this SLO. There are so many faucets to it. The department did a good job to create a tool that worked well, but it did take some explaining to the students in class. Once they understood the instructions, the students understood the actual SLO and were able to apply it to various situations.****Overall from this SLO Assessment the students learned that one cannot treat a child in isolation in that it is not just the immediate family that has an impact on a child’s future development; it is the environment in which the child is brought up in and the political, economic, emotional and psychological environment that impacts a child’s future development.** **The assessment was a good snapshot of the students’ comprehension of the domains and contexts. For some instructors, the assessment was given as a part of the final exam. In the review for the final, a discussion was conducted that walked the students through the table (assessment) and ideas were discussed and questions were addressed. The reflective component (making the information practical), allowed the instructor the opportunity to see what the student understood with the connections between contexts and domains.** **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.** **The Department has been using the capstone “CHDV 200” course outcomes for the Program SLOs. As this does not give adequate indicators of the overall program, we will be revamping our Program SLOs. This will take place during the 2012-2013 school year—ready to implement in the fall of 2013 when we implement our ALL NEW programs in our department.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **Occupations with Most Job Openings -** **Short-term # of projected job openings** **Occupations with Most Job Openings** **Long-term # of projected job openings****State of California** **Child Care Workers: Projections 2010-2020= 127,500 Employment Chage +12%** **Child Care Workers: Average annual job openings= 4,950****San Diego County****Child Care Workers: Projections 2008-2018= 8,720 Employment Chage +9.4%** **Child Care Workers: Average annual job openings= 307**  |

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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **Major curriculum revisions undertaken in Fall 2008 and revised in Fall 2010 reflected the demands of our student population as well as the employers in our community and alignment with the permit process. Upon reflection, the wide variety of certificate options, while uniquely suited to our student population, will be revised once again to be implemented Fall 2013. This includes major changes to degrees/certificates (standard core classes for 4 of the degrees/certificates, more elective choices, and standard 40 unit total), elimination of one degree/cerrificate (Early Intervention Assistant), name change of one degree/certificate (Working with Families will be Child and Family Services), and creation of the CHDV Transfer degree. The new CHDV Transfer degree will align with CAP (ECE Lower Division Curriculum Alignment Project). Additionally, all CHDV department degrees will be changed from AA to AS degrees starting Fally 2013.****In addition to the certificate/degree changes, the Department is also in the process of adding Service Learning as a requirement to CHDV 115, one of the core courses. This addition will provide the students the opportunity to connect the course material with life outside of the classroom, volunteer in the community, and add depth to their personal and professional vitas.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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|  **The department plans to continue to rotate our 30 course offerings as dictated by enrollment- some courses are spring only or fall only, and some courses must always be offered in the evening in order to fill. We do a nice job of changing the days, times, and locations (between San Marcos and Escondido) of our courses. Over the past few years we have received increasing student requests for new course offerings, and the department looks forward to the opportunity to develop new specialized courses as budget allows.**  |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **Our department prefers to hire instructors with experience in the early childhood classroom. Former (or current) early childhood educators are the only faculty who are able to be assigned to our numerous curriculum, administration, mentoring, and classroom management courses. Because of this, we have a relatively small pool of qualified part-timers to supplement our full-time faculty’s knowledge and experience base. We have 30 separate and unique courses in our department, leading to eight separate programs of study. There are numerous classes that only one or two people are able to teach effectively due to the specialized subject matter. For example, early intervention, adult mentoring, school-age development and care, infant/toddler development, administration, and sign language. These are just examples of specific areas of expertise that we must fulfill. Due to this reason, we are in constant worry that one of our few qualified part-timers in a particular area will leave us, leaving our department with a major hole to fill. All full-time faculty must understand and be able to effectively advise students on the California state permit process, early childhood licensing requirements, ECERS, DRDPR, early learning standards, and other continually evolving areas of knowledge, including participation in state programs such as the Child Development Training Consortium, the Mentor Teacher Program, CAP, PFA, and CCCECE. Our department’s responsibilities in these areas require our full-time faculty to spend many hours per month (if not per week) participating in meetings and working on maintaining current understanding of these agencies, processes, and standards in order to effectively advise and teach our students. Because our programs have to adhere to and match up with state permit requirements, and because our programs have very specific advising needs, our full-time faculty are kept consistently busy with student advising. The counseling department does a great job of counseling our students on GE requirements, but we have to be responsible for advising all of our CHDV students on CHDV requirements in order to ensure correct course planning for degrees and employment. This includes organizing and running two student orientation sessions per year. Additionally, our full-time faculty members serve as Verification of Completion representatives for the state permit process, requiring frequent student advising and VOC meetings with students (this is done without compensation or release time). All of us take on a large workload with advising, with no release time or compensation. The department is also committed to increasing diversity in our faculty to better represent the student population we serve. We feel as though increasing our full-time numbers to five would allow us to finally get on top of the huge amount of work our discipline requires and get us closer to previous department numbers. Hiring would directly relate to the following goals from the Strategic Plan: Goal 2: Strengthen programs and services in order to support our students’ educational goals. Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students. Goal 6: Optimize the technological environment to provide effective programs and services throughout the district. The CHDV department will continue to request additional full-time faculty to fill the ongoing gaps within our programs.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  | **23 District Standard Classroom Tables** | **1** | **Objective 2.7** | **Replacement of current sled desk/chair combos in MD-105. The CHDV department was brought into the MD building after all of the planning had occurred. We were given a room that we didn't get to plan for. The current sled desk/chair combos limit instructor class projects, especially the hands-on ones our curriculum demands.** | **$4,711** | **One-Time** | **no** |
| **a2.**  | **46 District Standard Classroom Chairs** | **2** | **Objective 2.7** | **Replacement of current sled desk/chair combos in MD-105. The CHDV department was brought into the MD building after all of the planning had occurred. We were given a room that we didn't get to plan for. The current sled desk/chair combos limit instructor class projects, especially the hands-on ones our curriculum demands.** | **$4,720.00** | **One-Time** | **no** |
| **a3.**  | **15 District Standard Classroom Tables** | **3** | **Objective 2.7** | **Replacement for current tables and chairs in NA-3. Current tables are hand-me-downs from BE-6 and are extremely difficult to move safely by faculty and staff to meet the class activity requirements. When the tables have been moved in the past, three of them fell apart and the others are so heavy, the faculty and students strain to move them around the room. This inhibits our classroom instruction.** |  **$3,072.00** | **One-Time** | **no** |
| **a4.**  | **30 District Standard Classroom Chairs** | **4** | **Objective 2.7** | **Replacement for current tables and chairs in NA-3. Current tables are hand-me-downs from BE-6 and are extremely difficult to move safely by facutly and staff to meet the class activity requirements.** | **$3,079.00** | **One-Time** | **no** |
| **a5.**  | **21 District Standard Classroom Tables and 42 District Standard Classroom Chairs (I could not create another line, so I had to place both request here.)** | **5** | **Objective 2.7** | **Replacement of current talbes and chairs for ESC 202. Current desk/chair combos do not work for our classes. When curriculum classes are taught in this classroom, it makes it extremely difficult for faculty to appropriately demonstrate activities for the students.** | **$8,611.00** | **One-Time** | **no** |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **Scan Snap Fujitsu PA03610-B205 document Scanner** | **1** | **Goal 6** | **This scanner would be used by all faculty in the department. We would be able to transfer all (or almost all) of our handouts to PDF's and post online or email to students. This is the department's top priority.** | **$250.00** | **One-Time** | **No** |
| **b2.**  | **Document Camera for MD-105 (ELMO TT-02RX)** | **2** | **Goal 6** | **The document reader would enhance teacher presentation and would replace slides and overhead transparency projections. We would love all 3 document readers, but if we could start with at least one, it would be great!** | **$700.00** | **One-Time** | **No** |
| **b3.**  | **Document Camera for MD-105 (ELMO TT-02RX)** | **3** | **Goal 6** | **The document reader would enhance teacher presentation and would replace slides and overhead transparency projections.** | **$700.00** | **One-Time** | **No** |
| **b4.**  | **Document Camera for MD-105 (ELMO TT-02RX)** | **4** | **Goal 6** | **The document reader would enhance teacher presentation and would replace slides and overhead transparency projections.** | **$700.00** | **One-Time** | **No** |
| **b5.**  | **Student Response System- with 46 clickers** | **5** | **Goal 6** | **The student response system (clickers) will enhance the classroom experience for all of the CHDV students. Instructors currently use clicker questions, but by means of paper. The clickers will provide accutate data for all in the class.** | **$2000.00** | **One-Time** | **No** |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  |  |  |  |  |  |  |  |
| **c2.**  |  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |  |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  |  |  |  |  |  |  |  |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  | **ADA position at 100% Contract****40% of increase in position** | **1** | **Objective 4.1** | **As our department continues to grow, we will need our ADA to be at 100% contract, rather than the current 60% contract. Also with the department's expected move to the MD#2 building and MCS to remain in MD#1, it will be incredibally difficult to share an ADA.** |  | **ongoing** | **No** |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  |  |  |  |  |  |  |  |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **None needed at this time.** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **The department is extremely proud of the continued increase in the number of certificates issued since our program changes took effect in Fall 2008.** **Our California Mentor Teacher Program is collaborating with both Mira Costa and Grossmonts's mentor program to use mentor teachers from each of our programs for placements for our respective CHDV 200 classes. We currently have some of our 200 students placed with mentor teachers with each program. The Mentor Program here at Palomar has grown by two mentor teachers and two directors. This is the largest increase we have seen in years. The students will benefit from this increase by giving them more opportunites to student teach in a wider variety of programs.****The Child Development Consortium Advisory continues to issue stipends to Palomar CHDV students who also work with young children. During the 2011-12 school year, the stipends were issued at $25 per unit. This is the maximum payout to students. Less students applied, but the ones who qualified were issued larger stipends. This was the first time in 12 years this has happened. The department just received the contract for th e12-13 year, and the Consortium actually increased the units from 750 to 800. This is the fisrt unit increase in at least the last 12 years.** **The CHDV Club, led by students, had experienced somewhat of a hiatias for 11-12, but the prospects for 12-13 look very good. Students are once again motivated and ambitious and have planned numerous activities, events, presentations, and meetings that are benefitting students throughout Palomar as well as community members.** **The department is currently making major curriculum changes to courses and programs for implementation Fall 2013. It is our hope these will be the last major change for several years.** **The department continues to participate in articulation collaboration with SDSU's Child and Family Development program, in YMCA CARES AB212 program, and in state level advocacy in our field through participation in CCCECE (California Community Colleges Early Childhood Educators).****The department is actively working with the Child Development Centers as they work to improve inclusive practices. We help liaise with the early intervention programs in our community, and have planned trainings and in-services to benefit our Center teachers and staff, as well as participating in meetings and Center business related to early inclusion practices.****Last but not least, the department has been involved in the architectal planning for the Child Development Center on campus, scheduled to open August 2014. Members fo the department and Child Development Center have been working (and will continue for the next couple of years) closely with Facilities, building architects, and landscape architects. The department wants the new Center to be the best it possibly can be for the children, families, teachers and community. This is why the department decided to not move to the new Center, as previously planned. We wanted to give as much space to the children as possible.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **N/A** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **The CHDV department continues to be in transition with ADA's. After almost 2 years, we hope to hire a permanent ADA during the 12-13 school year.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Diane Studinka*Name*** | **Jenny Fererro*Name*** | **Bob Sasse*Name*** |

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| --- | --- | --- |
| **Laurel Anderson*Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**