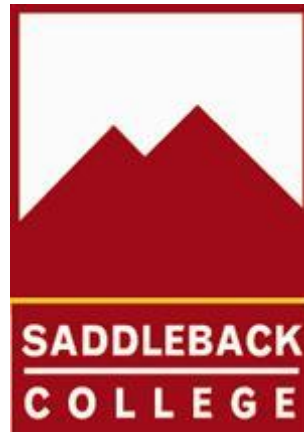


Saddleback College Program Review for Child Development



Submitted 12/2009

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Program Review Team Members

Program Review Team Chair:

June Millovich, Department Chair

Program Review Team Members:

Barbara Tamialis, Faculty

Christina Smith, Faculty

Program Review Checklist

Date Completed	Action
	Contact EPA Chair for orientation
8/09	Form Program Review Team (PRT)
12/09	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
5/09, 11/09	Solicit input from faculty and students
	Determine if additional research is needed
10/12/09	Contact College Research Specialist if necessary
11-12/09	Write Program Review report
12/09	Submit report to Dean and EPA Chair for review
	Report submitted to Academic Senate for acceptance
	Report submitted to the President and the Vice President of Instruction
	Report posted to the EPA website
	Presentation to the Consultation Council

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission, Vision, and Strategic Directions

College Mission

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.

College Vision

Saddleback College will focus on a high rate of transfer; life-long learning; enhancing students' basic skills; and career technical education as necessitated by the changing economic, demographic and workforces characteristic of South Orange County.

Child Development Program Mission supports the college's mission and vision in the following ways:

1. By providing 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.
2. By providing 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.
3. By offering courses that enable students to meet state certification requirements for teachers and supervisors in early childhood settings.
4. By preparing 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, and related fields.
5. By providing coursework and professional growth opportunities for those currently employed in the field
6. By advocating 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.
7. By making the child development program available and accessible to relevant populations and recruit students with aptitude for the field.

The Child Development Program specifically aligns with the following strategic directions of the college:

- ❖ To increase overall Saddleback College FTES growth.
- ❖ To enhance Distance Education offerings.
- ❖ To increase and sustain professional development for faculty and staff.
- ❖ To provide and maintain state of the art facilities.
- ❖ To enhance basic skills.
- ❖ To increase our transfer-ready rate.

B. Historical Background and Unique Characteristics of the Program

Historical Background The Child Development department has been in place at Saddleback College since 1970 and has always had, at it's core, high quality standards for early childhood workforce development. Since 2003 the department has undergone significant reconstruction bringing all certificate and degree programs up to national standards and aligning with state certification for the early childhood workforce as well as restructuring all courses to include latest research and best practices. In 2004 the dual on campus and online program was complete giving students the option to complete certificates using either or both option interchangeably. In 2008 the department was awarded funding under the Community Collaborative grant that has allowed the development of the toddler lab at the child development center scheduled to open in early 2010. In 2009, courses were modified to align with the common student learning outcomes, objectives, and content of the California Early Childhood Curriculum Project. This has been a three member department since 2001 and was approved in 2009 to hire a fourth full time faculty member to begin Fall 2010.

Unique Characteristics

Online Offerings

We are one of only two community colleges in California who offer an online certificate option to students from many geographic areas and are relied upon by other two and four year colleges to have the courses the students need when they need them in order to complete their programs in a timely manner. We are the only college who offers the 12 units required for entry level certification every semester online and on campus including summers. This fills a significant niche in the needs for workforce development in California.

On Campus Lab

The total child development program includes not only the CD academic department, but also the child development center and lab school that is overseen by the office of student services. The child development center, in addition to providing high quality care for children and families, provides an on campus demonstration school/teacher education facility and a high level of coordination is required between the center staff and the CD faculty in order to synchronize demonstrated practice with academic course content.

High Expectation for Practical Experiences

The National Association for the Education of Young Children recommends early and frequent field experiences. We require 30 hours of lab in the introductory curriculum course, and all courses require either observation and/or participation in children' settings thus providing students with layered opportunities to make connections between theory and practice.

Student Access and Career Development

An informational website is maintained for the department and Regular information events are held: Monthly "Coffee and Chat" drop in information and faculty advice and Semester Info nights for majors and other interested students and employers

Job fair is held annually

Since the CD 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.

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

The Child Development Training Consortium: Federal Block Grant funding that provides financial and in-kind support to students pursuing careers in early childhood education: CD Majors are reimbursed for CD and General Education tuition and are loaned CD textbooks for the semester. The CDTC also funds child development permits, renewals, and fingerprinting costs for eligible students who apply through the child development 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.

VTEA The current approved plan is 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 CD department to develop and maintain a program that provides model educational services to children, college students, student parents, and community members.

Community Collaborative Grant

The mission of the Child Development and Education Studies component of the CTE grant is to establish an infant toddler lab for observation and lab experiences for students in child development and other disciplines. This program will serve Saddleback, IVC, and ROP students as well as students from wider community educational programs. The grant will also provide ongoing professional development opportunities and internship experiences for faculty and staff in all of the programs mentioned above.

State Presence

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 Professional Growth Advisor Project Provides trainings 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

California Commission on Teacher Credentialing: Verification of Completion Project Saddleback CD Department is one of 23 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 CD faculty bypassing the 6 month delay at the Commission on Teacher Credentialing.

California Community College Curriculum Alignment Project

The CD department has made the necessary changes to the introductory curriculum to align with the 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 (Baccalaureate Pathways for Early Childhood Education-BPECE); and teacher preparation partners from a range of state agencies. Curriculum changes among all the colleges will align the foundational 24 units that all child development students in the state take.

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 an 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. There are currently 4 peer reviewers in the state of California, two of which are Saddleback's Child Development faculty.

A. Progress Since the Last Program Review

- a. Coordination between Academic coursework and lab opportunities continues to increase.
 - i. In 2008 grant funding was received to initiate a toddler lab facility to use for student observation and participation.
 - ii. Faculty and Child Development Center staff have worked together on the renovation of outdoor environment lab areas.
 - iii. A faculty lab supervisor position has been created and the office hours at the child development center
- b. All curriculum changes have been made to qualify for curriculum alignment project alignment verification
- c. The third full time faculty position has been settled with the previous person and hiring of a new tenure track professor.
- d. Student information is significantly more readily available through:
 - i. Website
 - ii. Coffee and Chat advising drop ins (monthly)
 - iii. Information Night for majors (each semester)
 - iv. Completion of two informational videos/commercials
 - v. Utilization of VTEA student worker for outreach activities and information distribution.
 - vi. Development of new department and certificate/degree brochures
 - vii. Completion of faculty profiles and websites for nearly all child development faculty.
- e. An upward enrollment trend of approximately 100 new majors per year has continued (approximately 10% per year)
- f. An upward trend in the number of certificates has continued at the rate of approximately 10%.
- g. Completion of the instructional lab classroom in the BGS building.
- h. State approval for Early Interventionist Certificate and Degree Program
- i. Development of a large child development text lending library and system for it's distribution
- j. Curriculum updates that will increase opportunities for articulation with CSUs
- k. Addition of three classes to general education lists one to the list to satisfy multicultural requirement.
- l. Joint Projects with other departments on campus (Communication Arts and Horticulture)
- m. Approval by NAEYC to pursue Associative Degree Accreditation
- n. Re-activation of Infant Toddler Certificate
- o. State approval for Early Interventionist Certificate

B. Discussion of How SLOs Have Been Utilized by the Program

- a. Pre and Post tests based on course SLOS have been written and implemented in all courses offered.
- b. SLO modifications were utilized to meet Curriculum Alignment Project requirements.

C. Current Strengths, Opportunities, and Challenges

a. Strengths

- i. Three full time, competent, and highly motivated faculty members
- ii. Ability to meet needs of wider geographic area with fully developed online certificate program
- iii. Effective and popular information distribution methods
- iv. Positive working relationship with Child Development Lab School
- v. Demonstrated ability to earn and manage grants
- vi. Multiple field and service learning opportunities for students
- vii. Positive relationships with area employers
- viii. Ability to provide specialized support funding for students through federal block grants

b. Opportunities

- i. Degree Accreditation from National Association for the Education of Young Children
- ii. Development of infant lab program (12-18 month olds)
- iii. Continued increase of coordination between coursework and lab experiences
- iv. Facilities Grant Funding
- v. Program for Infant and Toddler Demonstration Site Adoption
- vi. Ability to model coordination between Curriculum Alignment Project and NAEYC degree accreditation
- vii. Increased coordination with other departments on campus that are mutually beneficial.
- viii. Streamlined and efficient process of utilizing the ongoing cycle of curriculum development, assessment, and modification for our academic programs

c. Challenges

- i. Clerical responsibilities take up valuable instruction and strategic planning time.
- ii. Office and meeting space at child development center was eliminated as part of the toddler lab development
- iii. College wide shortness in staff and lack of coordination creates delays and complications in the completion of many tasks

Section II: Review Report

A. Faculty and Staff

1. The department has 3 full time faculty 12 part time faculty and no support staff. The college has approved a 4th full time faculty member to be hired for Fall 2010.

There is one dean in the division with 2 full time support personal and one part time personal.

The hiring of the 4th full time position will be a significant benefit to the department.

The lack of clerical staff significantly detracts from the department's ability to provide the outreach and tracking that a truly effective department would utilize.

2. In the most recent semester there were 15/45 (33%) sections taught by full time and 30/45 (66%) sections taught by part time instructors.

This ratio detracts from the college's vision and values in that the lower percentage of full time faculty, the ones responsible for professional growth and student success, is far outnumbered by the part time faculty who are more transient.

3. The hiring of the fourth full time faculty will significantly benefit the department, so the remaining change would be the addition of clerical support dedicated to the department's needs.

B. Curriculum and Instruction

1. Current number of majors
2. The child development department offers professional development courses and awards, certificates, and degrees
3. The program contributes to the college's mission and vision as stated in the overview on page 4.
4. The methods used to evaluate the programs offerings are pre/post tests in all courses, faculty conversations, analysis of course completion rates and grades, tracking child development permits, certificates, awards, and degrees, and advisory board input.

5. Pre and post tests have been developed based on the SLO's and the pre and post tests have been administered during the 2009 year. SLOs for our core courses are determined by the California Early Childhood Curriculum Alignment Project. Additionally, SLOs are linked to National Association for the Education of Young Children standards.

The largest difficulty is that the department waited on the release of the state and national standards prior to developing SLOs and so are slightly behind college expectations for measurement. With those now in place and department chair leaving for a sabbatical project specifically linked to this agenda, the department should catch up quickly.

6. The department utilizes a variety of instructional improvement techniques. In addition to regular attendance at a variety of in-service presentations and conferences, regular department meetings are held with both full and part time faculty in attendance where course improvement methods are discussed. Common assignments and rubrics are utilized in the department and teamwork is emphasized for cross checks and balances. The department has developed online and/or hybrid versions of all courses, utilizes technology such as iClickers in the on campus classes and requires all faculty to have profiles and websites.
7. Major curriculum changes have been made since the last review.
 - a. The department name was changed to align with a larger majority of 4 year institutions.
 - b. Curriculum in the core courses was modified to meet CA Early Childhood Curriculum Alignment Project alignment guidelines.
 - c. SLOs were added to all courses
 - d. Three courses were included on the local AA/S general education list
 - e. One course was added as a multicultural requirement
8. Strengths in Curriculum:
 - a. Curriculum aligned with state and national standards
 - b. Up to date research and practice infused in all courses
 - c. Rubric guided evaluation
 - d. Technology assisted curriculum
9. Weakness in curriculum
 - a. Slightly behind in measurement of SLOs
 - b. Time needed to fully develop departmental rubrics
10. Changes needed to make program more effective

- a. Essentially, time for analysis and application of findings. The current demands for full time faculty cause a choice between quality instruction and quality curriculum development and oversight. Additional clerical and time support would increase the effectiveness of the program's curriculum.
- b. Splitting department chair responsibilities for the Child Development and Education departments into separate roles so that tasks can be more focused and thorough.

C. Student Success

We have anecdotal student success stories from two sources:

Area Employers have commented on the noticeable differences in student's writing ability over the past 3 years. We attribute this to the added recommended preparation of ENG 200 to our courses as well as the rigor and grading criteria for the writing in our courses.

Transfer colleges: Four year faculty from two institutions have specifically noted that they are now able to make an educated guess regarding the undergraduate preparation locations of their students and the Saddleback Child development students are clearly more prepared to analyze and apply concepts than many other students.

The number of Child Development Permits we have processed from (indicating students completion of workforce coursework qualifications by students)

		Total
Yr 06-07	First Time	3
	Upgrade	1
	Renewal	<u>0</u>
	Total	4
Yr 07-08	First Time	16
	Upgrade	4
	Renewal	<u>0</u>
	Total	20
Yr 08-09	First Time	11
	Upgrade	5
	Renewal	0
	Total	16

D. Facilities, Technical Infrastructure, and Resources

- 2 offices (one for 2 people, one for 1 person)
- 1 lab classroom
- 1 lecture classroom
- Office equipment

Section III: Needs Assessment and Annual Update

A. Statement of Program's Current Situation:

The current program has strong and growing enrollment, we have 1128 child development majors and the program is well recognized in the state as a program that stays on the forefront of developing programs for transfer and meeting the needs of the current early childhood workforce.

The program is complex with six certificates and degrees, the academic program on campus and also online, integrating the instructional programs with the lab school/child development center on campus, managing quality and development grants, participating in state and national education/workforce development groups, and meeting the additional curriculum and program review requirements of vocational programs.

B. Human Resource Needs

- a. **Full Time Faculty:** At the time of this review, the department has been approved to hire a full time faculty member to start Fall of 2010. If this does indeed come to fruition, four faculty members will be sufficient at least until the next review cycle.
- b. **Lab Coordinator Position:** While this was a general fund position for 07/08 and 08/09, the program was forced to use VTEA funding for the 09/10 year. This position is imperative to the effectiveness of the overall program integration so if, for whatever reason, VTEA funding becomes unavailable or insufficient to support this position, support will be needed from the college for its continuance.
- c. **Clerical support:** A 20 hour per week clerical support person that has continued funding so that semester transitions are not necessary (as happens with student help)
- d. **Supervising Lab Teachers:** A 2009 revision to the CA Ed Code states that all teachers supervising students (Child Development Students) must hold at least a Master Teacher Permit. At this time, that does not reflect the qualifications of all supervising teachers at the Child Development Center and will have to be rectified in order to maintain compliance.

C. Instructional/Service Needs

- a. The advent of the CA Early Childhood Curriculum Alignment Project makes course articulation with participating CSUs imperative. The scope of this project is large and the college's

current articulation staff does not have sufficient time even for a normal size project. Additional project staff are needed college wide.

D. Research Needs

- a. Reassigned time to complete data collection, analysis, and application for student learning outcomes and degree accreditation

E. Technical, Equipment and Other Resource Needs

- a. Laptops for all full time faculty and lab coordinators for more effective field observations
- b. Supplies for office equipment (printers, copiers)
- c. Copier maintenance and/or service contract
- d. Second desk area in one of the faculty offices to accommodate new 2010 hire.

F. Facilities Needs

- a. Faculty office, reception, teaching, and meeting space directly adjacent to the child development center.

G. Marketing and Outreach Needs

- a. Support (financial and human resources) for the development of a comprehensive department handbook
- b. Funding for informational events
- c. Informed maintenance of website (human resources-child development specific)

Section IV: Appendices

A. Program Organizational Chart

Organizational Chart Child Development Department 2009		
	Department Chair June Millovich	
Full Time Faculty Christina Smith	Full Time Faculty June Millovich	Full Time Faculty Barbara Tamialis
	Associate Faculty	
	Christina Nigrelli	
	Laura Vidal Prudholme	
	Bernadette Theurer	
	Monique Paige	
	Cathy Wilson	
	Belinda Hammond	
	Curt Visca	
	Melody Boyd	
	Jeri White	
	Jamie Shepherd	
	Kris Lieppien- Christensen	
	Jim Tinker	
	Colleen Kotel	

B. Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2005 Sp/Fa	2006 Sp/Fa	2007 Sp/fa	2008 Sp/Fa	2009 Sp/Fa	
Administration	1	1	1	1	1	0%
Bargaining Classified Staff FT	2	2	2	2	2	0%
Bargaining Classified Staff PT	.5	.5	.5	.5	.5	.0%
Non-bargaining Classified Staff FT	0	0	0	0	0	0%
Non-bargaining Classified Staff PT	0	0	0	0	0	0%
Student Workers	0	0	0	0	0/2	.4
Faculty FT	1/2	2/2	2/3	3/3	3/3	33%
Faculty PT	15/16	18/16	16/16	15/15	15/13	0%

Additional Explanation of CD Faculty Staffing:

- 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
- Spring 2008 one on 100% medical leave -one semester replacement
- Fall 2008 one on 100% medical leave -one semester replacement
- Spring 2009 one on 100% medical leave -one semester replacement
- Fall 2009 Replacement hired for third position

Note Regarding Part Time faculty Staffing:

2002-2004 most associate faculty taught 1 or 2 classes each
 2005-2009 most associate faculty taught 3 classes each

C. Data Sets-separate file.