Educational Planning Committee
Minutes
May 2, 2011
Campus Center 4
1:30 p.m. - 3:30 p.m.

Members Present: James Armstrong, Veronica Cox, Angela Echeverri, Alma Johnson-Hawkins, Jose Maldonado, Abdo Malki, Said Pazirandeh, D'Art Phares, Gary Prostak, Mark Pursley, Mari Rettke, Jan Silver, Nadia Swerdlow, Hanh Tran

Resource Members Present: Stephanie Atkinson-Alston, Roza Ekimyan, Pat Flood

Members Absent: Madelline Hernandez

Resource Members Absent: Sandy Thomsen

Guests Present: Cathy Brinkman, Lil De Silva

Call to Order: By Co-Chair Jan Silver at 1:35 p.m.

1. Approval of Minutes April 11th (5 min.)
   a. MSU (D'Art Phares/Angela Echeverri) to approve as amended
2. Child Development – External Review report (10 min.) – please read in advance
   a. The External Reviewers presented a summary of their findings
3. Child Development Comprehensive Program Review scheduled for 1:45 p.m.
   a. Lil De Silva presented the Review report
4. Additions to May 16th agenda
   a. None

Adjourned 3:28 pm

Minutes taken by D'Art Phares
Child Development Department
Comprehensive Program Review

May 2nd 2011

Department
In Fall 2009 the Child Development Discipline was separated from Professional Studies Department and became a Department of its own.

Faculty
There are four full-time faculty members and twenty adjunct faculty members in the department. One full time faculty member is on a special assignment.

Program
The Child Development program is designed to meet the lower division education, credentialing and licensing needs of students planning a career or currently working with children from birth to 8 years of age in early childhood settings.

Students taking child development courses can earn an Associate of Arts Degree in Child Development and transfer to a four year college or university.

Some students take Child Development courses to earn a certificate for employment in a private early childhood program as licensed under Title 22 of the Department of Social Services.

Nontraditional students have an opportunity to take courses in Child Development to gain vocational training to enter the workforce in the community.

Completion of one of the certificates below prepares students to seek employment in a family child care setting or a private child care setting licensed under the regulation of Title 22 of the Department of Social Services.

We offer the following certificates:

- Child Development Skill Certificate (12 units)
- Child Development Skill Certificate in Administration (12 units)
- Family Child Care Skill Certificate (12 units)
- Child Development Preschool Certificate (35 units)
- Child Development Bilingual/Bicultural Preschool Certificate (37 units)
- Child Development Infant & Toddler Certificate (35 units)
- Child Development School-Age Care Certificate (35 units)
- Child Development Family Child Care Certificate (35 units)
- Child Development Special Needs Certificate (35 units)
- Child Development Certificate (24 units) New
**Associate in Arts Degree** – 60 units
  ✓ Plan A or Plan B
  ✓ Transfer Plan – Child Development plan in progress

**California Commission on Teacher Credentialing – Child Development Permit:**
A permit is required for students who are seeking employment in a publicly funded program in order to meet Title 5 regulations.
Permits are issued from the California Commission on Teacher Credentialing in Sacramento.

- ✓ Assistant – 6 units of Child Development
- ✓ Associate Teacher – 12 units of Child Development
- ✓ Teacher – 24 units of Child Development plus 16 General Education units
- ✓ Master Teacher – 24 units of Child Development plus 16 units of General Education, 6 specialization units, and 2 adult supervision units
- ✓ Site Supervisor – AA or 60 units which includes 24 units of Child Development plus 6 administration units and 2 adult supervision units.
- ✓ Program Director – BA or Higher (does not have to be in Child Development) including 24 units of Child Development, 6 administration units, and 2 adult supervision units.
- ✓ Master Teacher, Site Supervisor or Program Director – BA or higher (does not have to be in Child Development) with 12 units of Child Development plus 3 units of supervised field experience (CD 22 or CD 23 practicum course)

1. **Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 08)**

   - Enrollment has dropped in Fall 2008 and Spring 2009 when sections were cut campus-wide due to budget constraints. See chart 1 below.
   - Classes have been scheduled to meet students’ diverse needs. Courses are offered in the mornings, afternoons, and evenings as well as Fridays and Saturdays. There is a high demand for the evening classes, 6:50 pm-10:00 pm.
   - Since Fall 2009 all courses are at full enrollment capacity, having to turn away students.
   - Adding a full time faculty member in Fall 2009 to teach courses bilingually (English/Spanish) has enhanced the enrollment growth.
   - There is full enrollment in all bilingual (English/Spanish) courses which demonstrates the high demand and popularity of these courses.
   - Child Development tutoring program funded by CTE has increased student retention.
   - Offering courses at High School outreach sites and Community Agency locations has increased student enrollment and retention.
   - Contracting with Specially Funded Programs such as the Youth Policy Institute and Urban Teacher Fellowship has increased enrollment in certificate, permits, AA degree and transfer.
   - Courses in School Age Program need to be offered via diverse delivery methods to increase enrollment and retention.
2. **What do you see as the strengths of each of your units?**

- Three committed and experienced full time faculty members and 20 adjunct faculty members who enrich the students’ learning experience.
- Center for Child Development Studies building since Fall 2008 with three new Child Development labs, adjunct office space, storage rooms and full-time faculty offices.
- Child Development Center adjacent to CCDS building offers students a quality program to do their practicum hours, observations and classroom assignments.
- All our classrooms are SMART classrooms, and have access to hardware, software and excellent IT support.
- Advisement for students to aid them in navigating through the various career pathways and aid them in meeting their individual needs.
- Two bilingual (English/Spanish) tutors to support students’ academic needs.
- CTE funds support and enhance tutors, resource materials, curriculum lab materials, and faculty professional development.
- Bilingual Child Development courses are strongly connected to our Developmentally Appropriate Practices (DAP) in the field of Early Childhood Education by meeting the individual needs of the learner. In this particular case, the DAP is meeting the cultural/language needs of our adult population (English Learners) by applying it in an adult classroom setting.
- Students taking bilingual courses are enrolled in ESL courses at the same time.
- 27 courses and an average over 100 sections are offered yearly that apply to certificates, permits and AA degrees.
Collaboration with ESL/Dev Com/Learning Skills, Family & Consumer Studies, Multimedia, Teacher Prep, LRC and Library.

To earn Certificates, Permits and AA Degree, students are required to take General Education classes.

Active participation in professional organizations, committees, workshops and conferences to insure that faculty are up-to-date with the current demands and trends of the field.

Annual Advisory Board meetings provide an open forum for suggestions to meet the needs of the industry.

Course outlines have been updated to promote high academic standards in Child Development.

All courses have SLOs with defined assessments and faculty are working on evaluating the assessment results and implementing the changes.

Both full time and adjunct faculty are increasing use of technology, i.e. faculty posting their syllabi and resources on their web pages, PowerPoint presentations with hyperlinks/internet access to enhance lectures and offer resources to students.

Most of the Child Development students have immediate employment prospects as they earn units in child development to qualify for positions.

Annual Certificate Ceremony to recognize students who have completed the requirements for a Child Development Certificate and California Child Development Permit.

Ongoing participation in High School outreach activities to increase enrollment.

Contracted with specially funded programs such as Youth Policy Institute (15 units) and Urban Teacher Fellowship (6 units).

Facilitated training workshops for faculty with the IT department every semester, and the SLO coordinator in March 2011.

Annual Career Fair, (except for 2010 – due to lack of funds) to connect students with educational and employment opportunities in the community.

Full time faculty are committed in writing proposals for CTE funding every year to enhance and strengthen the services provided for students.

Workforce panels are facilitated every year for students to gain knowledge in the industry.

Teacher Prep Program – offers comprehensive services of support for future elementary school teachers including counseling, mentorship and workshops.

California Community Colleges Early Childhood Education Curriculum Alignment Project (CAP) – 8 lower-division courses (24 units) to serve as a consistent educational foundation for California’s early care and education professionals.

- Addition of CD 7 & CD 34 from the LACCD to Mission
- Identified 8 core courses (24 units) as a new Child Development Certificate effective Fall 2012-2013. All 8 courses (24 units) will be offered Fall 2011.

Programs Funded through the California Department of Education

- Child Development Training Consortium - funding approximately 80 students per semester with tuition assistance as well as application and processing fees.
- California Early Childhood Mentor Program – practicum students’ placement, guidance and mentoring.
- LAMC Family Child Care Homes Network – offers childcare for children from birth through age five years in licensed, monitored family child care homes.
CDC WORKS! Child Development Careers Program - funded to provide a variety of support systems including full funding for fees and books for students who meet financial need.
Community College Professional Preparation Project – funded through WestED Early Intervention Certificate in progress.

What do you see as the challenges?

Due to the high demand for all our courses with limited class offerings some of our classes are over enrolled. We are compromising student success. The department has a policy to add only five students and it has not helped. We will take measure to control the over enrollment in the next semester.

Beginning Spring 2010 we have had only three active full time faculty members. This has impacted our program drastically.

Out of 53 sections 39 sections were staffed by adjunct faculty in Fall 2010.
Out of 43 sections 31 sections are staffed by adjunct faculty in Spring 2011.
Not having full time faculty number (FON) in our department limits department growth and functions. We are in violation of the 25:75 full-time/adjunct faculty ratios.
To maintain Accreditation Requirements, Federal and State mandates, and implement changes in the field we need additional full-time faculty members.
With enrollment in Fall 2010 - 1581 students and Spring 2011 - 1348 students, it is not possible for three full time faculty members to advise and provide essential help for students on an individual basis.
The College Mission is to help students succeed and we are not able to fully meet the needs of all our students with only three full time faculty members.
The three full time faculty are finding it difficult to keep up with the community needs of additional course work, State mandated infusion of many new initiatives into current/future coursework, and extensive training in each initiative.
A high percentage of students in the Child Development program are at the early stages of English language acquisition. As a result the students need more support bilingually (English/Spanish) and increased funding for tutoring.
Follow through in assessing of SLOs by adjunct faculty has been difficult. They need assistance on an individual basis to do the assessment. We are open to ideas how other departments get their assessments done.
Some adjunct faculty are having difficulty using their campus e-mails, LACCD faculty portal to submit required exclusions, grades and etc. Even though we offer training, not all adjunct faculty attend these sessions. They need individual assistance to get these required forms submitted in a timely manner.
Sharing the CCDS Labs with ESL and Dev Com classes restrict preparation of the labs for classes and tutoring of students.
Child Development Club has been difficult to activate as a Child Development Instructor has to volunteer as the faculty advisor.
Lack of time to research and apply for grant opportunities.
3. **How does your unit planning support the mission of the college?**

The Child Development program aligns with the Mission Statement by:

- Offering a wide range of courses reflecting diverse delivery methods: time, language/s, location.
- Offering specialized bilingual (English/Spanish) instruction.
- Tutoring bilingually (English/Spanish) will be offered.
- Utilizing Bilingual Child development courses as instructional support to help the students to be mainstreamed into the American educational system. By offering bilingual courses we enhance the socio-emotional or affective benefits. Students gain a sense of pride in their language and culture.
- Providing support, resources and advisement to students by full time faculty and peer tutors.
- Annual Career Fair linking students to job opportunities, transfer colleges & universities and professional networking.
- Student Orientation and Permit workshops to navigate through the career pathways.
- Annual Child Development Conference to provide a professional conference experience in an atmosphere well known to the students.
- Participating in High School outreach activities.
- Developing and providing informational brochures.
- Collaborating with agencies in the community for on campus
- Updating courses and certificates
- Ongoing Professional development opportunities for faculty
- Contracting with specially funded programs such as Youth Policy Institute and Urban Teacher Fellowship programs.

4. **What are your visions for changes, revisions and growth?**

- The Employment Development Department projects the need for early education teachers to increase by 20.7% in the next ten years in Los Angeles County; there will be a greater demand for child development certificates and AA degrees.
- Head Start and LAUSD Early Education Programs are requiring students to have their B.A. Students needing to complete certificates, AA degrees, and transfer units will increase.
- SB 1440 Implementation--Associate Degree for Transfer in Child Development – Commencing Fall 2012-2013:
  - Aligned with State-wide required core 8 courses (24 units) and adopted the required courses which have been submitted to the curriculum committee and approved. These courses will be offered in Fall 2011.
  - Working on the AA Degree requirements.
- Streamline the current certificates to align with State Child Development Programs and SB 1440 with specialization options.
- Develop a two-year plan for students to take courses to complete a certificate, AA degree and transfer units.
- Develop new courses to meet the needs of the Workforce and State requirements.
- Collaborate with the Learning Resource Center (LRC) to support students with basic skills needed to succeed in our program.
Strengthen students English and Math skills through the development of coursework with English, ESL, Speech, and Math departments.

Pilot new courses developed.

Continue developing new courses to meet the current trends in the field.

Expand the tutoring program with specialized bilingual tutors.

Add two more full time faculty members to enrich the program and help ensure higher rates of student success.

Develop courses to enhance skills working with children with special needs.

Offer more courses online by training faculty to develop these courses online.

Research and develop a Child Development bilingual (English/Spanish) Special Expertise Instructional Model to assist students in their English literacy skills and help mainstream them into regular English courses.

- Exploration of effective instructional strategies for bilingual courses in compliance of Title 5 Regulations (Educational Code Section 52160-52178), District Academic Senate (11/8/2007) and LACCD Board Rules (Adopted 11-26-85 and Amended 10-22-97).
- Student focus groups, surveys, interviews and questionnaires will be conducted.
- Special Expertise Bilingual Instructors will share their pedagogy of their classroom experiences.
- Text books in both English and Spanish for all course work will be explored and selected.
- Based on the findings an effective Special Expertise Instructional Model will be created.

Conferences, Workshops and Professional Organizations attendance and participation – Local and out-of-State

- Faculty will keep up-to-date by attending and participating in conferences, workshops and professional organizations to improve the quality of education.
- It is important and necessary for faculty to network with other professionals in their field.
- The National Association for the Education for Young Children is the largest organization of its type, providing support, research and advocacy for young children. This organization sets the ethics and standards for children and families. Attendance at the Annual Conference is vital for our program.

Training on Technology and Innovation in the Classroom – Facilitate training to explore new teaching methods and update skills in technology.

- Faculty will continue professional development activities each semester to increase skills in technology and its effective use in the classroom and district record keeping.
- Faculty will integrate technology into classroom academic courses and reduce the use of paper.
- Faculty will use available technology for record keeping and communication. Webpage use will increase as a result.

Update Instructional materials to maintain professional currency.

Faculty research and updating of available resources and materials will improve the quality of education and enhance classroom instruction.

Annual Child Development Conference will strengthen the academic and professional experience of students.

Workforce Panels – Members of child development profession will be invited to classes and workshops to share their expertise. These panels will help students learn all aspects of the industry.
Annual Career Fair – Coordination of a career fair specific to Child Development to connect students with educational and employment opportunities.

Annual Certificate Ceremony – Recognition of students who have completed the requirements for a Child Development Certificate and California Child Development Permit.

Need a faculty advisor to take active role in coordinating the student Club to recruit, student’s organization, outreach and activities.

Strengthening partnerships with High Schools, four-year universities, local agencies and organizations.
  ✓ Increase enrollment by participating in High School outreach activities.
  ✓ Collaborate with agencies in the community for on/off campus and contract education coursework to increase enrollment.

Annual Advisory Committee meeting – inviting community and Child Development leaders to provide information, recommendations and suggestions to meet the needs of the current workforce.

Student Resource Center will be further developed and maintained to support student success through support services such as tutoring, academic support, a professional library, a children’s book and resource library, curriculum resources, curriculum materials, computer access, a student advisement, and program assistants to manage and facilitate its use.

Continue strengthening partnership with the Campus Child Development Center.

Update the Counseling department of changes in the department.

Continue one-on-one advising to students to help them navigate through the career path ways and help them meet their individual educational goals.

Faculty need more training on meeting the needs of students who have Special Needs and resources & services available to help them succeed.

5. **What resources are needed to support as well as to build the programs in your Department?**

**Facilities?**

✓ There are several defects, flaws, unfinished exterior painting and furniture that were identified when we moved into the new building in October 2008. To date these required corrections have not been made.

✓ Both the entrances coming up the stairs are in poor condition. The steps and walls needs to be painted and the construction completed.

✓ The stair case needs to be cleaned regularly.

✓ Some mornings an unbearable smell from the sewer is present in the building. We call facilities and they take care of it for us. This needs to be fixed permanently.

✓ We need shelves to store DVD/VCR in one of the storage rooms.

✓ One of the ceiling tiles came apart and fell on the floor in the adjunct office room. It has been fixed. Afraid that more ceiling tiles may come down.

✓ Sharing our child development labs has increased the wear and tear on them. These rooms need more cleaning and maintaining. We are not able to access the rooms or the storage rooms to set up for upcoming classes while other classes are in session.

✓ We have been working on making one of the classrooms (CCDS 200) a resource center. We want to use it for this purpose when Child Development classes are not scheduled. At present it is being used for meetings and classes by other departments, committees and disciplines.
Work requests were submitted for locks to be installed in book cases several times and we forwarded it to the Work Environment Committee last month. We still do not have the locks and need them to store our resource library books for students to use.

The classrooms remain locked from the outside. Students enter the building and have access to the classrooms from inside entrances. Many times faculty opens these doors by keeping a door stopper. We have reported this problem several times to the Sheriff’s and it still remains locked. If we want it unlocked we make a call and the Sheriffs open the doors for us.

There is exposed wiring in each classroom under the desk. Often we trip on these wires. These need to be covered for safety reasons.

We would like to get some tables and chairs in the corridors for students to sit in while waiting for their classes.

At the rate the Child Development Program is expanding we will need more classrooms.

Since we forecast an expansion we propose to keep the CSB 102 A & B classrooms. At present we use CSB 102 A for evening classes.

FTEF?
- Two new full time faculty members

Staff?
- One Student Worker – Career Guidance Counselor Assistant
- One Student Assistant
- 4 Tutors

Technology?
- Update and replace technology to keep current.

Other?
- An emergency plan for the building needs to be in place.
- Fire and Earthquake Drills need to be facilitated at least once every semester.
- Printing, Office supplies, Classroom Supplies and Curriculum Supplies.
- Instructional Materials: books, DVDs and professional resources.
Chart 3
The growth pattern in this discipline using WSCH/FTE

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<th>Semester</th>
<th>WSCH/FTE</th>
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<td>Fall 2008</td>
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<td>Spring 2009</td>
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<td>Fall 2009</td>
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<td>Spring 2010</td>
<td>672.25</td>
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<td>Fall 2010</td>
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Chart 4
The ratio of FTE taught by hourly instructors to FTE taught by full-time instructors

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<th>Semester</th>
<th>FTEF-Hourly</th>
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<td>Spring 2009</td>
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<td>Fall 2009</td>
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<td>Spring 2010</td>
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<tr>
<td>Fall 2010</td>
<td>78.89 %</td>
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6. **What is the status of SLO assessments in your department?**

   Student Learning Outcomes Report as of March 2011 for 25 active child development courses indicates the following:

   - ✓ 90% of courses with defined SLOs
   - ✓ 90% of courses with defined assessment of SLOs
   - ✓ 60% of courses evaluation of assessment results
   - ✓ 60% of courses planning & implementing changes.

   See attached SLO report.

7. **What is the status of the course outlines of record and course updates in your department?**

   All expired course outlines have been updated.

   The following courses have been archived:
   - ✓ CD 32 – Teacher Assistant in the Elementary Classroom
   - ✓ CD 35 A, B, & C – Fostering Literacy in Young Children
   - ✓ CD 41 – Administration of Early Childhood Programs

   Addition of District courses to Mission:
   - ✓ CD 7 – Introduction to Curriculum in Early Childhood Education
   - ✓ CD 34 – Observing and Recording Children’s Behavior

8. **What progress has been made towards the recommendations made by the EPC following your 08-09 program review presentation?**

   Child Development Discipline was under Professional Studies.
   - There were no recommendations provided in the 08-09 program review.
<table>
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<tr>
<th>Department/ Discipline</th>
<th>Total #</th>
<th>% of Courses with Defined SLOs</th>
<th>% of Courses with Defined Assess. of SLOs</th>
<th>% of Courses Eval. of Assess. Results</th>
<th>% of Courses Planning &amp; Implementing Changes</th>
<th>Discipline</th>
<th>Crs. #</th>
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<td>21</td>
<td>Intro. to Family Child Care I</td>
<td>yes</td>
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5/27/2011
## CHILD DEVELOPMENT - STUDENT LEARNING OUTCOMES REPORT 3-2011

<table>
<thead>
<tr>
<th>Department/ Discipline</th>
<th>Total #</th>
<th>% of Courses with Defined SLOs</th>
<th>% of Courses with Defined Assessments of SLOs</th>
<th>% of Courses Evaluated Assessment Results</th>
<th>% of Courses Planning &amp; Implementing Changes</th>
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</thead>
<tbody>
<tr>
<td>Child Development</td>
<td>30</td>
<td>27</td>
<td>27</td>
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<td>% Totals</td>
<td>90%</td>
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<td>60%</td>
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<th>Discipline</th>
<th>Crs. #</th>
<th>Course Name</th>
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<th>Defined Assessments of SLOs</th>
<th>Evaluated Assessment Results</th>
<th>Planning &amp; Implementing Changes</th>
<th>Offered</th>
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<tbody>
<tr>
<td>Child Development</td>
<td>61</td>
<td>Intro. to Family Child Care II</td>
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<td>no</td>
<td>Fall 08 Spr 09 Fall</td>
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<tr>
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<td>Dev. Profiles: Pre-Birth - Age 8</td>
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<td>no</td>
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<td>Creat. Cur. in a Fam. Ch. Care Set.</td>
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<td>Spring</td>
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<tr>
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<td>Adult Superv./Early Ch. Mentoring</td>
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<td>Directed Study</td>
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