

Child Development Department

Comprehensive Program Review Narrative

March, 2015

- 1. Briefly outline the program's core goals and priorities for the next three years. Describe the rationale (data, information, reasoning, etc.) that supports your plans. Do you foresee any changes in your field over the next few years that will impact the future direction of the department/program? (We will send a spreadsheet to be filled out as partial answer to this question within the next month.)**

Our department is in a time of tremendous growth, and as such we are development goals and reevaluating our program structure to ensure that the growth is embraced with a thoughtful and effective approach. Growth is occurring from within the college and from our professional field itself. Each brings enrichment as well as challenge.

Department goals and transitions from within the college:

- 1) Education discipline – we will be developing coursework and a program for those students interested in pursuing a career in elementary education. (See attached grid)
- 2) Child Development Center – The Child Development Center (CDC) has been moved from Student Services to Academic Affairs, and will now be part of the Child Development Department. This offers tremendous opportunity for us to strengthen the connection between the department and the CDC, and to develop a clear identity and role of the CDC as a Lab School, an integral part of the department's educational experience for child development students. (see attached grid)
- 3) Family and Consumer Studies – we may be adding the Family and Consumer Studies discipline to our department. The current coursework being included relates to lifespan studies (specifically gerontology), marriage and family studies, child/adult caregiving and family development. It will be important to meet with CSUN faculty to determine articulation agreements and career paths in this discipline. Coursework must be updated, SLOs reviewed and revised if necessary, and priorities established. Certificates will be reviewed and revised as necessary, and courses will be scheduled according to the priorities established.
- 4) Child Development Student Resource Center – the Child Development Student Resource Center (CDSRC) has grown into a vital, dynamic and integral component of our department as we strive to support student success. This comprehensive student support program offers one-on-one tutoring five days a week, small group tutoring, workshops, textbook lending library, children's book lending library, curriculum resources and lending library, computers, lap tops, iPads, professional resources and homework support in a dedicated space five days a week. The continued funding, support and enrichment of this program is one of our highest priorities to support student success. (See attached grid)

Goals and transitions from the Child Development/Early Childhood Education field:

- 1) As minimum requirements for employment in our field continue to increase, the need for transfer ready student preparation increases. We have developed our AS-T in Early Childhood Education, and are working on formal alignment of our core courses as well as our areas of specialization (infant/toddler, administration, special needs). This requires updating our COR's and submitting them through the curriculum committee. Additionally it requires going through a formal state-wide approval process with the Course Alignment Project. This is a rigorous and lengthy process, requiring a great deal of time and effort.
- 2) Our students need additional support in general education coursework in order to transfer, most specifically in English and Math. We are continuing to look at models for developing cohorts and English support for English language learners. We are currently exploring software to use in our CDSRC on iPads.
- 3) Transitional kindergarten – As the state of California implements the new TK program, we must look at our course offerings to ensure that we meet the needs of the hundreds of teachers and assistants in our communities that will be required to take child development coursework to meet the requirements of this new TK teacher requirement. A new course is being developed for credentialed teachers to take at the community college level. This course will also be available for pre-service students who are looking towards a career in working in the TK program field.

2. **Do the curriculum and scheduling of courses in your discipline provide a coherent sequential path in which your students' goals of transfer, graduation, and certificate completion can be realized in a timely manner? Please explain what data you use and how you make these evaluations.**

We worked with the CTE Associate Dean to develop a two year course of study that would enable our students to complete their Child Development Certificate and AS-T degree. The course of study looks like this:

FIRST SEMESTER/ FALL SEMSETER

COURSES	DESCRIPTION	UNITS
CD 1	Child Growth & Development	3
CD 10	Health, Safety & Nutrition	3
Graduation Requirements and Electives*		9
		Total: 15

SECOND SEMESTER/ SPRING SEMESTER

COURSES	DESCRIPTION	UNITS
CD 2	Early Childhood Principles & Practices	3
CD 11	Child, Family & Community	3
Graduation Requirements and Electives*		9
		Total: 15

THIRD SEMESTER/ FALL SEMESTER

COURSES	DESCRIPTION	UNITS
CD 7	Intro to Curriculum in Early Childhood Education	3
CD 42	Teaching in a Diverse Society	3
Graduation Requirements and Electives*		9
		Total: 15

FOURTH SEMESTER/ SPRING SEMESTER

COURSES	DESCRIPTION	UNITS
CD 22	Practicum in Child Development I	4
CD 34	Observation & Assessment	3
Graduation Requirements and Electives*		9
		Total: 16

*It is recommended that students meet with a counselor to determine course work to meet general education requirements.

Our schedule ensures that all required coursework is offered each semester, and that classes are offered in as many time slots as possible to meet the needs of working students. Several of the core courses are also offered bilingually to meet the needs of our students who are English language learners.

3. Has the curriculum kept pace with changes and developments in areas that would affect the program, e.g. university articulation requirements, developments in pedagogy, developments at other LACCD campuses, or requirements for commercial/industry skills? Briefly explain.

- Through the Course Alignment Project, the development of our AS-T, and our response to the new curriculum needs for teacher preparation, we are current and comprehensive.
- We are the model for other campuses in our district and in our state for our development of the CDSRC, and are being asked to share our process development and operating practices.
- We meet annually with our Child Development Advisory Committee to share our current status and updates with them, and to hear their suggestions and recommendations for course and program enhancement. We take their suggestions seriously, discuss them as a faculty, and make revisions to our programs accordingly. The advisory committee is impressed with our responsiveness, and members are true partners in the quality of our program.
- In Fall 2014 we approached the four year colleges and universities in the LA County to pursue articulation agreements in any areas that we do not have, but our sister campuses do. This is part of a county-wide effort to coordinate articulation agreements from two year to four year programs.

4. Are the department's mission, goals, and objectives clearly articulated and communicated to faculty? Briefly explain how you involve your faculty in setting goals.

- The full time faculty members collaborate on the program review annually to discuss our progress, and to revise goals and objectives when appropriate.
- The full time faculty and adjunct representative meet monthly to discuss current issues in the department, needs of the department and college. This year we invited all adjunct faculty to come to these meetings also, and although many cannot attend because of competing work schedules, our adjunct representative sends out the summary of each meeting.
- Each semester, we meet as an entire department to explore issues, pedagogy, quality improvement and Child Development trends and updates. The attendance is outstanding, and we collaborate by sharing ideas, approaches and pedagogy.
- I send out a weekly "Child Development Update" each Monday to inform the faculty about upcoming issues, resources, professional development opportunities and campus/department deadlines. Faculty members are always encouraged to share ideas and responses to department issues.
- All faculty members are encouraged to attend Flex Day, Spring into Spring, SLO summits and any other campus events that address goals and planning.

5. Does your department/discipline have an adequate procedure in place to determine whether it is meeting its instructional goals and objectives? Briefly explain this procedure and what data is collected to inform your analysis.

- We meet annually through the program review process to discuss our goals and our process. Ideas are shared, and objectives are revised to respond to the data in the program review screens.
- We meet frequently to discuss SLOs and assessments. This year we worked on PLOs for all our certificates and degrees.
- The chair and one full time faculty member prepared templates for SLO assessments that can be customized by course
- We discuss program issues at our regularly scheduled department meetings. Though formal as well as informal discussion, we have revised our portfolio requirements as well as our practicum course requirements to better assess student achievement of competencies required for program completion.
- We have implemented a process of “cluster meetings”, where faculty teaching the same course or category of courses meet together to discuss text book selection, SLOs, pedagogy, issues and concerns. These have proven to be positive, productive and enriching for all faculty who have participated.

6. Describe the use of Social and/or instructional media, computers, and other technologies in your current program and any plans in this area for the coming year.

We have greatly enhanced the use of technology in our pedagogy, and almost all instructors use the SMART equipment in our classrooms.

- Instructors use the video and DVD players, as well as computers for PowerPoint and video clips.
- Many faculty members have course content on ETUDES, and use it for assignments, lecture notes, journal writing, etc.
- Instructors use social media for student connections (Facebook pages for individual classes).
- Instructors use smart phones for assessments and survey polls.
- Our CDSRC has computers, laptops and iPads for student use. Tutors offer workshops and assistance for all students to become comfortable and proficient with the use of technology. We have purchased headphones and flash-drives for the students to use in the CDSRC.

Although the faculty members represent a spectrum of comfort with and use of technology, it is widely used throughout the department.

7. How would you describe the morale and atmosphere within the department/program? How does your department/program promote collegiality among its faculty?

There has been great progress in collegiality among the faculty, and morale is high. There is a pervasive attitude of respect and collaboration. Faculty members, tutors, and our Child Development Center staff seem positive, committed and focused on the success of our students and our programs. Our students seem happy to be here, to be learning, and to be supported by our faculty, our CDSRC and each other.