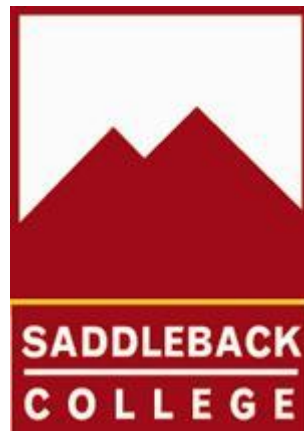


# **Instructional Program Review**

**Saddleback College  
Program Review for  
Child Development and  
Educational Studies**



**Submitted Fall 2007**

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## Program Review Team Members and Approvals

Program Review Team Chair:

**June Millovich**

Program Review Team Members:

**Barbara Tamialis**

**Laura Vidal- Prudholme**

**Lisa Cavallaro**

**Patricia Flanigan**

Approvals:

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Division Dean

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Program Review Chair

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Academic Senate President

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Vice President of Instruction  
**Program Review Checklist**

Date Completed	Action
9/05	Contact Program Review Chair for orientation
11/05	Form Program Review Team
11/07	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
9/06, 2/17, 11/07	Solicit input from faculty and students
2/07	Determine if additional research is needed
11/16/05	Contact College Research Analyst if necessary
11/06-11/07	Write Program Review report
11/07	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Open, formal presentation to the Program Review Committee and other interested parties

## Section I: Program Overview

The mission of the South Orange County Community College District requires a systematic review of the Child Development and Educational Studies Program to ensure quality, relevance, and the effective use of resources. This program review is used for making judgments about the effectiveness of the program and to improve student learning. It is also a means of ensuring that the Child Development and Educational Studies program is current and responsive to the local college community as well as in line with state and national standards for early childhood higher education programs.

The results of the Child Development and Educational Studies Program review will be incorporated into the strategic planning process. This program review will also support the WASC accreditation standards, interface with the college enrollment management plan, and most importantly, provide information for program planning and improvement.

This document includes an overview of the Child Development and Educational Studies Program and key recommendations. The overview starts with the mission and goals of Saddleback College.

### **The Mission of the Program and its Link to the College's Mission and Goals**

#### ***College Mission and Goals***

##### ***Mission Statement***

To provide access to learning opportunities that promote student success; to foster intellectual growth, individual expression, and character development; and to support a dynamic and diverse environment of innovation and collegiality.

##### ***Goals***

The primary goal of Saddleback College is to provide a comprehensive postsecondary education and a full range of student services. Emphasis is placed on open access to all students, including a changing and diverse student population. Academic success and student achievement are joint responsibilities of the students, the staff, and the College. To this end, the College will:

1. Provide educational programs leading to the Associate in Arts and Associate in Science degrees.
2. Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals.
3. Provide a meaningful general education program including baccalaureate-level transfer and occupational curricula.
4. Provide necessary developmental, remedial, and basic skills instruction so that students may be successful in their chosen course of study.

5. Provide access for the community to the educational, cultural, and recreational resources of the College.
6. Provide counseling and other support services which are responsive to the needs of the students.
7. Provide opportunities in continuing education and community services, including courses for skills upgrading and retraining for professionals and life-long learning for older adults.
8. Provide opportunities for the promotion of economic development within the scope of the mission of the District and the College.

### **Child Development and Educational Studies Program Goals**

**1. To provide students with theory based, hands-on educational experiences enabling them to demonstrate developmentally appropriate care and teaching practices in settings designed for infants, toddlers, preschoolers, school age children, and adolescents.**

***Specifically coordinates with Saddleback Goals:***

*2: Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals*

*3: Provide a meaningful general education program including baccalaureate-level transfer and occupational curricula.*

*7: Provide opportunities in continuing education and community services, including courses for skills upgrading and retraining for professionals and life-long learning for older adults, and*

*8: Provide opportunities for the promotion of economic development within the scope of the mission of the district and the college.*

**2. To provide a high quality demonstration model lab classroom experience for college students, student parents, staff, faculty, community, in order to enhance their understanding of child growth and development as it pertains to parenting, educating young children, and applying knowledge to related disciplines through participation in classroom settings.**

**Specifically coordinates with Saddleback Goals:**

1. Provide educational programs leading to the Associate in Arts and Associate in Science degrees.

2. Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals.

5. Provide access for the community to the educational, cultural, and recreational resources of the College.

7. Provide opportunities in continuing education and community services, including courses for skills upgrading and retraining for professionals and life-long learning for older adults.

8. Provide opportunities for the promotion of economic development within the scope of the mission of the District and the College.

**3. To offer courses that will enable students to meet state certification requirements for teachers and supervisors in early childhood settings.**

***Specifically coordinates with Saddleback Goals***

- 1: Provide educational programs leading to the Associate in Arts and Associate in Science degrees*
- 2 Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals*
- 3: Provide a meaningful general education program including baccalaureate-level transfer and occupational curricula.*
- 7: Provide opportunities in continuing education and community services, including courses for skills upgrading and retraining for professionals and life-long learning for older adults, and*
- 8: Provide opportunities for the promotion of economic development within the scope of the mission of the district and the college.*

**4. To prepare students for transfer to four year child development and early childhood education programs to further their educational and career goals in early care and education, elementary and secondary teaching and related fields.**

***Specifically coordinates with Saddleback Goals:***

- 1: Provide educational programs leading to the Associate in Arts and Associate in Science degrees*
- 2: Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals*
- 3: Provide a meaningful general education program including baccalaureate-level transfer and occupational curricula.*

**5. Provide coursework and professional growth opportunities for those currently employed in the field**

**Specifically coordinates with Saddleback Goals:**

- 1. Provide educational programs leading to the Associate in Arts and Associate in Science degrees.
- 2. Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals.
- 5. Provide access for the community to the educational, cultural, and recreational resources of the College.
- 6. Provide counseling and other support services which are responsive to the needs of the students.
- 7. Provide opportunities in continuing education and community services, including courses for skills upgrading and retraining for professionals and life-long learning for older adults.
- 8. Provide opportunities for the promotion of economic development within the scope of the mission of the District and the College.

**6. To advocate for high quality care for all children, well qualified teachers, equitable compensation, and community understanding of long term benefits of high quality early childhood programs.**

***Specifically coordinates with Saddleback Goals:***

7. Provide opportunities in continuing education and community services, including courses for skills upgrading and retraining for professionals and life-long learning for older adults.

8. Provide opportunities for the promotion of economic development within the scope of the mission of the District and the College.

**7. To market the CDES program to relevant populations and recruit students with aptitude for the field.**

***Specifically coordinates with Saddleback Goals:***

2. Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals.

5. Provide access for the community to the educational, cultural, and recreational resources of the College.

6. Provide counseling and other support services which are responsive to the needs of the students.

7. Provide opportunities in continuing education and community services, including courses for skills upgrading and retraining for professionals and life-long learning for older adults.

8. Provide opportunities for the promotion of economic development within the scope of the mission of the District and the College.

## **Historical Background and Unique Characteristics of the Program**

### ***Historical Background***

Based on a review of previous catalogs (back to 1995), few changes had been made to the (then Human Development) program in the 5 years preceding the hire of the current department chair.

## ***Unique Characteristics***

### **On Campus Lab**

The child development program at Saddleback College includes not only the CDES academic department, but also the child development center that is overseen by the office of student services. The child development center is intended function as a demonstration school/teacher education facility and a high level of coordination is required between the center staff and the CDES faculty in order to synchronize demonstrated practice with academic course content.

The development of lab experiences as required component of introductory level classes provides CDES students with early and frequent field experiences recommended by the National Association for the Education of Young Children.

Course requirements include many observation and participation hours thus providing students with layered opportunities to make connections between theory and practice.

VTEA funding has allowed us to begin a framework for the development of a fully integrated instructional lab based program utilizing the Campus Child Development Center lab facility and teaching staff.

The excellent working relationship between Child Development Faculty and the Child Development center staff is unique in the state of California and puts in a good position to continue to build a model program.

### **Online Offerings**

Beginning in the Fall of 2003, the CDES department has developed and scheduled online versions of courses with multiple sections of the core courses being regularly scheduled. The CDES department offers 20% of all online courses offered on the Saddleback Campus second only to the CIM department.

As of Fall 2004, all CDES courses have a mediated version and are scheduled both online and on campus in every two year period. We are only one of two community colleges in California who offer this option to students this to students.

### **Student Access and Career Development**

All CDES courses are offered on campus as well as online and there are morning, afternoon, evening, and weekend courses.

CDES awards and certificates are aligned with current State Child Development Permit requirements and National standards for teachers of young children.

Successful completion of our courses enables students to meet state certification requirements for early childhood teachers and prepares them for transfer to four year child development and early childhood education programs to further their educational and career goals.

### **In the State**

The field of early childhood education in California (and across the nation) is undergoing significant restructuring. As the major teacher education entity for the early childhood field, community colleges are also undergoing significant changes in their course and certificate offerings requiring a time commitment to state information sessions far beyond previous expectations.

The CDES department currently facilitates and/or participates in the grants/state contracts as described below:

#### **The Child Development Training Consortium Grant**

Provides financial and in-kind support to students pursuing careers in early childhood education: CDES Majors are reimbursed for CDES and General Education tuition and are loaned CDES textbooks for the semester. The CDTC also funds child development permits, renewals, and fingerprinting costs for eligible students who apply through the Saddleback CDES department. Additionally, money is available to offer conference travel and scholarships to qualified students allowing exposure to field specific professional development.

#### **The California Mentor Teacher Project**

Provides for field placement of child development students with trained mentor teachers in local early childhood settings allowing early and frequent field experiences as recommended by the National Association for the Education of Young Children. Ongoing in service is offered for mentor teachers and other center staff at local places of employment.

#### **The Professional Growth Advisor Project**

Provides two training per academic year for experienced and credentialed preschool teachers to become professional growth advisors for those entering the field. Trainings are offered free of charge to students and community members

#### **Program for Infant and Toddler Caregivers Guidelines Training Project**

A statewide initiative designed for comprehensive delivery of new state guidelines for programs serving infants and toddlers. Joint teams from the child development center and the CDES faculty are working on ongoing projects to

increase the access to hands on experience with 0-2 year olds cared for in appropriate settings.

#### California Commission on Teacher Credentialing: Verification of Completion Project

Saddleback CDES Department is one of 18 colleges (merit based) authorized to approve Child Development Permit's for students on a fast-tracked process. Students can have their transcripts evaluated and approved by CDES faculty bypassing the 6 month delay at the Commission on Teacher Credentialing. This service is available to Saddleback CDES students and Alumni only.

#### California Community College Curriculum Alignment Project

A statewide initiative project that has involved the faculty's collaboration with their professional association, California Community College Early Childhood Educators (CCCECE); California State University (CSU) child development faculty representatives; and teacher preparation partners from a range of state agencies. The project's plan is to offer shared curriculum in as many as 30 early care and education programs at California community colleges during the 2007-08 school year and in all 101 programs by 2010. The courses, totaling 24 units, will help students plan their academic and vocational careers, ease transfers from college to college within the community college system, and support transfers to higher-degree programs. This faculty-initiated agreement to offer the same foundation of courses statewide represents an essential aspect of the efforts under way to strengthen the preparation of teachers in California.

#### VTEA Project

Designed to support the implementation of a fully integrated early childhood teacher education program. The project requires coordinated strategic planning and follow through involving the child development center and the academic CDES department to develop and maintain a program that provides model educational services to children, college students, student parents, and community members.

#### Careers with Children Grant (\$50,000)

Saddleback Valley Unified School District, in cooperation with Coastline ROP, and Capistrano Unified School District, in cooperation with Capistrano Laguna ROP, offer programs for high school students interested in careers with children. The ROP supported Guidance Specialists at the SVUSD and CUSD high schools have very limited knowledge of the many different career paths in early childhood education. In order to better inform students, guidance sheets, an informational video, and marketing materials will be produced.

The Careers with Children project offer teachers from the two ROP programs, the ROP Guidance Specialists, and several Saddleback College counselors or career specialists the opportunity to learn more about these careers. In order

to do this, they have planned a one-week boot camp at Saddleback College that will inform them of certificate, educational, and credentialing requirements. The boot-camp will also cover career ladders, professional growth and development requirements and opportunities, and information on the various types of early childhood education programs that parents may choose from. Participants will then be offered the opportunity to observe different kinds of programs and participate in job shadowing activities. Capstone activities will include streamlining pipelines and certificate programs, reviewing curriculum, and developing articulation agreements.

#### Teacher Preparation Pipeline Grant (\$300,000)

A coordinated effort to offer opportunities for students considering careers in technical/vocational education to participate in paid cooperative work experience while taking concurrent teacher preparation course work offered by the CDES department. Also involves coordination with CSUF teacher education department. Additionally, the development of a Teacher preparation certificate and necessary support courses is a planned outcome of this project.

### Advisory and Steering Committee Status

#### **Current Positions Earned/Held by Department Chair**

- Curriculum Alignment Project: Executive Committee and Regional Lead for the Orange County and Eastern LA Areas.
- Child Development Training Consortium: State Advisory Board
- Advisory board for the development of CSUSM's Child Development Bachelor's Degree

### Additional Faculty Involvement (both active full time faculty members participate in each of these)

**The Orange County Preschool Planning Collaborative (OCPPC):** Organized by the Orange County Department of Education (OCDE); a collaboration of key community stakeholders, K-12 leadership, law enforcement, parents and local providers to create a strategic plan for preschool in Orange County that relates children's achievement and positive social development to the stability and productivity of Orange County as a whole

**Orange County Community College Early Childhood Association (OCCCECEA)**  
A cooperative comprised of all five active Orange County Community College Early Childhood education departments.

**National Association for the Education of Young Children (NAEYC)  
Associate Degree Accreditation Peer Reviewers**

NAEYC has launched a new accreditation system to recognize high-quality Associate Degree Programs that prepare early childhood educators. Peer Reviewers conduct site visits in teams of three. They are appointed and trained by NAEYC after formal application and reference check confirms that qualifications are met. Peer Reviewers must have a graduate degree in Early Childhood/Child Development or a related field.

**Progress since the Last Program Review**

In 2004 a significant update was made to all courses, certificates and degrees in the program including a name change from Human Development to Child Development and Educational Studies, alignment of certificates with state requirements for teachers of young children, re-numbering of courses to reflect logical progression since prerequisites are not always advised, and revision of all courses to include current state and national research and standards.

Beginning with a pilot class in 2003, the CDES department has developed and offered online versions of each course in the department to meet the needs of the early childhood student population.

The Saddleback Child Development Program was historically designed to encompass the academic department offering coursework, and the child development center which was intended to be a teacher education laboratory facility. In the past 3 years tremendous strides have been made to aim this partnership to it's full potential though staffing and age capacities at the child development center continue severely limit the opportunities for students to benefit from the program.

One new full time faculty member was added in 2001, one full time faculty retired in 2003 and was replaced in 2006. One full time faculty member has been on 50-100% leave since 2004.

The CDES department faculty have quadrupled their involvement in state and national associations and policy groups (described above)

C1 Enrollment has increased 59% since 2003.

The CDES department has increased participation in grant projects requiring partnership with other departments on and off campus (Counseling, Communication Arts, Capo-Laguna ROP, and Saddleback Valley ROP)

The Chair of the CDES department has developed and informational web page with links to all program information and documents

The CDES faculty have developed personal faculty websites to increase access to information for prospective and enrolled students.

NAEYC has launched a new accreditation system to recognize high-quality Associate Degree Programs that prepare early childhood educators. The CDES department has applied for National Accreditation of their associate degree program.

## **Current Strengths, Opportunities, and Challenges**

### ***Strengths***

1. Highly trained and motivated faculty
2. Alignment with state and national standards for teachers of young children
3. Flexible access to courses (day, night, weekend, online)
4. Early and frequent field experiences
5. Positive and effective working relationship between Child Development Faculty and Child Development Center
6. State recognition as leaders in curriculum development for teachers of young children
7. Student access focused with tuition reimbursement, semester, text loans, fast tracked child development permit processing, and online access to program information.

### ***Opportunities: With appropriate support the CDES program will be enabled to:***

1. Offer complete Online Certificate and Degree Program for CDES
2. Develop and coordinate strategic plan for growth of early childhood teacher education opportunities
3. Develop program to program articulation agreements with CSU child development/education departments
4. Increase program marketing to local and online populations
5. Develop partnerships with local employers for the purposes of increasing access for students and increasing observation opportunities in high quality settings.
6. Augment the child development center budget with FTES generated by the lab student use of the child development center
7. Development of Model Demonstration Lab School for infants, toddlers, preschoolers, and school age before and after school care.
8. Addition of two additional CDES courses to the GE course list (CDES 112 and CDES 117)
9. Pursue additional grant funding for otherwise unfunded projects such as updating child development facilities and renovating infant and toddler classrooms for intended use.
10. NAEYC Associate Degree Accreditation

## **Challenges**

1. The inability for students to complete their general education completely online is preventing the department from offering a fully online associate degree.
2. The development, monitoring, and marketing of the **online** program is a significant task and is currently not getting the attention needed due to the limited number of faculty in the department.
3. The development, monitoring, and marketing of the **on campus** program is a significant task and is currently not getting the attention needed due to the limited number of faculty in the department.
4. Inability to synchronize what is taught about developmentally appropriate practices for young children in the academic courses with the practices demonstrated by the child development center due to:
  - a. The policy of requiring children to be out of diapers as a requirement of enrollment.
  - b. The lack of release time for in -service for the child development center staff to plan and coordinate with faculty to maintain and update professional skills and abilities
  - c. The lack of substitute funding and an assistant director which results in the director and master teacher regularly having to fill in for absent teachers and clerical staff, thus rendering them unable to devote time to strategic planning, classroom/program assessment, and professional development. The management of children and families is a full time job in and of itself. The addition of the shared responsibilities of the teacher education program is too much for one person.
  - d. The limited staffing at the child development center also limits their ability to develop and maintain an effective parent involvement model which is an integral component of quality early childhood education that must be modeled for student teachers to complete their training.
5. Lack of available placements/instructional opportunities for lab students and student teachers due to:

- a. Critical understaffing of child development center. The lack of open classrooms at the child development center (out of 5 classrooms, only one is open all day every day, 2 close at ½ day, and 2 are not staffed at all)
  - b. The current closing time of 6 pm preventing any 4-7 observation courses from utilizing the lab facility while children are present.
  - c. Lack of high quality infant and toddler observation/participation settings on or off campus
  - d. Lack of high quality school age care observation/care settings on or off campus
6. Lack of Lab Assistant position effects the integrity of the teacher education program and overtaxes the already overburdened child development center staff
  7. Lack of faculty to appropriately manage and oversee all non-teaching department responsibilities including lab school quality assurance efforts, marketing, community outreach, grant initiation, facilitation and alignment to state curriculum projects
  8. Limited ability to utilize release time for significant projects
  9. Minimal education requirements for child development center teacher jeopardizes quality of teacher education experience for lab students and student teachers
  10. Child Development Center, as it is currently overseen by the office of student services is not emphasized, nor funded as the educational lab facility that it was designed to be.

## **Section II: Review Report**

### **Current Faculty and Staffing**

The Child Development and Educational Studies Department is a part of the Social and Behavioral Sciences Division. There are currently 3 full time faculty and 20 associate faculty. The SBS Division is staffed by a Dean, two administrative assistants, and two office assistants.

Until the 2001/2002 school year, the Child Development and Educational Studies department (then the Human Development Department) had two full time faculty

members. As a result of demonstrated need, in 2001 a third full time position was added.

In 2003 one faculty member retired and in 2006 was replaced.

Since 2004 one full time faculty has been on 50-100% medical leave.

In Fall 07 a one semester temporary replacement was hired to fill in for the faculty on medical leave.

### Effects of Current Staffing

*On the positive side*, the working relationships of all staff and faculty members is very good, and each try to do everything they can to support one another.

*On the negative side*, there are simply not enough human resources to do more than barely meet minimum department needs. Even with the addition of a one semester substitute or a full time replacement for the faculty member on medical leave it will take years to catch up from the critical understaffing described below:

Unfortunately, there has only been one semester in the five years since that position was added that all three faculty members have had full time assignments.

- Fall 2001 All three full time faculty present
- Spring 2002 one on Sabbatical
- Fall 2002 one on 50% load
- Spring 2003 one on 50% load
- Fall 2003 one retired un-replaced AND one on Maternity leave un-replaced
- Spring 2004 one retired-un-replaced
- Fall 2004 one on 60% load (medical leave)
- Spring 2005 one on 100% medical leave - no replacement
- Fall 2005 one hired for retirement replacement
- Spring 2006 one on 100% medical leave -no replacement
- Fall 2006 one on 100% medical leave -no replacement
- Spring 2007 one on 100% medical leave -no replacement
- Fall 2007 one on 100% medical leave -one semester replacement

There has, only in the most recent semester, been any long term replacement to offset the load assignments and/or retirement of the two mentioned faculty members.

This neglect in staffing has placed an inappropriately large expectation on the remaining full time faculty member to maintain and update a complex program without assistance.

Every aspect of the program could be improved with increased human resources including, but not limited to : Marketing and enrollment, communication to students and within the campus community such as counseling and EOPS, external opportunities and clubs for students, pursuit of additional funding sources (grants and state funding opportunities), internship programs and employer relationships (since this is a vocational program), instructional technology methods, and increased integration with the campus lab school.

**Even if the faculty on medical leave returns or is replaced, the growth of responsibilities in the department are still beyond the capacity of three competent and productive faculty.**

**There is no designated clerical support for the Child Development and Educational Studies Department**

**There is no lab support at the child development center to assist with the increased student instructional needs.**

**With regards to the division needs, this is one of the largest divisions on campus and the too few resources both staff and funding are constantly spread too thin. There is very little support available for individual department's needs.**

### **Full to Part Time Ratio and Effects**

Seventy -four percent of the CDES courses are taught by associate faculty (this number includes overload courses taught by full time faculty)

While we have excellent and highly trained part time faculty, there is a high volume of state and national input to our field that requires constant updating.

There are no resources for the part time faculty to attend meetings or conferences to receive this information, so the full time faculty is stretched thin in attempting to keep updated, disseminate the information to the part time faculty and then follow up to make sure students are getting consistent and accurate information.

In addition, since the part time faculty has no required office hours, 100% of the students must vie for the time of only 2/3 of the full time faculty members.

**The changes in administration, faculty, and staff that are needed to make this program more effective would be:**

#### **Faculty**

- **Long term sub** for as long as the full time faculty member on 100% medical leave and/or a replacement position if the faculty member does not return full time employment status for any reason including long term disability.
- **Fourth full time faculty position**
- **Child Development Center Lab Assistant** (instructional) for the child development center lab school at least 18 hours per week to meet the needs of students using the lab for class assignments.
- **Early Childhood Curriculum Specialist** (instructional) to act as liaison and resource specialist with child development center master teacher regarding programming for children and families to ensure high quality teacher education experiences.
- **Clerical Support** at least 20 hours per week, specifically assigned to the Child Development and Educational Studies department to support the marketing, grant work, community relationship development and student events for the CDES department
- **Child Development Specific Instructional Designer** (instructional) for online course work. The types of assignments necessary to create an appropriate online learning environment for early childhood education teacher candidates are unique and require constant methodology updates to ensure that students are able to meet state designed competencies for certification.
- **Stipend funding for Associate Faculty** with expertise in specific areas to develop and promote relevant programming.

#### Lab School

- **The child development center demonstration/lab school as a facility of teacher education should appropriately be overseen by the office of instruction whose mission is focused on education rather than the office of student services which is not an educational entity on campus. Current Student Services governance status will limit future State and National funding opportunities.**
- **Assistant Director:** The management of children and families is a full time job in and of itself. The addition of the shared responsibilities of the teacher education program is too much for one person.
- **Staff development release time for:**
  - **Joint child development center staff/CDES faculty in service training:** A high quality teacher education experience requires coordinated effort. At this time, the child development center staff is not funded to

participate in professional development or program coordination responsibilities.

- Attend at least two professional development conferences per year
- Director to participate in local monthly early childhood director meetings and to attend professional development conferences
- Staffing to facilitate immediate lower entrance age for child development center to 24 months w/out expectation for potty training with progress towards opening infant and toddler demonstration classrooms.
- Staffing to utilize open afternoon classrooms for demonstration preschool lab, student teaching placements and afterschool care setting

**Program Quality Improvement -The college can support the quality improvement of the CDES and CDC Early Childhood Teacher Education program by:**

1. **Addressing staffing recommendations**
2. Providing financial support to complete NAEYC associate degree accreditation (\$2500)
3. Recognizing and supporting child development center as a campus learning lab by moving oversight to the office of instruction and funding as an instructional lab.
4. Identifying and assigning FTES generated by CDES lab/observation students to supplement the child development center operating budget
5. Supporting efforts to create online degree program by ensuring 100% general education offerings are available.
6. Providing financial support to develop off campus partnerships for model infant/toddler and school age placements.
7. Providing financial support for objective assistance with coordination and strategic planning for total child development program (CDES and CDC).
8. Providing financial support for a space renovation consultant to update the child development center to a state of the art model teacher education facility both indoors and outdoors including permanent faculty and staff offices and dedicated adult student classrooms.

9. Increase in the education requirements for supervising lab teachers. At this time there are supervising teachers with AA or less responsible for the education of students with AA and Bachelor's degrees.
10. See Appendix A for Ko Associates report completed in 2004 for further recommendations

## **Curriculum and Instruction**

The Child Development and Educational Studies department offers certificates, degrees, transfer, and professional development courses.

Two of the courses Psych 7 and Soc 15 are categorized as area D general education.

Courses are primarily vocational and to increase the integrity, students have many opportunities to apply their learning in our nationally accredited child development lab school as well as in the classrooms of our local Mentor Teachers.

Courses, awards and certificates are aligned with current Child Development Permit requirements for teachers of young children.

Successful completion of our courses enables students to meet state certification requirements for early childhood teachers and prepares them for transfer to four year child development and early childhood education programs to further their educational and career goals.

Saddleback College is participating in the California Community College Curriculum Alignment Project which will benefit students as they prepare to become competent teachers as well as pursue transfer to four year institutions.

### **Our program primarily supports the following college goals:**

- 1: Provide educational programs leading to the Associate in Arts and Associate in Science degrees
- 2 Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals
- 3: Provide a meaningful general education program including baccalaureate-level transfer and occupational curricula.
- 7: Provide opportunities in continuing education and community services, including courses for skills upgrading and retraining for professionals and life-long learning for older adults, and

8: Provide opportunities for the promotion of economic development within the scope of the mission of the district and the college.

**The methods used for evaluating the program's offerings are as follows:**

- In depth and ongoing scope and sequence analysis
- Participation in state curriculum alignment efforts
- Annual research based revision of curriculum
- Coordination between faculty and associate faculty teaching like courses

**Progress on SLOs**

The CDES Department has successfully completed SLOs through column three and has a specific plan for moving through column four and five by the end of the 08/09 school year.

National Standards for Associate Degree Accreditation were released in March 2006 and the previous work done on the SLOs had to be discarded. Additionally the Curriculum Alignment Project in the 07/08 year has also necessitated changes in the curriculum so pre/post testing plans also need to be re-designed.

The only foreseen challenge in completing this process is lack of human resources.

**The strategies used to improve instructional methodologies are:**

***Technology and Distance Education:***

1. All CDES instructors utilize blackboard either as a teaching medium or as a supplement to on campus classes.
2. All CDES instructors use enhanced power point presentations.
3. Where available, CDES instructors have incorporated other online tools such as "my lab school" and "media tool kit" to increase the interactive participation of students in online courses.
4. Every course in the child development department had a mediated version and is offered online in the course of every two year period.
5. Monthly department lunches and twice a semester in-service meetings are held to support these new learning's.

## Theory to Practice

1. The use of the lab school has increased by 300% in the past two years.
2. This year, with a substitute, we finally have partial faculty coverage on site to observe, evaluate, and educate students at the child development center lab school. This is only guaranteed for the Fall 07 semester only. Even if the faculty on medical leave returns in the spring, it will be unlikely that they will be able to effectively step into this complex role.
3. We strive to carefully coordinate CDES coursework with the programming at the child development center so that what is being taught in the adult student classrooms is intended to be what the observation and participating students experience in the lab school. This is limited however by the lack of in service time available for the child development center staff, the lack of substitute funding which would allow management time for appropriate program review, the age/stage limitations for children's enrollment and the limited number of faculty (due to un replaced leave). Lack of recognition by the college that the child development center as a teacher education facility as evidenced by the housing under the office of student services limits has a significant and detrimental effect on the quality and potential of this program.
4. Practical application, observation, and participation has been written into every online and on campus course to enable students to make connections between the academic content being delivered via text, lecture and activities with the real life manifestations observable in classrooms and anywhere there are children and families.

### **The curricular changes that have been made in the program since the last review are as follows:**

1. Department name change to reflect current state and national trends.
2. **All** certificates have been revised to align them with state certification requirements for teachers of young children.
3. **All** courses have been revised to reflect current practice and to support the revised certificates.
4. Five new courses have been written to reflect best practices in early childhood education.
5. **All** courses have been developed in a mediated format to offer accessibility to students and increase enrollment.
6. Lab requirements have been added to two courses (with plans to add them to 9 more) to increase the students opportunity to make connections between theory to practice and also to give early and frequent field experiences as recommended by our national advising agencies.

7. Work has begun to align courses with new California project as well as to reflect NAEYC standards for accreditation.

**The strengths of the CDES curriculum and instruction are:**

1. Highly qualified instructors
2. Constant updating of curriculum to reflect new research and practice
3. The high number of hours students spend in direct contact with children early and frequently in their programs.
4. Flexible scheduling both on line and on campus
5. Alignment to state and national standards early childhood educators
6. The potential of a high quality demonstration lab facility

**Weaknesses**

- 1. We do not have a high quality location (on or off campus) to place infant toddler teacher education students.**

Without this we cannot provide early and frequent field experiences with infants and toddlers in high quality care. This is a growing field and the general quality of local centers is low to mediocre. As a primary early childhood education facility in South Orange County we have a responsibility to infuse area infant care centers with high quality teachers.

- 2. We do not have high quality location (on or off campus) to place school age caregiving students.**

Without this we cannot provide early and frequent field experiences in before and after school high quality care. This is a growing field and the general quality of local centers is low to mediocre. As a primary early childhood education facility in South Orange County we have a responsibility to infuse area school age care facilities with high quality teachers.

- 3. We do not have enough courses with assigned lab hours (linked to lack of child development center staffing)**

Early and frequent practical experiences are a component of National Accreditation standards. Currently only 2 of 23 courses have lab units as part of their curriculum. This is not a result of our inability to teach them, but rather a lack of spaces available due to insufficient staffing a the child development lab

- 4. The Child Development center currently closes at 6 pm which prevents it's utilization for any 4-7 time slot classes to do observation and participation.**

### The changes needed in the area of curriculum and instruction are:

1. Staff and equip the infant and toddler classrooms at the child development center to serve as a lab setting for CDES students or support the development of off campus partnerships for the same purpose.
2. Develop a before and after school care program housed at the child development center to serve as a lab setting for CDES students.
3. Add a lab requirement to all on campus curriculum courses.
4. Complete curriculum changes to align with California Project and NAEYC accreditation standards.

### Student Success

The most significant trend in the CDES department has been the increase in student's participation in online course work

A second significant trend in the CDES department has been the increase in lab hours completed by students at the child development center.

We are just in the process of facilitating columns four and five. The changes made after reviewing the program's student demographics and student success indicators will be addressed in subsequent program reviews.

Significant strides have been made to increase the communication and understanding between the CDES and Counseling Department to increase the accuracy of advising for our students. The department chair has been to multiple meetings with counselors and developed tools for use by counselors and students to streamline their educational progress.

**Reports from area employers at bi annual advisory meetings indicate that they have noticed a positive difference in the skills and abilities of the Saddleback CDES students which they attribute to recent curriculum and methodology changes.**

### Facilities, Technical Infrastructure, and Resources

1. CDES courses are currently taught in 1 lecture classroom and one curriculum lab. Additionally space has been used in the child development center to create two very small classroom spaces which are only marginally appropriate for adult students. Other CDES courses overflow to other areas of the campus.
2. Technical Infrastructure:

We currently track lab and observation students by hand which is very cumbersome and prone to inaccuracies, an automated system to monitor use would be helpful.

3. The most significant lack is the space available at the child development center for additional lab students, the lack of an infant toddler setting, and the lack of a school age setting, and the lack of appropriate adult student space for classes at the lab school.
4. Other than the carving out of space at the child development center to offer some of the smaller classes, and the addition of projection units to the two upper campus classrooms, no changes have been made in the program's facilities, technical infrastructure, or other resources since the last review.

**The program's projected needs in facilities, technology, and other resources are:**

1. Permanent and appropriate CDES faculty and CDC staff office space and adult classroom space at the child development center. The current classroom space carved out, while valuable in their location and easy access to observation rooms are very inappropriate spaces for adult students. The current office space is housed in the crib room and once the center is fully staffed will be needed for children's use.
2. Indoor and outdoor renovation and equipment to create a state of the art early childhood teacher education demonstration site for children ages 0-11
3. Updated library holdings including journals, books and close-captioned dvds
4. Computerized tracking system for observation and lab students

### **Service, Community Outreach, and Economic Development**

California's workforce and development statistics list child care employment as the field predicated to have significant growth in numbers over the next ten years. For this reason it is important to ensure that we increase and develop further resources for the education of these future employees.

In addition to the affiliations listed in the overview, the CDES department is heavily involved with area employers, local school districts, and resource and referral agencies. We place students, serve on advisory committees, provide outreach and in-service as needed.

Our biggest strength is the quality of the relationships and good reputation with have with area employers. Our biggest weakness is our limited time to grow these to even more productive partnerships.

The changes that need to be made are to increase the staffing and support staffing of the child development and educational studies department.

## Section III: Needs Assessment

### Human Resource Needs

#### Faculty

1. Long term sub for as long as the full time faculty member on 100% medical leave and/or a replacement position if the faculty member does not return full time employment status for any reason including long term disability.
2. Fourth full time faculty position
3. Child Development Center Lab Assistant (instructional) for the child development center lab school at least 18 hours per week to meet the needs of students using the lab for class assignments.
4. Early Childhood Curriculum Specialist (instructional) to act as liaison and resource specialist with child development center master teacher regarding programming for children and families to ensure high quality teacher education experiences.
5. Clerical Support at least 20 hours per week, specifically assigned to the Child Development and Educational Studies department to support the marketing, grant work, community relationship development and student events for the CDES department
6. Child Development Specific Instructional Designer (instructional) for online course work. The types of assignments necessary to create an appropriate online learning environment for early childhood education teacher candidates are unique and require constant methodology updates to ensure that students are able to meet state designed competencies for certification.
7. Stipend funding for Associate Faculty with expertise in specific areas to develop and promote relevant programming.

#### Lab School

1. The child development center demonstration/lab school as a facility of teacher education should appropriately be overseen by the office of instruction whose mission is focused on education rather than the office of student services which is not an educational entity on campus.
2. Assistant Director: The management of children and families is a full time job in and of itself. The addition of the shared responsibilities of the teacher education program is too much for one person.
3. Staff development release time for:

- a. Joint child development center staff/CDES faculty in service training: A high quality teacher education experience requires coordinated effort. At this time, the child development center staff is not funded to participate in professional development or program coordination responsibilities.
  - b. Attend at least two professional development conferences per year
  - c. Director to participate in local monthly early childhood director meetings and to attend professional development conferences
4. Staffing to facilitate immediate lower entrance age for child development center to 24 months w/out expectation for potty training with progress towards opening infant and toddler demonstration classrooms.
  5. Staffing to utilize open afternoon classrooms for demonstration preschool lab, student teaching placements and afterschool care setting

## **Instructional Needs**

1. Address staffing recommendations
2. Provide financial support to complete NAEYC associate degree accreditation (\$2500)
3. Recognize and supporting child development center as a campus learning lab by moving oversight to the office of instruction and funding as an instructional lab.
4. Identify and assign FTES generated by CDES lab/observation students to supplement the child development center operating budget
5. Support efforts to create online degree program by ensuring 100% general education offerings are available.
6. Provide financial support to develop off campus partnerships for model infant/toddler and school age placements.
7. Provide financial support for objective assistance with coordination and strategic planning for total child development program (CDES and CDC).
8. Provide financial support for a space renovation consultant to update the child development center to a state of the art model teacher education facility both indoors and outdoors including permanent faculty and staff offices and dedicated adult student classrooms.

9. Increase in the education requirements for supervising lab teachers. At this time there are supervising teachers with AA or less responsible for the education of students with AA and Bachelor's degrees.
10. Add a lab requirement to all on campus curriculum courses.
11. Extend hours at child development center to allow for students use of the 4-7 time slot for classes, observations, and participation

### **Research Needs**

1. Trends in student use of child development center as observation and lab setting
2. Student Learning Outcomes Tracking
3. Best Practices in instructional design for early childhood teacher education

### **Technical, Equipment and Other Resource Needs**

1. Computerized tracking system for lab use by students
2. Indoor and outdoor renovation and equipment to create a state of the art early childhood teacher education demonstration site for children ages 0-11
3. Off campus partnerships for model infant/toddler and school age placements

### **Facilities Needs**

1. Permanent and appropriate CDES faculty and CDC staff office space and adult classroom space at the child development center. The current classroom space carved out, while valuable in their location and easy access to observation rooms are very inappropriate spaces for adult students. The current office space is housed in the crib room and once the center is fully staffed will be needed for children's use.
2. Indoor and outdoor renovation and equipment to create a state of the art early childhood teacher education demonstration site for children ages 0-11
3. Updated library holdings including journals, books and close-captioned dvds
4. Computerized tracking system for observation and lab students

### **Marketing and Outreach Needs**

- **Clerical Support** at least 20 hours per week, specifically assigned to the Child Development and Educational Studies department to support the marketing, grant work, community relationship development and student events for the CDES department
- Funding to produce and distribute marketing materials to area employers and local school districts
- Funding to support student outreach events

## **Section IV: Appendices**

- A. Program Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. SLO Assessment Forms**
- D. Data Sets**
- E. NAEYC Associate Degree Accreditation Self Study Sample**
- F. Ko and Associates Report (300 pages, on file w/ division office)**