Date: December 21, 2012  
Name of Person Reporting: Lilamani de Silva  
Name of Department: Child Development

1. What courses/certificates/programs have you assessed this past year?  
Please see the checklist list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Defined SLOs</th>
<th>SLO # 1 Assessed</th>
<th>SLO # 2 Assessed</th>
<th>SLO # 3 Assessed</th>
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<td>CD 1</td>
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<td>School-Age Programs 11</td>
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2. Summarize the analysis of your assessment results for courses in your area.

**Child Development 1**
Method of assessment: Observation of children between the ages of newborn to eighteen years in the four domains of development for five weeks. Total points = 100. Written report = 80 points; Oral presentation = 20 points. Students wrote a written report according to the guidelines and format provided. Students' performance in each criteria of the rubric: 1. Information processing skills: Some students were excellent and insightful in interpreting and synthesizing information related to child development, some students showed good information processing skills and some students interpreted and synthesized information fairly. Students who did not attend class regularly were poor in their information processing skills. 2. Knowledge of child development: A few students were excellent in applying relevant child development knowledge in their developmental observation. Several students were good at applying the concepts. Some students applied the concepts somewhat satisfactorily. Again, students who showed poor performance in this criteria were not regular in their class participation. 3. Evaluation of observation: In general, students who performed well in the first two criteria showed clear understanding of the objectives of the assignment and thoughtfully described the child's developmental characteristics following the guidelines provided. Students, who performed fairly or poorly, did not get a clear understanding of the objectives of the observation assignment. Overall, the child observation assignment enhanced the students' understanding and knowledge of the theoretical concepts and processes of child development. In general, students preferred this hands-on assignment, and most students did well in this assignment compared to their performance in the exams. However, a few shy students were not comfortable doing their oral presentation. In conclusion, this assignment and method of assessment is very suitable and appropriate for this student learning outcome.

**Child Development 2**
This assignment resulted in the highest scores of any of the assignments in the class. It was their second observation, and they had gained skill in recording and analyzing. The students had been assigned readings, we had watched videos, and we had analyzed quality assessment tools, so they were familiar with the desired qualities of a teacher. This made it clearer to them when looking at behaviors and strategies for analysis. We went over the observation form in detail, and discussed those issues that are potentially confusing and/or challenging. Students asked important questions and took notes for reference. Additionally several students were able to make use of our Student Resource Center to work with tutors before submitting their final assignments. Tutors give important guidance and support, and I have seen considerable improvement since we opened the CDSRC. Some students are still demonstrating some challenges with the observation section of the rubric. This requires objective recording, and there is often the temptation to critique as they write.
This is an ongoing skill that requires practice in many of the child development courses, and which gets better with practice.

**Child Development 3**
Most students are successful in creating an Art Resource Binder as well as a Music Resource Binder. The Art Resource Binder is due mid semester and the Music Resource Binder is due at the end of the semester. Most students are able to successfully complete these assignments. There are a few students who have trouble understanding the difference between an open ended art activity and a craft activity. A few students have trouble creating a developmentally appropriate learning plan. Students who have trouble understanding concepts are given positive feedback on areas that need improvement. Students are also given the opportunity to resubmit work until the instructor is confident they have understood the concepts required for successful completion of the course.

**Child Development 7**
New course offered in Fall 2011.
Students demonstrated a firm grasp of how to develop activity plans in each of the curriculum areas. Their written and oral presentations were complete and comprehensive. Their objectives were well written, developmentally appropriate, and met requirements. Most students submitted complete tables of contents reflecting the activity plans in the binder. The area that seemed to be the most challenging was overall organization of the resource binder. Some of them were missing the table of contents, some of them did not use dividers, and some of them did not include the required number of plans. Although students were working in groups, some of the students did not follow the required steps for compiling the resource file components. It may be helpful to break the assignment into sections to support completion of all components.

**Child Development 10**
Method of assessment: The students' presentation of the activity plans and the bulletin board was assessed by using a rubric which included a continuum of the "Does not make appropriate suggestions about the child's development" to the opposite continuum "Demonstrates a clear understanding of the objectives and thoroughly describes the child's development". The overall student performance was above average due to the scaffolding and peer support that the small groups provided for each other. Some limitations included students' coming together as a group to brainstorm, organize and execute the action plans to complete the assignment. Another limitation included students' inability to provide enough materials for their classmates to participate in the activity themselves. Finally, the learning outcome of the assignment which included an oral presentation included students' inhibitions of public speaking.

**Child Development 11**
Students scored significantly higher in all criteria associated with this rubric. Two improvements have been implemented which contributed to the success. Firstly, one of our tutors from the Child Development Student Resource Center came to the class to do a short workshop on how to prepare and deliver an oral presentation. She addressed issues in each of the criteria, focusing not only on the research and organization of the presentation, but also on the delivery itself. Students asked many questions, and examples were given to illustrate important ideas when presenting orally. Secondly, tutors were available in the Child Development Student Resource Center daily to work with students in areas of research skills, organization of materials, and prioritizing key concepts. Any of the students took advantage of this support service, and their presentations demonstrated the strengthened skills. The support from the tutors as well as the ongoing support from our Library through customized research workshops was critical in the attainment of the learning outcome.

**Child Development 14**
The Collaborative Project Assignment is an effective learning tool because it allows students to interact and learn collaboratively. Some students may have vast experience working in an environment with young children. Other students do not. These interactions allow student to exchange ideas and information. Students who have trouble grasping concepts will learn from these interactions as well as instructor and peer support. Most students are very engaged while planning collaborative projects and collaborative project oral presentations.

**Child Development 15**

Students did very well in completing this assignment. They enjoyed the process of finding a children's book that could be incorporated in a bilingual-bicultural classroom environment. In addition, I invited a well-recognized children's book author to be a guest speaker in the class. The students were able to develop a deeper understanding of the importance of adequate children's books in the classroom environment.

**Child Development 22**

Overall students were enthusiastic and eager to learn the reflection process by internalizing the concept relating to one's own experiences. Students worked in dyads to share about their weekly practices when conducting their practices. Also, journals were another way to work on the habit of reflection. In addition, dual language learners were able to document their reflections either English or Spanish.

**Child Development 23**

The criteria accurately reflect the important components of the portfolio. Students are given the criteria early in the semester so that they are able to work on the portfolio throughout the course, accumulating documents and revising assignments to prepare them for the level of professionalism required. As the semester comes to an end, students review each other’s portfolios to critique them using a check list that I provide for them. After the peer review they are able to take them home for a week to make any revisions and/or improvements before submitting them to me for grading. Since I have implemented the peer review, the quality of the portfolios has increased substantially. This is an important assignment, and the assessment is meaningful and relevant.

**Child Development 30**

Most of the students turned in a complete observation assignment. A few students scored lowest in the area of analysis. Instructor observed student's learning process and self-reflected over student's outcome regarding objective and subjective analysis. A few students were confused identifying developmental domains: social-emotional, cognitive, language and physical. A few students needed to improve analysis. Some domain components were answered with minimal detailed descriptions.

**Child Development 31**

The method of grading this assignment was entirely subjective. I am planning on developing a template for student use with clear point totals for each section. Students made excellent selections of books, but had more difficulty in clearly identifying why their selections were appropriate. This will be addressed in class lectures to a greater extent.

**Child Development 34**

Most students did well with the assignment. However, some students struggled writing objectively. Some information was added to their anecdotal that was not needed. A few students forgot to focus only on the one student that they were supposed to observe and started to write about the teacher and other students in the class, which meant that students did not follow guidelines of the assignment.
**Child Development 38**
All students did good to excellent on each of the rubric/assessment method. Strengths: Students understand reinforcing and guiding staff in cooperative planning of curriculum and in-service planning. Challenges: In mentoring employees, students need to understand the stages of professional development: awareness to mastery.

**Child Development 39**
Students were able to demonstrate and understand the process of how to discuss and evaluate the maintenance of an effective early childhood program or organization. Students identify leadership skills and the behavior of a child care administrator. Students have the skills and process of how to open an early childhood center facility or increase a capacity in any existing facility. They have the knowledge of early childhood programs operation, guidelines regulations and instruction following title 22 and title 5.

**Child Development 42**
The strengths for this assessment are the following: Students are given the opportunity to choose a topic of their choice, which is related to the material that has been discussed in class. They are required to write an informational paper on this topic and present the information to the class. This gives students the opportunity to explore a topic of interest in depth as well as share the information they have found with peers during oral presentations.

**Child Development 44**
99% of the students were able to provide feedback to each other in regards to possible goals and objectives for the case study of a child with special needs and his/her family. Strengths: Students worked effectively in small groups which supported peer tutoring and scaffolding among students. Challenges: Classes are taught bilingually in English and Spanish, however, the students whose first language is not English or Spanish needed further support with the use of English language to express their ideas verbally and in writing.

**Child Development 45**
The majority of the students were able to find appropriate community resources, use the correct format, organize the material in an appropriate manner and use appropriate grammar and spelling. Some students had difficulty filling out the descriptions of services offered, and some had difficulty with using appropriate grammar and spelling.

**Child Development 46**
Students did well with this assignment; two of the students chosen to be assessed stopped attending and did not turn in assignment—therefore affecting the percentage of success in this assessment. Students showed a great deal of understanding of appropriate curriculum activities for school age children. Students were well prepared and organized the presentations of curriculum in an appropriate manner. The lectures on developmental stages were beneficial and highly influenced the success of this assignment. The approach of this assignment being in an interactive forum had a positive influence towards the classroom experience.

**Child Development 55**
All students, except one, were able to succeed with written research paper. All students, except one were able to understand the different home visitation models and the role of the home visitor in each program. All students used resources recommended by Instructor to develop their research; these were resources from universities as well as, state and federal agencies. Strengths:
Instructor provided very specific guidelines related to content, organization and format of the paper. Most of the students closely followed content, organization and format guidelines. However, about 80% of the students presented papers that contained different degrees of grammar and syntax mistakes. One student did not turn in written research paper, missed many class sessions and failed the class.

**Child Development 60**

Students did very well on this assignment, overall class percentage is low because 4 of the 10 students assessed, did not come to class, nor turn in any assignments. Students were able to work together as teams to complete assignment and share ideas. We discussed as a class what parent handbooks should include. Written philosophy was more challenging, students needed to research other program philosophies and we worked and re-worked assignment before they were completed. General writing skills were an issue.

**Child Development 61**

Students demonstrated a grasp of completing an Family Environmental Rating Scale. Although students were able to complete the assignment, it is not clear if they have a firm understanding of the score system of the tool. The challenging aspect of the tool is the scoring system. Also, I noticed two of the students who were assessed never showed up to class which lowered the average score. It is difficult to reflect on the score when it reflects non-existent students. It would be much helpful to get a true assessment of all students who actually completed the course.

**Child Development 62**

Students demonstrated the grasp of making an appropriate infant toddler toy. Most students were able to make a toy that was appropriate for infants and toddlers. Although students were able to tie theory from the book with the appropriate assembly of an infant toddler toy, the presentation wasn’t exactly clear how the toy would facilitate a baby’s growth in development and skill. Some students had difficulty understanding that a toy for an infant needs to be above all else safe for the child to use. Other students used letters and numbers when designing their toy and letters and numbers are not a focus when making an infant/toddler toy. I also noticed that my average score was greatly affected by students who enroll but do not show up to class. The above students reflect 4 students who never came to class.

**Child Development 63**

Students were very successful with this assignment. Presentations were age appropriate and displayed strong creativity. It was helpful that this assignment was completed at the end of the semester, which allowed the students to utilize the information and theories that were discussed throughout the semester.

**Child Development 65**

Most of the students did very well on this assignment, as we spent a great deal of time in training for the use of this tool. Students new to the tool were paired with more experienced students to enhance the understanding of the process of quality assessment. There are three major components of this assessment, and overall the students were successful in all of them. The first component is the actual scoring. Some of the students demonstrated difficulty in determining how to score if all the indicators under a certain number are not observed. Although we practiced in pairs and through video clips, this is one area that needs continued practice. The second component is developing long and short term goals based on the scores. This was done very well by most, with the only difficulty being that some students could not distinguish between a short and long term goal. The final component is the classroom diagram, and this was done with a great degree of detail. I am planning to expand the rubric given to the students to allow more self-evaluation before submitting the assignment for grading. I am attaching a sample.
Students were resourceful in compiling the information required for the interview activity. They sought out various professionals in the field of child development as well as related fields. The students chose professionals to interview that gave them solid information on a career that is of their interest. The activity also provides an opportunity for providing dialogue and creating opportunities for students to job shadow with the professional they interviewed in the future.

3. **How have the results of your assessments been shared and discussed among the members of your program?** (Provide dates and minutes of meetings or transcript of online discussion)

The full time faculty met once a month to develop Program Learning Outcomes for the new Certificates and AA Degrees.

Patricia Rodriguez assisted any adjunct faculty to assess their individual course SLOs. The department chair, full time faculty and new adjunct rep Malati Singh was available to assist any adjunct faculty to assess their course SLOs.

We have been successful in getting all faculty to assess their course SLOs and all courses have been assessed.

The full time faculty have been communicating and coming up with a plan to assess our practicum course work as a part of an assessment method for Program Learning Outcomes. We met as a department on November 2\(^{nd}\) with the intention of writing collective assessment summaries. See the agenda below. Instead the adjunct faculty who attended the meeting needed assistance from the full time faculty to complete assessing their SLOs. It was a productive meeting as the time was set aside for them to work on these assessments. We have to come up with a plan to meet together and talk about the same section courses we teach and write collective assessment summaries.

**Child Development Department Faculty Meeting**

**November 2, 2012**  
**CCDS Room 200**  
**3:30 pm – 5:30 pm**

**Agenda**

- Welcome
- Individual SLO Assessment Working Session
  - Post samples of assignments
  - What did you learn from doing this assessment?
  - Are we incorporating the ILOs (Institutional Learning Outcomes) as part of our assessments?
  - What are the changes you plan to make in your course to enhance or improve the course?
  - How are you implementing the changes planned?
  - Accreditation team will look at the evidence of implementing these changes

**Small and Large Group Discussion**
4. How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?

We are trying to come up with a plan to write a collective summary to share with the advisory committee. This is something we are working on and will do it in the Spring 2013.

5. Based on the discussion and analysis of your assessment results, what changes have you made or plan to make (provide dates, description of changes, and person responsible).

**CD 1** - State the SLO at the beginning of the guidelines for the assignment so that students will know what is expected of them. Clearly, list three objectives of the assignment to match the three grading criteria described in the rubric. Incorporate the grading rubric in the guidelines of the assignment and explain to the students about the grading criteria and the rubric. This will be help the students to better understand the purpose of the assignment and how they should perform the assignment, and how they will be graded. Keep reinforcing the relevant concepts repeatedly so that students can assimilate the knowledge and content of this course and have a good understanding of the concepts of child development included in the course so that they will apply them effectively in their performance of the assignment.

**CD 2** - In an effort to strengthen the skill of objective recording, I plan to use video clips and group observations as practice before going into the classrooms. By giving students the opportunity to record their observations in a small group setting, they will be able to receive immediate feedback before going out to do their assignments.

**CD 7** - Provide a sample of the resource file. The students will be encouraged to take advantage of the child development resource center for tutoring. Provide an outline for the resource file as a guide. Restructuring the assignment so that students work on one section at a time and review for completion before moving to the next section.

**CD 10** - Based on the analysis of the results, I would implement a self-evaluation of each student’s participation in the group project; as well as each student evaluating their group members' performance and contribution to the assignment outcome. By using self-reflection, and analysis of group members, each student is developing their meta-cognitive skills.

**CD 11** - I will continue to provide the in-class workshop on oral presentations, as well as to encourage the students to take advantage of the resources and tutoring in our Child Development Student Resource Center.

**CD 15** - Changes to the course is to add a book critique of a book or novel which allows the student to explore the challenges which English Language Learners face in the classroom. Students really enjoy being able to analyze and critique a children’s book. I believe adding a book or novel to critique will enhance students learning in the class.
CD 22 - Have students do more editing and rewriting based upon feedback and order to more deeply internalize reflection. This will improve their interpersonal relationships with mentor teacher, staff and children.

CD 23 - As a department, we have redesigned the portfolio assignment to be a two semester ongoing project. Some of the components are now being required in the first semester of practicum and the remaining components will be added in the second semester. I am also planning to add an electronic component to the portfolio preparation in connection with our multimedia department. Students will have the opportunity to get group training through the multi-media discipline combined with individual and small group tutoring through the Child Development Student Resource Center.

CD 30 - I will reassess all observation materials used in class. Furthermore provide in depth work samples of what is subjective and objective observations. Enhance the lesson taught on developing in depth analysis based on child's developmental domains. In addition, students will be exposed to create one draft observation using child's developmental domains video clips in class as well as samples of infant and toddler behavior analysis. Instructor will provide feedback on their first draft and focus on student's analysis.

CD 34 - Next semester, I will have the students practice writing anecdotes in class before the assignment is due. I will play a video of an interaction between a teacher and two children. The students will take down anecdotal notes while viewing the video. In a large group discussion the students will answer out how they wrote the anecdotal. Each student will add more information to the anecdotal until we have a finished product that meets the rubric. Students who do not meet the guidelines of the assignment will be referred to the Child Development Student Resource Center.

CD 38 - The course changes will be to explain in detail through samples, the recruitment process to include Internet, U.s Department of Labor, State employment offices, local newspapers and referral agencies. Instructor will define the specific definition between mentoring and supervising. Instructor will post samples on the instructor’s web page.

CD 42 - Occasionally the topics that students choose to present on overlap. This being noted, I believe students would benefit from having a list of various topics to choose from. This will allow students to choose and present on a wider variety of topics which will enhance the learning experience for all class members.

CD 44 - An alternative to a written case study could be to show a video clip of a child with special needs and use it as case study to develop goal and objectives for child and family.

CD 45 - Inform the students of the child development resource center to help with their writing skills. Present students with an example of a correctly filled out format sheet. Give students additional information regarding the various services offered by special needs resources.

CD 55 - Students would benefit from experiencing a real home visit. Instructor contacted different home visiting agencies in the community asking to allow students to attend a home visit. Agencies were not able to offer field experiences to the students. However, Instructor was able to bring a few class speakers to the classroom who were knowledgeable in home visitation programs. Students would benefit from observing a home visits with a home visiting agency. Instructor will continue to network with different agencies in the community to request field experiences for the students taking this home visitor course.
CD 61 - At the moment I would not change the SLO but I will go over the FCCRS tool scoring system in more detail.

CD 62 - would not change the SLO at this time. What I will do is modify my presentation of the infant toddler development care and theory and include how a toy can enhance an infants and toddlers development and skill.

CD 65 - Planning to expand the rubric given to the students to allow more self-evaluation before submitting the assignment for grading.

CD 172 - The course is very well designed. It shares a wealth of information with students in a five week period. This course could possibly be extended to become a semester length course. This would allow students to research career and academic opportunities as well more in depth.

6. What resource requests are planned as a result of the assessments?

   CD 1
   ✓ Tutors can help students having difficulty in writing in English, or understanding English.
   ✓ More bilingual video related to the subject being taught.

   CD 2
   ✓ Continued funding of the Child Development Student Resource Center

   CD 7
   ✓ Students will be encouraged to take advantage of the resource center for tutoring.

   CD 10
   ✓ Tutors, laptop computers, art supplies, etc.

   CD 11
   ✓ Ongoing funding of our Child Development Student Resource Center with daily tutoring available.

   CD 15
   ✓ Tutors available to assist students with assignments. As well as computers, printers and internet access for research and written assignments. In addition, increasing the variety of bilingual and culturally sensitive children’s books to the child development resource center. This will allow students to have access to high quality books to choose from for future book critique assignments.

   CD 22
   ✓ Practicum Students will benefit if they have access to laptops, digital cameras, IPads to document their reflection process after practicum so students will be more accurate with their thoughts and practicum experiences.

   CD 23
   ✓ Students need access to the tutors, academic and professional resources, and technical assistance available and funded through the Child Development Student Resource Center.
Students will benefit greatly from the Child Development Student Resource Center Tutors. The tutors have a lot of knowledge about writing anecdotes and can support the student with this assignment.

**CD 38**
- The Child Development Resource Tutors would be very beneficial in helping and supporting the students in fully understanding the components of the assignments.

**CD 42**
- Tutors available to provide students with academic support in completing assignments. In addition, Computers, printers and internet resources availability will provide students the opportunity to have a space dedicated to enhance their individual learning experience.

**CD 44**
- To purchase new videos presenting case studies of children with special needs 0 to 3 years old.

**CD 45**
- Computers available for students to access community resource information Tutors available to help students navigate research and information available Fieldtrips available for students to observe resources available in the community

**CD 46**
- It would be helpful to have access to more educational videos/documentaries specifically pertaining to school age children and their development.

**CD 55**
- Students would benefit from using the Child Development Students resource Center to improve the use of grammar and syntax on their written work.

**CD 60**
- More writing support.

**CD 65**
- Students need access to the Child Development Student Resource Center for tutoring, resources, lending library and workforce connections.

**CD 172**
- Students will benefit from child development tutors available to assist them in completing their assignments. Computers, printers and internet for searching careers and job opportunities. More sections of the course made available for students to enroll in.

7. **Have the assessment results been posted on the online system?**

Yes, all assessments were done online and the older assessments have been downloaded.