

Annual Program Review Update Form - Spring 2010

I. General Information

Date:	3-May-10
Program/Department:	Child Development and Education Department
Authors of Report:	Christina Lopez Morgan

II. Status Since Previous Program Review

What significant changes have occurred since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may also address how these changes affect the following: strategic initiatives, "main areas for improvement", mission statements, or physical/organizational restructuring.

In our comprehensive program review last year we addressed many critical changes the department had worked on in the previous year. I will address the three that I think are the most significant to our department. 1. As a department we have continued to work on implementing the next phase of the CDE Impact: Education and Success project. The project team composed of W. Hamilton, ESL faculty, N. Vargas, L. Sun and M. Cruz have revised the plan to link more closely with ESL coursework. Although, there have been some challenges the project is on track and Marya has secured continued Perkins Grant money to continue with implementing a pilot project in 2010-2011. There is considerable information I could share about the scope of the committees work but the highlights were revising curriculum, meeting with deans and holding stakeholders meetings. 2. We have continued to work on NAEYC Accreditation and have blended some aspects of our work on Key Assessments with the DeAnza SLO process. This has worked successfully for some key assessments but not all. Trying to complete both processes has been very challenging given the time and the needs of the department. Work and time has been shifted away from the accreditation activities to trying to meet the demands of the SLO process and this has significantly delayed our work toward accreditation. 3. In our program review last year we recommended a

III. SLO Information

Courses in Program	Total courses offered 2010 to Spring 2011	SLOs Written	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
	Percent					
	62	62	9	23	23	0%
		100%	15%		37%	0%
Full-time Faculty in Program	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion	
	Percent					
	5	5	4	5	3	
		100%	80%	100%	60%	
Part-time Faculty in Program	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion	
	Percent					
	15	3	0	12	2	
		20%	0%	0%	13%	

assessment reflection and enhancement phase.

SLOAC Discussion and Analysis: Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

Four faculty evaluated SLO in four of our core courses. Each instructor used different methods of assessing the success of student achievement of the SLO's and different data collection. All faculty felt that they increased their awareness of the connection between the structuring of assignments and the effectiveness of rubrics in assessing performance. In our follow up discussions and reflections faculty talked about the importance of monitoring student performance in a variety of ways. For example regularly analyzing key exam questions that reflect specific SLO's and are targeted to assessing this learning. Through looking at actual student outcomes faculty also reinforced their understanding of the student's diverse needs. Some students require additional time for processing information and opportunities to redo work so that they can fully achieve the SLO. We also had considerable discussion about the rubric that we have developed for assessing performance of basic and advanced student competencies in our Student Teaching Practicum class. In Winter quarter we used this rubric in a more methodological way to see how well it actually measured this SLO. The supervising classroom teacher, the students and the instructor all used the rubric to guide students performance, standardize expectations and

Suggestions for the SLOAC Discussion & Analysis:

Detailed data supporting some or all of the statistics shown above.

Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.

What your goals were for any of the percentages above, and whether you achieved that goal.

Evidence of value derived from the SLOAC process within your program.

Some of the challenges your faculty continue to face in attempting to meet your program goals with respect to SLOs.

If enhancements/improvements to your program can be implemented within the division's currently existing structures and allocated resources, then consider this update form complete and submit to your division dean. If enhancements/improvements are identified that require ADDITIONAL resources through the Instructional Planning and Budgeting process, then complete Section IV. (see next page).

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IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department: **Child Development and Education Department**

Please submit your top three (or less) choices below in ranked order:

Item Name:	Cost estimate
Compensation for part time faculty to participate in the SLOAC Process - we are asking for \$150 per part timer	2,250
Hand held video cameras for student teaching classrooms to record students- 7 @ \$129.00 each	903

What SLO Assessment findings, if any, support and guide the resource request?	The department teaches a variety of courses, many of them specialized and taught only by part timers. We have been reduced by one full time faculty when Paul Chesler's position was frozen, and will be further reduced next year when Christina Lopez Morgan's position is frozen. An analysis of the courses we will be teaching next year shows that 13 of the 22 courses we will be using for the
How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?	Involving part timers in the SOLAC process is essential since they are becoming a larger part of the department. In order for the SLOAC process to be useful and meaningful we must include the individuals who are teaching our classes. This is will create consistency throughout our curriculum; will improve student learning and will increase achievement because we are all using the same expectations on teaching and assessing students learning.
How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?	This will definitely fit into the NAEYC Accreditation process which believes strongly that adjunct faculty must be closely connected to curriculum, assessments and student expectations. Completing the Accreditation process is one of our strategic goals. This also meets the colleges goals of retention and student success because this improved methodology will make learning more useful and meaningful for students.
Other information that may be important to support your request?	I believe my introductory comments about the relationship of this process to our strategic goals discussed in last year's program review clearly articulates why this is absolutely essential.
If applicable, please describe why you do not have enough funding within your current budget allocation for this request.	The department has no additional funding. The Perkins Grant money that we will b