

2009-2010 Instructional Program Review and Planning Supplemental Form

Please complete this form for each priority you identified in the 2008-2009 progress report (review these at [PRP Supplemental Report Form](#)). Please list at the end of this form the faculty and staff who participate in this report. Forward (1) a hard copy to Instructional Services and (2) email a Microsoft Word copy to jdecker@palomar.edu no later than 3/05/2010.

Department CHDV	Department Priority # 1	<input type="checkbox"/> No funding/resources are being requested
Program/Discipline: CHDV		Program/Discipline Priority # FOR 2010-2011: 1

To establish a priority, use the current Program Review and Planning (PRP) document submitted Spring 2009 (posted at [PRP Supplemental Report Form](#)) for this program or discipline. Identify from Box #2 in the PRP a priority for the upcoming academic year or develop a priority based on the data analysis discussed in Box #2.

<p>*2. Data Analysis (restate or summarize the data analysis from the PRP): We commend ourselves on our continually high retention rate (93.92%) and overall success rate (70.51%) along with dependable consistency with enrollment at census numbers (1468). We note that our WSCH went down at the last collected date (07) because out three full time faculty have to teach specialty classes, which have smaller enrollments, in order for students to complete their certificates and degrees. There are a very limited number of part-time faculty who can teach the higher level specialty classes, so most of our basic, entry level courses (such as CHDV 100) have traditionally been taught by part-timers. Since SDSU's graduate program in Child and Family Development was halted several years ago, we have seen fewer qualified candidates interested and able to teach at the college level. Since we last filled out the IRP forms, two of our three full-timers have taken on more sections of these entry level classes in the hopes of raising our WSCH numbers in order to more favorably position us for new hiring. However, our department is struggling to adequately and appropriately use our full-time resources due to our lack of positions. We have had two retirements that have not been replaced, and the last new full-time hire was in 2004. The three full-time faculty members have a very heavy load of preps, program management and advising (for our EIGHT certificate programs), new course development, state and community responsibilities related to our field, and new licensing and state requirements that are continually changing and must be kept current for the sake of our students and programs.</p>					
<p>*3.a/b. Describe your goal (priority) based on data analysis from the PRP: We are in desperate need of new full-time faculty positions. Our department has very involved and complex program offerings (30 separate courses, eight certificate programs, six degrees). There are very specific advising requirements that our three full-timers have responsibility for- not only our department program advising, but also state advising for the state permit process for our students. Our field is continually evolving and changing, and as such, we strive to keep our programs and courses current and applicable. This requires constant program review, course additions and changes, and attendance at state and local meetings and conferences designed to keep us abreast of recent licensing, educational, and permit requirements. In addition, two of our three full-timers have release time: one for department chair, and one as Child Development Center liaison. Our full-timers all regularly teach overload in order to make sure that our courses are adequately staffed, and all three have between 4-6 preps per semester. In order to continue to meet the needs of our students, we need more full-time faculty to help our department maintain current program integrity and to grow appropriately.</p>					
Resources requested: Identify all the resources you are requesting to support the implementation of this priority. These resources would be additional funding needed beyond what is already provided to the discipline through the base resource allocation process.	Describe the resource(s) requested	Cite page(s) that provide rationale for this priority request	Estimated Amount of Funding Requested	New, one-time funding	New, on-going funding
*4.a. Equipment – Per unit cost is ≥\$500 (microscopes, table saw, etc.)	N/A				
*4.a. Technology (computers, data projectors, document readers, etc.)	N/A				
*4.b. Budget for 4000s - Per unit cost is ≤\$500 (supplies)	N/A				

*Numbering parallels sections in original Program Review and Planning document
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*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.	N/A				
*4.c. Facilities	N/A				
*4.d. Faculty position	Two full-time faculty positions are needed	2, 4-5, 7-8,			Yes
*4.e. Classified staff position (contract)	N/A				
*4.e. Classified staff position (hourly)	N/A				
				TOTAL	

How will you evaluate whether or not you have met your goal/priority with the requested resources?
 Continued retention and success of our students in our programs. Community reports of the use of our programs. Greater ability for full-time faculty to participate in campus governance and committees. Eased responsibilities for our faculty, allowing them to more fully concentrate on student success without burnout.

What evidence will you provide to reflect the impact these resources had on student learning?
 SLOAC's, graduation rate, number of certificates issued, and self-reporting.

<p>*5. Strategic Plan goal or objective addressed by this priority in Strategic Plan 2013?</p> <p>Goal #2: Strengthen programs and services for our students in order to support their educational goals. (specific: objective 2.4); Goal #4: Recruit, hire, and support diverse faculty and staff to meet the needs of students.</p>	<p>Course(s) & SLO(s) addressed by this priority in Curricunet?</p> <p>CHDV 100, CHDV 101, CHDV 102, CHDV 103, CHDV 104, CHDV 105, CHDV 105ABC, CHDV 106, CHDV 108, CHDV 110, CHDV 112, CHDV 115, CHDV 120, CHDV 121, CHDV 125, CHDV 130, CHDV 135, CHDV 140, CHDV 142, CHDV 144, CHDV 145, CHDV 150, CHDV 155, CHDV 172, CHDV 174, CHDV 180, CHDV 185, CHDV 190, CHDV 195, CHDV 197ABCD, CHDV 200, CHDV 200ABC; SLO example: CHDV 200: Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.</p>	<p>Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline) in Curricunet?</p> <p>Child Development: 1. Assistant Teacher Certificate of Proficiency; 2. School Age Assistant Certificate of Proficiency; 3. Preschool Teacher Certificate of Achievement and AA Degree; 4. Early Intervention Teacher Certificate of Achievement and AA Degree; 5. Early Intervention Assistant Certificate of Achievement and AA Degree; 6. Infant Toddler Teacher Certificate of Achievement and AA Degree; 7. Working with Families Certificate of Achievement and AA Degree; 8. Early Childhood Administration Certificate of Achievement and AA Degree</p>
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6. Reflect on the progress your discipline and/or department is making on defining, implementing, and assessing course, program, GE/Institutional level SLOs. What have been the benefits and what have been the challenges?
 We have written 3-4 SLO's for each of our 30 courses. All courses have at least one SLO entered into Curricunet. All 30 courses are in the process of completing a SLOAC by Spring 2010. We are in the assessment phase for a handful of classes. For the majority of courses, we are in the reflection phase.

Individuals completing this Program Review and Planning Supplemental document:

Name(s):	Signatures:	Date:
Jenny Fererro		03/04/10

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