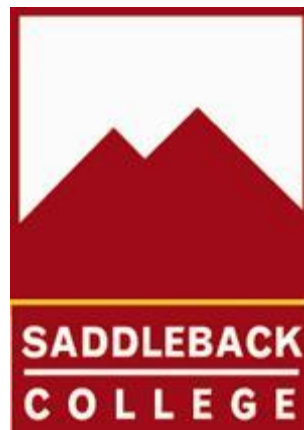


Saddleback College Program Review for Child Development



Submitted on December 16, 2011

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Program Review Team Members

Program Review Team Chair: **Barbara Tamialis**

Program Review Team Members:

___Christina Smith

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Program Review Checklist

✓	Action
	Meet with PR Coordinator for orientation
	Form Program Review Team (PRT)
	Gather documents (Org Chart/Staffing Profile/ Data Set/Course SLO Assessment Report)
	Solicit input from faculty and students
	Meet with EPA Research Specialist to determine if any additional research is necessary
	Write Program Review report
	Submit report to Dean and PR Coordinator for review and receive feedback
	Submit finalized report to PR Coordinator
<i>Below for EPA Use Only:</i>	
	Report reviewed by EPA Committee
	Report submitted to Academic Senate for acceptance
	Report submitted to the Vice President and the College President
	Report posted to the EPA website/TracDat
	Presentation to the Consultation Council

Section I – The Program Overview and Goals

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 undergone significant reconstruction since 2003 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 addition, courses have been modified to align with the common student learning outcomes, objectives, and content of the California Early Childhood Curriculum Project.

In 2004 the dual on campus and online program was complete giving students the option to complete certificates using either or both option interchangeably.

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 four partner lab school sites, including the child development center on campus that is overseen by the office of student services. These programs, in addition to providing high quality care for children and families, provide demonstration school/teacher education facilities 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. This is recommended practice, not required. Our capstone class, CD 121 – Practicum: The Student Teaching Experience provides 90 hours of lab.

Student Access and Career Development

- An informational website is maintained for the department.
- 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
- Annual Job fair with area employers. Additionally, openings in the field are emailed to our student email list as they are posted by employers
- All CD courses are offered on campus as well as online and there are morning, afternoon, evening, and weekend courses.
- 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.

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 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.

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 completed alignment 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.

VTEA/Perkins funding

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.

Advisory and Steering Committee Status

Faculty Involvement in State and Local Initiatives

- Curriculum Alignment Project: Executive Committee and Regional Lead for the Orange County and Eastern LA Areas.
- Child Development Training Consortium: State Advisory Board
- **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 (OCCCEEA)**
- A cooperative comprised of all five active Orange County Community College Early Childhood education departments.
- Cares Plus steering committee which oversees implementation of program and teacher improvement in Orange County
- **National Association for the Education of Young Children (NAEYC)** - Associate Degree Accreditation Peer Reviewers

C. Progress meeting goals since last program review

- a. Coordination between Academic coursework and lab opportunities continues to increase.
 - i. In 2008 grant funding was received to initiate an infant/toddler lab facility at the campus child development center to use for student observation and participation. The lab classrooms have been completed and serve toddlers but not infants. The program is beginning to allow students to observe and do practicum hours there.
 - ii. Faculty and Child Development Center staff have worked together on the design of outdoor environment lab areas. This has been completed.
 - iii. Three community NAEYC accredited preschools have become partner sites, qualifying their teachers and welcoming Saddleback students for observation and lab hours. Two of these programs also have infant/toddler classrooms. This has significantly helped our students to find quality programs in which to observe and do their lab hours.
- b. Our program has been approved by the Curriculum Alignment Project

- c. A fourth full time, tenure track faculty member has been hired.
- d. Student information is significantly more readily available through:
 - i. Website was redesigned in fall 2011
 - ii. Coffee and Chat advising drop ins (monthly)
 - iii. Information Night for majors (each semester)
 - iv. Completion of three 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 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. Updating of the instructional lab classroom in the BGS building.
- h. Development of a large child development text lending library and system for its distribution
- i. Curriculum updates that will increase opportunities for articulation with CSUs
- j. Joint Projects with other departments on campus (Communication Arts and Horticulture)
- k. Our Site Supervisor permit has been reinstated and will be available to students beginning fall 2012.

D. Discussion of how SLOs have been Utilized by the Program

- a. SLO assessment, begun in 2009, has verified that our students are meeting the learning goals for our classes.
- b. We are currently working to identify more than one measure for each SLO in each of our classes to offer instructors more options for assessment

E. Current Strengths, Opportunities and Challenges

- a. **Strengths**
 - i. Four 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. Expanded opportunities for lab placements
 - v. Ability to earn and manage grants, including successful completion of a major grant
 - 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. Supporting partner sites in identifying and qualifying Master Teachers to supervise our lab students
- v. Program for Infant and Toddler Demonstration Site Adoption
- vi. Ability to model coordination between curriculum alignment and NAEYC degree accreditation
- vii. Increased coordination with other departments on campus that are mutually beneficial

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 and lab classroom is used increasingly by other departments
- iii. College wide shortness in staff and lack of coordination creates delays and complications in the completion of many tasks

F. Projected Goals for the Upcoming Two-Year Period

1. Completion of state approval for our AS-T degree in Child Development
2. Funding and staffing for community training events and conferences
3. Identification of, and assistance developing, an increased number of Master Teachers who can supervise our lab students
4. Assisting students with deficiencies in general education requirements to find the resources needed to complete certificates or degrees.

Section II – Review Report

A. Faculty and Staff

1. Staffing Structure

- a. The department has four full time faculty and nine part-time faculty.
- b. There is one dean in the division with 2 full time support personnel and one part time person.
- c. 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. See needs statement for more information.

2. Full-time/part-time ratio

- a. In the most recent semester, our department offered 39 sections with 24 being taught by full time faculty (61%) and 15 taught by part time faculty (38%). The ratio of courses taught by full time faculty has greatly improved due to hiring a fourth person in the fall of 2010. Having adequate full time faculty has given our department more visibility on college committees and substantially improved our ability to support our students' success. Because we are a CTE program, (see section E), we also have increased responsibilities in the community at large and the increase in full time faculty has been a benefit.

3. Changes needed for increased effectiveness

- a. As noted above, the increase in full time faculty has been advantageous. However, with our active teaching, committee and community responsibilities, we are in need of clerical support dedicated to the department's needs.

B. Curriculum and Instruction

The child development department offers professional development courses and awards, certificates, and degrees

1. Educational path provided by the Child Development Department.

- a. Associate Teacher Occupational Skills Award – prepares students to become an assistant teacher. (May also be a teacher in some Title 22 early childhood programs)
 - b. Early Childhood Teacher Certificate – prepares students to become teachers of preschool children in title 5 programs
 - c. Infant Toddler Teacher Certificate – prepares students to become teachers of children ages 0-3 in title 22 or title 5 programs
 - d. Master Teacher Certificate – prepares students to become supervising teachers
 - e. School Age Care and Recreation Certificate – prepares students to be group leaders in school age programs
 - f. Early Interventionist Certificate – prepares students to be assistants in programs for children with special needs
 - g. Associate of Science Degree in Early Childhood Education – prepares students to be teachers in title V program and state and nationally accredited programs.
 - h. The core courses in our certificates and degrees also provide a transfer pattern to four year colleges who align with the CAP (Curriculum Alignment Program).
 - i. We also provide professional development courses which meet the needs for ongoing education for teachers in California. Most recently, we have provided courses which develop competency in understanding and applying the California Preschool Learning Foundations and Frameworks as well as specialty areas such as gardening with children and documentation of children’s learning.
2. Our OSA, certificates, degrees and professional development opportunities meet the college’s mission of foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.
 3. We evaluate our program offerings by assessing them in light of state and national standards. For instance, the student learning outcomes for our core coursework for our certificates and associate degree meet the standards for professional competencies developed by the State of California and by the National Association for the Education of Young Children. Our faculty evaluate this through faculty conversations, analysis of SLO success, course

completion rates and grades, tracking child development permits, certificates, awards, and degrees, and advisory board input

4. 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. Faculty has met to discuss assignments which measure competencies for each SLO. Currently, we are working on collecting information on all assignments within our courses which meet each SLO to give faculty more breadth of choices for assessment of each SLO. Some faculty felt that our former work of trying to identify common assignments for each course to address SLO assessment limited faculty members' ability to adjust assignments to better meet their teaching style or students' learning styles.
5. 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.
6. Curriculum changes since the last review:
 - a. SLOs assessments are now embedded in course assignments and exams rather than as pre-post tests. This gives us a more indepth analysis of student learning.
 - b. All instructors use blackboard as part of course instruction. This allows students who are classroom based to learn to use this format in a supported environment and expands their options for future coursework.
 - c. Our department was recognized as an aligned program in the Curriculum Alignment project, enabling our students to transfer more smoothly to aligned CSUs.
 - d. We have submitted an AS-T degree, which has passed our curriculum committee and should be approved by the state of CA by the end of this academic year.
 - e. We have developed a Site Supervisor certificate to be effective Fall 1012. This will give us a certificate which corresponds to each of the

levels in the Child Development Permit Matrix (CA Commission on Teacher Credentialing).

7. Strengths and weaknesses
 - a. Strengths in curriculum:
 - i. Curriculum aligned with state and national standards
 - ii. Up to date research and practice infused in all courses
 - iii. Rubric guided evaluation
 - iv. Technology assisted curriculum
 - b. Weaknesses:
 - i. Current reduction in sections allowed has meant that we have concentrated on providing courses which lead to a certificate, degree or transfer. We have offered very few professional development courses. This has been very difficult for teachers in our area who need continuing education credits.
8. Changes in the area of curriculum and instruction needed to make our program more effective:
 - a. The ability to offer some professional development courses each semester without compromising the number of sections needed to insure our certificate and degree students have adequate coursework available.

C. Student Success

1. In the last five years, the number of students whose goal is to obtain a Bachelor's degree in Child Development has increased 345%. Also, the number of 4 year college students who are taking courses at Saddleback to complete their BA requirements has increased 240%. The number of students with a degree in another subject who are preparing for a new career in child development has more than doubled in the last 3 years. Also, the total number of students enrolled in our classes has increased by 325% in the past five years with a 404% growth in students taking internet classes and only a 138% increase in campus based classes. We have requested a breakdown on student goals between online students and campus based students but have not yet been able to obtain that information.
2. We are currently trying to obtain more specific information about our campus based students vs our online students with regard to personal goals, matriculation, and services needed. An email was sent to all enrolled students asking whether they had matriculated to determine support needed for student success. That project is ongoing and is supported by a grant from BSI in the current academic year.
3. Our faculty have invited speakers from the counseling department and transfer center to the classes. We also maintain an email distribution list of all students enrolled in Child Development classes and forward information of interest regarding student support services as well as employment opportunities. Many of our faculty have participated in training and

coursework regarding Universal Design in Education in an effort to provide better support to all our students.

4. As the requirements for becoming an early childhood educator have increased in recent years, it has been our goal to ensure that all of our students begin to view themselves as professionals in the field. Our certificates now require general education coursework as well as child development coursework (this is required for the state permits). Fifteen years ago, a person working in our field needed only 12 early childhood units to be a teacher. Now it is very difficult to get a job of any sort with so few units. Also, many teachers who have been working in the field for many years are needing to come back to school to take additional units to keep their current jobs. In light of this, program strengths include:
 - a. Academic support in technology based learning
 - b. Department events to promote professionalism
 - c. Referrals to campus academic support (LAP, DSPS, etc)
5. We are already instituting student support in general education (specifically English classes) through a BSI grant. We need to continue to network with student support services on campus as well as continuing to find resources to support our students in general education classes needed for their certification.

D. Facilities, Technical Infrastructure and Resources

1. We currently have one lab classroom and one lecture classroom. The lecture classroom has always been shared with other departments as needed. Increasingly, our lab classroom has been assigned to other classes when not scheduled for our child development classes. This has created difficulty for our faculty as it has limited our access to our lab classroom to set up for upcoming class sessions and to create appropriate learning displays needed by our students. It has also occasionally been scheduled for meetings by student groups and other gatherings which compromise the equipment and materials in the classroom. It is critical that our lab classroom be reserved for use by the Child Development department only - or for uses approved by the faculty of the Child Development department.
2. Because so many of our courses are offered online, we have to create two sets of video support for each of our classes. A task for us is to find the resources to make video examples accessible to our students in both modalities. Also, and this is not specific only to our department, we need to find ways to support our faculty in providing technology which supports universal design in learning.
3. The library has developed great support for online students as well as campus based students. We currently provide textbooks on reserve for our on campus students but it would be very helpful to be able to provide digital versions of our textbooks so that our online students would have the ability to use a "reserve" textbook without coming to campus.

4. Other resource needs are for more lab school availability for our students. We do not have an official “lab school” for our students for observations and lab hours. The on campus child development center is under the dept of student services and, although they are very generous in their invitation to our students, they are not a part of the department and collaboration is limited because of this. We have established a partnership with three other community schools as well, who welcome our students and collaborate with us. However, this collaboration is done by the good will of all involved and there are no college resources provided for it. To strengthen the lab experiences for our students, funding is needed for ongoing meetings and training so that those involved can be compensated for their extra work.
5. There have been no significant changes in the program’s facilities, technical infrastructure or other resources since the last review. The resource needs remain strong in the areas described above.
6. Projected needs, many of which are described above include:
 - a. Committed lab classroom
 - b. Support for collaboration in lab school settings
 - c. Support for online learning resourcesThe rationale for these needs is covered previously.

E. Service, Community Outreach, and Economic Development

1. The program’s academic and professional expertise is extended to the public in the surrounding communities in the following ways:
 - a. Connecting the staffing needs of area employers with qualified early childhood students – providing job opportunities
 - b. Providing professional development opportunities for area early childhood educators
 - c. Providing information about and “fast tracking” child development permits for our students and for the employees of our partner sites.
2. Our program provides information about employment opportunities to our students through job fairs and through email dissemination of job openings.
3. We meet with our advisory committee twice yearly to receive input on our program goals and also to provide information about current developments in the field. We use the advisory committee recommendations to shape our initiatives and we provide information to the advisory group about state and local initiatives.

Section III: Needs Assessment

A. Statement of Program's Current Situation:

The current program has strong and growing enrollment, it 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 partner programs, 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:** With our newest faculty member who began in fall 2010, we now have four faculty members which is sufficient to meet our instructional needs at this time.
- b. **Additional Faculty support:** As noted earlier, our department hosts many student events yearly, including information nights each semester and professional development training. These would not be possible without the support of our part time faculty, who serve as volunteers. There is a need for stipends for part time faculty to compensate for the additional hours spend supporting these important events.
- 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. We continue to work with our partner schools and also individual teachers from other programs to reach this qualification, but this has added many hours beyond our usual student advising hours.

C. Instructional/Service Needs

- a. **None identified at this time**

D. Research Needs

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

E. Technical, Equipment and Other Resource Needs

- a. Laptops and camera equipment for faculty for more effective field observations

F. Facilities Needs

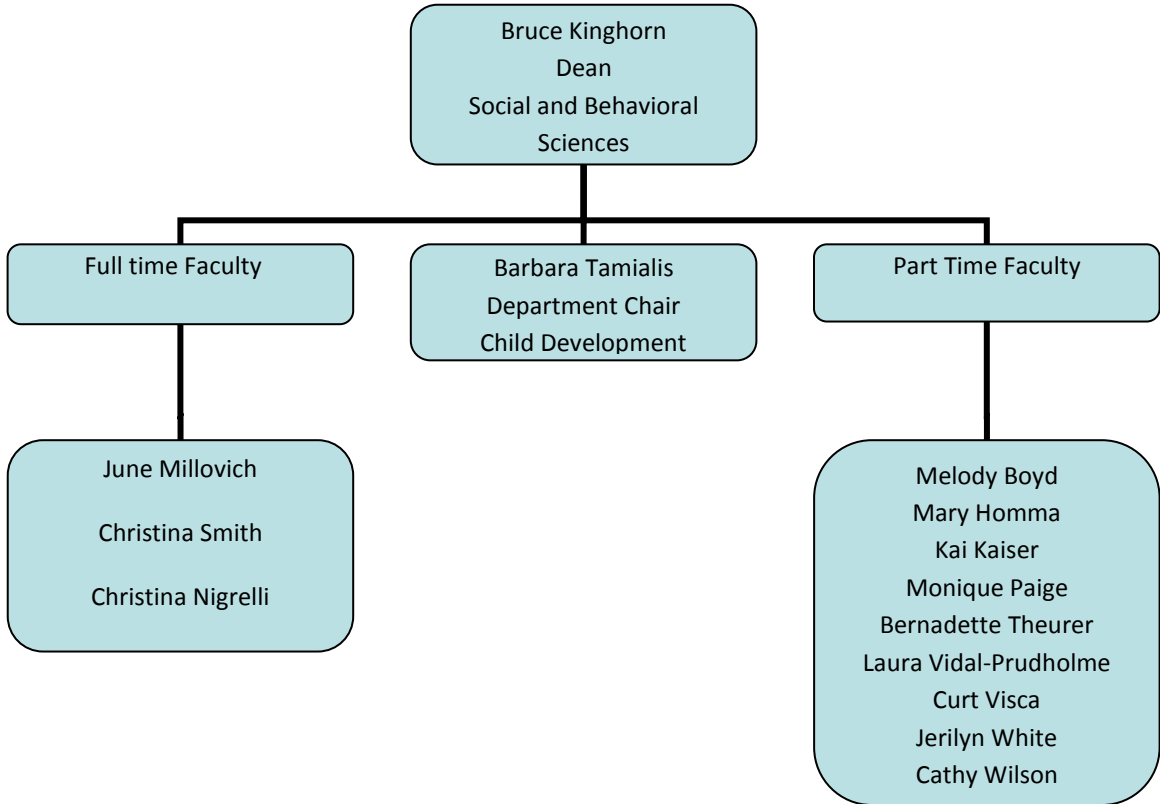
- a. Faculty office, reception, teaching, and meeting space directly adjacent to the child development center.

G. Marketing and Outreach Needs

- a. Support (financial and human resources) for the development of a comprehensive department handbook
- b. Funding for informational and training events

Section IV: Appendices

A. Program Organizational Chart



Five Year Program Staffing Profile:

Position	Staffing levels for each of the Previous 5 years					% Change from Year 1 to Year 5
	2006/7	2007/8	2008/9	2009/10	2010/11	
Managers						
Bargaining Classified Staff FT						
Bargaining Classified Staff PT						
Non-bargaining classified FT						
Non-bargaining Classified PT						
Student Workers						
Volunteers/Interns						
Faculty FT	2	2	2	3	4	+100%
Faculty PT	10	11	15	16	9	-10%

