

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional 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.)

Department: Child Development

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	1,501	1,484	1,468	1,468	<i>Self Explanatory</i>
Census Enrollment Load* %	84.03%	79.32%	75.00%	72.84%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	4,517	4,059	4,200	4,010	Weekly Student Contact Hours
FTEs	150.57	135.29	140.00	133.66	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	8.27	8.86	9.23	9.57	Total Full-Time Equivalent Faculty
WSCH/FTEF	546	458	455	419	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	3.60	3.60	2.60	2.60	FTEF from Contract Faculty
Hourly FTEF	4.19	4.36	6.40	6.44	FTEF from Hourly Faculty
Overload FTEF	0.48	0.90	0.23	0.53	FTEF from Contract Faculty Overload
Part-Time FTEF	4.67	5.26	6.63	6.97	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	56.45%	59.38%	71.84%	72.84%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	90.96%	93.82%	93.21%	93.92%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	73.76%	73.76%	69.63%	70.51%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	11	15	15	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	12	34	20	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	12	34	20	N/A	Total number of Certificates awarded for the Full Academic Year

The data for Fall 2007 are as of 1/31/2008 and are "preliminary" in nature. Final WSCH, awards, grades, etc. will not be available until Aug/Sep'08.

2007-08 Degrees & Certificates show as "N/A" since Spring'08 awards are obviously unknown at the current point in time.

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

We commend ourselves for our continually high retention rate (93.92%) and overall success rate (70.51%) along with dependable consistency with enrollment at census numbers (1468). We notice our WSCH has gone down (4517 in 2004 to 4010 in 2007) because our full time faculty have to teach specialty classes, which have smaller enrollments, for students to complete their certificates. There are only a limited number of part time instructors who can teach those higher level classes, so many of the part time instructors are scheduled to teach the basic CHDV 100 classes which tend to have the highest enrollments.

We also notice the increasing higher percentage of Part Time total FTE's (72.84% for 2007 up from 56.45% back in 2004) is largely due to the retirement of 2 full time faculty members and not replacing those positions.)

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08							Progress – 2008-09																																																																																																																																																
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>This year we did major revisions and changes to our program offerings. We have introduced 5 new certificates of achievements and 2 new certificates of proficiencies. We also reviewed and revised all of our Course Outlines of Records (COR's) to better serve our students for success in the workplace and meet the labor market's needs of today.</p> <p align="center">PROPOSED PROGRAM/CERTIFICATE CHANGES FOR FALL 2008- CHDV Department</p> <table border="1"> <thead> <tr> <th>Assistant Teacher (CP)</th> <th>Preschool Teacher (CA)</th> <th>Infant/Toddler Teacher (CA)</th> <th>School Age Assistant (CP)</th> <th>Early Intervention Assistant (CA)</th> <th>Early Intervention Teacher (CA)</th> <th>Early Childhood Administration (CA)</th> <th>Working With Families (CA)</th> </tr> </thead> <tbody> <tr><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td></tr> <tr><td>105</td><td>101</td><td>103</td><td>104</td><td>103</td><td>103</td><td>102</td><td>101</td></tr> <tr><td>115</td><td>104</td><td>104</td><td>115</td><td>104</td><td>104</td><td>104</td><td>102</td></tr> <tr><td>120</td><td>105</td><td>105</td><td>180</td><td>105#</td><td>105#</td><td>105</td><td>104</td></tr> <tr><td>185</td><td>110</td><td>106</td><td>190</td><td>110</td><td>108</td><td>108</td><td>105</td></tr> <tr><td></td><td>115</td><td>110</td><td></td><td>112</td><td>110</td><td>110</td><td>110</td></tr> <tr><td></td><td>120</td><td>115</td><td></td><td>115</td><td>112</td><td>115</td><td>115</td></tr> <tr><td></td><td>125</td><td>120</td><td></td><td>185</td><td>115</td><td>120</td><td>145</td></tr> <tr><td></td><td>130</td><td>145</td><td></td><td>200*#</td><td>120</td><td>145</td><td>172</td></tr> <tr><td></td><td>135</td><td>152</td><td></td><td></td><td>172</td><td>150</td><td rowspan="2">Minimum of 6 units of elective from: 108, 125, 130, 135, 140, 144, 174, 185</td></tr> <tr><td></td><td>140</td><td>185</td><td></td><td></td><td>185</td><td>152</td></tr> <tr><td></td><td>145</td><td rowspan="2">Minimum of 6 units of elective from: 101, 102, 108, 142, 144, 172, 174</td><td></td><td></td><td>200*#</td><td>155</td></tr> <tr><td></td><td>152</td><td></td><td></td><td></td><td>172</td></tr> <tr><td></td><td>200*</td><td>200*</td><td></td><td></td><td></td><td>174</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>185</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>195</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>200*</td></tr> <tr> <td>16 units</td> <td>42 units</td> <td>42 units</td> <td>15 units</td> <td>29 units</td> <td>42 units</td> <td>47 units</td> <td>37 units</td> </tr> </tbody> </table>							Assistant Teacher (CP)	Preschool Teacher (CA)	Infant/Toddler Teacher (CA)	School Age Assistant (CP)	Early Intervention Assistant (CA)	Early Intervention Teacher (CA)	Early Childhood Administration (CA)	Working With Families (CA)	100	100	100	100	100	100	100	100	105	101	103	104	103	103	102	101	115	104	104	115	104	104	104	102	120	105	105	180	105#	105#	105	104	185	110	106	190	110	108	108	105		115	110		112	110	110	110		120	115		115	112	115	115		125	120		185	115	120	145		130	145		200*#	120	145	172		135	152			172	150	Minimum of 6 units of elective from: 108, 125, 130, 135, 140, 144, 174, 185		140	185			185	152		145	Minimum of 6 units of elective from: 101, 102, 108, 142, 144, 172, 174			200*#	155		152				172		200*	200*				174							185							195							200*	16 units	42 units	42 units	15 units	29 units	42 units	47 units	37 units	
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<ul style="list-style-type: none"> • CP= Certificate of Proficiency, CA= Certificate of Achievement (Only CA's can be used towards an AA degree) • * CHDV should be the capstone class for each certificate- cannot be taken before the rest of the courses <p># for these certificate courses, placement for observation and field work MUST be in a classroom with children with identified disabilities and IFSP or</p>																																																																																																																																																							

b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)

We are carefully considering the future needs of students in this discipline as well as the immediate needs of our students to prepare them for today's workforce as early childhood professionals. We need to continue to offer a wide variety of courses at various times and at various locations to meet the needs of our working students. The above mentioned certificates and courses are designed in a thoughtful comprehensive manner to prepare these students with the highest possible quality of instruction.

A large part of our department's class scheduling considerations revolve around city, state, and federal guidelines to which we stay connected through some of these and other organizations:

The **National Association for the Education of Young Children (NAEYC)** released a national accreditation process for community college Child Development or Early Childhood Education departments in 2006. The department has submitted the paperwork in March of 2007 to begin the 3 year long initial process.

The department since Fall 2007 began to work with the **California Commission on Teacher Credentialing** to sign-off on Child Development Permit course work. This will be a benefit to the students by being granted their Child Development Permit in half the time or less (currently it takes 6-9 months for the permit to be processed by the Commission).

The **Child Development Training Consortium** is a program that reimburses students for the units completed at Palomar if they are working in a child care center, preschool, or licensed family child care.

The **California Mentor Teacher Program** seeks to find and promote exemplary early childhood teachers in the college district.

The **YMCA CARES** program coordinates orientation meetings on campus and participants (who are also Palomar College students) seek the advice of the department faculty for courses and scheduling.

Programs for Infant and Toddler Care (PITC): Beginning 2007 we have been involved with the implementation of new research and development in the field of infant and toddler development and care to which we incorporate into our coursework.

Professional Growth Advisor for CHDV Permit: Each full time faculty member is a qualified Professional Growth advisor. As a professional growth advisor for students pursuing their permits, each full time faculty member advises students during the semester on their permit application process.

Faculty Initiative Project (FIP): Full time faculty will be required in the next several months to attend Informational Seminars developed by the California Department of Education which will provide information and

resources for teaching faculty in child development and early childhood education. These seminars will offer faculty information on the Preschool Learning Foundations. This was developed by the Department of Education Child Development Division for implementation in preschool classrooms. Full time faculty will be required to attend these meetings in order to develop strategies for integration of these foundations into child development course work. This project is just beginning. The Preschool Learning Foundation will impact our field and department for years to come.

Preschool for All and the Early Learning Credential: Once legislation passes for Preschool for All and the Early Learning Credential, which is predicted to occur in the next 3-5 years, the department will be impacted with new students who need to finish their AA degree and/or take the necessary courses to transfer. Preschool for All will require BA degrees for teachers and AA degrees for assistants.

Cal State San Marcos is in the process of developing a Child Development bachelor's degree. It should be up and running within the next two years (projected start date is Fall 2009). This will be an incredible benefit to our students due to the previous lack of any local four year college availability to earn in BA in this field in San Diego County. Curriculum changes in the department need to begin in the Fall 2008 semester in order for students to transfer into this degree at CSUSM. This has become evident as **CSUSM** has revealed their transfer package for us to follow.

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>VTEA- Brochures for new program offerings</p>	
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>NAEYC accreditation</p>	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>We need new classrooms equipped with water and tables for presentation and demonstrations.</p> <p>We need to renovate room Esc 202 (Escondido Campus) to have whiteboards and tables to use for our curriculum classes.</p>	

<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years We have had 2 retirements since 2003 that have not been replaced.</p> <p>WE NEED TO HIRE NEW FULL TIME FACULTY!!!!</p> <p>Our full time faculty averages 5.3 preps each semester to teach the variety classes offered.</p> <p>The department has 2 faculty with release time, each has four to five preps with 20% release time (20% chair and 20% Child Development Center Liaison) and the other faculty member averages 6-7 preps per semester. It is nearly impossible to have a full time faculty member teach only 3 preps per semester, especially given the specializations which require the expertise of our full time faculty.</p> <p>The department offers approximately 47 sections per semester. Within those sections, there are 22-25 (depending on semester) different preps (34 courses total) with 3 full time faculty.</p> <p>To illustrate this point, our WSCH is lower because we have many specialization classes that our full time staff must teach. As a result, we end up giving our part time instructors the largest enrollment classes (generally the daytime CHDV 100's). A new full time faculty member would not only help our extensive number of preps, but would benefit our overall department's WSCH numbers as well.</p>	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>NA</p>	
<p>f. Other</p>	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Goal for student success: Align scheduling, course and program offerings to meet the needs of students:

During the summer of '07 we, as a department, got together and revised our Course Outlines of Records and introduced new certificates of achievements. These revisions and certificates were designed to meet the needs of both our students and reflect the changes in the field of early Childhood Education. As mentioned earlier, CSUSM will be offering a CAD (Child and

Adolescent Development) BA degree and we needed to create a set of transferable courses, 24 units that will apply toward that degree.

We will be offering an Assistant Teacher Certificate so students can work in an early childhood program with as little as 16 units and have a certificate to present to their employer.

We are offering a Working With Families Certificate for those students who may want to branch out in the field of Child Development and work with children/families in many other professionally related fields.

We are offering 2 kinds of Early Intervention Certificates (assistant and teacher) for students who want to work in the tremendously growing field of early intervention services. These inclusive settings are increasingly more common, and students need training to specifically work with children birth to 5 years with special needs.

These programs and others are provided as a result of collaboration with our faculty, childcare workers, students, community advisors, and employers to better serve our community.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Typing it all together/illustrating with CHDV 115 Child, (Family,Community)

What do you want your students to learn?

- Ecological model (Bronfenbrenner)
- Erikson's Psychosocial stages
- Interaction and influence of child, family, and community on one another
- Social and cultural influences on development
- Policy and social climate influencing developmental opportunities (ex: NCLB)

How do you teach it?

- Lecture
- Demo
- Class discussion/Socratic method
- Activities
- Case studies
- Video and discussion
- Advocacy in community
- Group projects
- Readings

How do they learn it?

- Oral/Group presentations
- Written reports on selected topics
- In class cooperative learning discussions
- Out in the community observations/projects
- Individual learning styles assimilation
- Applications to real life experiences

How do you determine whether they've learned it?

- Gauging discussion response and participation
- Written responses on assignments
- Graded assignments with criteria to follow
- Quality of presentations
- Responses to test questions

If they don't learn it, why not?

- Obviously this depends on the instructor, but in most cases it would be because the student has not participated/attended/engaged in their work and assignments.
- Lack of motivation/responsibility on part of the student
- Personal events in student's life

Language barriers

b. Discuss a learning outcome that is observable yet difficult to measure.

Some students are more verbal than others. Some have a better command of the English language. It is hard to gauge a student's participation based largely on verbal responses. In group situations, students often create a dynamic where some students dominate others. When a few in the group tell the others what to do or how to do it, or if a few in the group carry the whole group participants, it is hard to put a measured value on the group as a whole.

7. Describe a discipline accomplishment that you want to share with the college community.

2006-07 Child Development Department Year-End Accomplishments

- The Child Development Department began the application process and submitted the first round of paperwork for the National Association for the Education of Young Children (NAEYC) Community College Accreditation of Associate Degree programs. The NAEYC associate degree standards are based on recent research in early childhood development and learning. Accreditation system sets a standard of excellence for early childhood programs that prepare teachers at the associate degree level. The process includes extensive self-study, submission of a Self Study Report, a site visit conducted by a Peer Review Team, and an accreditation decision made by a national Commission of early childhood professionals.
- Department members continued to work with Cal State San Marcos in developing a Child and Adolescent Development (CAD) degree to begin fall of 2009. We will continue to work closely with our neighbors.

- During this past year, department members attended several local and state meetings with the California Community College Early Childhood Educators (CCCECE) in regards to the Curriculum Alignment Project. Child Development educators from around the state came together to agree on a 24 unit transfer package with the CSU's. The Child Development Department will begin working on new degrees and certificates to include new courses for this package.
- The department continued to offer an orientation for new and continuing students prior to the fall and spring semesters. These meetings were successful, so they will continue for the 07-08 year as well.
- The department participated in two Campus Exploration days this past year. The topics were Children and Poverty and the Status of Childcare workers in America.
- The department continued to operate several grant programs for 06-07. The Child Development Training Consortium continues to reimburse students who take classes and work at a center. The Mentor Teacher Program continues to provide model teachers for our students in the community. The YMCA CARES program continues to offer stipends to students who work in the field. These programs will continue for the 07-08 year.
- The department continues to develop new courses to offer in the future. The department developed CHDV 108, 142, 144 and 172 and will begin to offer these classes starting in fall of 2007. The hopes for the 2007-08 year will include revising the current certificates, adding new certificates, and adding new courses.
- One department member attending workshops for an Early Intervention Program and Program for Infant Toddler Care (PITC). The department will be revising current courses and adding a new Early Intervention course.
- The department offered a non-credit prep course for Spanish speaking students who plan on taking CHDV 100. This course was offered in fall 2006. We hope to see students passing CHDV 100 and be successful in other CHDV classes.
- The department has applied and is approved for the Permit Verification Process with the California Teacher Credentialing Office. This allows designated faculty to sign off on Teacher Permits offered through the Credentialing Office.
- VTEA funded new CPR and First Aid mannequins and equipment. The department now has our own set of supplies and no longer needs to rely on the EME department.

The Child Development Club continues to support our students. The Club hopes to gain more members for the 2007-08 year.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

NA

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

NA

10. Other comments, recommendations:

None

Please identify faculty and staff who participated in the development of the reviewer's planning:

Bob Sasse

Jenny Fererror

Diane Studinka

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.