Imperial Community College District

Educational Master Plan

2010 – 2011

Appendix B

2010 – 2011

Comprehensive Program Reviews

Part 2 – Comprehensive Program Review **Fall 2009**

Program Name: **Administration of Justice Program**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

The goals of the Administration of Justice program were

1. to increase student access to courses ;
2. improve student retention and success.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

Administration of Justice Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 100	197	187	210	594	191	185	197	573	23	31	33	87	21	28	30	79	1333
AJ 102	98	102	101	301	79	80	87	246							37	37	584
AJ 104	111	116	109	336	97	89	98	284									620
AJ 106	35	33	70	138	30	48	71	149		23	18	41	25	19	22	66	394
AJ 110	30	37	22	89	38	30	38	106	27	23	32	82	22	19		41	318
AJ 120	22	30	35	87	25	35	50	110						21	22	43	240
AJ 121					28	16	18	62									62
AJ 122	27	32	23	82	32	35	30	97									179

AJ 123	37	44	36	117	32	35	35	102	17	30	26	73	32	10		42	334
AJ 124			34	34		26	39	65									99
Total	557	581	640	1778	552	579	663	1794	67	107	109	283	100	97	111	308	4163

Administration of Justice Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 100	5	5	6	16	5	6	6	17	1	1	1	3	1	1	1	3	39
AJ 102	3	3	3	9	3	3	3	9							1	1	19
AJ 104	3	3	3	9	3	3	3	9									18
AJ 106	1	1	2	4	1	2	3	6		1	1	2	1	1	1	3	15
AJ 110	1	1	1	3	1	1	1	3	1	1	1	3	1	1		2	11
AJ 120	1	1	1	3	1	1	2	4						1	1	2	9
AJ 121					1	1	1	3									3
AJ 122	1	1	1	3	1	1	1	3									6
AJ 123	1	1	1	3	1	1	1	3	1	1	1	3	1	1		2	11
AJ 124			1	1		1	1	2									3
Total	16	16	19	51	17	20	22	59	3	4	4	11	4	5	4	13	134

Administration of Justice Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 100	113%	107%	100%	106%	109%	88%	94%	96%	66%	89%	94%	83%	60%	80%	86%	75%	98%
AJ 102	93%	97%	96%	96%	75%	76%	83%	78%							106%	106%	88%
AJ 104	106%	110%	104%	107%	92%	85%	93%	90%									98%
AJ 106	100%	94%	100%	99%	86%	69%	68%	71%		66%	51%	59%	71%	54%	63%	63%	75%

AJ 110	86%	106%	63%	85%	109%	86%	109%	101%	77%	66%	91%	78%	63%	54%		59%	83%
AJ 120	63%	86%	100%	83%	71%	100%	71%	79%						60%	63%	61%	76%
AJ 121					80%	46%	51%	59%									59%
AJ 122	77%	91%	66%	78%	91%	100%	86%	92%									85%
AJ 123	106%	126%	103%	111%	91%	100%	100%	97%	49%	86%	74%	70%	91%	29%		60%	87%
AJ 124			97%	97%		74%	111%	93%									94%

Administration of Justice Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
AJ100	59%	54%	56%	56%	50%	55%	59%	55%	83%	74%	88%	82%	90%	79%	60%	76%	67%
AJ102	53%	58%	65%	59%	57%	58%	52%	56%							81%	81%	61%
AJ104	51%	58%	57%	55%	53%	48%	56%	52%									54%
AJ106	63%	81%	79%	74%	66%	90%	80%	78%		74%	61%	68%	96%	95%	91%	94%	79%
AJ110	47%	70%	91%	69%	79%	87%	82%	82%	93%	91%	91%	92%	91%	100%		95%	84%
AJ120	77%	79%	89%	82%	80%	69%	72%	74%						95%	91%	93%	81%
AJ121					68%	81%	72%	74%									74%
AJ122	52%	72%	78%	67%	78%	69%	77%	74%									71%
AJ123	81%	66%	83%	77%	66%	71%	80%	72%	88%	87%	92%	89%	94%	90%		92%	82%
AJ124			65%	65%		69%	82%	76%									72%
Avg.	60%	67%	74%	67%	66%	70%	71%	69%	88%	82%	83%	84%	93%	92%	81%	89%	74%

Administration of Justice Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
AJ100	81%	76%	87%	81%	86%	84%	85%	85%	96%	97%	91%	94%	90%	86%	90%	89%	87%
AJ102	69%	78%	84%	77%	73%	78%	86%	79%							95%	95%	80%
AJ104	74%	74%	81%	76%	81%	76%	82%	80%									78%

AJ106	74%	84%	91%	83%	72%	90%	90%	84%		96%	94%	95%	96%	95%	100%	97%	89%
AJ110	50%	73%	95%	73%	84%	90%	87%	87%	96%	100%	94%	97%	91%	100%		95%	87%
AJ120	86%	86%	91%	88%	80%	69%	80%	76%						95%	95%	95%	85%
AJ121					82%	88%	94%	88%									88%
AJ122	78%	81%	96%	85%	97%	91%	90%	93%									89%
AJ123	86%	84%	97%	89%	88%	86%	100%	91%	100%	90%	100%	97%	94%	90%		92%	92%
AJ124			94%	94%		81%	90%	85%									88%
Avg.	75%	80%	91%	82%	83%	83%	88%	85%	97%	96%	95%	96%	93%	93%	95%	94%	87%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	AJ	AJ100	26	33	58		14	27	1	38	197	117	59.4%	80.7%
200710	Fall	2006	AJ	AJ102	15	17	20		8	8		30	98	52	53.1%	69.4%
200710	Fall	2006	AJ	AJ104	16	21	20		8	17		29	111	57	51.4%	73.9%
200710	Fall	2006	AJ	AJ106	8	6	8		2	2		9	35	22	62.9%	74.3%
200710	Fall	2006	AJ	AJ110	9	3	2			1		15	30	14	46.7%	50.0%
200710	Fall	2006	AJ	AJ120	1	5	11			1	1	3	22	17	77.3%	86.4%
200710	Fall	2006	AJ	AJ122	3	5	6		5	2		6	27	14	51.9%	77.8%
200710	Fall	2006	AJ	AJ123	6	14	10			2		5	37	30	81.1%	86.5%
200715	Win.	2007	AJ	AJ100	10	5	4					2	21	19	90.5%	90.5%
200715	Win.	2007	AJ	AJ106	8	9	7					1	25	24	96.0%	96.0%
200715	Win.	2007	AJ	AJ110	18	1	1					2	22	20	90.9%	90.9%
200715	Win.	2007	AJ	AJ123	12	12	6					2	32	30	93.8%	93.8%
200720	Spr.	2007	AJ	AJ100	19	32	44		19	49	1	27	191	95	49.7%	85.9%
200720	Spr.	2007	AJ	AJ102	11	21	13		6	7		21	79	45	57.0%	73.4%
200720	Spr.	2007	AJ	AJ104	17	21	13		8	20		18	97	51	52.6%	81.4%
200720	Spr.	2007	AJ	AJ106	3	10	6		2			8	29	19	65.5%	72.4%
200720	Spr.	2007	AJ	AJ110	9	17	4		2			6	38	30	78.9%	84.2%
200720	Spr.	2007	AJ	AJ120	2	13	5					5	25	20	80.0%	80.0%
200720	Spr.	2007	AJ	AJ121	7	6	6		1	3		5	28	19	67.9%	82.1%

200720	Spr.	2007	AJ	AJ122	13	7	5		1	1	4	1	32	25	78.1%	96.9%	
200720	Spr.	2007	AJ	AJ123	5	6	10		2	5		4	32	21	65.6%	87.5%	
200730	Sum.	2007	AJ	AJ100	6	5	8			3		1	23	19	82.6%	95.7%	
200730	Sum.	2007	AJ	AJ110	21	4				1		1	27	25	92.6%	96.3%	
200730	Sum.	2007	AJ	AJ123	3	5	7		2				17	15	88.2%	100.0%	
200810	Fall	2007	AJ	AJ100	21	37	41		13	29		44	185	99	53.5%	76.2%	
200810	Fall	2007	AJ	AJ102	18	17	22		5	15		22	99	57	57.6%	77.8%	
200810	Fall	2007	AJ	AJ104	15	22	28		4	14		29	112	65	58.0%	74.1%	
200810	Fall	2007	AJ	AJ106	21	4				1		5	31	25	80.6%	83.9%	
200810	Fall	2007	AJ	AJ110	18	2	6		1			10	37	26	70.3%	73.0%	
200810	Fall	2007	AJ	AJ120	4	6	13			2		4	29	23	79.3%	86.2%	
200810	Fall	2007	AJ	AJ122	10	9	4			3		6	32	23	71.9%	81.3%	
200810	Fall	2007	AJ	AJ123	7	11	11			8		7	44	29	65.9%	84.1%	
200815	Win.	2008	AJ	AJ100	8	5	9		1	1		4	28	22	78.6%	85.7%	
200815	Win.	2008	AJ	AJ106	15	3						1	19	18	94.7%	94.7%	
200815	Win.	2008	AJ	AJ110	11	4	4						19	19	100.0%	100.0%	
200815	Win.	2008	AJ	AJ120	16	4						1	21	20	95.2%	95.2%	
200815	Win.	2008	AJ	AJ123	3	4	2					1	10	9	90.0%	90.0%	
200820	Spr.	2008	AJ	AJ100	21	38	43		17	35		30	184	102	55.4%	83.7%	
200820	Spr.	2008	AJ	AJ102	14	13	19		9	7		18	80	46	57.5%	77.5%	
200820	Spr.	2008	AJ	AJ104	7	16	20		8	16	1	21	89	43	48.3%	76.4%	
200820	Spr.	2008	AJ	AJ106	12	21	10					5	48	43	89.6%	89.6%	
200820	Spr.	2008	AJ	AJ110	6	14	6		1			3	30	26	86.7%	90.0%	
200820	Spr.	2008	AJ	AJ120	6	16	2					11	35	24	68.6%	68.6%	
200820	Spr.	2008	AJ	AJ121	7	4	2			1		2	16	13	81.3%	87.5%	
200820	Spr.	2008	AJ	AJ122	21	3				8		3	35	24	68.6%	91.4%	
200820	Spr.	2008	AJ	AJ123	3	11	11		2	3		5	35	25	71.4%	85.7%	
200820	Spr.	2008	AJ	AJ124	14	3	1		3			5	26	18	69.2%	80.8%	
200830	Sum.	2008	AJ	AJ100	4	10	9		3	4		1	31	23	74.2%	96.8%	
200830	Sum.	2008	AJ	AJ106	1	1	15		4	1		1	23	17	73.9%	95.7%	
200830	Sum.	2008	AJ	AJ110	15	4	2			2			23	21	91.3%	100.0%	
200830	Sum.	2008	AJ	AJ123	5	12	9			1		3	30	26	86.7%	90.0%	

200910	Fall	2008	AJ	AJ100	23	48	46		19	44	2	28	210	117	55.7%	86.7%
200910	Fall	2008	AJ	AJ102	14	22	30		5	14		16	101	66	65.3%	84.2%
200910	Fall	2008	AJ	AJ104	14	24	24		11	14	1	21	109	62	56.9%	80.7%
200910	Fall	2008	AJ	AJ106	23	25	7			9		6	70	55	78.6%	91.4%
200910	Fall	2008	AJ	AJ110	20					1		1	22	20	90.9%	95.5%
200910	Fall	2008	AJ	AJ120	9	21	1			1		3	35	31	88.6%	91.4%
200910	Fall	2008	AJ	AJ122	7	7	4		1	3		1	23	18	78.3%	95.7%
200910	Fall	2008	AJ	AJ123	6	9	15		2	3		1	36	30	83.3%	97.2%
200910	Fall	2008	AJ	AJ124	20	1	1		7	3		2	34	22	64.7%	94.1%
200915	Win.	2009	AJ	AJ100	4	6	8		4	5		3	30	18	60.0%	90.0%
200915	Win.	2009	AJ	AJ102	5	9	16		2	3		2	37	30	81.1%	94.6%
200915	Win.	2009	AJ	AJ106	11	7	2			2			22	20	90.9%	100.0%
200915	Win.	2009	AJ	AJ120	12	8				1		1	22	20	90.9%	95.5%
200920	Spr.	2009	AJ	AJ100	25	47	45		20	30	1	29	197	117	59.4%	85.3%
200920	Spr.	2009	AJ	AJ102	13	19	14		12	18		12	88	46	52.3%	86.4%
200920	Spr.	2009	AJ	AJ104	8	23	24		8	16	1	18	98	55	56.1%	81.6%
200920	Spr.	2009	AJ	AJ106	12	28	17		5	2		7	71	57	80.3%	90.1%
200920	Spr.	2009	AJ	AJ110	11	18	2		2			5	38	31	81.6%	86.8%
200920	Spr.	2009	AJ	AJ120	10	22	4		3	1		10	50	36	72.0%	80.0%
200920	Spr.	2009	AJ	AJ121	4	4	5		2	2		1	18	13	72.2%	94.4%
200920	Spr.	2009	AJ	AJ122	12	8	3		3	1		3	30	23	76.7%	90.0%
200920	Spr.	2009	AJ	AJ123	4	12	12		1	6			35	28	80.0%	100.0%
200920	Spr.	2009	AJ	AJ124	32					3		4	39	32	82.1%	89.7%
200930	Sum.	2009	AJ	AJ100	6	9	14			1		3	33	29	87.9%	90.9%
200930	Sum.	2009	AJ	AJ106	1	6	4			6		1	18	11	61.1%	94.4%
200930	Sum.	2009	AJ	AJ110	11	15	3			1		2	32	29	90.6%	93.8%
200930	Sum.	2009	AJ	AJ123	6	9	9		1	1			26	24	92.3%	100.0%
					874	979	873	0	259	491	13	661	4150	2726		

Administration of Justice Program
Full Time Equivalent Student (FTEs)

Course	Fall	Spring	Summer	Winter	Grand

	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	Total
AJ 100	20.4	19.4	21.7	61.5	19.8	19.1	20.4	59.3	2.4	3.3	3.5	9.1	2.2	2.8	3.0	8.0	138.0
AJ 102	10.7	11.2	10.8	32.6	9.1	8.7	9.5	27.3							3.9	3.9	63.9
AJ 104	11.5	12.0	11.3	34.8	10.1	9.2	10.2	29.4									64.2
AJ 106	3.6	3.4	7.3	14.3	3.1	5.0	7.4	15.4		2.4	1.9	4.3	2.6	1.9	2.3	6.9	40.9
AJ 110	3.1	3.8	2.3	9.2	3.9	3.1	3.9	11.0	2.8	2.4	3.4	8.6	2.3	1.9		4.2	33.1
AJ 120	2.6	3.1	3.6	9.3	2.7	3.7	5.6	12.0						2.1	2.4	4.5	25.9
AJ 121					2.9	1.7	1.9	6.4									6.4
AJ 122	2.8	3.3	2.4	8.5	3.3	3.6	3.1	10.1									18.5
AJ 123	3.8	4.6	3.7	12.1	3.3	3.6	3.6	10.6	1.8	3.2	2.7	7.7	3.4	1.0		4.4	34.7
AJ 124			6.0	6.0		3.9	5.2	9.1									15.1
Total	58.5	60.8	69.1	188.4	58.2	61.7	70.7	190.7	7.0	11.3	11.5	29.8	10.5	9.8	11.6	31.9	440.8

Administration of Justice Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 100	1.0	1.0	1.2	3.2	1.0	1.2	1.2	3.4	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	7.8
AJ 102	0.6	0.6	0.6	1.8	0.6	0.6	0.6	1.8							0.2	0.2	3.8
AJ 104	0.6	0.6	0.6	1.8	0.6	0.6	0.6	1.8									3.6
AJ 106	0.2	0.2	0.4	0.8	0.2	0.4	0.6	1.2		0.2	0.2	0.4	0.2	0.2	0.2	0.6	3.0
AJ 110	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	0.2	0.2		0.4	2.2
AJ 120	0.2	0.2	0.2	0.6	0.2	0.2	0.4	0.8						0.2	0.2	0.4	1.8
AJ 121					0.2	0.2	0.2	0.6									0.6
AJ 122	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6									1.2
AJ 123	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	0.2	0.2		0.4	2.2
AJ 124			0.2	0.2		0.2	0.2	0.4									0.6
Total	3.2	3.2	3.8	10.2	3.4	4.0	4.4	11.8	0.6	0.8	0.8	2.2	0.8	1.0	0.8	2.6	26.8

Administration of Justice Program FTEs per FTEf																	
Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
AJ 100	20.4	19.4	18.1	19.2	19.8	16.0	17.0	17.4	12.1	16.3	17.3	15.2	11.0	14.1	15.1	13.4	17.7
AJ 102	17.8	18.7	18.0	18.1	15.2	14.5	15.9	15.2							19.5	19.5	16.8
AJ 104	19.2	20.0	18.8	19.3	16.8	15.4	16.9	16.3									17.8
AJ 106	18.1	17.1	18.1	17.9	15.5	12.4	12.3	12.9		12.1	9.5	10.8	13.1	9.6	11.6	11.4	13.6
AJ 110	15.5	19.2	11.4	15.4	19.7	15.5	19.7	18.3	14.2	12.1	16.8	14.4	11.6	9.6		10.6	15.0
AJ 120	13.0	15.6	18.1	15.5	13.5	18.7	14.0	15.0						10.6	12.1	11.3	14.4
AJ 121					14.5	8.3	9.3	10.7									10.7
AJ 122	14.0	16.6	11.9	14.2	16.6	18.1	15.5	16.8									15.5
AJ 123	19.2	22.8	18.7	20.2	16.6	18.1	18.1	17.6	8.9	15.8	13.7	12.8	16.8	5.0		10.9	15.8
AJ 124			30.1	30.1		19.7	25.9	22.8									25.2
Avg.	18.3	19.0	18.2	18.5	17.1	15.4	16.1	16.2	11.7	14.1	14.3	13.5	13.1	9.8	14.6	12.3	16.4

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.
   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

   Student learning outcomes have been identified for all Administration of Justice courses. Assessment and evaluation of AJ 100 took place in Spring 2009.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

The Administration of Justice program has been very successful in delivering courses to students in spite of significant obstacles. Over the past three years we have offered 134 sections of courses in AJ, enrolling just over 4100 students. We did this relying extensively on overload and adjunct faculty. Over this period there was only one dedicated full-time AJ instructor, yet we show an average semester FTEF of 4.0.

Retention rates for the three year period are good, with an overall rate of 87%. The overall student success rate is 74%. These numbers have held fairly steady over the period; there is no statistically significant changes during the period.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

   Currently Administration of Justice classes are taught by one full-time faculty member, 20% of the load of another full-time faculty member and 12 - 15 Adjunct Faculty members teaching 19 - 22 sections per spring and fall semesters. We believe that we are meeting the student demand for AJ courses, particularly for AJ 100: Introduction to AJ a popular GE course as well as the entry level course to the major. However at a 99% fill rate, there is very little room for additional students or enrollment growth. Since we have maximized our teaching resources we will not be able to offer additional sections to meet expanding student need without hiring more instructors. Unfortunately, as we have moved our teaching resources to cover the required courses, we have had less opportunity to offer sections of the elective courses.
   The development of Distance Education Classes is expanding; three classes are currently being offered and two additional classes are in the final stages of development and should be available for the 2010-2011 academic year.

   We offer a Certificate and an Associate's Degree in Administration of Justice.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   Because of the current poor economic climate, the requests for AJ classes are increasing significantly. Law enforcement agencies are significant employers in the county and federal programs in particular continue to hire. Therefore, students see law enforcement as a viable career option and training in administration of justice as a path to that career.

   Our department recently handled a grant for Protective Services Technician training through a work development program. This program incorporated several independent classes into one multi-discipline program which was implemented and completed during this term. It was highly successful and is forecast to be re-funded for the future.

3. List any significant issues or problems that the program is immediately facing.

We do not have enough full-time faculty members in the Administration of Justice program to offer the existing courses and develop the program in the ways in which our community partners are requesting. Over reliance on part-time faculty is a danger to the long-term health of the program. For example, our entire online program is being offered by exclusively by part-time faculty. Should those adjunct faculty members no longer be available to teach we would immediately lose our ability to offer online courses in AJ.

Shortage of classroom space is limiting the number of classes we are able to offer.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Hire an additional full-time faculty member for the Administration of Justice program.	Employment data	Fall 2010
Evaluate and update the course curriculum for all AJ courses, and the degree and certificates in AJ	Course catalog and C&I minutes	Spring 2011
Improve student success rate through SLO performance analysis and curriculum revision, as appropriate, definition of course prerequisites if appropriate,	Institutional success and retention data	Spring 2011
Develop 200 level courses to meet the need and desires of the student population	Course schedule	Spring 2012
Develop a fully online AJ degree program	Course schedule	Spring 2012

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Initial Student Learning Outcomes are being developed and implemented for all courses within the Administration of Justice curriculum. Assessments of SLO's measured in Fall 2009 will be made in Spring of 2010. The program intends to extend multiple SLO's in each course during the next two years, and integrated the SLO's in the General Education program path.

Fall 2009	Initial SLO's identified – AJ 100 SLO Assessment –
Spring 2010	Assessment Evaluation & Modification recommendations – Initial SLO's identified – SLO Assessment –

Fall 2010	All SLO's identified – SLO Assessment – Assessment Evaluation & Modification recommendations – Begin integration into GE SLO plan
Spring 2011	SLO Assessment – Assessment Evaluation & Modification recommendations – Continue integration into GE SLO plan – course level SLO and curriculum modification as required
Fall 2011	SLO Assessment – Assessment Evaluation & Modification recommendations – Assessment evaluation & modification recommendation - GE Program
Spring 2012	SLO Assessment – Assessment Evaluation & Modification recommendations – Assessment evaluation & modification recommendation - GE Program

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

We must hire additional full-time faculty members during the next three years in order to fully handle the courses and curriculum we would like to offer to our students. These courses have been identified by the community as being needed and we are implementing the necessary programs and training to meet those needs. As overall college enrollment increases, there is a greater demand for the required courses within the AJ major. Currently we employ only 1 full-time faculty member in the Administration of Justice program, while the POST Coordinator teaches additional AJ classes as time permits. We rely extensively on part-time faculty to cover the classes and also perform professional duties normally handled by full-time faculty members. Unfortunately, it is becoming difficult to recruit sufficient numbers of qualified adjunct faculty. The minimum qualifications to teach require a person to have been employed in good standing with a law enforcement agency and possess a degree. This adjunct faculty member must also be available during the days and times required by the class schedule, and this unfortunately a difficult and limiting factor in the Imperial Valley. Most of our adjunct faculty members are currently employed in the law enforcement field and are therefore not available during the day to cover classes. With only one full-time faculty member it is difficult to staff all the sections we would like to offer.

One of the goals of the program is to fully implement distance education in the AJ program. Our community partners have identified this as a primary need of their employees. Many of those working in different law enforcement programs in the area need to complete their college education but are unable to commit to traditional classes because of shift work and uncertain schedules. Law Enforcement leadership has identified online education as a critical way for their

employees to advance in their profession. We are eager to develop and implement a full AJ degree program online. However, without full-time faculty we are relying exclusively on part-time teachers to offer online courses. While these adjunct faculty members are critical to our program success we must have dedicated full-time faculty members who are willing and able to offer online courses for a full-degree program to be successful. With only one and one-third full time faculty this is impossible and we are severely limited in our ability to expand and deliver this program.

Additionally, the need for permanent teaching space is vital to being able to conduct AJ classes. This includes traditional semester based programs and non-traditional short term classes requested by the community. At the moment we have three small classrooms dedicated exclusively to the AJ/CSI and POST programs. These physical resources are insufficient. Without the space or the faculty we will be delayed in our ability to present these programs to the community that has requested them.

4. Identify any outside factors that might influence your program during the next three years.

Over the next three years we anticipate that the enrollment trends that we are seeing will continue; if that is the case the Administration of Justice program is going to find it increasingly difficult to meet the needs of our students.

A significant challenge we are facing is to effectively meet the needs of our basic skills students so that they have a better chance to successfully complete courses in Administration of Justice. Trends suggest that the population of under-prepared students is unlikely to decrease in the immediate future. The Administration of Justice program is going to need to work with our campus community to identify ways to partner with the ESL, English, and Counseling programs to provide new opportunities and programs to improve student success.

The budget drives what programs we can offer. Classroom space was already at a premium and now with extended campuses closing, we are in need of even more space to hold the classes being offered right now. The need for dedicated space in which to hold all the courses we could offer is critical and the most limiting factor in our ability to fulfill our mission.

Part 2 – Comprehensive Program Review Fall 2009

Program Name: **Air Conditioning**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

   The main program objectives of the air conditioning program during the academic years 2005-2008 were to:

   1. To enhance the institution's planning effort.
   2. To develop and implement marketing public relations plan.
   3. To improve student access to the college's educational programs using technology and innovative instructional methods.
   4. To develop partnerships with business and industry.
   5. To increase course offerings and enhance educational opportunities.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

Air Conditioning and Refrigeration Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ACR 101		23	21	44	17	16	33	66									110
ACR 102	40	26		66			16	16							14	14	96
ACR 103		9	19	28	34	11	13	58	18			18	11			11	115
ACR 104	16	10	13	39	33	8		41									80
ACR 105	15		12	27	21			21		20		20					68
ACR 106			15	15	10	23	14	47									62
Total	71	68	80	219	115	58	76	249	18	20		38	11		14	25	531

Air Conditioning and Refrigeration Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ACR 101		1	1	2	1	1	2	4									6
ACR 102	2	2		4			1	1							1	1	6
ACR 103		1	1	2	1	1	1	3	1			1	1			1	7
ACR 104	1	1	1	3	2	1		3									6
ACR 105	1		1	2	1			1		1		1					4
ACR 106			1	1	1	1	1	3									4

Total	4	5	5	14	6	4	5	15	1	1		2	1		1	2	33

Air Conditioning and Refrigeration Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ACR 101		115%	105%	110%	85%	80%	83%	83%									92%
ACR 102	100%	65%		83%			80%	80%							70%	70%	80%
ACR 103		45%	95%	70%	170%	55%	65%	97%	90%			90%	55%			55%	82%
ACR 104	80%	50%	65%	65%	83%	40%		68%									67%
ACR 105	75%		60%	68%	105%			105%		100%		100%					85%
ACR 106			75%	75%	50%	115%	70%	78%									78%
Total	89%	68%	80%	78%	96%	73%	76%	83%	90%	100%		95%	55%		70%	63%	80%

Air Conditioning and Refrigeration Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ACR101		78%	76%	77%	76%	56%	79%	71%									73%
ACR102	85%	85%		85%			81%	81%							86%	86%	84%
ACR103		56%	79%	67%	76%	64%	62%	67%	78%			78%	45%			45%	66%
ACR104	88%	80%	71%	80%	87%	75%		81%									80%
ACR105	80%		67%	73%	95%			95%		95%		95%					84%
ACR106			73%	73%	80%	78%	79%	79%									78%

Avg.	84%	75%	73%	76%	83%	68%	75%	76%	78%	95%		86%	45%		86%	66%	76%

Air Conditioning and Refrigeration Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ACR101		91%	95%	93%	88%	88%	82%	86%									89%
ACR102	95%	92%		94%			81%	81%							93%	93%	90%
ACR103		67%	95%	81%	100%	82%	69%	84%	78%			78%	82%			82%	82%
ACR104	88%	90%	93%	90%	90%	100%		95%									92%
ACR105	87%		92%	89%	95%			95%		95%		95%					92%
ACR106			87%	87%	90%	96%	86%	90%									90%
Avg.	90%	85%	92%	89%	93%	91%	80%	88%	78%	95%		86%	82%		93%	87%	88%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	ACR	ACR102	12	13	9		2	2		2	40	34	85.0%	95.0%
200710	Fall	2006	ACR	ACR104	4	9	1					2	16	14	87.5%	87.5%
200710	Fall	2006	ACR	ACR105	4	4	4			1		2	15	12	80.0%	86.7%
200715	Win.	2007	ACR	ACR103		3	2		1	3		2	11	5	45.5%	81.8%
200720	Spr.	2007	ACR	ACR101	1	9	3		1	1		2	17	13	76.5%	88.2%
200720	Spr.	2007	ACR	ACR103	6	2	5		1	3			17	13	76.5%	100.0%
200720	Spr.	2007	ACR	ACR104	1	12	14			1		3	31	27	87.1%	90.3%
200720	Spr.	2007	ACR	ACR105	10	5	5					1	21	20	95.2%	95.2%

200720	Spr.	2007	ACR	ACR106	2	4	2			1		1	10	8	80.0%	90.0%
200730	Sum.	2007	ACR	ACR103	2	8	4					4	18	14	77.8%	77.8%
200810	Fall	2007	ACR	ACR101	7	9	2			3		2	23	18	78.3%	91.3%
200810	Fall	2007	ACR	ACR102	3	11	8		1	1		2	26	22	84.6%	92.3%
200810	Fall	2007	ACR	ACR103		4	1			1		3	9	5	55.6%	66.7%
200810	Fall	2007	ACR	ACR104	2	4	2		1			1	10	8	80.0%	90.0%
200820	Spr.	2008	ACR	ACR101	4	2	3			5		2	16	9	56.3%	87.5%
200820	Spr.	2008	ACR	ACR103	4	1	2		1	1		2	11	7	63.6%	81.8%
200820	Spr.	2008	ACR	ACR104	3	1	2		1	1			8	6	75.0%	100.0%
200820	Spr.	2008	ACR	ACR106	5	8	5			4		1	23	18	78.3%	95.7%
200830	Sum.	2008	ACR	ACR105	8	7	4					1	20	19	95.0%	95.0%
200910	Fall	2008	ACR	ACR101	3	6	7		2	2		1	21	16	76.2%	95.2%
200910	Fall	2008	ACR	ACR103	6	1	8		2	1		1	19	15	78.9%	94.7%
200910	Fall	2008	ACR	ACR104	3	3	4		3			1	14	10	71.4%	92.9%
200910	Fall	2008	ACR	ACR105	2	4	2		2	1		1	12	8	66.7%	91.7%
200910	Fall	2008	ACR	ACR106	3	4	4		2			2	15	11	73.3%	86.7%
200915	Win.	2009	ACR	ACR102	7	2	3		1			1	14	12	85.7%	92.9%
200920	Spr.	2009	ACR	ACR101	5	7	14				1	6	33	26	78.8%	81.8%
200920	Spr.	2009	ACR	ACR102	3	7	3					3	16	13	81.3%	81.3%
200920	Spr.	2009	ACR	ACR103			8		1			4	13	8	61.5%	69.2%
200920	Spr.	2009	ACR	ACR106	7	2	2		1			2	14	11	78.6%	85.7%
					117	152	133	0	23	32	1	55	513	402		

Air Conditioning and Refrigeration Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ACR 101		3.8	3.5	7.2	2.8	2.6	5.4	10.9									18.1
ACR 102	6.6	4.3		10.9			2.4	2.4							2.5	2.5	15.8
ACR 103		1.4	3.1	4.5	2.6	1.7	2.1	6.4	3.5			3.5	1.9			1.9	16.3
ACR 104	2.6	1.6	2.1	6.4	5.4	1.3		6.7									13.2
ACR 105	0.9		0.7	1.6	1.3			1.3		1.4		1.4					4.3
ACR 106			2.3	2.3	1.5	3.8	2.3	7.6									9.9
Total	10.1	11.1	11.7	33.0	13.6	9.4	12.3	35.3	3.5	1.4		4.8	1.9		2.5	4.4	77.5

Air Conditioning and Refrigeration Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ACR 101		0.3	0.3	0.7	0.3	0.3	0.7	1.3									2.0
ACR 102	0.7	0.7		1.3			0.3	0.3							0.3	0.3	2.0
ACR 103		0.3	0.3	0.7	0.3	0.3	0.3	1.0	0.3			0.3	0.3			0.3	2.3
ACR 104	0.3	0.3	0.3	1.0	0.7	0.3		1.0									2.0
ACR 105	0.1		0.1	0.3	0.1			0.1		0.1		0.1					0.5
ACR 106			0.3	0.3	0.3	0.3	0.3	1.0									1.3
Total	1.1	1.7	1.5	4.3	1.8	1.3	1.7	4.8	0.3	0.1		0.5	0.3		0.3	0.7	10.2

Air Conditioning and Refrigeration Program FTEs per FTEf																	
Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ACR 101		11.4	10.4	10.9	8.4	7.9	8.1	8.1									9.1
ACR 102	9.9	6.4		8.1			7.3	7.3							7.4	7.4	7.9
ACR 103		4.1	9.4	6.8	7.8	5.0	6.4	6.4	10.4			10.4	5.8			5.8	7.0
ACR 104	7.9	4.9	6.4	6.4	8.1	3.9		6.7									6.6
ACR 105	6.9		5.5	6.2	9.6			9.6		10.3		10.3					8.1
ACR 106			6.8	6.8	4.6	11.4	6.9	7.6									7.4
Avg.	8.9	6.6	8.0	7.7	7.6	7.1	7.4	7.4	10.4	10.3		10.4	5.8		7.4	6.6	7.6

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.
   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

   - SLOs were identified ACR 101, 102, 103, 104, 105 and 106 in the Fall 2008 semester
   - SLOs were assessed in the Spring 09 semester

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

a. The faculty for the AC program is active in a variety of ways to participate in the college's planning process for the purpose of program improvement. The advisory committee is made up of industry professionals that evaluate the content of the program that ensures that it meets industry needs. The committee meets twice per year with faculty facilitating the meetings and agenda.
   Faculty is also involved internally with the college's customer service committee. Although the function of the committee is to create a better working environment, the faculty participation promotes harmony and collegiality that can translate into educational value.
b. A new brochure was developed by the faculty to create interest in the community and as a recruitment tool. Schools from all K-12 levels were visited to present demonstrations for students and create interest.
c. Faculty spent one semester at UC Santa Barbara completing a solar energy technology class and assist in the development of new courses. The number of course offerings in the last three academic years did not increase significantly, but remained constant due to limited number of adjunct faculty available. The limited course offerings due create a benefit of high fill rates for most classes. Technology and equipment was purchased to increase educational value and increase accessibility for students.
d. Industry was very generous in equipment and donations for instructional materials. They are also frequent guest speakers to give students the latest information available on the industry. Faculty "job shadowed" with private industry in order to connect the content of our courses with industry needs.
e. During the academic years 2005-06, 2006-07, 2007-08 class sections have been successfully offered at different times throughout the schedule. During the Fall and Spring semesters classes have been offered at 8:30 am, 1:30pm and 6:30 pm Monday through Thursday and on Saturday morning. ACR courses are offered every Winter and Summer sessions. Courses are schedule so Imperial Valley College students can achieve/earn a Certificate of Air Conditioning in as little as two semesters.

<u>Additional information</u>

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

   The most urgent and visible deficiency in our program are facilities. The program operates in a 50 year old building with limited space and laboratories. The environment is not very conducive to modern high tech learning. Currently air conditioning classes are taught by one full-time faculty member teaching 5 of 6 sections per semester Spring and Fall, and one section per Winter and Summer.

There is an average program fill rate of 80 %. We currently offer a certificate and degree in air conditioning. We are a Recognized training and testing facility for (NATE) North American Technician excellence.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   The program is being affected in a positive way by the down turn in the job market. We have printed flyers and brochures to promote enrollment in air conditioning program. Student enrollment is up as students prepare themselves to be employable when the job market returns. 50% of our students are presently employed and seek to upgrade their skills.

3. List any significant issues or problems that the program is immediately facing.

   The program is immediately facing a shortage of lab space that is needed to accommodate future anticipated growth of program. Additional adjunct faculty member will need to be hired.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

   Hire an additional part time adjunct faculty member by Fall 2010.

   - Improve student success rate through the implementation of SLOs that will gage student success.
   - Increase SLOs from one for course to three per course.
   - Develop internship program for air conditioning student, placing them into local businesses Fall 2010.
   - Have the air conditioning program certified of accredited by a national organization by Fall of 2011.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

   Initial student learning outcomes are being implemented in all six air conditioning courses by 2008-09. Assessments of SLOs measured in Fall 2008 were made in Spring of 2009. The program intends to add multiple SLOs in each course during the next two years, and integrate the SLOs in the general education program path.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

   The cost of a new facility may be outside the scope of the CPR and will cost millions of dollars. Funding will be necessary for newer equipment in including spot welder, sheet metal equipment, and the latest air conditioning test equipment. About $100,000 is necessary for these purchases. As the funding opportunities decrease, it will become more challenging to purchase the equipment necessary to maintain the curriculum consistent with industry need. The present classroom lab will need to be expanded to accommodate this objective, using district and VATEA funds the proper equipment and tools can be set in place and prepare the lab to be certified or accredited.
   The air conditioning program curriculum has been aligned to meet the qualifications that are needed to reach this goal by Fall 2011.

4. Identify any outside factors that might influence your program during the next three years.

   Over the next three years it is anticipated that there will be a steady growth in the program, as the job market returns. This program is aligned with green and renewable energy, and green building which is expected to grow.

Part 2 – Comprehensive Program Review Fall 2009

Program Name: Building Construction Technology

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

The main objectives of the building construction program during the Academic Years 2005-2007 were to:

1. **Increase student enrollment in the classes and increase the use of technology in the classrooms.**
2. **Improve student retention and success**.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

Building Construction Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
BLDC 110	19	18	16	53	17	12	9	38									91
BLDC 130					10	15	9	34									34

BLDC 140	17	9		26													26
BLDC 145	14	9	8	31	12			12									43
BLDC 150			15	15													15
BLDC 160					7			7									7
BLDC 180	16	18	9	43													43
BLDC 185							19	19									19
BLDC 190							25	25	16			16					41
BLDC 200	12			12													12
BLDC 201										12		12					12
BLDC 210		5		5									12			12	17
Total	Revi78	59	48	185	46	27	62	135	16	12		28	12			12	360

Building Construction Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				G
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
BLDC 110	1	1	1	3	2	1	1	4									
BLDC 130					1	1	1	3									
BLDC 140	1	1		2													
BLDC 145	1	1	1	3	1			1									
BLDC 150			1	1													
BLDC 160					1			1									
BLDC 180	1	1	1	3													

BLDC 185							1	1								
BLDC 190							1	1	1			1				
BLDC 200	1			1												
BLDC 201										1		1				
BLDC 210		1		1									1			1
Total	5	5	4	14	5	2	4	11	1	1		2	1			1

Building Construction Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
BLDC 110	119%	113%	100%	110%	53%	75%	56%	59%									81%
BLDC 130					63%	94%	56%	71%									71%
BLDC 140	106%	56%		81%													81%
BLDC 145	88%	56%	50%	65%	75%			75%									67%
BLDC 150			94%	94%													94%
BLDC 160					44%			44%									44%
BLDC 180	100%	113%	56%	90%													90%
BLDC 185							119%	119%									119%
BLDC 190							156%	156%	100%			100%					128%
BLDC 200	75%			75%													75%
BLDC 201										75%		75%					75%
BLDC 210		31%		31%									75%			75%	53%

Building Construction Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008			

BLDC110	74%	83%	69%	75%	59%	83%	78%	73%						
BLDC130					90%	93%	100%	94%						
BLDC140	71%	78%		74%										
BLDC145	79%	67%	100%	82%	75%			75%						
BLDC150			87%	87%										
BLDC160					86%			86%						
BLDC165						100%		100%						
BLDC180	63%	72%	22%	52%										
BLDC185						100%	89%	95%						
BLDC190							72%	72%	94%			94%		
BLDC200	58%			58%										
BLDC201										92%		92%		
BLDC210		80%		80%									92%	
Avg.	69%	76%	69%	72%	77%	94%	85%	85%	94%	92%		93%	92%	

Building Construction Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
BLDC110	95%	83%	88%	89%	71%	83%	100%	85%									87%
BLDC130					90%	93%	100%	94%									94%
BLDC140	88%	78%		83%													83%
BLDC145	93%	67%	100%	87%	92%			92%									88%
BLDC150			100%	100%													100%
BLDC160					100%			100%									100%
BLDC165						100%		100%									100%
BLDC180	94%	78%	56%	76%													76%
BLDC185						100%	89%	95%									95%
BLDC190							88%	88%	94%			94%					91%
BLDC200	92%			92%													92%
BLDC201										92%		92%					92%

BLDC210		80%		80%									92%			92%	86%
Avg.	92%	77%	86%	85%	88%	94%	94%	92%	94%	92%		93%	92%			92%	89%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	BLDC	BLDC110	1	12	1			4		1	19	14	73.7%	94.7%
200710	Fall	2006	BLDC	BLDC140	2	7	3		1	2		2	17	12	70.6%	88.2%
200710	Fall	2006	BLDC	BLDC145	1	8	2		1	1		1	14	11	78.6%	92.9%
200710	Fall	2006	BLDC	BLDC180	3	6	1			5		1	16	10	62.5%	93.8%
200710	Fall	2006	BLDC	BLDC200	5	1	1			4		1	12	7	58.3%	91.7%
200715	Win.	2007	BLDC	BLDC210	8	3						1	12	11	91.7%	91.7%
200720	Spr.	2007	BLDC	BLDC110	5	4	1		1	1		5	17	10	58.8%	70.6%
200720	Spr.	2007	BLDC	BLDC130	6	2	1					1	10	9	90.0%	90.0%
200720	Spr.	2007	BLDC	BLDC145	6	1	2		2			1	12	9	75.0%	91.7%
200720	Spr.	2007	BLDC	BLDC160	3	2	1			1			7	6	85.7%	100.0%
200730	Sum.	2007	BLDC	BLDC190	11	2	2					1	16	15	93.8%	93.8%
200810	Fall	2007	BLDC	BLDC110	4	5	6					3	18	15	83.3%	83.3%
200810	Fall	2007	BLDC	BLDC140	3	3	1					2	9	7	77.8%	77.8%
200810	Fall	2007	BLDC	BLDC145	2		2					2	6	4	66.7%	66.7%
200810	Fall	2007	BLDC	BLDC180	7	4	2		1			4	18	13	72.2%	77.8%
200810	Fall	2007	BLDC	BLDC210	1	1	2					1	5	4	80.0%	80.0%
200820	Spr.	2008	BLDC	BLDC110	6	1	3					2	12	10	83.3%	83.3%
200820	Spr.	2008	BLDC	BLDC130	8	3	3					1	15	14	93.3%	93.3%
200820	Spr.	2008	BLDC	BLDC165	5	3	2						10	10	100.0%	100.0%
200820	Spr.	2008	BLDC	BLDC185	1	5	3						9	9	100.0%	100.0%
200830	Sum.	2008	BLDC	BLDC201	5	3	3					1	12	11	91.7%	91.7%
200910	Fall	2008	BLDC	BLDC110	5	3	3			3		2	16	11	68.8%	87.5%
200910	Fall	2008	BLDC	BLDC145	3	4	1						8	8	100.0%	100.0%
200910	Fall	2008	BLDC	BLDC150	8	4	1			2			15	13	86.7%	100.0%
200910	Fall	2008	BLDC	BLDC180	2				3			4	9	2	22.2%	55.6%

200920	Spr.	2009	BLDC	BLDC110	4	1	2		1	1			9	7	77.8%	100.0%
200920	Spr.	2009	BLDC	BLDC130	3	5	1						9	9	100.0%	100.0%
200920	Spr.	2009	BLDC	BLDC185	10	7						2	19	17	89.5%	89.5%
200920	Spr.	2009	BLDC	BLDC190	10	7	1		4			3	25	18	72.0%	88.0%
					138	107	51		14	24		42	376	296		

Building Construction Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	200
BLDC 110	3.1	3.2	2.8	9.1	2.8	2.0	1.5	6.3									
BLDC 130					2.6	3.9	2.4	8.9									
BLDC 140	2.8	1.5		4.3													
BLDC 145	2.3	0.9	1.2	4.5	2.0			2.0									
BLDC 150			4.4	4.4													
BLDC 160					1.2			1.2									
BLDC 180	2.6	3.2	1.4	7.2													
BLDC 185							5.6	5.6									
BLDC 190							4.2	4.2	3.1			3.1					
BLDC 200	2.8			2.8													
BLDC 201										2.3		2.3					
BLDC 210		0.8		0.8													2
Total	13.6	9.6	9.8	33.1	8.5	5.9	13.6	28.1	3.1	2.3		5.4					2

Building Construction Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
BLDC 110	0.3	0.3	0.3	1.0	0.7	0.3	0.3	1.3									2.3
BLDC 130					0.5	0.5	0.5	1.6									1.6

BLDC 140	0.3	0.3		0.7													0.7
BLDC 145	0.3	0.3	0.3	1.0	0.3			0.3									1.3
BLDC 150			0.5	0.5													0.5
BLDC 160					0.3			0.3									0.3
BLDC 180	0.3	0.3	0.3	1.0													1.0
BLDC 185							0.5	0.5									0.5
BLDC 190							0.5	0.5	0.5			0.5					0.9
BLDC 200	0.4			0.4													0.4
BLDC 201										0.3		0.3					0.3
BLDC 210		0.3		0.3									0.3			0.3	0.7
Total	1.7	1.7	1.5	4.9	1.9	0.9	1.9	4.6	0.5	0.3		0.8	0.3			0.3	10.7

Building Construction Program
FTEs per FTEf

Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
BLDC 110	9.4	9.5	8.5	9.1	4.2	6.0	4.5	4.7									6.6
BLDC 130					4.9	7.4	4.4	5.6									5.6
BLDC 140	8.4	4.4		6.4													6.4
BLDC 145	6.9	2.8	3.7	4.5	5.9			5.9									4.8
BLDC 150			8.2	8.2													8.2
BLDC 160					3.5			3.5									3.5
BLDC 180	7.9	9.5	4.1	7.2													7.2
BLDC 185							10.4	10.4									10.4
BLDC 190							9.0	9.0	6.6			6.6					7.8
BLDC 200	6.9			6.9													6.9
BLDC 201										6.9		6.9					6.9
BLDC 210		2.5		2.5									6.3			6.3	4.4
Avg.	7.9	5.8	6.4	6.7	4.6	6.9	7.3	6.1	6.6	6.9		6.7	6.3			6.3	6.4

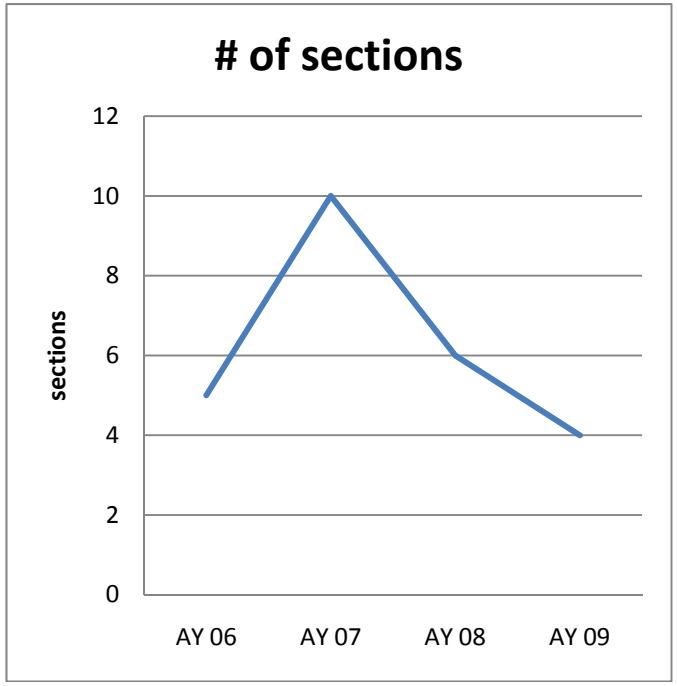
3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

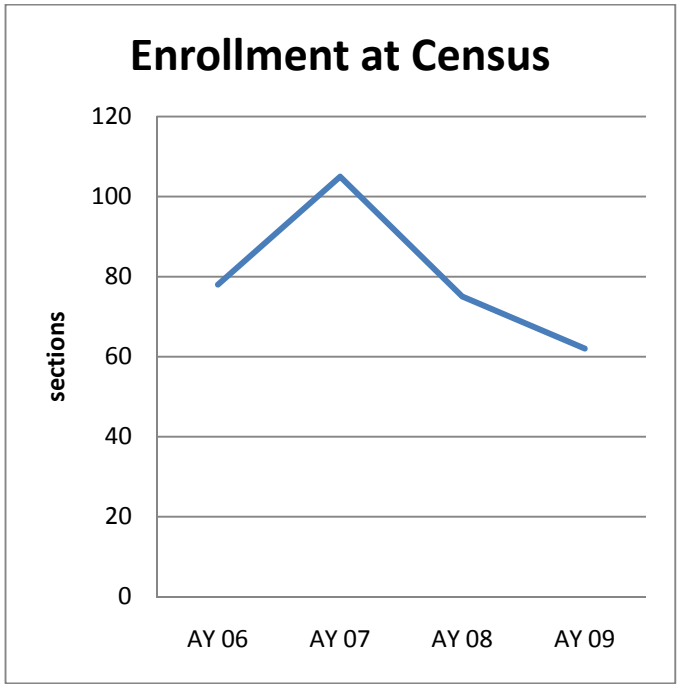
1. One of the program goals is to develop an articulation with our local high schools. This program goal supports the institutional goal of: Developing collaboration with high schools regarding vocational education.
2. Another program goal is develop a new program in green building and energy conservation. This program goal supports the institutional goal of: IVC will respond to community needs that address our evolving economic diversification.
3. Another program goal is to schedule classes on a six day that will cater to both new and returning students by having day time classes as well as evening classes. This program goal supports the institutional goal of: Develop, implement and manage a six day per week balanced class schedule applicable district-wide to meet the needs of our community.
4. Another program goal is to offer classes in various sites around the community to make and establish a presence in the eyes of the community. This program goal supports the institutional goal of: Use external instructional sites throughout Imperial County.

   The learning outcomes of the program are the following: To prepare students more for their jobs or new jobs, to prepare students with the use of new technology in the construction industry. The methods of assessment will vary depending on the classes, because each class will have institutional learning outcomes that will be assessed independently for example some of the learning outcomes will be asses with rubric, others will be asses with visual identification, written and verbal identification and the most important assessment will the gainful employment at the end of the program or certificate, which can easily be tracked, with the help of our employment specialist and the EDD.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

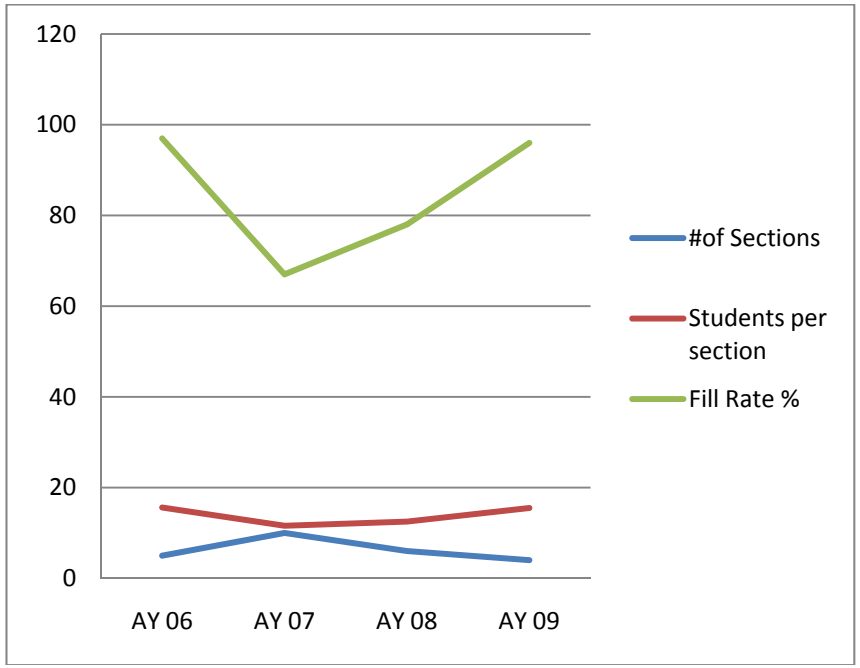


Graph 1



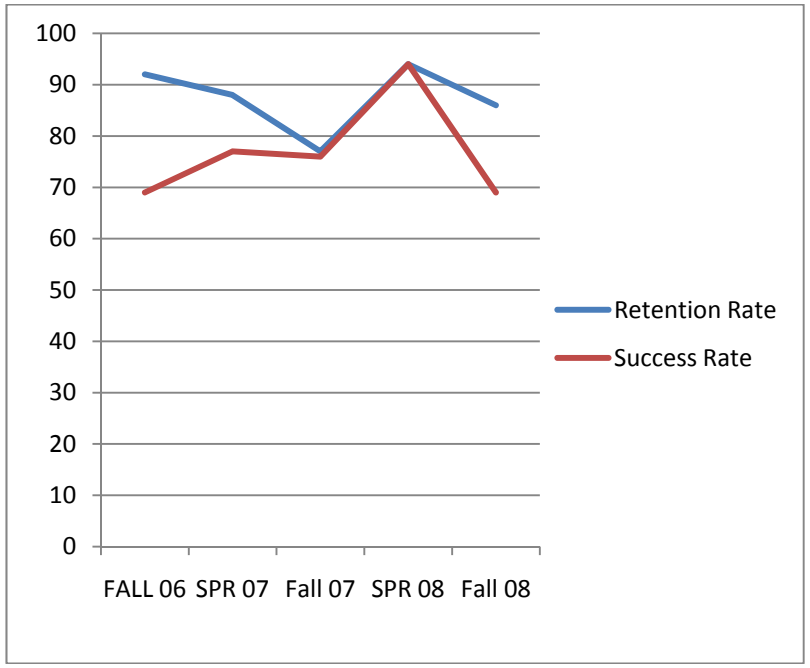
Graph2

The number of sections and enrollment at census seem to be following the same trend. The number of sections available has been declining due to the need of an additional adjunct instructor and enrollment has been experiencing a decline in students partially because of class scheduling. We found that courses offered in the afternoon have higher enrollment than courses offered in the morning, partially due to students that work during the day time and attend school in the afternoon to upgrade their skills. So the plan to increase enrollment at census is to offer more courses in the afternoon. In addition the building construction technology program is relatively new to the college and it has not been adequately diffused to the community. Another factor that might influence the incline in enrollment at census is that in the spring semester of 07' we decrease the enrollment quota to all classes from 25 to 18 due to limited lab space and safety reasons for the students. Overall our fill rate is good at 81.5% and our student success rate was 79% for the previous three years, and our student retention rate was 89% for the previous three years, our total FTEs per FTEf was 6.4.



Graph3

Graph three indicates that the number of students per section is slightly increasing despite the fact that the number of sections has decreased in the 08'and 09' semesters. Another important indicator to consider is that despite the fact that there are fewer sections offered the fill rate percentage is increasing.



Graph 4 Retention &Success Fall & Spring

In the program we believe that retention and student success rate is attributed to student motivation as well as instructor motivation. During the fall 06' and spring 07' semesters we can see a decrease in our retention rates but simultaneously our success rate increased. During the fall of 07' and spring 08' our retention rates and success rates were almost identical proving that this trend can also happen during normal semesters and not necessary during the winter and the summer when students seem to be more motivated and serious about the classes. In the fall 08'semester the success and retention rates slightly dropped but that can be attributed to the drop in sections offered that can clearly be identified in graph 3.

Graph 5 Retention &Success Summer & Winter

Graph 5 indicates the retention and success rates for the summer and winter semester. Apparently the graph only show one line, but that is because the retention and success rates were identical thus the appearance of a single line. Normally the winter and summer semester are always very successful because students that enroll in these classes can't normally attend during the regular semester and that factor makes or retention rates and success rates very similar. Our retention is high during these semester because students realize there short semesters and take them very seriously when it comes to instruction.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

Currently the building construction classes are being taught by one full time faculty member that teaches 3-4 sections per semester and one adjunct faculty member that teaches one section per semester. However at 81.5% average fill rate there is additional room for students and enrollment growth, but with the limited lab space and limited teaching resources we will not be able to offer additional sections to meet expanding student needs without hiring more adjunct faculty.

We currently offer two certificates in building construction but are pending the approval of a degree and three specializations in building construction to be able to expand our program. Once the pending degree is approved it will be more viable to increase our adjunct teaching resources.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   Currently the statewide employment rate in residential construction has fallen by due to several factors. However there is a change in the job market from residential construction type employees to retrofitting and energy efficiency technicians along with renewable energy type jobs in solar, wind, and thermal technologies which all have a common field which is the construction industry. There is an eminent need for green building specialists which are all based on construction knowledge.

3. List any significant issues or problems that the program is immediately facing.

   The immediate problem that the program is currently facing in the lack of adequate lab space to impart the hands on component to the classes currently offered. Currently the construction program shares the lab spaces of auto body, welding and automotive. Lack of qualified, degreed adjunct faculty places a burden on the programs ability to offer enough sections to meet the current needs of the students; specifically in new technologies, such as energy efficiency/conservation, retrofitting and weatherization.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

   Improve student success rates trough the development of more courses on green building and energy conservation

Objective	Completion Indicators	Completion Date
Improve student success rate trough: Innovative classes in green building & Energy conservation	Institutional success and retention data	Fall 2012
Hire an additional adjunct faculty Member	Employment data	Fall 2011
Develop three SLOS for each course	SLO Data	Fall 2012
Establish an articulation agreement with the local high schools	Agreement Document	Fall 2012

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

   Learning outcomes are being implemented in all of the building construction courses however not all courses have multiple SLO's therefore the goal of the construction program will be to verify that all course have at least three SLO's along with the corresponding assessment and evaluation criteria an data that will indicate the learning outcome of the students in each course.

Time line	
Fall 2008	Initial SLO's identified for all classes BLDC 110,130,140,145,150,160,165,180,185, 190, 200,201.
Spring 2009	Assessment evaluation & modification recommendations for BLDC110&130
Fall 2009	Assessment evaluation & modification recommendations for BLDC140&145
Spring 2010	Assessment evaluation & modification recommendations for BLDC150&160
Fall 2010	Assessment evaluation & modification recommendations for BLDC165&180
Spring 2011	Assessment evaluation & modification recommendations for BLDC185&190
Fall 2011	Assessment evaluation & modification recommendations for BLDC200&201
Spring 2012	Begin integration to SLO master plan course level SlO and curriculum changes as needed based on assessment cycle.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

One of the factors that will influence our program during the next three years is the stimulus monies that are being offered through ARRA. Currently our program was awarded a grant (B-Green) to train a cohort of twenty five students in the areas of energy efficiency, weatherization, retrofitting of buildings and alternative energy. These grants will cause our program to expand along with our student enrollment and the need to hire additional teaching resources. The only obstacles that might be a problem is the fact that grant based education most of the time will be catered to a specific cohort and will be done with closed enrollment limiting the student that are already in the program. Once the grants are finalized additional resources might be needed to continue instruction as open enrollment to the whole community.

4. Identify any outside factors that might influence your program during the next three years.

Over the course of the next three years we can see a trend in more grant instruction programs that will lead to the creation of additional curriculum that will have to be adopted by the building construction program. The acquisition of future grants will help strengthen the building construction program and will be influential in keeping the program instruction current with new building techniques and technology. A factor that might affect or influence the program is the lack of qualified instructors in our area many applicants posses the experience but lack the education. When the program expands due to new classes or program we might face a deficit of qualified instructors. Finally one factor that not only affects this program but IVC as a whole is the challenge of instructing students who are deficient in basic skills. Therefore we face an important role as instructors in filling in the education gap between those students in order to keep them motivated and keep them from dropping the courses.

Part 2 – Comprehensive Program Review

Fall 2009

Program Name: **Child, Family and Consumer Sciences: Child Development Program**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

   - **Obtain a permanent classroom assignment in which materials can be displayed to enrich student learning.**
   - **Revise coursework to reflect changes in the mandates to the child development workforce.**
   - **Create a transfer pathway in Child Development so that students can obtain Bachelor's degree**
   - **Assist students in the obtainment of a Child Development Permit**
   - **Improve student success rate**
   - **Demonstration of an understanding that the Preschool is a laboratory classroom for adult students**

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

Child Development Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CDEV 100			62	62			32	32									94
CDEV 101			39	39													39
CDEV 102							34	34									34
CDEV 103			72	72			67	67									139
CDEV 104			64	64			49	49									113
CDEV 105			34	34			31	31									65
CDEV 106			25	25			28	28									53
CDEV 107			48	48			73	73									121
CDEV 122			24	24													24
CDEV 123							37	37									37
CDEV 142															18	18	18
CDEV 20							10	10									10
CDEV 200			4	4			9	9			9	9					22
CDEV 220			35	35													35
CDEV 221							26	26									26
CFCS 100	62	74		136	65	64		129									265
CFCS 101	67	42		109	39	46		85									194
CFCS 102	24	21		45	40	35		75									120
CFCS 104	60	60		120	57	32		89									209
CFCS 106	110	86		196	111	49		160									356
CFCS 108	37	45		82	48	37		85									167
CFCS 110	32	32		64	41	35		76									140
CFCS 112	35	25		60													60
CFCS 114						28		28	28			28					56
CFCS 116	72	27		99													99
CFCS 118					35	38		73									73
CFCS 170									26			26	10	19		29	55
CFCS 171					29			29		31		31					60
CFCS 172													16			16	16
CFCS 173									13			13					13
CFCS 200	15	15		30	18	9		27									57
CFCS 210	7			7													7
CFCS 211						6		6									6
CFCS 212													34	12		46	46
CFCS 220	31	37		68													68
CFCS 221					33	16		49									49
CFCS 240	15	26		41	9	8		17									58
CFCS 50	42			42													42
CFCS 51	42			42													42
CFCS 52	44			44													44
Total	695	490	407	1592	525	403	396	1324	67	31	9	107	60	31	18	109	3132

Child Development Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CDEV 100			2	2			1	1									3
CDEV 101			1	1													1
CDEV 102							1	1									1
CDEV 103			2	2			2	2									4
CDEV 104			2	2			2	2									4
CDEV 105			1	1			1	1									2
CDEV 106			1	1			1	1									2
CDEV 107			1	1			2	2									3
CDEV 122			1	1													1
CDEV 123							1	1									1
CDEV 142															1	1	1
CDEV 20							1	1									1
CDEV 200			1	1			1	1			1	1					3
CDEV 220			1	1													1
CDEV 221							1	1									1
CFCS 100	2	2		4	2	2		4									8
CFCS 101	2	1		3	1	1		2									5
CFCS 102	1	1		2	1	1		2									4
CFCS 104	2	2		4	2	1		3									7
CFCS 106	3	2		5	3	2		5									10
CFCS 108	1	1		2	2	1		3									5
CFCS 110	1	1		2	2	1		3									5
CFCS 112	2	1		3													3
CFCS 114						1		1	1			1					2
CFCS 116	2	1		3													3
CFCS 118					1	1		2									2
CFCS 170									1			1	1	1		2	3
CFCS 171					1			1		1		1					2
CFCS 172													1			1	1
CFCS 173									1			1					1
CFCS 200	1	1		2	1	1		2									4
CFCS 210	1			1													1
CFCS 211						1		1									1
CFCS 212													1	1		2	2
CFCS 220	1	1		2													2
CFCS 221					1	1		2									2
CFCS 240	1	1		2	1	1		2									4
CFCS 50	1			1													1
CFCS 51	1			1													1
CFCS 52	1			1													1
Total	23	15	13	51	18	15	14	47	3	1	1	5	3	2	1	6	109

Child Development Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
CDEV100			44%	44%			22%	22%									33%
CDEV101			87%	87%													87%
CDEV102							97%	97%									97%
CDEV103			72%	72%			48%	48%									60%
CDEV104			86%	86%			76%	76%									81%
CDEV105			50%	50%			52%	52%									51%
CDEV106			68%	68%			89%	89%									78%
CDEV107			88%	88%			81%	81%									84%
CDEV122			96%	96%													96%
CDEV123							89%	89%									89%
CDEV142															100%	100%	100%
CDEV20							100%	100%									100%
CDEV200			75%	75%			89%	89%			88%	88%					84%
CDEV220			57%	57%													57%
CDEV221							62%	62%									62%
CFCS050	67%			67%													67%
CFCS051	62%			62%													62%
CFCS052	52%			52%													52%
CFCS100	67%	71%		69%	82%	77%		79%									74%
CFCS101	72%	90%		81%	69%	83%		76%									78%
CFCS102	100%	81%		90%	100%	91%		96%									93%
CFCS104	43%	49%		46%	56%	63%		59%									53%
CFCS106	78%	85%		81%	77%	73%		75%									78%
CFCS108	84%	73%		79%	73%	95%		84%									81%
CFCS110	63%	53%		58%	51%	49%		50%									54%
CFCS112	66%	44%		55%													55%
CFCS114						75%		75%	89%			89%					82%
CFCS116	68%	59%		64%													64%
CFCS118					71%	79%		75%									75%
CFCS170									88%			88%	80%	89%		85%	86%
CFCS171					59%			59%		100%		100%					79%
CFCS172													86%			86%	86%
CFCS173									92%			92%					92%
CFCS200	53%	57%		55%	56%	67%		61%									58%
CFCS210	71%			71%													71%
CFCS211						100%		100%									100%
CFCS212													94%	92%		93%	93%
CFCS220	71%	62%		67%													67%
CFCS221					91%	88%		89%									89%
CFCS240	53%	33%		43%	13%	25%		19%									31%
Avg.	67%	63%	72%	67%	66%	74%	73%	71%	90%	100%	88%	92%	87%	91%	100%	90%	72%

Child Development Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CDEV 100			89%	89%			91%	91%									90%
CDEV 101			111%	111%													111%
CDEV 102							213%	213%									213%
CDEV 103			103%	103%			96%	96%									99%
CDEV 104			91%	91%			70%	70%									81%
CDEV 105			97%	97%			89%	89%									93%
CDEV 106			71%	71%			80%	80%									76%
CDEV 107			137%	137%			104%	104%									115%
CDEV 122			69%	69%													69%
CDEV 123							106%	106%									106%
CDEV 142															51%	51%	51%
CDEV 20							29%	29%									29%
CDEV 200			27%	27%			60%	60%			60%	60%					49%
CDEV 220			100%	100%													100%
CDEV 221							74%	74%									74%
CFCS 100	89%	106%		97%	93%	91%		92%									95%
CFCS 101	96%	120%		104%	111%	131%		121%									111%
CFCS 102	150%	131%		141%	250%	219%		234%									188%
CFCS 104	86%	86%		86%	81%	91%		85%									85%
CFCS 106	105%	123%		112%	106%	70%		91%									102%
CFCS 108	106%	129%		117%	69%	106%		81%									95%
CFCS 110	91%	91%		91%	59%	100%		72%									80%
CFCS 112	50%	71%		57%													57%
CFCS 114						80%		80%	80%			80%					80%
CFCS 116	103%	77%		94%													94%
CFCS 118					100%	109%		104%									104%
CFCS 170									74%			74%	29%	54%		41%	52%
CFCS 171					83%			83%		89%		89%					86%
CFCS 172													46%			46%	46%
CFCS 173									37%			37%					37%
CFCS 200	100%	100%		100%	120%	60%		90%									95%
CFCS 210	20%			20%													20%
CFCS 211						17%		17%									17%
CFCS 212													97%	34%		66%	66%
CFCS 220	89%	106%		97%													97%
CFCS 221					94%	46%		70%									70%
CFCS 240	43%	74%		59%	26%	23%		24%									41%
CFCS 50	120%			120%													120%
CFCS 51	120%			120%													120%
CFCS 52	126%			126%													126%

Child Development Program
FTEs per FTEf

Course	Fall				Spring				Summer				Winter				Overall
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	Avg.
CDEV 100			15.2	15.2			16.6	16.6									15.7
CDEV 101			20.2	20.2													20.2
CDEV 102							14.6	14.6									14.6
CDEV 103			18.7	18.7			17.4	17.4									18.0
CDEV 104			24.0	24.0			21.7	21.7									22.8
CDEV 105			15.5	15.5			14.2	14.2									14.9
CDEV 106			13.0	13.0			14.5	14.5									13.7
CDEV 107			24.9	24.9			18.9	18.9									20.9
CDEV 122			11.0	11.0													11.0
CDEV 123							19.5	19.5									19.5
CDEV 142															7.7	7.7	7.7
CDEV 20							5.0	5.0									5.0
CDEV 200			2.0	2.0			4.6	4.6			7.3	7.3					4.6
CDEV 220			18.1	18.1													18.1
CDEV 221							11.9	11.9									11.9
CFCS 100	14.2	16.9		15.5	25.3	14.6		19.9									17.7
CFCS 101	16.3	19.2		17.2	18.9	21.0		20.0									18.3
CFCS 102	9.3	9.8		9.5	15.5	20.4		18.0									13.8
CFCS 104	15.5	16.0		15.8	14.8	17.6		15.7									15.7
CFCS 106	19.0	22.3		20.3	19.2	23.5		20.9									20.6
CFCS 108	19.2	23.2		21.2	12.4	19.2		14.7									17.3
CFCS 110	16.6	16.6		16.6	10.6	18.1		13.1									14.5
CFCS 112	8.0	11.4		9.1													9.1
CFCS 114						12.8		12.8	12.8			12.8					12.8
CFCS 116	16.5	12.3		15.1													15.1
CFCS 118					16.0	17.4		16.7									16.7
CFCS 170									11.9			11.9	5.1	10.2		7.7	9.1
CFCS 171					15.9			15.9		17.0		17.0					16.5
CFCS 172													9.1			9.1	9.1
CFCS 173									11.9			11.9					11.9
CFCS 200	7.9	2.4		5.1	9.5	4.3		6.9									6.0
CFCS 210	3.6			3.6													3.6
CFCS 211						3.0		3.0									3.0
CFCS 212													18.9	5.9		12.4	12.4
CFCS 220	16.1	19.2		17.6													17.6
CFCS 221					15.1	8.3		11.7									11.7
CFCS 240	5.3	14.6		9.9	4.8	6.3		5.6									7.7
CFCS 50	19.2			19.2													19.2
CFCS 51	19.2			19.2													19.2
CFCS 52	20.1			20.1													20.1
Avg.	13.3	13.8	14.2	13.7	14.0	12.1	13.8	13.3	12.3	17.0	7.3	9.6	12.7	7.7	7.7	10.2	13.2

Child Development Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CDEV 100			0.4	0.4			0.2	0.2									0.6
CDEV 101			0.2	0.2													0.2
CDEV 102							0.1	0.1									0.1
CDEV 103			0.4	0.4			0.4	0.4									0.8
CDEV 104			0.4	0.4			0.4	0.4									0.8
CDEV 105			0.2	0.2			0.2	0.2									0.4
CDEV 106			0.2	0.2			0.2	0.2									0.4
CDEV 107			0.2	0.2			0.4	0.4									0.6
CDEV 122			0.1	0.1													0.1
CDEV 123							0.1	0.1									0.1
CDEV 142															0.1	0.1	0.1
CDEV 20							0.0	0.0									0.0
CDEV 200			0.8	0.8			0.8	0.8			0.8	0.8					2.4
CDEV 220			0.2	0.2													0.2
CDEV 221							0.2	0.2									0.2
CFCS 100	0.3	0.3		0.5	0.3	0.3		0.5									1.1
CFCS 101	0.3	0.1		0.4	0.1	0.1		0.3									0.7
CFCS 102	0.1	0.1		0.1	0.1	0.1		0.1									0.3
CFCS 104	0.4	0.4		0.8	0.4	0.2		0.6									1.4
CFCS 106	0.6	0.4		1.0	0.6	0.4		1.0									2.0
CFCS 108	0.2	0.2		0.4	0.4	0.2		0.6									1.0
CFCS 110	0.2	0.2		0.4	0.4	0.2		0.6									1.0
CFCS 112	0.3	0.1		0.4													0.4
CFCS 114						0.1		0.1	0.1			0.1					0.3
CFCS 116	0.3	0.1		0.4													0.4
CFCS 118					0.1	0.1		0.3									0.3
CFCS 170									0.1			0.1	0.1	0.1		0.3	0.4
CFCS 171					0.1			0.1		0.1		0.1					0.3
CFCS 172													0.1			0.1	0.1
CFCS 173									0.1			0.1					0.1
CFCS 200	0.8	0.8		1.5	0.8	0.8		1.5									3.1
CFCS 210	0.2			0.2													0.2
CFCS 211						0.3		0.3									0.3
CFCS 212													0.2	0.2		0.4	0.4
CFCS 220	0.2	0.2		0.4													0.4
CFCS 221					0.2	0.2		0.4									0.4
CFCS 240	0.3	0.3		0.5	0.3	0.3		0.5									1.1
CFCS 50	0.1			0.1													0.1
CFCS 51	0.1			0.1													0.1
CFCS 52	0.1			0.1													0.1
Total	4.2	3.2	3.1	10.5	3.8	3.3	3.0	10.1	0.3	0.1	0.8	1.3	0.4	0.3	0.1	0.8	22.6

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	CDEV	CFCS050	15	5	8		1	5		8	42	28	66.7%	81.0%
200710	Fall	2006	CDEV	CFCS051	18	4	4		1	5		10	42	26	61.9%	76.2%
200710	Fall	2006	CDEV	CFCS052	10	10	3		4	5		12	44	23	52.3%	72.7%
200710	Fall	2006	CDEV	CFCS100	20	13	10		4	7	1	9	64	43	67.2%	85.9%
200710	Fall	2006	CDEV	CFCS101	16	20	12		5	4	3	7	67	48	71.6%	89.6%
200710	Fall	2006	CDEV	CFCS102	24								24	24	100.0%	100.0%
200710	Fall	2006	CDEV	CFCS104	7	12	7		4	10		21	61	26	42.6%	65.6%
200710	Fall	2006	CDEV	CFCS106	17	33	36		9	6		9	110	86	78.2%	91.8%
200710	Fall	2006	CDEV	CFCS108	8	15	8			2	1	3	37	31	83.8%	91.9%
200710	Fall	2006	CDEV	CFCS110		7	13		3	3		6	32	20	62.5%	81.3%
200710	Fall	2006	CDEV	CFCS112	5	12	6		1	3	1	7	35	23	65.7%	80.0%
200710	Fall	2006	CDEV	CFCS116	13	26	10		6	10		7	72	49	68.1%	90.3%
200710	Fall	2006	CDEV	CFCS200		1	7		1	2		4	15	8	53.3%	73.3%
200710	Fall	2006	CDEV	CFCS210	1	3	1			2			7	5	71.4%	100.0%
200710	Fall	2006	CDEV	CFCS220	11	7	4		4	2		3	31	22	71.0%	90.3%
200710	Fall	2006	CDEV	CFCS240		5	3			2		5	15	8	53.3%	66.7%
200715	Win.	2007	CDEV	CFCS170	3	3	2			1	1		10	8	80.0%	100.0%
200715	Win.	2007	CDEV	CFCS172	12							2	14	12	85.7%	85.7%
200715	Win.	2007	CDEV	CFCS212	15	14	3			1		1	34	32	94.1%	97.1%
200720	Spr.	2007	CDEV	CFCS100	19	21	13		4			8	65	53	81.5%	87.7%
200720	Spr.	2007	CDEV	CFCS101	7	10	10		7			5	39	27	69.2%	87.2%
200720	Spr.	2007	CDEV	CFCS102	40								40	40	100.0%	100.0%
200720	Spr.	2007	CDEV	CFCS104	10	12	10		3	4		18	57	32	56.1%	68.4%
200720	Spr.	2007	CDEV	CFCS106	20	40	25		9	3		14	111	85	76.6%	87.4%
200720	Spr.	2007	CDEV	CFCS108	8	12	15		3			10	48	35	72.9%	79.2%
200720	Spr.	2007	CDEV	CFCS110	1	10	10		10	1		9	41	21	51.2%	78.0%
200720	Spr.	2007	CDEV	CFCS118	3	12	10			3		7	35	25	71.4%	80.0%
200720	Spr.	2007	CDEV	CFCS171	10	6	1		1	5		6	29	17	58.6%	79.3%
200720	Spr.	2007	CDEV	CFCS200		2	8		3			5	18	10	55.6%	72.2%

200720	Spr.	2007	CDEV	CFCS221	5	14	11					3	33	30	90.9%	90.9%
200720	Spr.	2007	CDEV	CFCS240		1						7	8	1	12.5%	12.5%
200730	Sum.	2007	CDEV	CFCS114	6	15	4					3	28	25	89.3%	89.3%
200730	Sum.	2007	CDEV	CFCS170	9	10	4		1			2	26	23	88.5%	92.3%
200730	Sum.	2007	CDEV	CFCS173	8	2	2					1	13	12	92.3%	92.3%
200810	Fall	2007	CDEV	CFCS100	16	22	14		3	5	1	12	73	52	71.2%	83.6%
200810	Fall	2007	CDEV	CFCS101	10	12	15		4				41	37	90.2%	100.0%
200810	Fall	2007	CDEV	CFCS102	6	11				3		1	21	17	81.0%	95.2%
200810	Fall	2007	CDEV	CFCS104	9	11	9		10	7		13	59	29	49.2%	78.0%
200810	Fall	2007	CDEV	CFCS106	13	39	19		3		2	8	84	71	84.5%	90.5%
200810	Fall	2007	CDEV	CFCS108	10	16	7		6			6	45	33	73.3%	86.7%
200810	Fall	2007	CDEV	CFCS110	3	7	7		7	3		5	32	17	53.1%	84.4%
200810	Fall	2007	CDEV	CFCS112	1	5	5		2	4		8	25	11	44.0%	68.0%
200810	Fall	2007	CDEV	CFCS116	4	5	7		3	2		6	27	16	59.3%	77.8%
200810	Fall	2007	CDEV	CFCS200		2	6		3			3	14	8	57.1%	78.6%
200810	Fall	2007	CDEV	CFCS220	2	7	14		4	4	1	5	37	23	62.2%	86.5%
200810	Fall	2007	CDEV	CFCS240	1	2	4		2	6		6	21	7	33.3%	71.4%
200815	Win.	2008	CDEV	CFCS170	6	8	3		1			1	19	17	89.5%	94.7%
200815	Win.	2008	CDEV	CFCS212	2	3	6					1	12	11	91.7%	91.7%
200820	Spr.	2008	CDEV	CFCS100	15	18	16		2	1	1	11	64	49	76.6%	82.8%
200820	Spr.	2008	CDEV	CFCS101	17	15	6		1			7	46	38	82.6%	84.8%
200820	Spr.	2008	CDEV	CFCS102	32					2		1	35	32	91.4%	97.1%
200820	Spr.	2008	CDEV	CFCS104	1	10	9		2	1		9	32	20	62.5%	71.9%
200820	Spr.	2008	CDEV	CFCS106	10	15	11		1	1		11	49	36	73.5%	77.6%
200820	Spr.	2008	CDEV	CFCS108	7	10	18		1			1	37	35	94.6%	97.3%
200820	Spr.	2008	CDEV	CFCS110	2	2	13		9	3		6	35	17	48.6%	82.9%
200820	Spr.	2008	CDEV	CFCS114	2	11	8		1			6	28	21	75.0%	78.6%
200820	Spr.	2008	CDEV	CFCS118	10	10	10		3			5	38	30	78.9%	86.8%
200820	Spr.	2008	CDEV	CFCS200		1	5					3	9	6	66.7%	66.7%
200820	Spr.	2008	CDEV	CFCS211	1	3	2						6	6	100.0%	100.0%
200820	Spr.	2008	CDEV	CFCS221	2	6	6					2	16	14	87.5%	87.5%
200820	Spr.	2008	CDEV	CFCS240	1	1			1			5	8	2	25.0%	37.5%
200830	Sum.	2008	CDEV	CFCS171	8	14	9						31	31	100.0%	100.0%
200910	Fall	2008	CDEV	CDEV100	3	14	10		10	6		19	62	27	43.5%	69.4%

200910	Fall	2008	CDEV	CDEV101	10	16	8		1			4	39	34	87.2%	89.7%
200910	Fall	2008	CDEV	CDEV103	8	27	17		6	3		11	72	52	72.2%	84.7%
200910	Fall	2008	CDEV	CDEV104	13	25	17		4		1	4	64	55	85.9%	93.8%
200910	Fall	2008	CDEV	CDEV105		2	15		4	2		11	34	17	50.0%	67.6%
200910	Fall	2008	CDEV	CDEV106	4	9	4		1	1		6	25	17	68.0%	76.0%
200910	Fall	2008	CDEV	CDEV107	9	20	13		1		1	4	48	42	87.5%	91.7%
200910	Fall	2008	CDEV	CDEV122	10	8	5			1			24	23	95.8%	100.0%
200910	Fall	2008	CDEV	CDEV200			6					2	8	6	75.0%	75.0%
200910	Fall	2008	CDEV	CDEV220	5	6	9		3	5		7	35	20	57.1%	80.0%
200915	Win.	2009	CDEV	CDEV142	5	8	5						18	18	100.0%	100.0%
200920	Spr.	2009	CDEV	CDEV100	1	4	2		7	7		11	32	7	21.9%	65.6%
200920	Spr.	2009	CDEV	CDEV102	26	3	2					1	32	31	96.9%	96.9%
200920	Spr.	2009	CDEV	CDEV103	8	13	11		13	3		19	67	32	47.8%	71.6%
200920	Spr.	2009	CDEV	CDEV104	8	17	12		3	1		8	49	37	75.5%	83.7%
200920	Spr.	2009	CDEV	CDEV105	1	5	10		5	1		9	31	16	51.6%	71.0%
200920	Spr.	2009	CDEV	CDEV106	4	8	12		1	1		1	27	24	88.9%	96.3%
200920	Spr.	2009	CDEV	CDEV107	16	22	21		9	1		4	73	59	80.8%	94.5%
200920	Spr.	2009	CDEV	CDEV123	8	5	18			1		3	35	31	88.6%	91.4%
200920	Spr.	2009	CDEV	CDEV20				10					10	10	100.0%	100.0%
200920	Spr.	2009	CDEV	CDEV200		1	7		1				9	8	88.9%	100.0%
200920	Spr.	2009	CDEV	CDEV221	1	11	4		1	2		7	26	16	61.5%	73.1%
200930	Sum.	2009	CDEV	CDEV200			7					1	8	7	87.5%	87.5%
					672	847	704	10	223	163	14	486	3119	2233		

Child Development Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CDEV 100			6.1	6.1			3.3	3.3									9.4
CDEV 101			4.0	4.0													4.0
CDEV 102							1.0	1.0									1.0
CDEV 103			7.5	7.5			6.9	6.9									14.4
CDEV 104			9.6	9.6			8.7	8.7									18.3
CDEV 105			3.1	3.1			2.8	2.8									5.9
CDEV 106			2.6	2.6			2.9	2.9									5.5
CDEV 107			5.0	5.0			7.6	7.6									12.5
CDEV 122			1.5	1.5													1.5
CDEV 123							2.6	2.6									2.6
CDEV 142															0.5	0.5	0.5
CDEV 20							0.2	0.2									0.2
CDEV 200			1.6	1.6			3.6	3.6			5.9	5.9					11.1
CDEV 220			3.6	3.6													3.6
CDEV 221							2.4	2.4									2.4
CFCS 100	3.8	4.5		8.3	6.7	3.9		10.6									18.9
CFCS 101	4.3	2.6		6.9	2.5	2.8		5.3									12.2
CFCS 102	0.6	0.7		1.3	1.0	1.4		2.4									3.7
CFCS 104	6.2	6.4		12.6	5.9	3.5		9.4									22.0
CFCS 106	11.4	8.9		20.3	11.5	9.4		20.9									41.2
CFCS 108	3.8	4.6		8.5	5.0	3.8		8.8									17.3
CFCS 110	3.3	3.3		6.6	4.2	3.6		7.9									14.5
CFCS 112	2.1	1.5		3.7													3.7
CFCS 114						1.7		1.7	1.7			1.7					3.4
CFCS 116	4.4	1.6		6.0													6.0
CFCS 118					2.1	2.3		4.4									4.4
CFCS 170									1.6			1.6	0.7	1.4		2.1	3.6
CFCS 171					2.1			2.1		2.3		2.3					4.4
CFCS 172													0.6			0.6	0.6
CFCS 173									0.8			0.8					0.8
CFCS 200	6.1	1.8		7.9	7.3	3.3		10.6									18.4
CFCS 210	0.7			0.7													0.7
CFCS 211						1.0		1.0									1.0
CFCS 212													3.8	1.2		5.0	5.0
CFCS 220	3.2	3.8		7.0													7.0
CFCS 221					3.0	1.7		4.7									4.7
CFCS 240	1.4	3.9		5.3	1.3	1.7		3.0									8.3
CFCS 50	1.3			1.3													1.3
CFCS 51	1.3			1.3													1.3
CFCS 52	1.3			1.3													1.3
Total	55.3	43.7	44.6	143.6	52.7	40.1	42.0	134.8	4.1	2.3	5.9	12.2	5.1	2.6	0.5	8.2	298.8

Imperial Valley College
# of Degrees and Certificates Awarded to Students

PROGRAM	Year 2003-04			Year 2004-05			Year 2005-06			Year 2006-07			Year 2007-08			Grand Total
	Cert.	Degree	Total	Cert.	Degree	Total	Cert.	Degree	Total	Cert.	Degree	Total	Cert.	Degree	Total	
ACR-CERT							1		1	11		11	8		8	20
ADS-AS					3	3					3	3		6	6	12
ADS-CERT				3		3	3		3	6		6	6		6	18
AGBMGMT-CERT				1		1										1
AGSCI-AS								1	1					4	4	5
AJ-AS		30	30		23	23		50	50		35	35		24	24	162
AJ-CERT	8		8	3		3	13		13	14		14	4		4	42
ART-AA		3	3		9	9		8	8		4	4		7	7	31
AUTOAIR-CERT	13		13	1		1	2		2	4		4	4		4	24
AUTOBDY-CERT	1		1	4		4				1		1	1		1	7
AUTOBSW-CERT	6		6	3		3	2		2	4		4	5		5	20
AUTOELT-CERT	13		13	2		2	2		2	3		3	3		3	23
AUTOMAC-CERT	1		1	1		1				2		2				4
AUTOPER-CERT	15		15	1		1	1		1	4		4	3		3	24
AUTOT-AA								1	1							1
AUTOT-AS		2	2		2	2					2	2		1	1	7
AUTOT-CERT	4		4							1		1	1		1	6
BADS-AS											3	3		8	8	11
BCPM-CERT										2		2	1		1	3
BEHSCI-AA		6	6		10	10		9	9		10	10		13	13	48
BSUP-AS		1	1													1
BUSACCT-AA											1	1		1	1	2
BUSACCT-AS					8	8		4	4		8	8		6	6	26
BUSACCT-CERT	1		1							2		2	4		4	7
BUSADM-AA		7	7		14	14		12	12		12	12		15	15	60
BUSADM-AS		24	24		7	7		13	13		22	22		14	14	80
BUSASST-AA														1	1	1
BUSASST-AS								1	1		1	1		1	1	3
BUSFIN-AS					1	1		3	3		2	2				6
BUSFIN-CERT				1		1				1		1				2
BUSMGMT-AA		1	1		2	2		1	1		1	1		1	1	6
BUSMGMT-AS		3	3		1	1		2	2		3	3		3	3	12
BUSMGMT-CERT	1		1	1		1	2		2	1		1				5
BUSMKRT-AA								1	1					2	2	3
BUSMKRT-AS								2	2		2	2		1	1	5
BUSMKRT-CERT				1		1				1		1				2
BUSOFF-AA														1	1	1
BUSOFF-AS		3	3		8	8		1	1		5	5		7	7	24
BUSOFF-CERT	1		1	1		1	2		2	3		3	5		5	12
BUSSKLS-CERT													3		3	3
CIS-AA		4	4		2	2		2	2		3	3		2	2	13
CIS-AS		2	2		6	6		3	3					4	4	15
CIS-CERT	2		2	4		4										6
CSI-AS		4	4		3	3		2	2		3	3				12
CSI-CERT	2		2	1		1				1		1	1		1	5
CTSV-CERT													3		3	3

Imperial Valley College
# of Degrees and Certificates Awarded to Students

PROGRAM	Year 2003-04			Year 2004-05			Year 2005-06			Year 2006-07			Year 2007-08			Grand Total
	Cert.	Degree	Total	Cert.	Degree	Total	Cert.	Degree	Total	Cert.	Degree	Total	Cert.	Degree	Total	
ECE-AA		16	16		15	15		14	14		7	7		3	3	55
ECEADM-CERT							1		1	2		2	1		1	4
ECE-AS		2	2		3	3		4	4		9	9		2	2	20
ECEASST-CERT	7		7	14		14	15		15	20		20	24		24	80
ECEAT-CERT	7		7	14		14	17		17	17		17	20		20	75
ECEFAM-CERT										5		5				5
ECEINF-CERT				2		2	7		7	5		5				14
ECESCHL-CERT										1		1				1
ECIS-CERT	1		1							2		2				3
ELTRN-CERT	2		2	4		4				3		3				9
ELTT-CERT													2		2	2
EMT-AS											1	1				1
EMTI-CERT	1		1	1		1				1		1	1		1	4
EMTPM-CERT				17		17	19		19	13		13	16		16	65
ENGL-AA		10	10		3	3		1	1		2	2		8	8	24
EWIR-CERT													6		6	6
EWT-CERT										4		4	7		7	11
FIRE-AS		3	3		4	4		1	1		1	1				9
FIRE-CERT				1		1	6		6	2		2	1		1	10
FIREFI-CERT										3		3				3
FRENCH-AA		1	1													1
GENERAL-AA		10	10		10	10		5	5		4	4		9	9	38
GENERAL-AS		9	9		3	3		6	6		2	2		2	2	22
GENSCI-AA		1	1								2	2				3
GENSCI-AS					3	3		5	5		7	7		5	5	20
HA-CERT	20		20				21		21							41
HMHLTH-CERT				12		12										12
HREL-AA		3	3		5	5		8	8		3	3		7	7	26
HREL-AS					4	4					1	1		2	2	7
HREL-CERT							1		1							1
HUM-AA		1	1		1	1								1	1	3
JRN-AS		1	1								2	2		3	3	6
LEGAL-AA					4	4		3	3		2	2		2	2	11
LEGAL-CERT	1		1	3		3	4		4	1		1	1		1	10
LIBRY-AS					8	8					2	2		2	2	12
LIBRY-CERT	4		4	1		1	7		7	3		3	4		4	19
LIBST-AA		53	53		49	49		47	47		12	12		25	25	186
LIFESCI-AA											1	1				1
LIFESCI-AS		1	1		1	1		2	2		3	3				7
MATH-AA								2	2					1	1	3
MATH-AS		2	2		3	3		3	3		1	1		5	5	14
MEDASST-CERT	1		1	21		21	23		23	17		17	18		18	80
MEDOFF-CERT	3		3	14		14	27		27	24		24	14		14	82
MUMEDIA-CERT													1		1	1
NURSLVN-AS		6	6		1	1		15	15		7	7		1	1	30
NURSLVN-CERT	10		10				12		12	17		17				39

Imperial Valley College
# of Degrees and Certificates Awarded to Students

PROGRAM	Year 2003-04			Year 2004-05			Year 2005-06			Year 2006-07			Year 2007-08			Grand Total
	Cert.	Degree	Total	Cert.	Degree	Total	Cert.	Degree	Total	Cert.	Degree	Total	Cert.	Degree	Total	
NURSRN-AS		42	42		45	45		44	44		58	58		75	75	264
PE-AS		1	1					1	1					1	1	3
PHARMT-CERT										3		3	2		2	5
PHRM-CERT										2		2	2		2	4
PHYSCI-AS		1	1													1
PREENGR-AS		2	2		2	2								3	3	7
PSADM-AA														1	1	1
PSADM-CERT										1		1				1
PSYCH-AA		14	14		10	10		12	12		14	14		37	37	87
PSYCH-AS		9	9		9	9		15	15		11	11		10	10	54
REHAB-AA		3	3		1	1		1	1		2	2		2	2	9
REHAB-CERT													1		1	1
SOCSCI-AA		15	15		23	23		45	45		54	54		64	64	201
SOCSCI-AS		21	21		21	21		20	20		19	19		18	18	99
SPANNAT-AA					1	1								2	2	3
TRANSFER-AA		44	44		65	65		98	98		114	114		101	101	422
TRANSFER-AS		29	29		37	37		26	26		16	16		23	23	131
WELD-AS											1	1				1
WELD-CERT							2		2	2		2	2		2	6
WT-AS		2	2		1	1		2	2					1	1	6
WT-CERT	6		6	1		1	4		4	6		6	7		7	24
WWT-CERT	1		1				3		3	3		3	2		2	9
Grand Total	132	392	524	133	431	564	197	496	693	218	478	696	184	538	722	3199

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

The Child Development Program is a comprehensive, occupational and transfer program that includes partnerships and strong collaborative relationships with a variety of local community and state agencies and programs.

The Program values the mission statement of the college and makes every effort to align with it:

The Mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop the intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

The core values, efforts and activities of the Child Development Department directly reflect key components of the Imperial Valley College mission. The Mission of the Child Development Department:

* To enhance the intellectual, cultural, and economic vitality of our diverse community

* To provide an accessible and effective learning environment which aids students in their pursuit of transfer, career preparation, job advancement, and personal fulfillment.

* To respect all people and cultures

* To encourage excellence, offer a balanced curriculum, promote teaching methods for diverse learning styles, and involve and enrich our community.

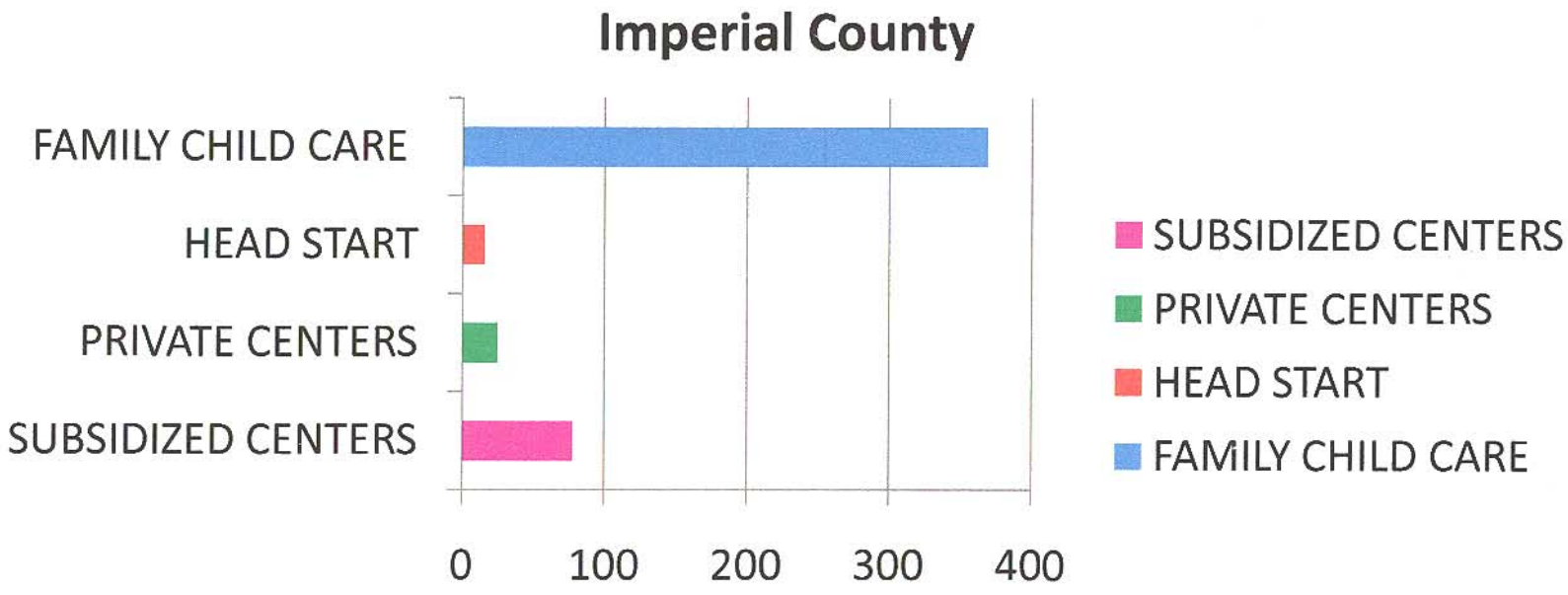
The Child Development program of courses integrates theory and practice to help students further their understanding of children.

In completing the alignment process the Child Development Department created Student Learning Outcomes that matched the project SLO's. All eight of our core courses had the SLOs by 4/17/2008. The remaining courses were completed immediately following the eight with the exception of the two School Age courses and CDEV 173 Children With Challenging Behaviors. Currently all courses include SLO's.

SLO'S and Assessment tools:

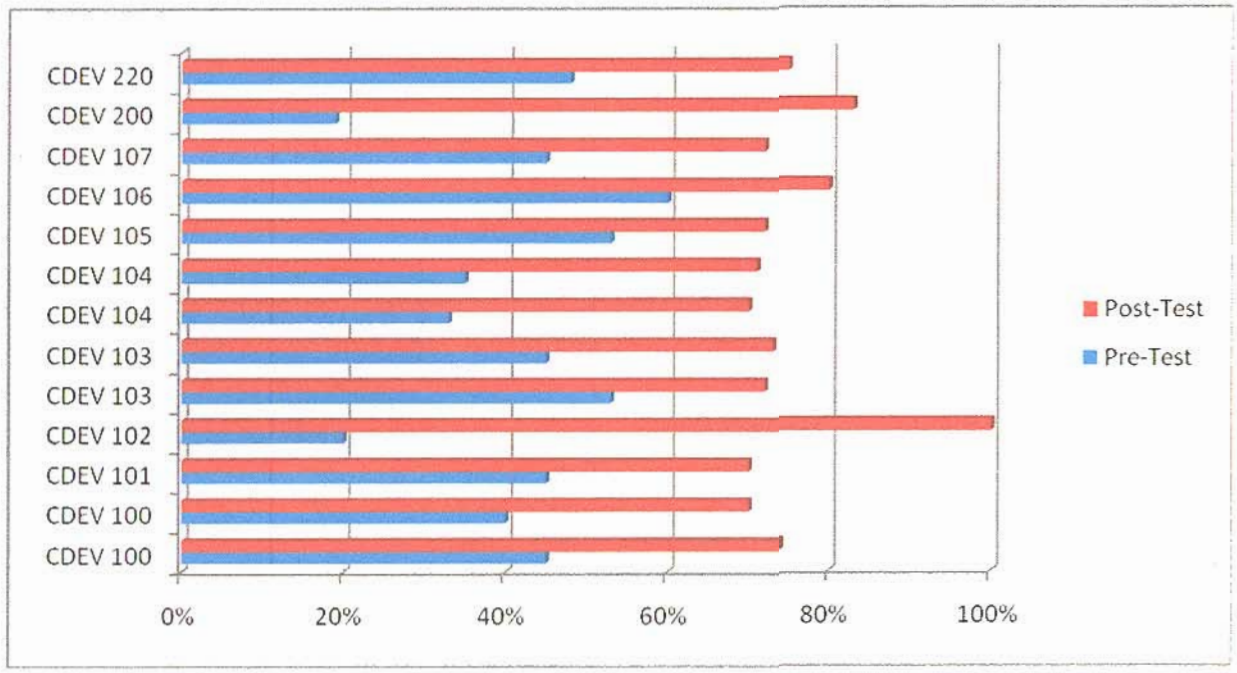
Child, Family, and Consumer Sciences
Child Development

Imperial Valley College Child Development Program provides education and training to **78** subsidized centers, **25** private centers, **16** Head Starts, and **365** Family Child Care programs. Under Title V Assistants must have 6 units, Associate Teachers 12 units of Child Development, Teachers 24 units in CD and 16 units in general education, Master Teachers 24 units CD, 16 GE, 6 CD specialization units, 2 adult supervision units, a Site Supervisor must have AA plus 6 unit in Administration and 2 units in Adult Supervision, and a Director must have a BA or higher with 24 units in CD plus 6 Administration units, and 2 Adult Administration units.
Under Title 22 the Director must have 15 units in CD, the Teacher 12 units in CD, and the Assistant 6 units in CD. All are required to keep up with latest information. Title V staff are required to increase their education yearly. Family Child Care have recently been offered additional employment through the State's new CSPP program if they link up to a subsidized center. Riverside Migrant Imperial has linked to 10 and is increasing that number but the Family Childcare must be in the process of meeting the educational requirements of Title V.

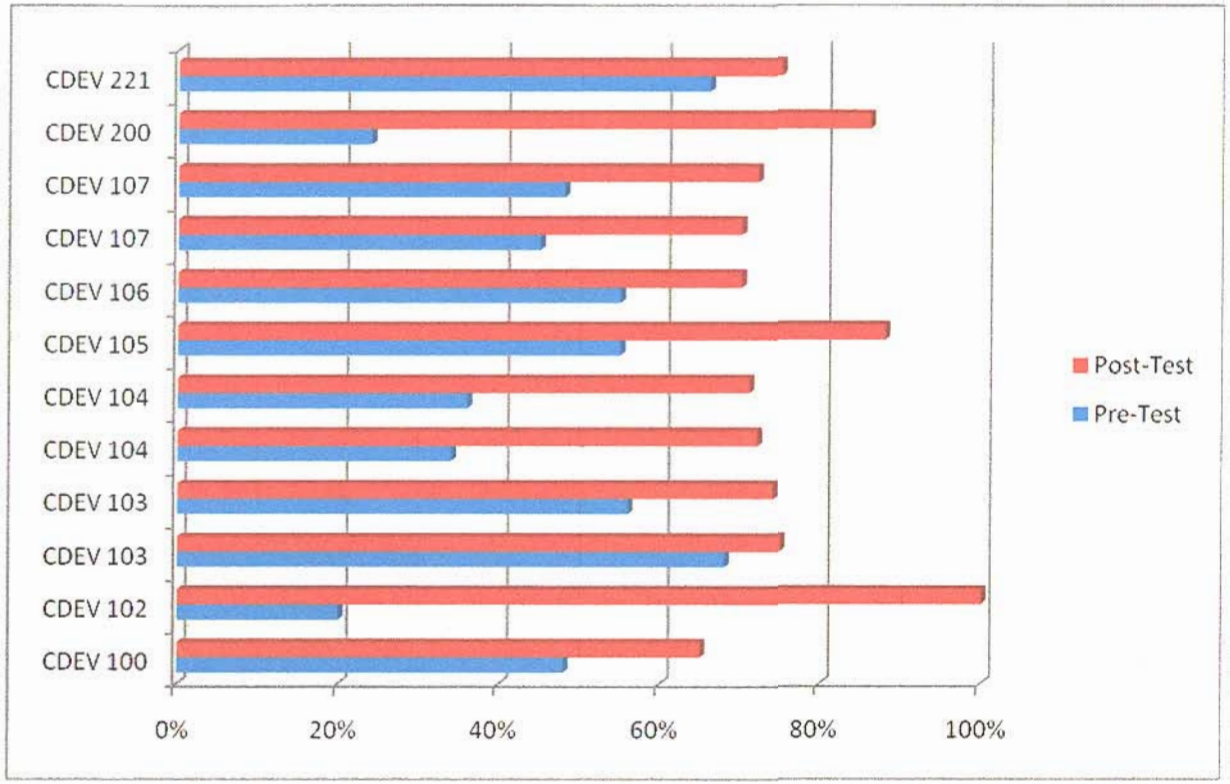


The pre and post test scores were averaged in the following courses. They demonstrate the student knowledge in the subject area by the second week of the course and the post score averages show the level at the end of the course. The scores clearly demonstrate a high level of student improvement.

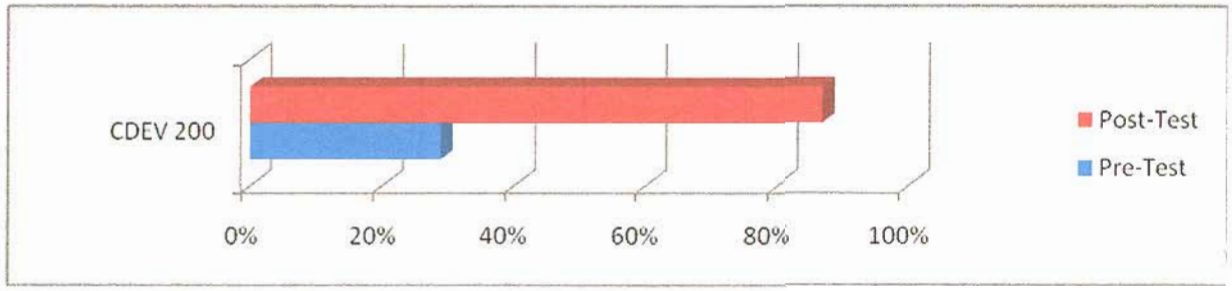
	Pre-Test	Post-Test
CDEV 100	45%	74%
CDEV 100	40%	70%
CDEV 101	45%	70%
CDEV 102	20%	100%
CDEV 103	53%	72%
CDEV 103	45%	73%
CDEV 104	33%	70%
CDEV 104	35%	71%
CDEV 105	53%	72%
CDEV 106	60%	80%
CDEV 107	45%	72%
CDEV 200	19%	83%
CDEV 220	48%	75%



	Pre-Test	Post-Test
CDEV 100	48%	65%
CDEV 102	20%	100%
CDEV 103	68%	75%
CDEV 103	56%	74%
CDEV 104	34%	72%
CDEV 104	36%	71%
CDEV 105	55%	88%
CDEV 106	55%	70%
CDEV 107	45%	70%
CDEV 107	48%	72%
CDEV 200	24%	86%
CDEV 221	66%	75%



	Pre-Test	Post-Test
CDEV 200	29%	87%



CDEV 100 – Pretest

1.The term early childhood education and care refers to:
   a. all programs providing education and care to children from birth through age 8 in schools, centers and homes.
   b. child care programs both in centers and homes.
   c. preschool and kindergarten.
   d. any program for children under the age of 5.

2. Research has shown that one of the critical elements in program quality is:
   a. whether the teacher enjoys spontaneity.
   b. whether the teacher has a CDA.
   c. the experience of the teacher.
   d. if the teacher has specialized training in early childhood education and care.

3. Thomas and Chess's research on temperament:
   a. proposes behavioral style and characteristic ways of responding.
   b. includes five basic dimensions.
   c. says temperaments are either good or bad.

4. Early childhood educators will interact with standards by:
   a. designing curriculum that addresses learning standards.
   b. identifying how you are meeting the standards.
   c. assessing what children learned in terms of the standards.
   d. all of the above.

5. The core values in the field of early childhood education and care are:
   a. values which represent consensus of American early childhood educators regarding the commitments that characterize the early childhood field.
   b. values that grow out of a teacher's family background, culture and life experience.
   c. A code that provides guidance to practitioners who face moral dilemmas.

6. The NAEYC Code of Ethical Conduct is:
   a. the rules and regulations that tell early childhood educators what to do.
   b. a document that defines what is right and best for children.
   c. a document that defines a common set of ideals and principles to help early childhood educators decide what their ethical responsibilities are and guide them in resolving moral or ethical dilemmas.

7. The great majority of programs for children under 5 are:
   a. publicly funded by federal resources.
   b. private and are paid for primarily by the families of the children served.
   c. publicly funded by state money.
   d. financed by local school districts.

8. There are many kinds of programs serving children from birth to age 5. Which is **NOT** a type of early childhood education program for this age group?
   a. center-based full-day programs.
   b. nursery schools.
   c. early beginnings initiative programs.
   d. parent cooperatives

9. Program quality is **NOT** affected by:
   a. the education of teaching staff and the adequacy of their wages.
   b. adequate adult supervision and clean, sanitary environments.
   c. the income of the parents in comparison to their child care costs.
   d. well-planned educational experiences.

10. Which of the following is true regarding regulation and standards to ensure high- quality programs for young children?

   a. The rules and regulations included in licensing standards are consistent across the nation and ensure the highest standard of care and education for children.
   b. Federal child care standards ensure the quality of federally funded programs.
   c. The National Association for the Education of Young Children (NAEYC) has an accreditation program that identifies quality centers that surpass standards required by licensing regulations.

11. The United States has a fragmented system for early childhood programs and services. This is because:
   a. as a nation we are unable to afford the cost of high-quality early childhood education and care for our children.
   b. we believe that children are not ready for learning until about the age of 5 or 6, when formal education begins.
   c. traditionally, providing care and education for young children has been regarded as the responsibility of families, not the society as a whole.

12. Friedrich Froebel was
   a. the father of the modern-day kindergarten and the first to propose training young women to become kindergarten teachers.
   b. a fighter in the War Against Poverty in the 1960s.
   c. the German philosopher, scientist, and educator who created Waldorf education.

13. The creation of Head Start in the 1960s was based on the premise that
   a. intervening early with children born into poverty would enhance their development and help them to succeed in later schooling and adult life.
   b. parents of poor children are inappropriate role models and their effect on the child needs to be counteracted by a rich school experience.
   c. all children, regardless of disabilities or delays, are entitled a free and appropriate educational experience.

14. Montessori began her work in early education because of:
   a. an interest in retarded children.
   b. a concern about the poverty of children in factories.
   c. her inability to get a job in the medical profession.

15 What do early childhood educators gain from observing young children?

a. sensitivity to children in general, understanding of individual children, understanding of relationships, awareness of the impact of the environment and ability to share meaningful aspects of a child's development and learning.
b. diagnoses of children's special needs and awareness of problems at home.
c. ability to judge children's character and ability to write creatively.
d. ability to interpret based on judgment, ability to summarize written descriptions, interesting observations to share with others and ideas for field trips.

16. The observation process includes all of these **EXCEPT:**

a. interpreting, reflecting on what your observations might mean.
b. judging, deciding what is wrong with a child.
c. observing, purposefully gathering information
d. recording, documenting what you have observed.

17. Read the narrative observation below:

Time/Setting	Observation	Comments
9:25 library corner storytime	Monica sits in a chair next to the job chart. The teacher reads to the group. Monica looks at her name on the job chart and points to the letters. Monica whispers as she points "M-o-n-i-c-a, that's me."	Interested in literacy. Recognizes letters in her name.

What is it?

a. anecdotal record
b. time sample
c. running record
d. event sample
e. checklist

18. An anecdotal record is

a. an amusing event or "anecdote' that you want to share with parents.
b. a brief narrative describing incidents, behaviors, and interactions written after the fact.
c. a narrative account of behavior and events written at the time it happens in the present tense.
d. a method for tracking behaviors that occur at regular intervals in rapid succession.

19. Critics of standardized testing raise many issues and concerns that are important in early childhood education. Which of the following is **NOT** a reason early childhood educators would be concerned about tests?

a. Test results may not be valid and reliable because it is difficult to administer tests to young children.
b. Tests measure narrow objectives and miss the important objectives of early childhood programs.
c. Tests are often used for screening of children who may have special needs.
d. Many tests are culturally biased.

20. Developmentally appropriate programs are based on
   a. what early childhood educators have identified as important for children to understand and be able to do.
   b. curriculum guides that programs purchase.
   c. what is known about how children develop and learn, individual differences between children, and their family and qualities of their families and culture.
   d. the well-grounded theory that comprehensively addresses all areas of child development.

21 Rima Shore's article *Rethinking the Brain*
   a. indicates that the brain is fully formed at the time children are born. Children merely refine brain functioning with experience.
   b. concludes that all human brains are born with the same amount of potential.
   c. concludes that early experiences have a decisive and long-lasting impact on how the human brain is wired, a child's ability to learn and the capacity to regulate emotions.
   d. finds that early intervention is not necessary since the adverse effects of experiences at the beginning of a child's life can easily be counteracted later in life.

22. The theorist who developed the *sociocultural* theory is
   a. Arnold Gesell.
   b. Jean Piaget.
   c. Lev Vygotsky.
   d. Erik Erikson.

23. The stage of development that involves striving for autonomy and is often accompanied by the frequent use of the word "NO" is
   a. infancy (birth-12 months).
   b. toddlerhood (12-36 months).
   c. preschool period (3-5 years).
   d. kindergarten and primary school years (5-8 years).

24. Guidance
   a. is defined as a process to help children develop self-control.
   b. is the way teachers intervene to counsel a child who has done something wrong.
   c. cannot take place without also punishing misbehavior.
   d. is the collection of strategies you use in problem-solving situations.

25. The self-concept of a young child
   a. is well established by the time a child is 4 years old.
   b. can be defined as how a child assesses his or her worth or value.
   c. is greatly influenced by the significant others in his or her life.
   d. will be more positive if the child comes from a two-parent family.

26. Which communication strategy contributes to a warm and nurturing relationship with young children?
   a. praising children frequently with words like "good job" and reminding them to "use your words" when helping them to solve conflicts.
   b. engaging in meaningful conversations about shared interests and experiences.
   c. planning large group times so children can get used to taking turns and listening when someone else is speaking.

27. When a conflict arises between two children you should first
   a. offer the children a way the problem can be resolved.
   b. watch first and refrain from intervening too soon unless someone is in danger of getting hurt.
   c. put both children in "time out" so they will learn that fighting is not okay.
   d. learn who started the conflict and make that child apologize.

28. The most effective and important practice to prevent the spread of disease is to
   a. serve snack foods that are prepackaged and not highly perishable.
   b. limit children's opportunities to play with bacteria-harboring materials such as sand and water.
   c. make sure toilets are flushed and sinks are sanitized regularly.
   d. use proper handwashing procedures and teach children when and how to wash their hands as well.

29. According to NAEYC standards for child-staff ratios and group size, a classroom for 4-year-old children for health, safety, and optimal learning will **NOT** have more than
   a. 20 children
   b. 30 children
   c. 15 children

30. Toilet learning is an important skill children typically learn during the toddler and preschool years. Early childhood programs can help facilitate toilet learning by
   a. encouraging children to sit on the potty until something comes out.
   b. offering pull-ups as an alternative to training pants during the transitional phase.
   c. installing child-sized toilets or sturdy step stools so children can easily maneuver onto toilets.
   d. telling parents when to begin toileting.

31. Which is **NOT** one of the design principles to consider when creating indoor environments?
   a. provide more space for blocks, manipulative toys, and dramatic play.
   b. allow for only clean activities inside. Messy activities can take place outdoors.
   c. separate noisy areas from quiet areas.
   d. avoid pathways that create long corridors and racetracks.

32. Water, sand, mud, dough, and clay are
   a. manipulative materials.
   b. only appropriate for use in the outdoors.
   c. sensory materials.
   d. inappropriate in early childhood program.

33. Television programs are
   a. not recommended for infants, toddlers, and younger preschoolers because of their potentially damaging effects.
   b. allowable in early childhood programs for the first hour each morning and the last hour each day to ease the children into and out of the school day and to give the staff time to set-up and clean-up.
   c. acceptable for children as young as 2 years old if they have educational merit (e.g. Baby Einstein videos).

34. Piaget's three stages of play development are
   a. functional, parallel, and sociodramatic.
   b. solitary, parallel, and group.
   c. practice, associative, and cooperative.
   d. practice, symbolic, and games with rules

35. The type of play that involves playing near others with some interactions and exchanges is
   a. constructive play.
   b. associative play.
   c. sociodramatic play.
   d. sensorimotor play.

36. Developmentally appropriate curriculum
   a. considers the various aspects of child development, individual differences, and the families and culture of the children in the program.
   b. refers to whether the school adopts a curriculum that is field tested and approved as appropriate for the age group you are teaching.
   c. specifically teaches the knowledge and skills emphasized on age-related testing.

37. Small muscle development involves
   a. the child's ability to receive and use sensory input through moving, touching, seeing, hearing, smelling, and tasting.
   b. learning to coordinate the hands and fingers.
   c. the child's ability to use the legs, arms and torso with speed, grace and precision.

38. Literacy is
   a. talking and listening.
   b. the interconnected process of reading and writing.
   c. the development of appreciation of well-written books.
   d. the writing process that begins with learning to recognize and form letters.

39. When a teacher prepares an outline for a specific learning experience she is creating a
   a. lesson or activity plan.
   b. integrated unit.
   c. long-term plan.
   d. short-term plan.

40. Learning shapes, colors, numbers, and the alphabet
   a. should be the basis of most of the activities you plan for preschool-age children.
   b. are isolated skills and fragments of knowledge that can be learned as children pursue tasks and learn about things that are meaningful to them.
   c. are skills and concepts that children will not be ready to learn until kindergarten.

41. The element of planning that helps you know if children have really acquired the knowledge, skill or attitudes you intended to teach is called
   a. purpose establishment.
   b. evaluation.
   c. method selection.
   d. assessment.

42. One of the dangers of using holidays as a basis for organizing integrated curriculum is
   a. holidays can have little or no appropriate content for young children to understand.
   b. there are so many fun holidays that it is hard to choose which ones should be celebrated.
   c. they happen throughout the year and thus can take too long for an integrated curriculum study.
   d. children get too excited, making it hard to maintain order and calm in a classroom.

43. The *Individuals with Disabilities Act* mandates
   a. the opportunity for children with disabilities to learn in a self-contained environment specifically designed to meet their needs and abilities.
   b. a mainstreaming experience for babies and toddlers in a parent participation program that will prevent them from falling behind in the crucial early years.
   c. a free, appropriate public education, including special education and related services for all disabled children ages 3 to 21 in the least restrictive environment.

44. What is part of the teacher's role in identifying and diagnosing children with disabilities?
   a. Diagnose the specific disability a child may have and communicate this to parents.
   b. Ask the director or principal for additional help because you cannot meet the child's needs without compromising the needs of other children.
   c. Meet with the child's family to share your concerns and to seek their permission to further assess the child.

45. Which is **NOT** one of the symptoms that might lead a teacher to believe a child has been abused?
   a. The child uses swear words and vulgar language while in school.
   b. The child has unexplained physical injuries such as bruises, burns or marks.
   c. The child acts out violent pretend play such as whacking a doll's head on the table.
   d. The child engages in unusually precocious sexual behavior such as trying to reach into other children's clothing in search of their private parts.

46. According to Katz, how does the perspective of parents compare to the perspective of teachers?
   a. parents can see clearly their child's strengths and weaknesses, whereas teachers may be blinded by their own biases.
   b. parents have biases and a narrow perspective of what their child is like at home, teachers have a more well-rounded view.
   c. parents need to be their child's most passionate advocate, teachers must observe children objectively and balance the child's needs with those of the group.
   d. parents don't know theory and respect the teacher's opinion as more knowledgeable.

47. To work effectively with families you need to build relationships by:
   a. helping them out whenever possible with education, child care and financial problems.
   b. using roadblocks to limit conversations to appropriate times.
   c. becoming good personal friends with families.
   d. conveying an attitude of trust, respect, and acceptance.

48. The main reason for a family and teacher conference is so
   a. teachers and families can form a partnership that will support the child's growth and development.
   b. teachers can share work done at school.
   c. concerns can be aired in a meeting rather than on the run.
   d. parents can be better informed about the school.

49. Why is it important to understand and use the NAEYC Code of Ethical Conduct?
   a. The code provides a professional with rules for appropriate conduct.
   b. It represents the most current practices this field espouses.
   c. The code can help professionals make decisions based on what is right rather than what is popular, expedient or easy.
   d. Teaching is a complex profession; any tool that this national organization produces will prove useful.

50. Being an advocate for children may include:
   a. teaching with dignity and respect.
   b. beautifully displaying children's work.
   c. staying current on local, state, and national early childhood initiatives.
   d. all of the above.

103 – Pretest

1.Which of the following is the correct order of the four components of Bronfenbrenner's model, moving from the center outward?

a. Microsystems, macrosystems, exosystems, mesosystems
b. Macrosystems, microsystems, mesosystems, marosystems
c. Macrosystems, exosystems, mesosystems, microsystems
d. None of the above

2.What is the most important component of a *family-centered approach* between parent, educator, and child?

e. Collaboration
f. Mental health awareness
g. Get-togethers and parties
h. Parent workshops

3. The difference between families raising their children to be more independent than interdependent is _____.

a. Roles
b. Hierarchy
c. Boundaries
d. Climate

4. When do babies thrive in a child care environment?

a. When they graduate on a regular basis, moving to a new room and teacher as soon as they reach the next stage of development
b. When they stay in the same room, but have a new teacher as the staff rotates on a regular basis
c. When they have continuity of care with the same caregiver over several years, even though they move to a new room
d. When a caregiver does not get attached because policy is that a child's only attachments should be family members

5. What is Erik Erikson's first stage of development?

a. Attachment versus separation
b. Synchrony
c. Basic trust versus basic mistrust
d. None of the above

6. Which of the following best characterizes attachment behaviors and goals?

a. They differ for parents and caregivers
b. They are the same for everybody
c. They should not be a major concern for child care providers
d. They should not be a major concern for parents

7. Mary Ainsworth's "Strange Situation" studied attachment _____.

a. trust
b. history
c. patterns
d. relationship
e. signals
f. theory

8. Which of the following is not an indicator that a child has moved into the stage of autonomy?

a. Negativity
b. A developing sense of possession
c. Attachment
d. A push for self-help skills

9. Which of the following best defines parents who have a priority of *interdependence* in childrearing?

a. They may be <u>less concerned</u> about early self help skills than parents who value independence
b. They may be <u>more concerned</u> about close connections than parents who value independence
c. They may think it's good to "coddle" or "baby" their children
d. All of the above

10. Constant _____ from upset feelings is not a good way to help children grow emotionally.

a. autonomy
b. distraction
c. exploration
d. freedom
e. interdependence
f. separation

11. How do adults contribute to children's sense of initiative?

a. By directing everything they do with a firm hand
b. By encouraging them to explore, try things out, and solve problems themselves
c. By punishing mistakes so the child learns to avoid them
d. By keeping them from trying new things because they might do it wrong

12. Vygotsky used the term *zone of proximal development* to describe what?

a. How to position a child with disabilities to be near the play materials
b. The year before kindergarten
c. How important it is to keep children from helping each other when they are learning something new
d. How social interactions increase understanding as children help one another move forward in their knowledge and skill building

13.Which of the following statements is true about *praise*?

a. It can have negative side effects
b. It cannot be overdone
c. It is most effective when the terms "good boy" or "good girl" are used
d. It is most effective if it is not earned

14.According to Erikson, which developmental stage are most children in when they enter kindergarten?

a. Autonomy
b. Trust
c Industry
d. Initiative

15.What does the constructivist approach to education focus on?

a. Developmentally appropriate abilities of each child
b. Educator's ability to keep learning the same for everyone
c. Teacher constructing relationships with students
d. Short term memory only

16.Piaget states that children are moving *towards* what stage as they are entering school?

a.Preoperational
b,Concrete operational
c. Intellectual
d.Mental

17. Which of the following is true about teaching *prosocial skills*?

a. It should be done at home, not at school
b. It is one approach to teaching children morals
c. It never uses social interaction as part of the process
d. It is not used in schools today

18. Which of the following best characterizes parents with *independence* goals?

a. They usually expect toddlers to feed themselves
b. They usually sleep with their children and seldom give the child a room of her own
c. They coddle children all the time
d. They downplay individuality

19. Which of the following best characterizes parents with *interdependence* goals?

a. They focus on individualism
b. They never "baby" their children
c. They encourage self-help skills during the first year
d. They model being "other-centered"

20. Many parents talk to and touch their girls more than their boys, which contributes to differential _____.

a. appearances
b. biology
c. gender
d. role
e. socialization
f. stereotype

21. Cultural _____ is the label for the idea that groups should be allowed—even encouraged—to hold on to what gives them their unique identities while maintaining their membership in the larger social framework.

a. development
b. dialog
c. difference
d. interdependence
e. pluralism
f. relationship

22. Which of the following best exemplifies *physical punishment* (spanking)?

a. It is legal in child care programs
b. It is likely to make the child fearful or angry, or cause resentment
c. It is the best approach to changing undesirable behavior
d. It is likely to enhance the "teachable moment"

23. Which of the following best describes *discipline*?

a. It is the same as guidance
b. It must be harsh to work
c. It works all the time with every child if you find the right method
d. It is to be avoided

24. One problem with _____ is the negativity that accompanies it, when the adult uses it to get even with the child.

a. approach
b. environment
c. feedback
d. guidance
e. motive
f. punishment

25. How can adults help children cope with anger?

a. By downplaying the feeling
b. By putting the child in time-out so he will learn not to have those feelings
c. By helping the child redirect the energy and work through the feeling
d. By refusing to label the feeling

26. How can adults help children cope with fears?
    a. By linking up a brave, gentle, outgoing child with one who is fearful
    b. By telling them not to be afraid
    c. By disregarding their feelings
    d. By refusing to label the feeling

27. Which of the following is a way adults can help children deal with fears?
    a. By ignoring them and waiting for the fear to go away
    b. Force them to confront whatever they are afraid of no matter how unwilling they are
    c. Help them play out their fears
    d. Do not take their fears seriously

28. *Self-esteem* is best defined by which of the following statements?
    a. It is a valuing process and ongoing self-appraisal which encompasses self-image and self-concept
    b. It means ignoring the minuses and only acknowledging the pluses
    c. It means always feeling positive
    d. All of the above

29. Which of the following is <u>not</u> suggested as a way to promote self-esteem in young children?
    a. Give children opportunities to experience success
    b. Allow children to experience failure sometimes as a means of feedback
    c. Praise everything children do, even if you do not mean it
    d. Give children honest feedback

30. Self-esteem has four dimensions listed. Which one does not belong in this list?
    a. Significance
    b. Power
    c. Virtue
    d. Competence
    e. Patience

31. Which of the following is true in elementary school?
    a. Boys control <u>more</u> space on the playground than do girls
    b. Girls are rarely seen near the building or near playground aides
    c. Girls invade boys' space <u>more often</u> than boys invade girls' space
    d. Boys and girls rarely segregate themselves

32. Why does gender equity continue to be an issue?

a. Children's television teaches narrow gender roles through ads for toys and the way they show gender stereotypes

b. Children's bedrooms from infancy onward give messages about stereotypical differences between girls and boys

c. Adults in children's lives do not always model equitable gender roles

d. All of the above

33. Which one of the following is not something the resilient children who were subjects of Emmy Werner's research had in common?

a. Psychological strength

b. A sense of connectedness in the early years

c. Ability to elicit positive responses

d. Religious affiliation

34. Diversity in family structure:

a. Reflects cultural differences and changing times, but not necessarily the breakdown of the family

b. Infers that most families are dysfunctional

c. Means that children suffer when they do not grow up in what has been thought of as the traditional family that has a mother and father

d. Is the same as a *nuclear family*

35. Which of the following are things that influence quality in child care?

a. Group size, ratio, teacher training

b. The age of the building

c. The families enrolled

d. Yet to be determined

36. It is possible to see a connection between sensitive, involved adult interactions with children and enhanced _____.

a. continuity

b. development

c. disabilities

d. relationships

e. roadblocks

f. quality

37. Why can isolation can have a negative effect on families?

a. Feeling of usefulness

b. Feeling of hopelessness

c. Feeling of satisfaction at work

d. Feeling of belonging to a group

38. Why do families need more support now than ever before?
    a. Parents expecting the educator to take care of problems
    b. Educational demands on the child
    c. Both parents working full time
    d. Children are watching too much television

39. Which of the following is <u>not</u> true about television?
    a. TV fails as a socializer because it gives children no real-life practice in social skills
    b. Without careful monitoring, children learn things from television that are not good for them
    c. Commercial advertising creates false needs in children
    d. The violence on television has drastically decreased since deregulation came into effect

40. How do parents help their children learn to get along with peers?
    a. Scolding and criticizing them when they show they can't get along
    b. Punishing them when they are not mannerly
    c. Modeling desirable behavior and by coaching them in social skills
    d. Giving them lectures on proper deportment

41. What do the letters *NAEYC* stand for?
    a. The National Alliance of Equity Youth Counselors
    b. The Nurturing Assistance for Elementary Youngsters' Conciliation
    c. The National Association for the Education of Young Children
    d. None of the above

42. Violence can affect children in which of the following ways?
    a. They want to be left alone
    b. They stay away from peer group activities
    c. They develop post-traumatic stress syndrome
    d. They are happy all the time

PRETEST CDEV/PSY 104 FALL 09

1. Which of the following thinkers suggested that children are innately good?
(A) Jean-Jacques Rousseau
(B) John Locke
(C) Alfred Binet
(D) Sigmund Freud
(E) John Watson

2. According to Freud, our superego
(A) provides rational ways of coping with frustration
(B) is driven by the quest for pleasure
(C) is our moral base that seeks to force us to follow the rules
(D) is biological and present at birth
(E) prevents us from making rational decisions

3. Freud called his theory of child development
(A) psychosocial
(B) epigenetic
(C) psychosexual
(D) emergent
(E) cognitive-behavioral

4. The ecological approach emphasize that people are affected by:
(A) mental and physical changes
(B) the physical and social environments
(C) nature and nurture
(D) primarily bythe peer group

5. Separation anxiety is strongest at about
(A) 2 months of age
(B) 8 months of age
(C) Between 12 and 16 months
(D) Between 18 and 30 months
(E) At 36 months of age

6 Which of the following theorists would be most interested in how children perceive and mentally represent the world?
(A) Bandura
(B) Skinner
(C) Erikson
(D) Piaget
(E) Gardner

7 An experiment seeks to determine the influence of
(A) the hypothesis on the subjects
(B) the dependent variable on the independent variable
(C) the experimental group on the control group
(D) single-blind versus double-blind techniques
(E) independent variable on the dependent variable
(C) subjects' driving ability after alcohol

8. The first two weeks of prenatal development is called the
(A) fetal stage
(B) embryonic stage
(C) germinal stage
(D) zygotic stage
(E) conceptual stage

9 Which of the following represents cephalocaudal development?
(A) The fact that growth spreads outward from the spine
(B) The fact that we tend to develop from the head down
(C) The fact that inner organs grow faster than organs at the extremities
(D) The fact that development starts with the sensory systems
(E) Growth of the hands and feet

10. The amniotic sac
(A) helps the developing fetus maintain an even temperature
(B) provides nutrients to the developing fetus
(C) filters germs and drugs away from the developing fetus
(D) is present during only the first two trimesters of pregnancy
(E) None of the above

11. Environmental agents that can harm the embryo or fetus are called
(A) toxins
(B) critical agents
(C) teratogens
(D) encephalons
(E) reactive toxins

12. Which of the following features is associated with fetal alcohol syndrome?
(A) Smaller-than-average brain
(B) Low levels of infant activity
(C) Poor vision
(D) Larger-than-average physical growth
(E) Narrowly-spaced eyes

13. Polygenic traits
(A) are transmitted by a single pair of genes
(B) are uncommon in humans
(C) are transmitted by the mother
(D) are transmitted by combinations of pairs of genes
(E) involve chromosomal abnormalities

14. If you change a baby's position and its reaction is to arch its back, fling its arms and legs out, and then bring them back toward the chest, what reflex has occurred?
(A) Grasping reflex
(B) Moro reflex
(C) Palmar reflex
(D) Rooting reflex
(E) Parachute effect

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15. Newborns show preference for sounds
(A) that are very low in pitch
(B) that match their native language
(C) that are always musical in nature
(D) that match the rhythms of speech
(E) that are high in pitch

16. The greatest gains in visual acuity occur
(A) from birth to 6 months
(B) from 1 to 2 months
(C) from 9 to 12 months
(D) from 12 to 18 months
(E) not until late childhood

17. Improvement in memory probably indicates
(A) reduced encoding of information
(B) increased inefficiency in retrieving stored information
(C) lower quality foods and a less nutritional diet
(D) increased experiences with the environment
(E) greater self-reflection

18. Which of the following is NOT a stage of cognitive development according to Piaget?
(A) Sensorimotor
(B) Hypothetical
(C) Concrete operational
(D) Preoperational
(E) Formal operational

19. Both Piaget and Vygotsky agree that preschoolers are:
(A) solitary learners
(B) passive learners
(C) active learners
(D) abstract learners

20. An abstract, generalized account of repeated events is called
(A) a script
(B) a chunk
(C) a hierarchy
(D) a semantic node
(E) a narrative

21. With cognitive scaffolding
(A) children are taught complex tasks so that easier ones are more readily understood
(B) the guidance provided is decreased as the child becomes more skilled
(C) the child becomes dependent upon the permanent help that is given
(D) the amount of help given is increased as the child ages
(E) children are taught according to the "lowest common denominator"

22 A preoperational child would assume that
(A) taller glasses hold more than short glasses.
(B) objects that are out of sight have ceased to exist.
(C) subtraction is easier than addition.
(D) substance comes before form.
(E) operations are reversible in nature.

23. When does "pretend play" usually appear?
(A) By about age 6 months
(B) By about 9 months
(C) By 12 to 18 months of age
(D) Sometime early in the second year
(E) By about age 36 months

24. Jimmy looks at his homework and decides he had better do math first because it always takes him longest. Jimmy is
(A) using metacognition
(B) poor at math
(C) probably better on verbal tests
(D) using a recognition strategy
(E) an unusually self-aware child

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25 A child learns to call a dog "bow-wow" and now calls all animals he sees "bow-wow." This is an example of
(A) telegraphic speech
(B) over-extension
(C) egocentric speech
D) morpheme

26 When is the infant's first word typically spoken?
(A) By 8 months
(B) By age 10 months
(C) Between 11 and 13 months
(D) Between 15 to 16 months
(E) After 24 months

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27. Grammar refers to
(A) the number of syllables in a word that have meaning
(B) which words make sense together in a sentence
(C) the rules about how words should be pronounced
(D) the diagramming of sentences
(E) the rules of body language

28 Language development is
(A) unpredictable
(B) sequenced and step-like
(C) highly dependent upon genetics
(D) gender specific in timing
(E) solely dependent on environmental factors

29. Mothers of securely attached infants
(A) are less likely to be affectionate to their children
(B) respond insensitively to their babies' social behaviors
(C) provide unpredictable caregiving
(D) respond with excessive alarm when their children are upset
(E) are in-tune with their babies and are predictable caregivers

30. A child observes another child acting unafraid in the presence of a stranger. The observing child, likewise, stops acting afraid of the stranger. This is an example of
(A) social referencing
(B) secure attachment
(C) insecure attachment
(D) activation of reflexes

31. An individual's distinctive ways of responding to people and events is called
(A) temperament
(B) personality
(C) self-concept
(D) genotype
(E) identity

32. Which of the following is TRUE about toddler play?
(A) They engage in complex interactive play.
(B) They may imitate each other, but often do not interact.
(C) They do not imitate each other as they have not learned this yet.
(D) They engage in simple interactive play.
(E) Toddlers play only near adults, as other children scare them at this stage.

33 Why might boys and girls show gender-stereotyped toy and activity preferences?
(A) There are possible biological factors
(B) Parents may encourage this through toy purchases and actions
(C) These differences are role-modeled through television and other media
(D) Other children may encourage them
(E) All of the above

34. The most common form of maltreatment is:
(A) Emotional Neglect
(B) Physical Abuse
(C) Physical Neglect
(D) Sexual Abuse

35. Which of the following represents "regression" on the part of a sibling when another sibling is born?
(A) Wanting to help mommy take care of the new baby
(B) The younger sibling attempting to imitate the older sibling
(C) The older child having toilet accidents even after having been potty trained
(D) The older sibling wanting a little extra attention

36. Carla is usually god because god because she is afraid that she will punished is he isn't. Carla is in which level of Kohlberg's view of moral development.?
(A) conventional
(B) Preconventional
(C) postconventional

37. A self-reliant child is most likely to have been raised by
(A) authoritarian parents
(B) permissive parents
(C) indulgent parents
(D) authoritative parents
(E) neo-authoritarian parents

38. What are the effects of television viewing by children?
(A) It clearly has positive effects on impulse control.
(B) It causes children to be more restless.
(C) It stifles the imagination.
(D) It probably depends on what shows are being watched.
(E) It is detrimental to the child's current course of study.

39. Children who are depressed tend to interpret failures as
(A) undeserved
(B) external
(C) internal
(D) unstable

40. According to Erikson, middle-childhood children are in the _____ stage of psychosocial development.
(A) industry vs. inferiority
(B) initiative vs. guilt
(C) trust vs. mistrust
(D) dependence vs. independence

41. What is the first stage of psychosocial development according to Erikson?
(A) Initiative vs. guilt
(B) Autonomy vs. shame and doubt
(C) Trust vs. mistrust
(D) Industry vs. inferiority

42. During which stage of development does the Oedipus complex occur?
(A) Oral stage
(B) Anal stage
(C) Phallic stage
(D) Latency stage
(E) Genital stage

43 When do the greatest gains in identity formation occur?
(A) During middle childhood
(B) During junior high school
(C) During high school
(E) After marriage
(D) During the college years

44. A six-day-old infant sucks on a nipple in order to eat. A psychologist would NOT view this as the result of learning because
(A) it is a physical behavior
(B) all forms of eating behaviors are unlearned
(C) infants can't learn
(D) the behavior did not require any experience
(E) this is a reflex

45. Operant conditioning requires
(A) reinforcing the desired behavior
(B) pairing a conditioned and an unconditioned stimulus
(C) pairing a conditioned stimulus and a conditioned response
(D) punishing a trial-and-error behavior
(E) positive reinforcement

46. According to Erik Erikson, adolescents are primarily dealing with concerns related to
(A) generativity vs. self-absorption
(B) autonomy vs. shame and doubt
(C) trust vs. mistrust
(D) intimacy vs. isolation
(E) identity vs. confusion

47. Johnny always refers to himself as "you." This
(A) could represent an unusual speech pattern called pronoun reversal
(B) is not uncommon in childhood and should be ignored
(C) is typical when language is first acquired
(D) is a common feature in childhood schizophrenia

48. Conduct disorder
(A) typically does not emerge until adolescence
(B) is more common in girls than in boys
(C) shows a good deal of stability across time
(D) is not related to family or marital conflict
(E) cannot be treated

49. People with bulimia
(A) are often normal weight
(B) use extreme dieting
(C) are more often male than female
(D) are more commonly black adolescents
(E) can be noticed easily by a skeletal appearance

50. Jamie a teenager, feels as if everyone will notice the pimple on her nose. Jamie's concerns are an example of _____
(A) a personal fable
(B) a cohort
(C) imaginary audience.
(D) risk taking

Pre/ Quiz CDEV 106 name: _____

1. There are two main types of Assessment, one type relies on structured, standardized tests administered to the child. This type of assessment is termed _____.

(a) Informal, (b) Curriculum (c) Evaluation, (d) Formal

2. The planned learning experience, including what you want children to learn and the method you will use to teach._____

a) Informal, (b) Curriculum (c) Evaluation, (d) Formal

3. Is a narrative) an (a) open) or (b) closed) method of observation ?_____

4. Is a narrative (a) selective or (b) not selective? _____

5.A brief note of behavior observed- often done after the fact is termed an:
(a) anecdotal record (b) running record (c) checklist (d) frequency count ___

6. Every time Pablo shares with his neighbor, you register the behavior with a mark . At the end of the session your data indicates that her shared 4 times. This is an example of a: **(a) anecdotal record (b) running record (c) checklist (d) frequency count** ___

7. A type of observation that captures behavior as it unfolds is termed a:_
(a) anecdotal record (b) running record (c) checklist (d) frequency count ____

8. T/F: In Curriculum based measurements (CBM), scores of a student's performance on standardized tests are collected and evaluated ___

9. You want to use an quick method to observe a range of behaviors in a young child to determine the developmental level of the child. You examine the child for each behavior to see what the child can do or can not yet do. What method would you use?

_____

10. T/F: When doing an observation with children, it is best to become involved in the play activities of the children you are observing . ____

11. T/F: The DRDP is considered to be an assessment tool that uses a standardized test.

____

12. ECERS is an assessment tool that focuses on:
(a) the setting (b) gross motor skills (c) health of the child (d) desired results ___

107

PRE/POST TEST CDEV 107 FALL 09

1. What do demographic data on birthrates and immigration indicate?
   a. African-American students are decreasing in numbers.
   b. White students will represent two-thirds of the elementary and secondary population in 2020.
   c. The race and sex of teachers does not match either the student population or the general population.
   d. We will see more European American students in our classrooms.

2. Religious differences raise a number of challenges for educators such as
   a. Effective discipline for students in your class
   b. Appropriate dress codes
   c. Curricular content
   d. All of the above

3. _____education can be defined as an educational strategy in which students' cultural backgrounds are used to develop effective classroom instruction and school environments.
   a. Ethnic
   b. Secondary
   c. Early childhood
   d. Multicultural

4. The No Child Left Behind Act
   a. Mandates that test scores be kept private
   b. Requires standardized testing of students to determine how effective a school is in helping students learn
   c. Does not affect all states
   d. Makes students in low-performing schools stay in those schools until the school improves

5. Which of the following is NOT an aspect of culture
   a. Provides a blueprint that determines the way we think, feel, and behave in society
   b. Helps define who we are
   c. Influences our knowledge, beliefs, and values
   d. Provides evidence our group's superiorirty

6. Which of the following in NOT determined by the value system of the culture.
   a. the meaning of morality
   b. the use of punishment and reward
   c. the genetic traits of a group
   d. the need for higher education

7. Culture can manifest itself in nonverbal communication patterns such as
    a. Shaking hands
    b. Gesturing
    c. Both a and b
    d. Speaking

8. Ethnocentrism is
    a. Acceptance of all cultures different from our own
    b. Our value system
    c. The ability to learn a new language
    d. The inability to view other cultures as equally valuable

9. What is based on traits and values learned as part of our ethnicity, religion, gender, age, and socioeconomic status?
    a. Intelligence
    b. Ethnocentrism
    c. Cultural relativism
    d. Cultural identity

10. Acculturation is
    a. The process of adopting the dominant group's cultural patterns
    b. Marginalization
    c. Alienation
    d. The process of being dominant over another culture
    e.

11. A group's distinctive cultural patterns either become part of the dominant culture or disappear as the group adopts the dominant culture. This is called
    a. Dissonant acculturation
    b. Assimilation
    c. Alienation
    d. Socialization

12. Cultural pluralism
    a. Is not broadly supported by individuals and groups in society
    b. Provides equality with the dominant group
    c. None of these
    d. Both a and b

13. Egalitarianism is
    a. The belief in social, political, and economic rights/privileges for all people
    b. When power should be given to the dominant group
    c. When all citizens are not given a voice
    d. All of these

14. Meritocracy can be best defined as
    a. A system that is based on the belief that an individual's achievements are decided by an individual's own personal merits and hard work
    b. The belief in social, political, and economic rights and privileges for all people
    c. Equality with the dominant group
    d. A group's distinctive cultural patterns either becoming part of the dominant culture or disappearing as the group adopts the dominant culture

15. What is racism?
    a. The belief all races are equal
    b. The movement of Europeans to America
    c. A middle-class value
    d. The belief that one race is superior to others

16. Today 2.9 million citizens identify themselves as
    a. African Americans
    b. Native Americans
    c. European Americans
    d. Mexican Americans

17. Which movement in the 1960s reduced barriers that prevented many African Americans from enjoying advantages of the middle class?
    a. Immigration movement
    b. Civil rights movement
    c. The Trail of Tears
    d. The Civil War

18. How many unauthorized immigrants are believed to live in the United States in 2006?
    a. 1 of 2
    b. 1 of 4
    c. 1 of 3
    d. 1 of 5

19. The 1964 Civil Rights Act did what?
    a. Banned discrimination in schools, employment, and public accommodations
    b. Gave voting rights to women
    c. Gave voting rights to African Americans
    d. All of these

20. Which group of students is the most segregated minority group in U.S. schools?
    a. Latino
    b. Blacks
    c. White

21. Which students are the most integrated group in the nation's public schools?
    a. Black
    b. White
    c. Asian American
    d. Latino

22. The goal of desegregation has changed from the physical integration of students within a school building to the achievement of equal learning opportunities and outcomes for all students.

    True

    False

23. Ethnic identity is determined by
    a. The native country of your ancestors
    b. The place you live now
    c. Your gender
    d. Your race

24. Identifying the degree of students' assimilation into the dominant culture may be helpful in determining
    a. Students' academic ability
    b. Discipline procedures
    c. Appropriate learning strategies
    d. None of these

25. Race is a concept that was developed to describe the
    a. Ethnicity of people
    b. Gender of people
    c. Language of people
    d. Physical characteristics of people

26. Social stratification ranks individuals and families on the basis of
    a. Income
    b. Education
    c. Wealth
    d. All of these

27. SES refers to :
    a. Social education stratification
    b. Socioeconomic status
    c. Standard educational salary
    d. Sexual education standards
    e.

28. Gender is defined as
    f. Biological differences to identify males and females
    g. Cultural determinations
    h. The characteristics of femininity and masculinity as determined by culture
    i. None of these

29. The superior status of men is reflected in the inequities that exist in
    j. Prestige of different jobs held by men and women
    k. Differences in wages earned by men and women
    l. Economic rewards for housework and childbearing
    m. All of these

30. Heterosexuality is
    e. The sexual orientation associated with same sex relationships
    f. The valued sexual orientation
    g. A fear of homosexuals
    h. Not encouraged by the dominant group in the United States

31. Most researchers agree that sexual orientation is established
    a. Early in life
    b. During young adulthood
    c. Later in life
    d. During middle age

32. What is the process called when children develop social skills and a sense of self?
    a. Socialization
    b. Homophobia
    c. Racism
    d. Ethnicity

33. The degree to which a student adheres to a traditional gender identity is influenced by the family's
    a. Ethnicity
    b. Class
    c. Religion
    d. All of these

34. What is it called when someone is the recipient of unwanted and unwelcome sexual behavior in the workplace?
    a. Racism
    b. Sexual harassment
    c. Discrimination
    d. Gender stereotyping

35. What is it called when a person suffers from severe delays in the acquisition of cognitive, language, motor, and social skills?
    a. Developmental disabilities
    b. Emotional disabilities
    c. Physically handicapped
    d. All of these

36. Students who have extraordinary abilities are
    a. Discriminated against
    b. Gifted and talented
    c. Placed in special education
    d. Left out of education

37. An Individualized Education Program is
    a. Required for all K-12 public education students
    b. Designed to meet the unique needs of a student with disabilities
    c. Constructed without parental support
    d. None of these

38. It is critical to remember that children who are exceptional are first and foremost _____.
    a. At-risk
    b. Children
    c. Needy
    d. Self-sufficient
    e.

39. Making available to all persons with disabilities or other handicaps, patterns of life and conditions of everyday living that are as close as possible to regular ways of life is
    a. Acceptance
    b. Normalization
    c. Inclusion
    d. Valorization

40. Least-restrictive environment means that children with disabilities are to be separated from nondisabled children whenever possible.

    True

    False

41. The use of two languages as media of instruction is referred to as
    a. Bilingual education
    b. English as a second language (ESL)
    c. Sheltered English immersion
    d. Dual language instruction

42. The school dropout rate for Latino students in 2001 was
    a. 24.1 percent for Latino versus 8.1 percent for non-Latino
    b. 32.3 percent for Latino versus 5.9 percent for non-Latino
    c. 44.2 percent for Latino versus 7.4 percent for non-Latino

43.

The strategy which groups students to work together on a project to support and learn from each other is referred to as
    a. Co-instructional learning
    b. Cooperative learning
    c. Interactive learning
    d Bi-cognitive learning

44. English for teaching and learning, is referred to as a(n)
    a. Bilingual maintenance program
    b. Bilingual transitional program
    c. English as a second language program
    d. All of the above
    e. None of the above

45. Which religious group is in the majority in the United States?
    a. Catholics
    b. Muslim
    c. Protestants
    d. Jews

46. Jehovah's Witnesses, Christian Scientists, and Children of God are _____ groups.
    a. Minority
    b. Majority
    c. False
    d. None of these

47. Factors that may suggest child abuse are
    a. Changes in the child's behavior, such as fatigue
    b. Unusual interest in school work by the child
    c. Parents' lack of interest in the child's school work or activities
    d. All of the above
    e. None of the above

48. The strategy which groups students to work together on a project to support and learn from each other is referred to as
   d. Co-instructional learning
   e. Cooperative learning
   f. Interactive learning
   g. Bi-cognitive learning

49. Which of the following is indicative of a school climate that does *not* reflect a commitment to multicultural education?
   h. Individuals of color in custodial and clerical positions and dominant group individuals in administrative positions
   i. Only male students waiting in the vice principal's office for discipline
   j. Football team comprised almost exclusively of African Americans and the chess club primarily of white students
   k. All of the above

50. In addition to the formal curriculum, schools have a curriculum that consists of the unstated norms, values, and beliefs about the social relations of the school and classroom life that is transmitted to the student. Learning to take turns, stand in line, and wait to speak is a part of this curriculum referred to as the _____curriculum.
   a. Developmental
   b. Core
   c. Hidden
   d. Common

Pretest CDEV 200 Name: _____
Post test

1. Define Curriculum:

2. What is an objective? Also, what must it be to be an objective?

3. How would you determine the appropriate group size for an activity?

4. Explain the components of classroom management.

5. What is the difference between art and a craft?

6. What is meant by intentional teaching? Explain fully.

7. What is meant by labeling the behavior not the child?

8. What role do your personal values play in the way you teach?

9. How do you create lessons that meet varying developmental levels?

10. Create a short lesson plan based on the theme "Community Workers".

Title: _____

Objective: _____

Introduction: _____

_____

_____

Procedures:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Materials:

Classroom management:

_____

_____

_____

CHILD, FAMILY AND CONSUMER SCIENCE
CHILD DEVELOPMENT

Course Title	Course Number	Revised	Not Revised	New Text	Old Numbering
SPECIAL TOPICS IN EARLY CHILDHOOD	CDEV020		New 2/2/2009		New Course
FAMILY CHILDCARE MANAGEMENT	CDEV 050	X 4/17/2008			CFCS 050
FAMILY CHILDCARE PROVIDER AND PARENT RELA.	CDEV 051	X 4/17/2008			CFCS 051
FAMILY CHILDCARE LICENSING & RES	CDEV 052	X 4/17/2008			CFCS 052
PRINCIPLES AND PRACTICES OF TEACHING YOUNG	CDEV 100	X 4/17/2008		X	CFCS 100
HEALTH, SAFETY AND NUTRITION	CDEV 101	X 4/17/2008		X	CFCS 101
FIRST AID AND CPR	CDEV 102	X 4/17/2008		X	CFCS 102
CHILD, FAMILY, AND COMMUNITY	CDEV 103	X 4/17/2008		X	CFCS 104
CHILD GROWTH AND DEVELOPMENT	CDEV 104	X 4/17/2008		X	CFCS 106
INTRODUCTION TO CURRICULUM	CDEV 105	X 4/17/2008		X	CFCS 110
OBSERVATION AND ASSESSMENT	CDEV 106	X 4/17/2008		X	CFCS 108
TEACHING IN A DIVERSE SOCIETY	CDEV 107		NEW 4/17/2008	X	NEW
LANGUAGE AND LITERATURE FOR YOUNG CHILDREN	CDEV 120	X 4/17/2008		X	CFCS 112
ART FOR YOUNG CHILDREN	CDEV 121	X 4/17/2008		X	CFCS 114
SCIENCE AND MATH FOR YOUNG CHILDI	CDEV 122	X 4/17/2008		X	CFCS 116
MUSIC AND MOVEMENT FOR YOUNG CI	CDEV 123	X 4/17/2008		X	CFCS 118
CREATIVE COOKING FOR YOUNG CHILDF	CDEV 124	X 4/17/2008		X	CFCS 172
MULTILINGUAL AND MULTICULTURAL CURF	CDEV 125	X 4/17/2008		X	CFCS 262
CHILD ABUSE	CDEV 140	X 4/17/2008			CFCS 170
CHILDREN WITH CHALLENGING BEHAVIORS	CDEV 141	X 4/17/2008			CFCS 171
WHAT IS DEVELOPMENTALLY APPROPRIATE	CDEV 142	X 4/17/2008			CFCS 173
PRACTICUM-FIELD EXPERIENCE	CDEV 200	X 4/17/2008		X	CFCS 200
ADMINISTRATION & SUPERVISION	CDEV 210	X 4/17/2008		X	CFCS 210
ADVANCED MANAGEMENT FUNCTIONS	CDEV 211	X 4/17/2008		X	CFCS 211
ADULT SUPERVISION	CDEV 212	X 4/17/2008		X	CFCS 212
INFANT/TODDLER DEVELOPMENT	CDEV 220	X 4/17/2008		X	CFCS 220
INFANT/TODDLER CURRICULUM	CDEV 221	X 4/17/2008		X	CFCS 221
SCHOOL-AGE CHILD DEVELOPMENT	CDEV 230	X 4/17/2008			CFCS 230
SCHOOL-AGE CHILD CURRICULUM	CDEV 231	X 4/17/2008			CFCS 231
CHILDREN WITH SPECIAL NEEDS			DROPPED CROSS LISTING		
REFRESHER CPR & FIRST AID	CFCS 070	TERMINATED	TERMINATED	4/17/2008	
PRINCIPLES OF PARENTING	CFCS 260	TERMINATED	TERMINATED	4/17/2008	

Participation Scoring: All Courses

Criteria 12 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Applies relevant course, concepts theories, or materials correctly. 3 points	Does not explain relavant course concepts, theories or materials.	Explains relevant course concepts, theories or material.	Applies relevant course theories, or materials correctly.	Uses examples or supporting evidence when discussing concepts, theories, or materials correctly
Collaborates with fellow learners, relating the discussion to relevant course concepts. 3 points	Does not collaborate.	Collaborates with fellow learners without relating discussion to relevant course concepts.	Collaborates relating the discussion to relevant course concepts.	Collaborates relating the discussion to relevant course concepts and extends the dialogue.
Applies relevant professional, personal, or real worls experiences 3 points	Does not contribute	Contributes professional personel, or real world experiences but lacks relevance.	Applies relevant professionl, personel or real world experiences	Applies relevant professionl, personel or real world experiences to extend the dialogue
Supports positons with applicable knowledge 3 points	Does not establish relevant position	Establishes relevant position	Supports position with applicable knowledge	Validates position with applicable knowledge
0- 3 points = 0%-69% F 4-6points = 71-79% C 7-9 points =81-89% B 10-12 points = 90-100% A				

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV050 Family Child Care Management

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Family Child Care

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify factors of quality family child care	Family Child Care evaluation	ISLO1, ISLO2
Gather information on local and state requirements and select the required tasks to open family child care business	Presentation	ISLO4, ISLO2

CHILD CARE HOME EVALUATION

Name of Child Care Mother: _____

Date _____

Address of Child Care Mother: _____

Key: Write appropriate word to describe facility and performance: Excellent, Good, Improving, Needs Improvement.

I. Physical Characteristics of the Child Care Home

A. Inside Space: ☐ Full Use ☐ Partial Use

1. Sufficient for licensed capacity _____
2. Space arrangement and play area _____
3. Lends itself to children's activities (uncluttered) _____
4. Cleanliness _____
5. Safety precautions _____
6. Lighting _____
7. Ventilation _____
8. General appearance of home _____

B. Outside Area

1. Fence _____
2. Space for play activities _____
3. Protected area (sun and/or rain) _____
4. Mowed and cleaned _____
5. Safety precautions _____

C. Equipment (excluding toys)

1. Nap facilities _____
2. Meal service _____
3. Special equipment (playpens, potty chairs, etc.) _____

Comments: (Use back if necessary) _____

II. Work with Children

A. Methods of Working with Children

1. Sensitivity to child's feelings _____
2. Awareness of child's progress or lack of progress _____
3. Accepts child as is _____
4. Positive approach to children _____
5. Sets limits which are realistic and appropriate _____
6. Consistent in following limits _____
7. Suitable methods to help child accept limits _____
8. Enjoys humorous incidents with children _____
9. Reasonable expectations and goals suitable to child
10. Treats children with respect _____
11. Assists child in gaining self-confidence _____
12. Plans personal life so as not to interfere with child care

Comments:

B. Activities and Play Equipment

1. Plans suitable and stimulating activities for children _____
2. Provides adequate play equipment _____
3. Helps child learn proper use and care of equipment _____
4. Supervises play adequately _____
5. Provides for active and quiet play _____
6. Participates in training program _____

Comments:

C. Meals and Snacks

1. Served on time _____
2. Attractive and appetizing _____
3. Well balanced _____
4. Handling of problem eaters _____
5. Size of serving suited to child's needs _____

Comments:

D. Nap or Rest Arrangement

1. Regular _____
2. Well scheduled _____
3. Duration suitable to child's needs _____

Comments:

III. Child Care Mother

A. Personal Qualities of Child care Mother

1. Friendly, warm _____
2. General appearance and appropriateness of dress _____
3. Speech and voice: clear and well modulated _____
4. Tact and courtesy toward parents: tolerant and considerate of others _____
5. Displays a sense of humor _____
6. Dependable _____
7. Self-confident _____
8. Enthusiastic about working with children _____
9. Demonstrates a desire to learn _____
10. Profits by suggestions _____
11. Avoids personal involvement with parents _____
12. Maintains good personal hygiene _____

Comments:

IV. Maintenance of Health Standards

A. With Children

1. Prompt reporting of illnesses and accidents _____
2. Awareness of child's daily health status
3. Use of appropriate methods in handling sick children until professional guidance is secured _____
4. Use of good judgment in discussing child's illness with parents _____
5. Follows professional advice _____
6. Keeps emergency phone numbers readily available _____

Comments:

B. With Child care Home Family:

1. Child care mother's physical health is adequate for child care _____
2. Child care mother's mental health is adequate for child care _____
3. Maintains health standards as set forth in state standards for a child care license _____

Comments:

Counselor _____

Nurse _____

Educational Consultant _____

This evaluation has been reviewed by me. _____

Signed _____

Date _____

Family Child Care Management

CDEV50
Presentation

Group Activity:
Students will research local and state requirements on family child care and make a class presentation. Each group will be assigned a different aspect of the regulations.
Ex: Zoning requirements
Space regulations
Transportation regulations
ETC.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV051 Family Childcare Provider and Parent Relations

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Family Child Care

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Demonstrate methods of parent communication	Letter to Parent	ISOL1, ISLO2, ISLO4
Outline policies and methods of implementation	Handbook	ISLO1, ISLO2, ISLO4
Investigate and create parent involvement activities and planning	Presentation / Group Planning	ISLO2, ISLO4

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family, and Consumer Sciences

Course Number/Title or Program Title: CDEV 100 Principles and Practices of Teaching Young Children

Contact Person/Others Involved in Process: Lead: Becky Green Others: Scott Sheppard, Fonda Miller

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):		Certificates
Child Development		

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

☐	American Institutions	☐	Language and Rationality – English Composition
☐	Health Education	☐	Language and Rationality – Communication and Analytical Thinking
☐	Physical Education / Activity	☐	Natural Science
☐	Math Competency	☐	Humanities
☐	Reading Competency	☐	Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types, philosophies, and ethical standards.	Educational philosophy paper + rubric + portfolio. *To be included in the Child Development Portfolio*	ISLO2, ISLO4, ISLO5
Identify the underlying theoretical perspective in forming a professional philosophy.	Group Presentation	ISLO2, ISLO4, ISLO5
Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.	Environmental Observation	ISLO2, ISLO3,ISLO4, ISLO5

Critique a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.	Exam	ISLO2, ISLO4, ISLO5
Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	Exam	ISLO2, ISLO5
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children	Observation + Rubric Exam	ISLO2, ISLO4

Educational Philosophy

Criteria 9 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Educational Philosophy clearly demonstrates an understanding of program types and delivery systems. Uses theory and text to support. 3 points	Fails to complete educational philosophy showing program types or delivery systems	Provides an Educational philosophy but does not explain delivery system or program type	Clearly demonstrates an understanding of program types and delivery systems.	Clearly demonstrates an understanding of program types and delivery systems. Explains why the delivery system or program type is most appropriate using theory & other resources
Clearly demonstrates an understanding of best practices to provide age appropriate education and care. Uses theory, text and resources to support. 3 points	Fails to demonstrate an understanding of best practices.	Provides information on what the student considers best practices.	Clearly show an understanding of best practices as it is viewed in the text book and through the coursework.	Clearly demonstrates an understanding of best practices and uses theory, text, or other resources to back up conclusion
Student clearly understands the role of the teacher and can support by referencing text or other resources 3 points	Fails to explain the role of teacher.	Explains the role of teacher	Explains the role of teacher clearly and provides details concerning the role.	Clearly and completely Explains the role of teacher and supports it with text book or other references.
9 points A 8 points B 7 points C 6 points D 5 or less F				

CDEV100

Educational Philosophy

After exploring a variety of program types, delivery systems, and teaching practices you will develop and write an education philosophy statement discussing preferred delivery system, best teaching practices, and the role of the teacher.

This philosophy statement will be included in your portfolio to illustrate your understanding of the field and quality education at this first step in your Early Childhood course work.

This paper must be typed. Use a font that is easy to read (Arial, Calibri, or Times New Roman) at a 12. The paper must be double spaced. Use appropriate grammar and spelling. Use APA format for all resources. The paper must be a minimum of two pages but no more than 4.

Environmental Observation

Criteria 9 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Completes the environmental observation forms and thoroughly answers the questions. 3 points	Does not complete the forms	Answers the majority of the questions with yes or no responses.	Answers the questions thouroughly	Answers the questions thouroughly and explains or describes how the student came to the conclusion they did.
Types a one page paper that clearly summarizes what the student observed and demonstrates an understanding of what is appropriate and best practices. 3 points	Fails to type paper	Types one page summary	Typed summary clearly shows what the student observed.	Typed summary clearly shows what the student observed and demonstrates an understanding of appropriate and best practices
Paper is signed and filled out by center teacher or director. 3 points	Does not have signed or filled out paper	Paper filled out but not signed or paper signed but not filled out.	Paper is signed and filled out showing a minimum of 45 minutes	Paper is signed and filled out showing more than the minimum time spent on observation.
9 points A 8 points B 7 points C 6 points D 5 or less F				

CDEV 100

Environmental Observation

In class we have discussed childhood settings, curriculum and teaching methods.

You have read and heard through lecture and your text what the indicators for quality early childhood practices are. You will now be completing an observational record.

You must visit a licensed early childhood education center. The center you plan on visiting must be approved by your instructor.

Plan to spend a minimum of 45 minutes at the center.

You will be completing the attached forms and typing a one page summary of your observation.

You must also have the Director or the classroom teacher sign off .

I _____ (teacher/Director's name)

verify that _____ (student's name)

observed at _____ (center name)

Signature: _____

Date: _____

Environmental Observation
CDEV 100

Student Name: _____ Date: _____ Time: _____
Preschool: _____ Phone: _____

Schedule

Duration

Hours of operation?

Number of days per week?

Capacity

Number of children in class?

Number of children with disabilities in class?

Number of Adults in classroom?

Teacher-child ratio?

Are there opportunities for children to interact socially?

Free Play Routines

Is there a scheduled choice time?

Are activity choices open?

Attention-and Assistance-Seeking Routines

Do teachers respond to children's questions?

How do children address adults?

Materials Management Routines

Do children get out or return classroom materials independently?

Do children have clean up responsibilities?

What kinds of self-care tasks are children expected to perform independently?

What are the children expected to manage independently during eating times?

Movement Routines

Do children ever move in lines?

Do children ever move while holding hands with a partner?

Are any transitions cued by a direction from the teacher to the whole class?

Physical Features

Is the classroom free of hazards?

Is there natural as well as manmade lighting?

Is there ample room for the number of people present?

Are all facilities accessible children with disabilities?

Do learning materials and equipment appear to be adequate?

Is there a "private place" in the classroom where children may go if they feel over-stimulated? Where?

Academic Features

Are the areas of curriculum represented in the classroom?(Science, language, etc)

Please list the curriculum areas you see.

Are children taught at their developmental levels, or are all expected to accomplish the same task?

Seating Routines

Do children ever sit on a rug?
- as a group on the floor?
- on individual spaces (carpet squares, taped spots) on the floor?
- in chairs?

Do children ever sit at desks?

Do children ever sit at small tables?

Instruction and Feedback Routines

Are children told exactly how and why to perform an upcoming activity, or are they expected to infer the procedure?

When are children given feedback on their work?

Is there more praising of appropriate behavior or more correcting of inappropriate behavior by the teacher?

Is there an individualized approach to academic work?

Is there a posted schedule?

Are the areas set up to extend learning? How?

Independent Work Routines

Are children expected to work or play without an adult continually nearby?

Are children expected to follow sequenced directions given at a previous time?

Classroom Interaction

Is there any time when children are allowed to work cooperatively?

Are social interactions mostly positive?

Does the teacher appear relaxed and confident when interacting with the children?

Does the teacher find time for frequent personal comments to individual children during the session?

What types of external cues are given for transitions (lights off/on, piano chord, bell)?

Bathroom Routines

Is the restroom within or outside the classroom?

Do children go in a group to the restroom?

Do children ask permission to use the restroom?

Are there any unique bathroom routines?

Do boys and girls use the same or different facilities?

Group Work

Criteria 15 points total	0 Non-performance	1-2 points Basic	3-4 points Proficient	5 Distinguished
Self Evaluation Student completes individual allocated task and demonstrates how she/he contributed using specific and concrete examples 5 points	Does not complete self evaluation	Completes self evaluation but doe not give specific examples	Completes self evaluation and demonstrates how he/she contributed to the presentation, providing specific and concrete examples	Completes self evaluation and demonstrates how he/she contributed to the presentation, providing specific and concrete examples illustrating their contribution was of major importance to group work
Peer evaluation The group submissions perceive the individuals contributions as benefiting the final project. 5 points	The majority of the group felt individual did not contribute	The majority felt the individual made minor contributions	The majority of the group felt the individual made contributions that were of benefit to the project	The majority of the group felt the individual made contributions that were of major benefit to the project of above and beyond their assigned duty.
Meeting Minutes Demonstrates the individual played a major role in the planning of the project and attended all meetings 5 points	Did not attend meetings	Attended meetings but did not participate in planning	Participated in all meetings and contributed to planning	Participated in all meetings and contributed to planning The individual played a major role in the planning of the project.
30-27 A 26-24 B 23-21 C 20-18 D 17 F				

Group Presentation

Criteria 15 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Organization Clear, concise, well organized. Easy to follow. 3 points	Did not Present	Often points unclear Confusing and difficult to follow	Usually clear and relevant to topic. Organization adequate	Consistnetly clear and concise well organized Points were easy to follow Transitions were smooth.
Topic Knowledge Displayed knowledge of the topic and demonstrated excellent mastery of content applications and implications Shows research depth 3 points	Did not have an understanding of the topic	Displayed some understanding of the material. Demonstrated adequate mastery of content application and implications. Research not in depth	Displayed a general understanding of the materials and a good mastery of content, application and implications Good research	Displayed an excellent understanding of the topic Demonstrated excellent mastery of content, applications, and implications. Excellent research depth
Visual Aids Clear, easy to interpret. Well coordinated with content well designed and effective in supporting presentation 3 points	Did not provide or of poor quality	Marginally acceptable Difficult to read or interpret. Did little to support presentation	Usually clear, easy to read or interpret. Generally well coordinated Supports presentation	Clear, easy to understand. Well coordinated with content Excellent support for presentation
Stage Presence Confident, at ease,and good eye contact Kept audience attention Spoke clearly 3 points	Poor stage presence or did not present	Adequate stage presence Had to read from notes. Little eye contact	Good Presence Fairly confident, used notes at times but kept good eye contact.	Excellent stage presence Confident, good audience attention, clear voice good eye contact
Mechanics of report Written clearly, demonstrates topic was researched, no misspellings or grammatical errors 3 points	No written report	Student report had several spelling errors (More than 6) and or grammatical errors	Report has three or less spelling errors or grammatical errors.	No spelling or grammatical errors. Demonstrates topic was researched

CDEV100

Group Presentation

After review of text and videos on the various theoretical perspectives, students will be assigned groups to present the theoretical frameworks and connect theory to practice.

Students will be divided into groups of 4-5 members for the purpose of carrying out the research project. Each group will be assigned a theory or theorist to research. Every member will participate in a group, conduct research, and make class presentation.

To help the groups get started members will take on roles for meetings.

- Leader - The leader is responsible for keeping the group on the assigned task at hand. S/he also makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members. The leader may also want to check to make sure that all of the group members have mastered the learning points of a group exercise.
- Recorder – Takes notes whenever the group meets and keeps track of group data/sources/etc.. This person distributes these notes to the rest of the group highlighting sections relevant for their parts of the project.
- Reporter - The reporter gives oral responses to the class about the group's activities or conclusions.
- Monitor - The monitor is responsible for making sure that the group's work area is left the way it was found and acts as a timekeeper for timed activities.
- Wildcard (in groups of five) - The wildcard acts as an assistant to the group leader and assumes the role of any member that may be missing.

The group will have at least three scheduled meetings. The meeting minutes must be turned in with the project. The assignments and responsibilities given to each group member will also be listed.

The group project has three areas of evaluation:

1. Self –evaluation
   Describe your participation in the project. Discuss and evaluate, in specific and concrete detail, the contributions you made to the group project. Describe the things you did well, and also describe the areas in which you could have done better. After writing your response to the above give yourself a grade on your participation in this project.
   - A extraordinary; far exceeds the basic requirements for the group
   - B very good work; generally exceeded basic requirements

C met the basic requirements of the group
D fell below the basic

Your self evaluation is to be 1-2 pages.

2. Peer Evaluation

Write the name of each member of your group and beneath each person's name provide 2-5 sentences describing their participation in and contributions to the project. Provide each person a grade based on the above grading criteria.

3. Presentation

See grading rubric.

Your final grade will be based on the following points:

Self-evaluation	5
Peer-evaluation	5
Presentation	15
Meeting minutes	5

The "Group Planning Form"

The "Group Planning Form" helps you think about all of the children in your group
and decide what changes to make to the environment, daily schedule, and routines. It
also helps you determine what activities to offer during the week. It gives you an overall
sense of direction for the week and a list of the materials you want to use. To complete
the "Group Planning Form," think about the following questions:

- What interests the children now?
- What materials are the children using?
- What skills are the children developing?
- What is working well? What is not working well?

The following example of a completed form shows how to incorporate information from the "Child Planning Form" as you plan your week.

Group Planning Form

Week of:_____

Changes to the Environment:

Add a clutch ball and a picture/word lotto game to the toys area.
Add spider puppet, song and fingerplay books, books with simple pictures, and books about
exercise to the library area.
Add whistles and kazoos to the music and movement area; add feathers, cotton balls, and
pinwheels to the toys and games area.
Set up obstacle course outdoors.
Bring out some simple exercise equipment (light weights, hula hoops, jump ropes).

Changes to Routines and Schedule:

Add finger foods for Jeremy's meals and snacks.
Add 15 minutes to outdoor time for children to use the bubbles, pinwheels, obstacle course and exercise props.

Family Involvement:

Coordinate Jeremy's new food with Karen.
Talk to Karen about coming next week to do yoga with the children.
Send home *LearningGames:*
Jeremy—Game 32, "Sing Together"
Jorge—Game 88, "In, Out, and Around"
Nathan—Game125, "Move and Say"
Rosa Maria—Game 147, "Props for Pretending" (in Spanish and English)

CDEV 100 – Principles and Practices
Test 1

1. The term early childhood education and care refers to:
   a. all programs providing education and care to children from birth through age 8 in schools, centers and homes.
   b. child care programs both in centers and homes.
   c. preschool and kindergarten.
   d. any program for children under the age of 5.

2. Early childhood educators do which of the following?
   a. Create curriculum that addresses learning standards
   b. Create an environment or "set the stage"
   c. Work with children and families.
   d. Work as a part of a professional team
   e. all of the above

3. Research has shown that one of the critical elements in program quality is:
   a. whether the teacher enjoys spontaneity.
   b. whether the teacher has a CDA.
   c. the experience of the teacher.
   d. if the teacher has specialized training in early childhood education and care.

4. Thomas and Chess's research on temperament:
   a. proposes behavioral style and characteristic ways of responding.
   b. includes five basic dimensions.
   c. says temperaments are either good or bad.

5. The NAEYC Code of Ethical Conduct is:
   a. the rules and regulations that tell early childhood educators what to do.
   b. a document that defines what is right and best for children.
   c. a document that defines a common set of ideals and principles to help early childhood educators decide what their ethical responsibilities are and guide them in resolving moral or ethical dilemmas.

6. Understanding who you are as a person and reflecting on the impact of your personality and behavior is important because:
   a. teachers can compensate for deficits in their personality if they are aware of their flaws.
   b. educators who have the capacity to care for and nurture others know and accept themselves.
   c. people who have experienced abusive childhoods generally do not make good teachers.

7. Creating an environment that is safe, healthy, and stimulating is a primary responsibility of teachers of young children.
   a. True
   b. False

8. Licensing, which is regulated by each state, establishes a minimum level of care below which the health and safety of young children is compromised.
   a. True
   b. False

9. The great majority of programs for children under 5 are:
   a. publicly funded by federal resources.
   b. private and are paid for primarily by the families of the children served.
   c. publicly funded by state money.
   d. financed by local school districts.

10. QCA stands for:
   a. Quality, Care, and Accountability.
   b. Quantity, Compassion, and Accessibility.
   c. Quality, Compensation, and Affordability

11. The United States has a fragmented system for early childhood programs and services. This is because:
   a. as a nation we are unable to afford the cost of high-quality early childhood education and care for our children.
   b. we believe that children are not ready for learning until about the age of 5 or 6, when formal education begins.
   c. traditionally, providing care and education for young children has been regarded as the responsibility of families, not the society as a whole.

12. "Full inclusion" refers to the placement of children with disabilities in classrooms with their typically developing peers. It is based on the premise that everyone can benefit when children with disabilities are included in settings with children who are not disabled.
   a. True
   b. False

13. Head Start is a federally funded program for poor children that provides before- and after-school care while parents are at work or in training programs.
   a. True
   b. False

14. The most prevalent form of privately sponsored child care in the United States is home-based care.
   a. True
   b. False

15. Head Start was designed to provide work for teachers during the Great Depression.
    a. True
    b. False

16. The first early childhood education and care settings in the United States were begun by philanthropists to come to the aid of poor working women who needed safe care for their children.
    a. True
    b. False

17. Friedrich Froebel was
    a. the father of the modern-day kindergarten and the first to propose training young women to become kindergarten teachers.
    b. a fighter in the War Against Poverty in the 1960s.
    c. the German philosopher, scientist, and educator who created Waldorf education.

18. The Greek philosophers, Aristotle and Plato, believed
    a. play was a necessary and appropriate way for young children to learn.
    b. humans were essentially bad with good developed by education.
    c. training in grammar was important for children under 7.
    d. there was no need to begin education in early childhood.

19. Religious reformer Martin Luther was a strong advocate of
    a. sequenced materials to develop the intellect.
    b. universal education.
    c. child labor laws.
    d. raising children out of contact with corrupt society.

20. One idea that Comenius contributed to early childhood education was
    a. that birth to age 6 is of the highest importance for human development and learning will occur spontaneously through play.
    b. that people are inherently evil but can be trained to be good through the rigorous application of scientific approaches to education.
    c. all people deserve education but education corrupts so children need to be sheltered from education as long as possible.

21. The creation of Head Start in the 1960s was based on the premise that
    a. intervening early with children born into poverty would enhance their development and help them to succeed in later schooling and adult life.
    b. parents of poor children are inappropriate role models and their effect on the child needs to be counteracted by a rich school experience.
    c. all children, regardless of disabilities or delays, are entitled a free and appropriate educational experience.

22. Montessori began her work in early education because of:
    a. an interest in retarded children.
    b. a concern about the poverty of children in factories.
    c. her inability to get a job in the medical profession.

23. The first nursery school was created in response to
    a. health problems of children in poor communities.
    b. the unmet needs of developmentally delayed children.
    c. the research of Jean Piaget.
    d. World War II.

24. The National Association for Nursery Education (NANE), founded in 1926, was the first professional organization for nursery educators. This later evolved to become the
    a. Developmental Interaction Association (DIA).
    b. Association for Childhood Education International (ACEI).
    c. Southern Early Childhood Association (SECA).
    d. National Association for the Education of Young Children (NAEYC).

25. Respect for children and their development has NOT always been a part of the history of early childhood education.
    a. True
    b. False

26. Many early childhood programs have their roots in the humanistic approach to education. This approach reflects the viewpoint that the humanities (e.g. art, music, literature) should be emphasized during the early years.
    a. True
    b. False

27. John Locke is credited with the concept of *tabula rasa,* the idea that the child enters this world with a mind that is like a blank slate, open to receiving knowledge through the senses.
    a. True
    b. False

28. The term *kindergarten* compares schools for young children to a garden for flowers. It envisions it as a place where children can flourish, nurtured and protected from outside influences.
    a. True
    b. False

CDEV 100- test: Play: NAME_____

1. What is meant by phrase, play is the work of childhood"?

Please match the following

1-Sensorimotor Play, 2-Constructive Play 3-Solitary Play
4. Stage 2 of Social Play 5. Stage 4 of Social Play 6. Dramatic Play

__ Type of play when a child uses their fingers to play with shaving cream
___ Type of play that includes make-believe
___ Parallel Play
___ Any type of play where children are playing together
___ A child making a small tower out of Legos
___ A stage of social play where a child plays alone

What is meant by the term 'sensorimotor'?

T/F: It is a good idea to have preschool age children engage in games with rules? ___

T/F: It is a good idea to have some toys that are just for boys and some toys that are just for girls. __

When a child is engaged in Dramatic Play, what are 4 ways this type of plays aids the child's development?

What are 4 benefits to reading to a child?

What would you suggest a new parent do to encourage language development in her child?

3 preschool age children are working together building a tower out of blocks. How is this play fostering learning and development in the 3 main domains of development? <u>Please (a) name each domain</u> of development <u>and (b) provide a description of what areas of development are being stimulated.</u>

Domain 1

Domain 2

Domain 3

When it comes to children's creative activities, we have said that it is more important to focus on the *Process, not the Product.*

What is meant by this statement?

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV 101 Health, Safety, and Nutrition

Contact Person/Others Involved in Process: Lead: Becky Green Others: Scott Sheppard, Fonda Miller

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	Associate Teacher

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

☐	American Institutions	☐	Language and Rationality – English Composition
☐	Health Education	☐	Language and Rationality – Communication and Analytical Thinking
☐	Physical Education / Activity	☐	Natural Science
☐	Math Competency	☐	Humanities
☐	Reading Competency	☐	Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify and create strategies to minimize health, safety, and environmental risks in children's programs and to maximize the mental and physical health of children and adults in programs for young children in accordance with culturally, linguistic and developmentally sound practices.	Brochure + Presentation+ Rubric+ Portfolio *This assessment will be included in the student's Child Development Portfolio*	ISLO1, ISLO2, ISLO4, ISLO5
Evaluate regulations, standards, policies, and procedures related to health, safety, and nutrition in support of young children, teachers, and families.	Title 22 paper + Rubric	ISLO2, ISLO4 ISLO5
Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.	Menu Planning + Rubric	ISLO2, ISLO4, ISLO5

Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.	Interview + Rubric	ISLO1, ISLO2, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed.

***Institutional Student Learning Outcomes: ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

Menu Plan Preschool and Infant

Criteria 9 points each plan	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Meal Pattern Student shows appropriate meal plan for full day program for appropriate age group 3 points	Does not provide meal pattern	Meal pattern is not complete	Meal pattern is complete	Meal pattern is complete and demonstrates an understanding of what is appropirate and approved for the specific age group
The student prepares a menu for each day for each meal pattern including the appropriate food groups 3 points	The student does not prepare a menu	The student prepares daily menus but does not include each meal pattern	The student prepares daily meal plans and includes each meal pattern	The student prepares daily meal plans and includes each meal pattern with correct balance of food groups
The student includes the correct portion size and food group that is appropriate for age group 3 points	The student does not include portions or food groups appropriate for age group	Student includes food groups	Student includes food groups and appropriate portion amounts for for age group	Student includes food groups and appropriate portion amounts for for age group and includes recommended drink to be included with meal.
9 points A 8 points B 7 points C 6 points D				

Menu Planning

CDEV 101

Students must plan a one week menu for preschool age children and a one week menu plan for infants.

The menu plan must show a full day meal pattern and the proper portions required for each age group.

Use the CACFP Child & Adult Care Food Program site for information.

CACFP will have several resources that will be helpful in completing this assignment.

Please show your resources using APA style.

Brochure

Criteria 12 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Student has researched topic and has a clear understanding of the topic and how it relates to young children 3 points	Student did not research topic	Student gives very little information on topic demonstrating a lack of research	Student has completed adequate research on the topic and shows a clear understanding of the information	Student has thoroughly researched the topic and has a clear understanding of the material and can relate it to young children.
Brochure is written in a clear concise manner. Material can be easily understood by a parent or preschool teacher detailed and concise 3 points	Does not create brochure	Brochure is not easy to read and does not explain topic in a way parents could understand	Brochure is easy to read information is provided in a clear, concise manner	Detailed and concise Brochure is easy to read information is provided in a clear, concise manner Brochure is a good tool to share with parents or preschool teachers
Creative Brochure is attractive and provides a good teaching tool Looks professional 3 points	Not attractive	Not much attention was put into the creation of the brochure	Brochure contains basic information and shows adequate effort	Brochure contains detailed information and is attractive demonstrates professionalism of student
Mechanics Is free of spelling and grammatical errors 3 points	Has more than 6 errors	Has more than 4 errors	Has less than 4 errors	Has no spelling and grammatical errors

CDEV 101
Health, Safety, and Nutrition

Students will: (1) design a **brochure** aimed at educating parents of young children on issues surrounding the chosen topic.
(2) Write a **paper** that encompasses the topic of the brochure.

Students will focus on a specific topic within the area of health/safety promotion and prevention. The topic must be approved by the instructor.

Brochure

The purpose of the brochure will be (1) to alert parents to the situations that present potential hazards to their children; (2) to present parents with behaviors and strategies that can be used to prevent such hazards; (3) to provide information regarding emergency response; and (4) to promote an understanding of the social/emotional effects that may result from the child's exposure to a hazardous event.

The brochure should be visually exciting and present the material in a clear manner. The student will design the brochure to be folded, and presented in a compact style.

Paper

Along with the brochure, the student will write a **paper** that allows discussion on the topic in a professional presentation to parents.

The paper should be written with the understanding that the student will present the contents to parents of young children. The paper should be long enough for the student to adequately cover the essential elements of the topic. The paper should be long enough for the student make at least a five minute presentation.

For both the brochure and the paper, the student must reference the source material. The student is to use at least 3 outside professional sources.

The student can use the Internet for only one information sources. The student may download graphic content from the Internet. No exact text content from the internet is allowed. Both the brochure and paper must be written in the student's own words. **Plagiarism will result in a grade of F on the assignment.**

Presentation

Criteria 15 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Organization Clear, concise, well organized. Easy to follow. 3 points	Did not Present	Often points unclear Confusing and difficult to follow	Usually clear and relevant to topic. Organization adequate	Consistnetly clear and concise well organized Points were easy to follow Transitions were smooth.
Topic Knowledge Displayed knowledge of the topic and demonstrated excellent mastery of content applications and implications Shows research depth 3 points	Did not have an understanding of the topic	Displayed some understanding of the material. Demonstrated adequate mastery of content application and implications. Research not in depth	Displayed a general understanding of the materials and a good mastery of content, application and implications Good research	Displayed an excellent understanding of the topic Demonstrated excellent mastery of content, applications, and implications. Excellent research depth
Visual Aids Clear, easy to interpret. Well coordinated with content well designed and effective in supporting presentation 3 points	Did not provide or of poor quality	Marginally acceptable Difficult to read or interpret. Did little to support presentation	Usually clear, easy to read or interpret. Generally well coordinated Supports presentation	Clear, easy to understand. Well coordinated with content Excellent support for presentation
Stage Presence Confident, at ease,and good eye contact Kept audience attention Spoke clearly 3 points	Poor stage presence or did not present	Adequate stage presence Had to read from notes. Little eye contact	Good Presence Fairly confident, used notes at times but kept good eye contact.	Excellent stage presence Confident, good audience attention, clear voice good eye contact
Mechanics of report Written clearly, demonstrates topic was researched, no misspellings or grammatical errors 3 points	No written report	Student report had several spelling errors (More than 6) and or grammatical errors	Report has three or less spelling errors or grammatical errors.	No spelling or grammatical errors. Demonstrates topic was researched

Title 22 Research Paper

Criteria 9 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Analyzes the application of Title 22 topic to Preschool setting 3 points	Fails to analyze the application of Title 22 to preschool setting	Describes or lists applications but does not analyze	Analyzes the application of Title 22 regulations	Analyzes the application of Title 22 regulations and provides specific relevant examples of how it affects the preschool setting
Analyzes strengths and weaknesses of specific assigned regulation 3 points	Fails to analze strenghts or weaknesses	Lists strengths and weaknesses	Analyzes strengths and weaknesses of specific regulation	Analyzes strengths and weaknesses of specific regulation and provides examples
Is free of spelling and gramatical errors 3 points	Has more than 6 errors	Has more than 4 errors	Has less than 4 errors	Has no spelling or grammer errors

Title 22

Students will learn how to use the internet to access Title 22 Regulations and to research the regulation topic given to them by the instructor.

The student will analyze the regulation and show its strengths and weaknesses.

The paper must be APA style. Use New Times Roman, Calibri, or Arial font 12, and Double space. Must be 2-3 pages in length.

The paper must demonstrate a clear understanding of the regulation and how it pertains to the early childhood setting.

CDEV 101 PRE/POST TEST FALL 09

1. Which of the following are 2nd level needs on Maslow's hierarchy of needs.
a. food, shelter, and clothing
b. love and belonging
c. safety and security
d. self-esteem

2. The pattern of development that occurs from the head down to the feet is.
a. proximodistal c. cephlocaudal
b. sensorimotor d. fine motor

3. Injury prevention:
a. promotes safety c. minimizes risk
b. protects the child d. all of the above

4 Over half of the 140,000 toy-related accidents involve:
a. lacerations and bruises
b. choking and inhalation of small parts
c. falls
d. head injuries

5 Large blocks, crayons, and puzzles are suggested as age appropriate for children:
a. 6 months to 1 year
b. 1 year to 18 months
c. 18 months to 3 years
d. 3 years to 6 years

6 A puncture wound is an example of which type of poisoning?
a. contact
b. injection
c. inhalation
d. ingestion

7. Thirty-five percent of all burn injuries happens to children, and is the chief cause of burns
of preschool-age children.
a. scalds
b. electrical
c. contact
d. chemical

8. Which of the following does not pose risk for SIDS?
a. sleeping on the stomach in the prone position
b. pre- and postnatal exposure to cigarette smoke
c. overheating of the baby
d. a baby with a runny nose

9. Approximately children have access to guns in their homes.
a. 500,000
b. 900,000
c. 1.2 million
d. 2.5 million

10 Which is/are considered unsafe to have in a child care environment.
a. lizards
b. parrots
c. turtles
d. all of the above

11. Which of the following is not a strategy to prevent choking in child care?
a. keep diaper pins out of your mouth
b. remove loose parts from toys
c. use a pillow to prop a baby bottle
d. do not wear any dangling jewelry

12. Which of the following might cause a child to bite another child
a. teething
b. inability to express frustration or anger verbally
c. insecurity
d. recent changes in child's life
e. all of the above

13. Materials that are shock absorbers for outdoor equipment include all of the following *except:*
a. pea gravel
b. grass
c. soft, loose sand
d. pine bark

14. Which of the following is **not** a suggestion for sun safety in child care?
a. on days where the ultraviolet exposure is highest, plan activities that keep you out of the sun
b. avoid exposure to the sun between 9 A.M. and 1 P.M.
c. make sure children wear protective clothing if going out in the sun, such as hats and long sleeve shirts,pants, and socks
d. the child caregiver should access the climate prediction center and find out the degree of ultraviolet

12. The type of cut or wound that may cause great tissue damage is referred to as a/an:
a. incision
b. abrasion
c. laceration
d. puncture

13. Javier has a cut that is 3/4 inch long is not too deep, so the proper treatment for it would be:
a. wash it with water and cover with a bandage
b. wash it with soap and water and cover with a bandage
c. send the child to his doctor for stitches
d. send the child to the emergency room for stitches

14. A change in the pulse rate, cold clammy skin, and unevenly dilated pupils are all symptoms of:
a. shock
b. profuse bleeding
c. a serious head injury
d. a nose injury

15. A child has a burn that is more serious than a first degree burn, so the proper action would be:
a. flushing it with water, covering it with dry, clean, sterile dressing
b. calling the parents and having them take the child to the doctor
c. calling for emergency help
d. a and b
e. a and c

16. Emergency information that should be posted includes:
a. caregiver's name and address
b. where and how the accident occurred
c. directions to the child care site
d. all of the above

17. The first order of response in an emergency is to:
a. assess the child with a head-to-toe check
b. stay at the scene, giving help and reassurance
c. act immediately and remain calm*
d. call for emergency help

18. Children with special needs should have a written emergency management plan that includes all of the following
except:
a. the child's diagnosis
b. routine measures that keep that child healthy and at less risk
c. emergency signs to watch for
d. the child's preference for emergency treatment

19. Which of the following recommendations is not found on the Dietary Guidelines for Americans?
a. maintain a healthy weight
b. use salt and sodium in moderation
c. drink no more than 8 oz. of alcohol daily
d. eat a variety of food

20.. Choose the category that best reflects the water soluble vitamins.
a. vitamins A and D
b. vitamins B and C
c. vitamins A, B, and K
d. vitamins A, D, E, and K
e. none of the above

21. Nutrition-related challenges that pose risk to children come from:
a. overnutrition
b. malnutrition
c. undernutrition
d. all of the above
e. none of the above

22. USRDI Recommendations for a healthy diet include 6 to 11 servings of:
a. fruits and vegetables
b. dairy products
c. breads, cereal, rice and pasta
d. meats, poultry, fish, dry beans, and eggs

23. Which of the following items is not commonly found on a food label?
a. vitamin E
b. vitamin A
c. carbohydrates
d. fats
e. cholesterol

24. Peanuts, peanut butter, avocado, and olives are examples of:
a. saturated fats
b. polyunsaturated fats
c. monounsaturated fats
d. b and c

25 The mineral that helps to regulate the body systems, promote normal nerve transmission, and functions in normal muscle contraction and regulation is:
a. iron
b. calcium
c. sodium
d. phosphorus

26. is needed for the structure of cells, transportation of nutrients and waste products, and
regulation of body temperature.
a. sodium
b. water
c. iron
d. potassium

27. French fries, candy bars, soda pop, and butter can be found at what level of the Food Guide Pyramid?
a. Level Four
b. Level Three
c. Level Two
d. Level One

28. The second level of the Food Guide Pyramid includes:
a. breads and cereals
b. meat and poultry
c. milk and milk products
d. fruits and vegetables

29. A nutritional label includes all of the following *except:*
a. vitamin A
b. total fat
c. sodium
d. vitamin B

30 A serving of milk for a child equates to:
a. 1⁄2 cup
b. 3⁄4 cup
c. 1 cup
d. 1 1⁄2 cups

31. Peanut allergy is important to child care for three reasons. Which of the following is not one of those
reasons?
a. the most common time for allergies is between infancy and age three
b. peanut butter and other peanut products are an inexpensive source of protein for child care centers
c. it is an easy to manage allergy
d. peanut allergies are occurring with frequency

32. Hunger can disrupt the healthy development of children through:
a. weight loss
b. growth retardation
c. weakened resistance to disease
d. cognitive difficulties
e. all of the above

33. The fastest way for a baby to get dental caries is to:
a. drink soda
b. eat candy
c. go to bed with a bottle
d. all of the above

34 Which list depicts the order of introducing solid foods to an infant:
a. cereal, fruits, vegetables, meats, cheese
b. cereal, vegetables, fruits, meats, cheese*

35. Which of the following statements about the benefits of breast-feeding is the least accurate?
Breastmilk:
a. provides antibodies to combat bacteria
b. provides immunological protection from illness and diarrhea
c. helps baby bond with mother
d. is the cheapest form of feeding a baby

36 All but one of the following can be used as guidelines for forming good toddler food habits:
a. serve food at room temperature
b. serve colorful foods
c. make sure some of the foods are soft and moist
d. cut finger food into bite sized pieces
e. all of the above are accurate

37. Vitamin is known as the sunshine vitamin because the skin produces it when exposed to the sun.
a. A
b. D
c. E
d. K

38. A child who weighs lbs. over the normal weight for height on the growth chart is considered to
be obese.
a. 10
b. 15
c. 20
d. 25

39. Which of the following would not be approved for CACFP funding to provide food for children?
a. a nonprofit licensed child care center
b. a for-profit, private program
c. a family child care home*
d. an approved public child care center

40. In order to correct the carbohydrate nutritional deficit, select the foods the caregiver should add to the menu:
a. milk, yogurt
b. french fries, donuts
c. wheat crackers, rice, fruits, vegetables
d. chicken, beef

41. All of the following information should be included on a child's health history *except:*
a. emergency numbers
b. immunization history
c. state of a child's health
d. name and address of hospital nearest the child's home
e. emergency release form signed by the parent

42. At least one in every children has not received one or more of the vaccinations to prevent childhood
diseases and this can lead to epidemic levels of those diseases where immunizations have not been
given.
a. three
b. five
c. six

43. Which of the following health risks to pregnant caregivers cannot be immunized for at this time?
a. Hepatitis B
b. chicken pox
c. rubella
d. AIDS

44. Resilient children are more likely to have all of the following *except:*
a. being a second-born child
b. an easy temperament
c. high intelligence
d. a trusting relationship

45. Of the list below, which activity will not be found on a check-off list that measures gross motor skills?
a. climbing
b. manipulating puzzle pieces
c. running in a straight line
d. throwing a ball

46. The universal sanitary practice of hand washing is best described by:
a. using water in a plastic dishpan, washing hands with liquid soap, rinsing, then drying hands
b. using running water, scrubbing hands with bar soap, rinsing, and drying hands
c. using running water, washing hands with liquid soap using friction, rinsing and drying hands, turning
off water with a paper towel
d. using running water, washing hands using friction with liquid soap, rinsing, and drying hands

47. The most common type of infectious disease spread in child care comes from:
a. blood transmission
b. direct contact transmission
c. fecal-oral transmission
d. respiratory tract transmission

48. Secretions that leave germs on toys and objects infested with parasites help to spread diseases through:
a. blood
b. direct contact
c. air
d. feces

49. Hepatitis B and HIV-AIDS is spread through
a. blood
b. air
c. saliva
d. feces

50. Diseases that have immunizations available for them include:
a. measles, mumps, herpes
b. whooping cough, Hib, giardia
c. chicken pox, diphtheria, pertussis
d. measles, salmonella, chicken pox

51. The general purpose sanitation mix is:
a. 1/4 cup bleach in 1/2 gallon of water
b. 1/4 cup bleach in 1 gallon of water
c. 1 cup of bleach in 1 gallon of water
d. 2 tbs. bleach in 1 cup of water

52. Modeling hand washing to children would include all of the following *except*:
a. showing
b. reading
c. helping
d. feedback

53. The issue of the relationship between an increase in autism and vaccinations given for measles, mumps,and rubella and diphtheria, tetanus and pertussis has caused concern among parents in both the United States.. This relationship has proven to:
a. be true
b. be true in some cases
c. have no validity

54. Of the following, which is not a typical sign of AD/HD?
a. difficulty in focusing attention in play activities or task
b. difficulty in listening when spoken to
c. apparent inability to follow through on instructions
d. ease in transitioning from one activity to another*
e. avoidance of activities that call for concentrated mental activity

55. The first step in managing diversity in the child care environment is to:
a. invite parents to a potluck
b. attend cultural fairs
c. examine your own cultural background and beliefs

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV102 First Aid and CPR

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	Associate Teacher

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Demonstrate ability to properly perform CPR.	CPR Exam *Copy of CPR card to be placed in student portfolio*	ISLO2, ISLO3
Demonstrate ability to properly apply First Aid procedures to various situations.	First Aid Exam *Copy of First Aid card to be placed in student portfolio*	ISLO2, ISLO3

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV103 Child, Family and Community

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	Associate Teacher

Does course satisfy a community college GE requirement(s)? [x] Yes [ ] No [ ] N/A
If yes, check which requirement(s) below:

- [ ] American Institutions
- [ ] Health Education
- [ ] Physical Education / Activity
- [ ] Math Competency
- [ ] Reading Competency
- [ ] Language and Rationality – English Composition
- [ ] Language and Rationality – Communication and Analytical Thinking
- [ ] Natural Science
- [ ] Humanities
- [x] Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Synthesize and assess how educational, political, and social economic factors, social issues, changes and transitions directly impact the lives of children and families.	Research paper on one of the 4 influencing agents.+ Rubric+ Portfolio *To be included in student's Child Development portfolio.*	ISLO2, ISLO4, ISLO5
Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.	Reflection paper-Rubric	ISLO2, ISLO3
Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.	Parent Involvement + Rubric Exam	ISLO1, ISLO2, ISLO4, ISLO3, ISLO5
Critically assess community support services and agencies that are available to community and families	Resource Project + Rubric	ISLO 1, ISLO2, ISLO4, ISLO5

Group Work

Criteria 20 points total	0 Non-performance	1-8 points Basic	9-15 points Proficient	16-20 Distinguished
Responds to the reflection questions in a thoughtful way in which the student ties their own experiences to the field and theory	Does not respond	Responds to less than 1/2 of the questions	Responds to the majority of questions tying life experiences to what they have learned about families theory, and the field of child development	Responds to all questions relating life experiences to the studies demonstrating knowledge of theory and the field of child development

CDEV 103 – Child, Family and Community **Due Date: _____**

Reflection Questions

Think of a "best friend" from your childhood. How was their microsystem different from yours? Their macrosystem? Explain.

During your childhood which of Maslow's hierarchy of needs do you feel were well met? Which were not? Explain. How did important adults in your life effect how your needs were met or not?

Think of examples of how you experienced a parent or other close adult in your life as your "first teacher".

Which of the 'lenses' interests you the most and why? How would you use this lens to think about your life now?

Are you a person with trust issues? Explain.

Babies are often different from what parents expect. Did you live up to your parents expectations as a baby? As an adult?

What do you know about your attachment process?

How do you respond to negativity? How do you feel about your typical response?

Are you an adult who says "no" when appropriate? What does "no" mean to you?

What messages did you receive as a child about your capabilities? How did those messages affect you?

What memories do you have of a significant 'separation' in your childhood or life? What aftereffects, if any, do you have from this experience?

What do you think of Briana's behaviors? What do you think of her teachers
behaviors?

What is your experience with shy and aggressive people?

What are some outlets you have for reducing tension?

Can you remember a time in your childhood that you felt powerful? Describe the feelings and situation.

Answer the question "Who am I"? Your answer reflects your self concept. How do you FEEL about your self concept?

The dimensions of self-esteem have been defined as significance, competence, power, and virtue. Which of these dimensions are most important to you personally? Why? Which ones were most important to your family?

As a child were you encouraged and supported more than you were criticized?

Can you remember a time you learned something from failure?

What do you know about women's liberation in your own family history?

Are you guilty of remarking more about girls' appearances and boys' abilities? How do you think that might affect both boys and girls?

If you could control TV, what would you do to promote sexual equity?

What are some sexist stereotypes that show up on TV, in magazines, and in books?

How many of the seven factors of successful families did your family have while you were growing up?

How was your family different from the six families in this chapter?

What are protective factors in your life that help balance your stresses?
Discuss.

What is your personal reaction to the statement that parents and child care teachers are partners in child rearing?

How do you react when someone pressures you to conform, makes demands, and quotes rules. How do children react, in your experience?

What affirmations did you receive regularly from your family as a young child? From your teachers? From your peers?

What affirmations do you commonly find yourself giving children you are in contact with now?

What are three affirmations you would like people to say to you?

What is the message left behind from your childhood that affects you the most today?

Did you ever experience sexist affirmations?

Are you more of a Pattern One person or a Pattern Two person? Explain/discuss

Are there some things about you that don't fit the pattern you just chose? What are they?

What is an example of something from your culture that is different from other cultures?

Did you find yourself on one side or the other of the culture conflict between Helen and the childcare center in the sidelight called *A Cultural Conflict?*

What pictures, words, or images does the word *discipline* invoke for you?

What are your thoughts, feelings, ideas, and experiences with using punishment to teach?

What are your thoughts, feelings, and ideas about child abuse? What are your experiences with child abuse?

How do you feel when you perceive someone is "rewarding desired behavior" in you through incentives, praise, or other means?

How were feelings handled in the family you grew up in?

What does your family say about expressing anger? Your culture?

When you were a child, was there a particular adult you feared? How did that affect your relationship with that adult?

Do you agree or disagree with the point of view the text book on teaching obedience instead of a problem solving approach?

Which of the three parenting approaches described in the chapter come closest to the way you were raised? How would you raise a child of your own?

Parent Plan

Criteria 20 points total	0 Non-performance	1-2 points Basic	3-4 points Proficient	5 Distinguished
Interview Student completes interview with a professional in the field of Early Childhood using questions they have created that can provide a variety of sources of parent interactions and comm.	Does not do interview	Completes interview	Completes interview with professional in Early Childhood and has a list of appropriate questions	Interviews professional questions are relevant and have been well thought out to provide a variety of responses as to kinds of parent interactions and forms of communication
Parent involvement plan contains a variety of activities that will involve families with the child's preschool program with respect to variety of cultures and family structures.	Does not contain parent or family involvement activities	Contains on to two activities that include parent	Contains more than two activities that include families in the child's program	Contains a variety of activities that will involve families with the child's preschool program with respect to variety of cultures and family structures.
Plan contains a variety of ways to assure communication with diverse families which have diverse needs.	Does not include a plan for communication	Includes a plan but only provides one or two forms of communication	Provides more than two forms of communication with families	Plan contains a variety of ways to assure communication with diverse families which have diverse needs. (parents who do not: read, speak English or who are unable to come to school
The paper is presented in a professional manner. Uses APA format typed	Does not provide a paper	Provides a paper but not typed	Provides a typed paper but does not follow APA	Paper looks professional typed, APA stye with very few errors
20-18 A 17-16 B 15-14 C 13-12 D				

PARENT INVOLVEMENT PLAN

Objectives

Develop strategies for involving parents in your classroom.

Develop strategies for communicating with parents.

The family makes critical contributions to student achievement from preschool through high school.

The earlier that parent involvement begins in a child's educational process, the more powerful the effects.

As a Preschool teacher or director you will need to assure the parents of the children you teach feel welcome into your classroom. You will need to provide opportunities for participation that are culturally responsive.

Interview a child care professional on how they provide culturally responsive interactions with families. Look at the forms of communication used and family partnership activities they provide.

Using the information from the interview and the course information create a parent involvement plan that provides direction for daily communication, family partnership activities, and interactions with parents connecting children and families with the center staff.

The plan must be 2-4 pages in length, typed using New Times Roman, Arial, or Calibri at a 12 font and double space. Please complete the attached form and submit with plan.

Name: _____ Date: _____

Person interviewed: _____

Position/Title: _____

Please list questions asked:

Signature of person interviewed: _____

CDEV 103 - Research Paper

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Reference Quality	Poor reference selection - choice remotely relates to topic Original source for reference is biased or flawed empirically No evidence of a thorough reference search completed	At least half of the references used are related directly to the paper topic Most of references are valid and empirically sound Some evidence of a thorough refererence search completed	Majority of references used relate directly to the paper topic Majority of references are valid and empirically sound Evidence of a thorough reference search completed	References used are current and represent a thorough look at the topic Reference selections bring new understanding to the topic chosen Excellent reference search is evident
Usage of APA format	Majority of paper does not follow APA formatting	Some errors in using APA fomat in research paper and in reference citation	Minimal errors in using APA format in research paper and reference citation	No APA formating errors
Research paper content	Weak examples used and minimal integration of the topic with the content of the course Paper is choppy in flow and a poor example of writing skills	Basic examples used and basic integration of the topic with the content of the course Paper is akward in transitions and major points Writing skills are at a basic level	Very good examples used in paper that integrate the topic with the content of the course Paper has minimal difficulty with transitions and major points being covered Writing skills are above average	Evidence of excellent writing skills - good paper integration with content of course Paper is clear and consistent points are expressed well and transitions are completed well Excellent writing skills
Grammar, spelling, sentence structure	Each page of the paper has errors in spelling, grammar and sentence structure	Errors in spelling, grammar and sentence structure on 1-2 pages	Only 1-2 errors in spelling, grammar or sentence structure	No errors in spelling, grammar sentence structure

CDEV 103 – Child Family and Community
Research Paper

Students in CDEV 103 are asked to complete a 4-5 page research paper on a topic provided to the student by the instructor. Topics for the paper relate to the content in the class and further explores the scope of socializing agents for families and children. Students are asked to type their paper in APA format and to provide a minimum of four references, with a minimum established for internet sources.

CDEV 103 Community Agency Project

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Oral Presentation quality, Pronunciation, eye contact Evidence of practice for oral presentation	No eye contact with audience Read majority of project Poor pronunciation fo project - was difficult to understand by most of class and instructor Little evidence of practice	Read a least half of the presentation Eye contact about half of the time with the audience Some errors in pronunciation Minimal level of preparation for oral presentation	Read a minimal amount of the presentation Eye contact the majority of the time with audience 1-2 errors in pronunciation Evidence of advanced preparation	Did not need to refer to notes in oral presentation Eye contact maintained through the presentation Clear evidence of practice and comfortable with the content
Knowledge of agency services	Had a very limited idea of services available from the agency	Presented the basic services the agency provides	Knew about the majority of services available from the agency	Knew all areas of agency services and could relate them to other needs a family may encounter
Display board - neat, attractive, spelling, clear to audience	Messy, misspellings and grammatical errors Difficult to clearly see the print or major headings	Some misspellings and grammatical errors Some areas of boardare clear and others confusing	Clear to the observer, clear print and areas not confusing to the audience Only 1 error in spelling or grammar	No grammar or spelling errors Neat ,clean looking, attractive Clearly understood by the reader
Presentation within time limit	3-5 minutes too short or too long	2 minutes short or long	1 minute short or long	Kept to the time limit

CDEV 103 – Child Family and Community
Community Agency Resource Project

Students are assigned to visit a local community agency (for- profit and non-profit) and prepare a summary of the services and how they influence the socialization process for families and children. Students are also asked to evaluate their experience as an initial 'consumer 'of services and how that might impact a family's decision to seek or not seek services through this agency.

Students prepare a display board with key facts and components about the agency they visited to share with the class during their oral presentation.

CDEV 103 – Child, Family and Community
Final Exam

Please discuss these four socializing agents and how they influence a child's socialization process.

1. Discuss five concepts about the role the family plays in the socialization process of children.

1.

2.

3.

4.

5.

2. Discuss five concepts about the role of schools in the socialization process of children.

1.

2.

3.

4.

5.

3. Discuss five concepts about the role of peers in the socialization process of children.

1.

2.

3.

4.

5.

4. Discuss five concepts about the role of media in the socialization process of children.

1.

2.

3.

4.

5.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV104 Child Growth and Development

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	Associate Teacher

Does course satisfy a community college GE requirement(s)? [x] Yes [ ] No [ ] N/A
If yes, check which requirement(s) below:

- [ ] American Institutions
- [ ] Health Education
- [ ] Physical Education / Activity
- [ ] Math Competency
- [ ] Reading Competency
- [ ] Language and Rationality – English Composition
- [ ] Language and Rationality – Communication and Analytical Thinking
- [ ] Natural Science
- [ ] Humanities
- [x] Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.	Developmental Milestone chart + Rubric	ISLO2, ISLO4, ISLO5
Apply developmental theory to the analysis of child observations, surveys, and or interviews using investigative research methodologies.	Research paper+ Rubric+ Portfolio *To be placed in Child Development Portfolio*	ISLO2, ISLO4, ISLO5
Analyze how cultural, economic, political, historical contexts affect children's development	Debate	ISLO2, ISLO4, ISLO5
Compare and contrast various theoretical frameworks that relate to the study of human development.	Exam	ISLO 2, ISLO4, ISLO5
Differentiate characteristics of typical and atypical development at various stages.	Exam	ISLO 2

Analyze the importance of the early years and the interaction between maturational	Exam	ISLO5
Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development		ISLO 2, ISLO4, ISLO5 ISLO 2, ISLO4, ISLO5

CDEV/PSY 104: Milestone Rubric

Category	Points				
	5	4	3	2	1
Organization	Information is very organized with well constructed paragraphs, use of subheadings, and information is factual and correct	Information is organized with well constructed paragraphs and information is factual and correct	Information is organized but paragraphs are not well constructed and information is factual	The information appears to disorganized information is suspect to being correct and factual	Information is not only disorganized but inaccurate
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1 – 2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples or given	Information has little to do with the main topic	Information has nothing to do with the main topic
Mechanics	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors	Way to many for a college student getting ready to enter the health education field

Milestone Project CDEV/PSY 104

You will focus on developmental milestones for children 0-12 months and children 13-26 months.

For each age group you will pick a mile stone from each of the 3 domains of development: Physical, Social-Emotional, and Cognitive.

So, you will have a milestone for each of the 3 domains for infants *and* a milestone for each of the 3 domains for toddlers. = A total of 6 milestones

*For each chosen milestone you will provide a brief description of how that milestone serves to further advance the child's development- what does it now allow the child to do, and what more advanced development does it help to set a foundation for.

*You will find a picture that provides an example of *each* of the chosen milestones.

*You will glue the pictures to construction paper, and label with : (1)the domain of development, (2) the milestone behavior, (3)the age at which the milestone usually appears, and (4) a brief description of how the milestone encourages further development. For example:

- Developmental domain: Physical-
- Milestone: at 6-8 months a child begins to crawl-
- (a picture of an infant crawling)

-crawling allows children to more actively explore and interact with their world promoting cognitive development. Crawling also serves to……)

You can organize and decorate as you see fit- I encourage you to be creative, but the emphasis is on accurate information.

CDEV 104: Application of theory

Criteria 12 pts	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
The writer selects multiple theoretical concept, and insightfully and creatively demonstrates how it could be utilized to make sense of their research question. Relevant quotations from primary readings are used in a thoughtful manner.	The writer does not present the central theoretical concepts associated with a classical theory, and does not use quotations from primary readings or does not do so effectiely.	The writer adequate presents some of the central theoretical concepts associated with a classical theory; uses some quotations from primary readings but does so awkwardly or in a limited manner.	The writer clearly presents the central theoretical concepts associated with a classical theory and does so using key quotations from relevant primary readings	The writer selects multiple theoretical concept, and insightfully and creatively demonstrates how it could be utilized to make sense of their research question. Relevant quotations from primary readings are used in a thoughtful manner.
The writer exhibits great clarity and organization and creatively applies theoretical foundation	The writer does not accurately apply a major theoretical concept	The paper is adequately clear, logical, and focused, but lacks interesting insight specific to the author.	The writer clearly and creatively applies the theoretical insights theory.	The writer exhibits great clarity and organization and creatively applies theoretical foundation
The writer exhibits and excellent grasp of grammar, spelling and writing style	The writer demonstrates a good grasp of standard writing conventions such as grammar, capitalization and punctuation.	There are few errors in grammar, capitalization, and punctuation.	There are frequent errors in grammar, capitalization, and punctuation.	The writer exhibits and excellent grasp of grammar, spelling and writing style
0-6.2=0-69% F 6.3-7.1=70-79% C 7.2-8= 80-89% B 8.1-9=90-100% A				

Portfolio Assignment: CDEV 104

Theory

Our text delves into a number of different theories that provide a foundation from which we can view an individual's physical, cognitive, and social/emotional development. Although coming from different perspectives, each theory allows us to interpret, predict and shape behavior.

It is critical to keep in mind that scientific knowledge, like human development, is not stagnant, but, rather, continues to evolve in response to research and social context. Therefore, in light of new discoveries, the original precepts of the established theories of human development are subject to continuous review and reassessment.

In this assignment you will be applying two different theories to the same life scenario

You are to provide a general overview of each original theory, utilizing specific terms and concepts. Within the framework of each theory you will address:

* What are the central developmental issues/ needs of the child?

*What factors in the home environment are motivating/influencing behaviors of the family members.

*What predictions can be made regarding the child's future development?

*How is the past current family environment likely to affect the child in later years

*Identify areas in which some of the major precepts of the theory have been challenged by more recent research.

You will be required to use 3 professional sources in addition to your textbook. The source must be from a professional journal or text, book, magazine, or newspaper. *No more than one internet may be used.* Sources must be referenced within the body of your paper and organized in a reference page using APA style.

Paper must be typed in 12 point font and double spaced, and be free of spelling and grammatical errors.

For those who are Child Development (CDEV) majors, this paper constitutes the required CDEV portfolio assignment for the course.

Scenario: *4 year old girl lives in a home with her single mother, who is extremely overweight and smokes heavily. The child has never known her father. A series of men who the mother has had intimate relationships with, have come in and out of the home, never staying for more then a few months. Some of the men who the mother has brought home have been verbally abusive to the mother, and, at times, the young girl has witnessed the abuse.*

The young girl rarely smiles and sometimes still throws tantrums. Sometimes the young girl rubs on her own body for pleasure, especially when she is feeling unhappy. The young girl rarely gets positive attention from her mother. Sometimes, to get positive attention from one of mom's many partners, she will sing and dance, imitating what she has seen the women do on TV. She sometimes feels jealous of the attention mom is getting from the men who come into the house.

The young girl has recently started playing with a doll, who she says is her baby. She is sometimes gentle with the doll and sometimes is angry and punishes the doll. When asked what she wants to be when she grows up she says she wants to be a "mommy like my mommy'."

Debate Assignment Rubric: CDEV/PSY 104

CLASSROOM DEBATE RUBRIC

	Levels of Performance			
Criteria	1 Below Average	2 Average	3 Above Average	4 Excellent
1. Organization and Clarity: viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Most clear and orderly in all parts	Completely clear and orderly presentation
2. Use of Arguments: reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Most reasons given: most relevant	Most relevant reasons given in support
3. Use of Examples and Facts: examples and facts are given to support reasons.	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: most relevant	Many relevant supporting examples and facts given
4. Use of Rebuttal: arguments made by the other teams are responded to and dealt with effectively.	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
5. Presentation Style: tone of voice, use of gestures, and level of enthusiasm are convincing to audience.	Few style features were used; not convincingly	Few style features were used convincingly	All style features were used, most convincingly	All style features were used convincingly

Debate Assignment: CDEV/PSY 104

You will be assigned a partner to engage in a debate in support a position related to one of the issues listed below. (The position you defend will be assigned by the instructor). You and your partner will be debating another team of students who will be making a supporting an opposing position. Your team will be responsible for both a main argument to support your position and rebuttal questions to challenge the position of your opponents. In addition to your oral arguments, each team will construct a Power Point presentation that outlines your position.

Possible issues to be debated:

1. What is your view of the African proverb, "It Takes a Village to Raise a Child"? - Is rearing a child a process that involves only the immediate family, or does the surrounding society have an influence and/or an obligation to help a family raise a child?

2. Recently, great strides have been made in the field of genetics. In the near future it will be possible to ' design' your child- You will soon be able to choose either to have a male or a female child, a child with blue eyes or brown eyes, a child with light skin or dark skin— If you had the ability to 'design' your child, prior to conception, would you do it? Why or why not? What would be the larger consequences to society if everyone were able to choose the gender of their child, and 'place an order' for desired physical traits?

3. A large percentage of parents work outside of the home, and more mothers are returning to the work force shortly after giving birth. This results in a greater percentage of infants and toddlers spending part of their day in the care of someone other than their parents.--Our text speaks about the importance of secure attachment between parents and young children.--What do you think about placing children into childcare during the first two years of life? Is it better that one parent is always with the child? Are parents who put their children into childcare putting money and material goodies ahead of the welfare of their child

4. We know that obesity has risen dramatically in America within the past generation. More than 1/4 of all American school age children are overweight. (The rate of obesity is especially prevalent here in the Imperial Valley.) --We know that children who are obese in the school age years are much more likely to become obese adults.--If we accept that the rise in obesity is due to change in life style, how responsible are parents for children becoming obese? If a parent has an obese child, but still consistently feeds the child fast foods and allows the child to spend hours in front of the TV or computer, does this constitute a form of child neglect?

5. We know that teen moms are more likely to have children who are preterm and of low birth weight. We know that teen moms are themselves still in a stage of physical, cognitive, and social/emotional development. We also know that teen moms are less likely to go to college, less likely to have professional jobs, and more likely to live in poverty and to require public assistance.

There are those who say that the most effective way to reduce the amount of teen pregnancies is for our high schools to provide easy access to birth control to all students. Indeed, some high schools in America now have condom vending machines in their restrooms.

What is your view on the issue? Are we encouraging early sexual behavior or are we protecting teens from a condition that could prove harmful in the future?

CDEV /PSY 104 D S Sheppard (characteristics of typical and atypical development School-age/Adolescence)

1. Choose which best describes the term 'Moratorium' as it applies to an adolescent's search for identity:__
a. Taking on a role without exploring alternative b. Without focus or motivation
c. Having a sense of one's self and one's role in life d. Taking on a role opposite that of your parents
e. A pause in the search for identity that allows you to try out different roles

2) T/F: On average, boys reach puberty earlier than girls?_____

3) Sexual characteristic that involve the growth of the reproduction organs are termed ____

A. Primary B. Secondary C. Conceptive D. Diffusion

4) After the growth spurt, the first sign of puberty in girls is: ____
a. growth of breast buds b. first monthly period c. putting posters of boy bands on their bedroom wall d..PMS

5) A teenager thinks everyone is watching her as she walks down the mall. This is an example of ___
a) personal fable b) imaginary audience c) invincibility fable d) mallaphobia

6) A teenage girl thinks she has a special talent and is destined to become a rock star. This is an example of___ a) personal fable b) imaginary audience c) invincibility fable d) mallaphobia

7) From her early years, the daughter of a medical Dr. is prepared by her parents to go medical school and become a doctor. She never questions this goal, accepts the role her parent's have laid out for her. This is an example of Identity___
a) foreclosure b. achievement c. moratorium d. diffusion

8) According to Piaget, adolescents are now capable of what type of thought _____ which allows for learning algebra or philosophy

10).Which of the following elements of an adolescent's development
DO NOT relate to teenage sexual activity? ___
a. Invincibility b. peer pressure c. risk taking behavior d. hormones e. all relate

11) What is the central social/emotional question adolescents ask themselves.

According to Erikson, this question relates to their search for a sense of _____

12)A period of rapid growth and sexual change that occurs in early adolescence_____

13) A characteristic of adolescent thinking where they focus on themselves to the exclusion of others. adolescent_____

14 Adolescent's false belief that they can't be harmed is termed the___
a) personal fable b) imaginary audience c) invincibility fable d) mallaphobia

15) The son of a religious leader grows up to be rebellious and defiant; smoking, drinking, cursing. This is an example of:____ (a) negative identity b) role confusion c) foreclosure d) moratorium

16) 17) T/F: The majority of adolescents agree that their teenage years are a time of mostly 'storm and stress'.__

17) Name 2 secondary sexual characteristics of puberty for each gender

18) Krissy is tall and thin 18 year old, she likely went through puberty:_____
A. early B. late C. average age D. has yet to go through puberty

19) Sam is experiencing the growth of his beard, this mean he is at:____
A. Early puberty B. middle puberty C. late puberty D. Has not yet reached puberty. ___

20) An illness characterized by self-starvation and distorted body image is termed;_____

21) The onset of a girls period (menstruation) is termed:_____
a. menarche b. womenarche c.spermarche d.estrogen

22) During adolescence, the child increasingly depends on their _____ for emotional support.

23) T/F: Generally, a girl will not grow in height after her first period. ___

24) T/F: Research shows that almost 100% of parents provide information to their daughters about the changes their body will go through during puberty.___

25) What is the historical trend in regards to puberty. What are some possible reasons for the current trend?

26) Think of a game that is common to school age children but is too advanced for preschool age children. Please name the game/toy :_____

Please explain the advances in the cognitive development of the school age child that are required for this activity.

Please explain the advances in the Social/emotional development of the school age child that are required for this activity

27) What is meant by the effect of 'Nature' and 'Nurture' on development? Which is considered to have the strongest influence on development?

28) Place the following Cognitive stages in order (start with 1 as the earliest)

____ senses and movement ____ abstract thinking ___symbolic thinking ___ concrete logic

29) Please place the following Psychosocial stages in order. (start with 1 as the earliest)
__trust vs mistrust, __autonomy vs shame/doubt , __identity vs role confusion, __industry vs inferiority

30) Please provide an example of A school-age joke. What aspects of development accounts for school-age children's ability to appreciate these jokes .

CDEV/PSY 104 TEST: Theories

1 According to Erikson, middle-childhood children are in the _____ stage of psychosocial development.
(A) industry vs. inferiority
(B) initiative vs. guilt
(C) trust vs. mistrust
(D) dependence vs. independence

2. What is the first stage of psychosocial development according to Erikson?
(A) Initiative vs. guilt
(B) Autonomy vs. shame and doubt
(C) Trust vs. mistrust
(D) Industry vs. inferiority
(E) Intimacy vs. isolation

3. During which stage of development does the Oedipus complex occur?
(A) Oral stage
(B) Anal stage
(C) Phallic stage
(D) Latency stage
(E) Genital stage

4 When do the greatest gains in identity formation occur?
(A) During middle childhood
(B) During junior high school
(C) During high school
(E) After marriage
(D) During the college years

5. Which of the following is NOT a stage of *cognitive development according to Piaget*?
(A) Sensorimotor
(B) Hypothetical
(C) Concrete operational
(D) Preoperational
(E) Formal operational

6. Both Piaget and Vygotsky agree that preschoolers are:
(A) solitary learners
(B) passive learners
(C) active learners
(D) abstract learners

7. Which of the following thinkers suggested that children are innately good?
(A) Jean-Jacques Rousseau
(B) John Locke
(C) Alfred Binet
(D) Sigmund Freud
(E) John Watson

8. According to Freud, our superego
(A) provides rational ways of coping with frustration
(B) is driven by the quest for pleasure
(C) is our moral base that seeks to force us to follow the rules
(D) is biological and present at birth
(E) prevents us from making rational decisions

9. Freud called his theory of child development
(A) psychosocial
(B) epigenetic
(C) psychosexual
(D) emergent
(E) cognitive-behavioral

10. Erikson called a period of serious questioning and soul-searching
(A) a paradox
(B) unusual
(C) unhealthy
(D) an identity crisis
(E) an inward quest

11 Which of the following theorists would be most interested in how children perceive and mentally represent the world?
(A) Bandura
(B) Skinner
(C) Erikson
(D) Piaget
(E) Gardner

13. Think back to your own childhood and discuss how Vygotsky's concept of *scaffolding* and *guided participation* aided you in the process of learning a new skill. Please detail the process.

14. A toddler in her first year in childcare refuses to share her toys with others. She often grabs what she wants and screams and hits when something is taken away. She does not respond to the teacher's lessons about sharing.
Using separate statements, describe what a *Psychosocial theorist* and a *Cognitive theorist* would say about the child's behavior and how to influence a change in the behavior.

15 Please read the following scenario. Using concepts of the *Ecological theory*, please identify 2 sub-systems involved, and explain how each may influence the child's behavior

A child is living in a home with an alcoholic father who recently lost his job, and a mother who suffers from chronic depression. The family income level is below the poverty level. The mother and father increasingly argue and yell in front of the child.
The child has no brothers or sisters. He is often left without supervision, and spends most of his time at home watching TV or playing with his video games
The child shows little attention in class, and lately has been showing greater degree of aggression engaging in fighting and name calling at school/

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV105 Introduction to Curriculum

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	Associate Teacher

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Investigate and apply developmentally appropriate principles and teaching strategies to positively influence children's development and acquisition of knowledge and skills.	Lesson Planning	ISLO2, ISLO5
Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive, and anti-bias principles in collaboration with families to support all children.	Thematic Plan + Rubric *To be included in the Child Development Portfolio*	ISLO2, ISLO5
Evaluate the teachers' role in providing best and promising practices in early childhood programs	Lesson Plans	ISLO2, ISLO3, ISLO4, ISLO5
Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development	Observation + Project + Rubric	ISLO2, ISLO4, ISLO5

CDEV 105 - 3 Day Plan

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
All curriculum areas are planned	Missing plans for curriculum areas for each day	All curriculum areas are planned for each day	All curriculum areas are planned for each day using the assigned theme in the majority of areas	All curriculum areas are planned for each day using excellent integration of the theme
Activities are developmentally and culturally appropriate	No evidence in planning that demonstrates an understanding of this concept - activities chosen are too old or too young for intended age group	Some activities planned demonstrate an understanding of the concept of developmentally appropriate practice	Most of the activities planned shown an understanding of developmentally appropriate practice	Student shows an excellent understanding of concept and can apply the concept to activities and suggest ways to modify activities to make them developmentally/culturally appropriate
Evidence of developmentally appropriate planning research	Student did not use any curriculum planning resources or used inappropriate ones	Student used curriculum planning resources and selected some that were appropriate	Student used curriculum planning resources and most were appropriate	Student used excellent curriculum planning resources that represent a variety of resources
Project typed Adequate writing skills Spelling/Grammar	Project not typed Writing skills are poor Multiple errors in spelling grammar	Project is typed Writing skills are at a basic level to write plans Errors in spelling and grammar	Project is typed Writing skills are adequate to write plans and convey directions Minimal errors in spelling and grammar	Project is typed Writing skills are excellent 1-2 or no errors in spelling and grammar

3 day Lesson Planning
Curriculum Web

This project is due The project should be ready to turn in when class begins. Please make sure you have put the project in a folder with your name clearly displayed. I want the project typed. Put your web (or revised web) in the front of the folder.

When I grade your project I will be asking myself several questions:

* are the activities you have chosen appropriate developmentally and culturally for 3 -5 year old children ?
* is there a variety of activities represented in your planning?
* are the activities balanced in terms of complexity, teacher directed/ child initiated ?
* have you included details (fingerplays, music, book summaries)?
* are the activities creative or the first ones you found in a book?
* could I take your ideas and actually do them with 3 - 5 year olds ?
* are the activities offered for the day a balanced mixture ?

Please see me if you have questions - my office hours and appointment hours are listed on your syllabus. My office phone is 355-6233.

CFCS 110 - Curriculum I
Lesson Planning Project

Name: _____

Theme: _____

Objectives for the thematic unit:

1.

_____

_____

_____

2.

_____

_____

_____

3.

_____

_____

_____

Curriculum Areas

DRAMATIC PLAY/ BLOCKS

Objective of the activity:

Activity:

MATH/ SCIENCE/ COOKING

(Use a mixture of these activities during the week)

Objective of the activity:

Activity:

ART

Objective of the Activity:

Activity:

OUTDOOR PLAY

Objective of the activity:

Activity(s):

STORY/CIRCLE TIME

(This should include music, movement, literature, fingerplays etc.. Write down or make a copy of fingerplays, movement etc. Include a summary of the books you use and music)

Objective of the circletime:

Activities:

CDEV 105 - Lesson Planning

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Lesson plan is developmentally appropriate	Lesson hasnot considered the needs and abilities of the age of child.	Lesson shows some insight into age appropriate activity planning	Majority of the lesson plan is age appropriate	Student shows a thorough understanding of developmetally appropriate planning with appropriate extensions and simplifications
Objectives are written in clear and measurable terms	Student uses non-measurable objectives to assess learning outcomes Unclear objective	Some of the objectives are measuable and are stated clearly At times learning outcomes are understandable	Most of the objectives are stated in measurable terms and written clearly understandably Learning outcomes are clear the majority of the time	All objectives are clear and Stated in measureable terms to assess learning outcomes Learning outcomes are appropriate and clear
All components of the plan (Intro, materials, procedures extensions-simplificatons) are planned and clear to the reader	Student has not completed all components of the plan	Components are planned but demonstrate a limited understanding of each components importance to the overall plan	Components are planned and demonstrate a good understanding of each components importance to the overall plan	Components are planned and student has shown insight into the integration of the total plan components and has noted exceptions or contingencies
Guidance/Safety Issues are considered	No consideration for child's safety or guidance plans noted	Student considers basic safety concerns and considers the best way to guide children in the activity	Student considers safety concerns and has a plan for prevention. Guidance suggestions are part of the plan	Student has eliminated preventable safety issues and has guidance suggestions as part of the procedure. Evidence of forethought in activity selectio
Writing skills, spelling and grammar	Numerous errors in spelling and grammar Writing skills are poor	A few errors in spelling and grammar Writing skills are basic	Minor errors in spelling or grammar Writing skills are above average and communicate thoughts well	No errors in spelling or grammar Writing skills are excellent and communication is clearly outstanding

Name: _____

Lesson Plan

Age of Child: _____ Group Size: _____

Curriculum area: _____

Title of Activity: _____

Objective:

1. _____
2. _____
3. _____

Introduction:

_____

_____

_____

Teacher Procedures:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Materials needed:

_____

Group management techniques:

_____

_____

Self evaluation:

_____

_____

Rough Draft:_____

Final Draft:_____

CDEV 105 - Environmental Observation

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Questions were answered thoroughly and correctly	Answered only part of questions	Some answers were incorrect or did not shown an understanding of the chapter content	Majority of answers were correct and had a basic understanding of the chapter content	All answers are correct and demonstrate an excellent understanding of the chapter content Had a additional questions about the center design
Diagrams were included proportionate and detailed neat	Diagrams were not included or incomplete	All diagrams included not enough detail or were not proportionate	All diagrams included proportionate; few details missing	All diagrams included proportionate and details included
Writing skills, grammar spelling	Numerous spelling and grammar errors Unclear writing difficult to understand	Some spelling and grammar errors Writing is basic in answering the question	Minimal spelling and grammar errors Writing is above average and extends answer to cover some of the content in the chapter.	No spelling or grammar errors Writing is competent and clearly descriptive Shows insight into text and assignment integration

CDEV 105 – Curriculum I
Observation Activity

Answer or complete the following questions about the preschool on separate sheets of paper.

1. Draw a diagram of each of the rooms, label interest areas, windows, doors, etc.

2. Draw a diagram of the play yard with structures and areas labeled.

3. List the materials in the art area.

4. List the materials in the library/listening area. Record the titles of at least 5 books.

5. List the materials in the dramatic play area.

6. List the materials in the block area.

7. Describe how the environment incorporates words, books and symbols.

8. How does the environment acknowledge inclusion of differently abled children and culture? Cite specific examples.

9. Write down the daily schedule.

10. Check the lesson plan for the day to see what was planned and record it.

11. Did you have any questions from your observation?

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV106 Observation and Assessment

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	Associate Teacher

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.	Practical exam Observation	
Demonstrate systematic observation methods to provide data to assess the impact of environment, interactions, and curriculum on all domains of children's learning and development and the role it plays in intervention.	Assessment + Rubric + Portfolio *To be included in Child Development Portfolio*	ISLO2, ISLO4
Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.	Exam	ISLO1, ISLO2, ISLO4, ISLO5
Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.	DRDP	ISLO1, ISLO2, ISLO4, ISLO5

Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.	Curriculum + Rubric	ISLO2, ISLO4, ISLO5

CDEV 106 - DRDP-R Project

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Accurate interpretation of DRDP-R	Inaccurate interpretation or no evidence that student understands the behaviors demonstrated at different levels	Has a basic understanding of the DRDP-R scales and the behaviors associated with different levels	Fully understands the DRDP-R Scales and can determine appropriate competency level of child behaviors	Fully understands the DRDP-R Scales and can appropriate determine competemcy level of child behaviors and design activities to meet the child's needs
Curriculum ideas were specific and apporpriate	Curriculum ideas were generic and nonspecific to the child's profile	Some indication that curriculum ideas were conceived with the child's profile taken into consideration	Most of the curriculum ideas were based upon the child's developmental needs	Curriculum ideas show an in depth understanding of the child's developmental needs and emerging skills
Parent conference notes were helpful and appropriate	Did not prepare parent conference notes	Addressed child's weaknesses but had little to say about the areas of strength	Addressed child's weaknesses and strengths as it relates to the child's developmental level	Addressed individual child's unique needs in relation to developmental level and the families history
Writing skills, spelling and grammar	Writing skillls are poor difficulty in communicating in writing Numerous spelling/grammar errors	Writing skills are average Thought communication is at a basic level Spelling/grammar errors persist	Writing skills are well established Minimal or occasional spelling and grammar errors	Writing is efficient and insightfu into the child's developmental progress

CDEV 106 – Observation and Assessment Name: _____
DRDP-R Curriculum Planning Assignment

Desired Result 1 – Children are personally and socially competent.
Indicator : SOC – Preschoolers demonstrate effective social and interpersonal skills

Measure 3 – Expressions of Empathy – Children show awareness of other's feelings and responds to expressions of feelings in ways that are increasingly appropriate to the other person's needs.

Summarize child's current level of ability:

Future curriculum planning focus:
(Provide us with a plan with specific activity ideas, so this child can progress to the next level of skill)

Desired Result 1: Children are personally and socially competent
Indicator: SOC – Preschoolers demonstrate social & interpersonal skills

Measure 7 – Conflict Negotiation – Child learns how to understand the needs of the other children and to negotiate constructively within the constraints of social rules and values.

Summarize child's current level of ability:

Future curriculum planning focus:

Desired Result 1 – Children are personally and socially competent

Indicator: SOC – Preschoolers demonstrate effective social & interpersonal skills

Measure 8 – Awareness of diversity in self and others – Child acknowledges & responds to similarities & differences between self and others & learns to appreciate the value of each person in a community.

Summarize the child's current level of ability:

Future curriculum planning focus:

Desired Result 2 – Children are effective learners

Indicator: LRN – Preschoolers show interest, motivation, and persistence in their Approaches to learning

Measure 16 – Curiosity and Initiative – Child pursues knowledge and understanding of new materials or activities.

Summarize the child's current level of ability:

Future curriculum planning focus:

Desired Result 2 : Children are effective learners

Indicator: COG – Preschoolers show cognitive competence & problem solving Skills through play and daily activities

Measure 20 - Child shows increasing ability to reason logically or use strategies to solve challenging problems.

Summarize the child's current level of ability:

Future curriculum planning focus:

Parent Conference Notes:

Summarize the child's strengths and weaknesses for the parent:

Suggestions for at home collaboration:

California Department of Education
Child Development Division

Desired Results Developmental Profile—Revised (DRDP-R)

Information Page

Preschool Instrument
(Age 3 to Kindergarten)

Date of assessment (mm/dd/yyyy) _____

Child Information

1. Child's name _____
2. Child's classroom _____
3. Birth date (mm/dd/yyyy) _____
4. Initial date of enrollment (mm/dd/yyyy) _____
5. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)?

   ❒ Yes ❒ No ❒ Don't know

   Accommodations/modifications?

   ❒ Yes (describe) _____

   ❒ No

   ❒ Don't know

Observer Information

6. Agency/Site name _____
7. Your name _____
8. Title _____
9. Did another adult assist you with evaluating this child?

   ❒ Yes (role/relation) _____

   ❒ No

For the following questions, check all that apply:

	English	Spanish	Other (specify)
10. Child's home language(s)	❒	❒	_____
11. What language(s) do you speak with this child?	❒	❒	_____

12. If you do not speak the child's home language, did anyone assist you who does speak it?

    ❒ Yes (role/relation) _____

    ❒ No

Additional Comments:

Instructions: Complete an information page for each child. Then make two copies. Use one for the initial assessment and one for the second assessment. Enter the date of the assessment on each page.

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Desired Results Developmental Profile—Revised (DRDP-R)
Instruction Page — Preschool Instrument (Age 3 to Kindergarten)

DRDP-R Instructions for Observers

Use this observational rating tool with preschool children from 3 years of age up to entry into Kindergarten.

- You should be the teacher or staff member who most frequently interacts with the child.
- Complete the Information Page before you begin your observations.
- Use daily summaries, anecdotal records, notes from your recent observations, and samples of work to help you complete the DRDP-R.
- Complete within 60 calendar days of enrollment and every six months thereafter.
- Complete for every child that attends the program at least 10 hours or more each week.

Completing the Information Page

Child Information

1. Write the child's first and last name.
2. Write the name of the child's classroom.
3. Write the child's birth date as mm/dd/yyyy (use this date format throughout).
4. Write the date that the child was first enrolled in the program. If there are multiple dates, write the earliest one.
5. If the child has an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP), mark the type of plan provided. Mark "Don't know" if the child's status is still being assessed or if you cannot answer this question.

   If the child has an IEP or IFSP, identify whether accommodation/modifications have been made. Mark "Don't know" if you do not know.

Observer Information

6. Write the full name of your agency.
7. Write your full name.
8. Write your job title (e.g., associate teacher, lead teacher, or master teacher).
9. If you received help in completing this DRDP-R from another staff member, family member, or other adult that interacts with the child, check "Yes" and indicate the relation of that adult to the child.
10. Specify what languages are regularly spoken at this child's home.
11. Specify what languages you use when speaking with this child.
12. If relevant, provide the name of the person who speaks this child's home language and who assisted you in communicating with this child.

Desired Results Developmental Profile—Revised (DRDP-R)
Instruction Page — Preschool Instrument (Age 3 to Kindergarten)

Completing the DRDP-R Instrument Pages

1. For each of the 39 measures, fill in or check the bubble that corresponds to the **highest developmental level** the child has mastered. Consider the information from the descriptors and examples to determine the child's mastery level.
   - The **descriptors** define the behaviors expected for each level.
   - The **examples** provide a sample of possible behaviors you might observe for each level.
   - A level is **MASTERED** if the child typically demonstrates the behaviors in that level's descriptor. Behaviors are considered typical if the child demonstrates them:
     - easily and confidently
     - consistently over time
     - in different settings

     Note: A child may occasionally behave at a higher or lower level, but mainly demonstrates behaviors representative of one level.
   - If a child has not mastered the first developmental level on a measure, mark the 'Not yet at first level' bubble below the first descriptor.

2. You may use the space at the bottom of the page to write your evidence for the rating you gave and provide references to other documentation.
   - Write about what you observed the child doing that demonstrated mastery at the level you marked.
   - Include any references to your notes and records for this child; notes made by others, such as parents or other caregivers; the child's portfolio; or another developmental assessment.
3. If the child is emerging to the next level, please indicate this by marking the bubble provided at step #3 at the lower right of the page. Use the bottom section of the page to document any evidence of emerging behaviors.
   - A child may be **EMERGING** to the next level by showing behaviors from the next developmental level, but that are not yet typical or consistent.

     Note: If the child is rated at the highest developmental level, you cannot rate the child as emerging to the next level
4. In the rare circumstances that you find yourself unable to rate a measure, use the bottom section of the page to describe in detail why you were not able to rate the measure.

Desired Results Developmental Profile—REVISED (DRDP-R)

Table of Contents — Preschool Instrument (Age 3 to Kindergarten)

Measures are numbered consecutively, with one full page provided for each measure. Measure numbers appear at the bottom left corner of each page in place of a page number. The Measure title and Indicator abbreviation also appear at the bottom of each page.

Desired Result	Indicator	Measure
1 Children are Personally and Socially Competent	Self Concept (SELF)	1 Identity of self 2 Recognition of own skills and accomplishments
	Social Interpersonal Skills (SOC)	3 Expressions of empathy 4 Building cooperative relationships with adults 5 Developing friendships 6 Building cooperative play with other children 7 Conflict Negotiation 8 Awareness of diversity in self and others
	Self Regulation (REG)	9 Impulse control 10 Taking turns 11 Shared use of space and materials
	Language (LANG)	12 Comprehends meaning 13 Follows increasingly complex instructions 14 Expresses self through language 15 Uses language in conversation
2 Children are Effective Learners	Learning (LRN)	16 Curiosity and initiative 17 Engagement and persistence

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Desired Results Developmental Profile—REVISED (DRDP-R)

Table of Contents — Preschool Instrument (Age 3 to Kindergarten)

Desired Result	Indicator	Measure
2 Children are Effective Learners *(continued)*	Cognitive Competence (COG)	18 Memory and knowledge 19 Cause and Effect 20 Engages in problem solving 21 Socio-dramatic play
	Math (MATH)	22 Number sense: understands quantity and counting 23 Number sense: math operations 24 Shapes 25 Time 26 Classification 27 Measurement 28 Patterning
	Literacy (LIT)	29 Interest in literacy 30 Letter and word knowledge 31 Emerging writing 32 Concepts of print 33 Phonological awareness
3 Children Show Physical and Motor Competence	Motor Skills (MOT)	34 Gross motor movement 35 Fine motor skills 36 Balance
4 Children are Safe and Healthy	Safety and Health (SH)	37 Personal care routines 38 Personal safety 39 Understanding healthy lifestyle

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▸ Measure 1: Identity of self

Definition: Child shows increasing awareness of own physical characteristics, preferences, and experiences as separate from those of others

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Shows recognition of self as individual, recognizing own name and names of familiar people	**Describes self or others in terms of basic physical characteristics**	**Describes self and others in terms of preferences**	**Accurately compares self to others**
⬭ Not yet at first level			
Examples			
▸ Communicates own name to someone else, *"I am Margo."* ▸ Gestures with excitement when own name is used in gesture song. ▸ Points to peer and communicates his name, *"That is Jackie."* ▸ Refers to adult by name or special gesture. ▸ Refers to things as *"mine"* or *"Daddy's."*	▸ *"My hair is red!"* ▸ *"I'm big!"* ▸ Says, *"I am four,"* or shows four fingers to indicate age. ▸ *"Tami has long hair."*	▸ *"I like red hair."* ▸ *"David likes crackers."* ▸ *"I like to jump rope."* ▸ *"I like the play dough. It is nice and warm."*	▸ *"My hair is red, but she has brown hair."* ▸ *"I like to eat peanut butter. My mommy likes cheese."* ▸ Noticing a friend's shoes, says, *"We both have sandals on today!"* ▸ *"My daddy took us to the beach. I got in the water, but my sister didn't."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 2: Recognition of own skills and accomplishments

Definition: Child evaluates and takes pleasure in own ability to perform skillfully

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Shows interest and/or pleasure when someone reacts to something he or she has done	**Characterizes self positively in terms of specific activity that he or she is doing or has just finished**	**Characterizes positively own skills involved in doing a task**	**Characterizes self positively in terms of generalized ability or skills**
⬭ Not yet at first level			
Examples			
▸ When an adult tells the child she completed a really tall block tower, the child smiles with joy. ▸ Joins the adult in clapping with pleasure after completing a challenging task. ▸ When an adult comments about the child's work on a puzzle, child smiles and continues to work.	▸ *"I'm making a really big tower."* ▸ *"Look what I made!"* ▸ *"I cleaned up with the sponge!"* ▸ Says, *"We DID it!"* after finishing a puzzle with a friend. ▸ Points or gestures with delight at a completed class mural.	▸ *"I can kick the ball hard."* ▸ After helping with cleaning, says, *"We are good helpers."* ▸ Shows another child some ways he knows to make a block tower more stable. ▸ After doing a puzzle with other children, says, *"First we look for the corner pieces–that's how we do it!"* ▸ Shows or describes efforts at writing a letter or own name.	▸ Demonstrates to another child how to kick a soccer ball. ▸ *"I am really good at building things."* ▸ *"I can help other kids on the computer."* ▸ *"I am good at drawing."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 3: Expressions of empathy

Definition: Child shows awareness of other's feelings and responds to expressions of feelings in ways that are increasingly appropriate to the other person's needs

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Shows awareness when others are unhappy or upset	**Offers simple assistance when he or she thinks it is needed—even if not really needed**	**Accurately labels own and others' feelings**	**Uses words or actions to demonstrate concern for what others are feeling**
◯ Not yet at first level			
Examples			
▸ Watches to see if an adult will come to help a child who is upset. ▸ Moves next to or away from a child who is showing distress. ▸ Stops own play and looks at the child who is crying.	▸ Pats or hugs a child who is upset. ▸ Points out a child who needs assistance to an adult. ▸ Offers own special toy or comfort object to a child who is showing distress.	▸ Draws picture representing child who is upset and makes a sad face herself. ▸ *"Maria is smiling—she is happy today."* ▸ Points out a picture in a book of someone who looks mad. ▸ *"Fabio is scared of thunder."*	▸ Asks child, *"Why are you crying?"* When told he misses his mommy, says, *"Don't worry, your mommy will come back soon."* ▸ Puts arm around a child who is standing alone and says, *"I'll be your friend. Want to play with me?"* ▸ Goes to a child whose tower fell down and says, *"I'll help you build it again."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯

4. If you are unable to rate this measure, explain why.

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▸ Measure 4: Building cooperative relationships with adults

Definition: Child interacts with adult in ways that become increasingly cooperative, including sharing, joint planning, and problem solving

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Seeks interaction with familiar adult for company, help, or comfort	**Attempts to establish a relationship with an adult by cooperating and interacting**	**Seeks to share experience or get information from adults**	**Works cooperatively with an adult to plan and organize activities and to solve problems**
⬭ Not yet at first level			
Examples			
▸ Says to an adult, *"I need help."* ▸ Repeats an action that a familiar adult found funny at an earlier time. ▸ Asks the adult sitting next to her to tie her shoes. ▸ Asks the adult to get something he or she cannot reach.	▸ Says to an adult, *"I cleaned up the blocks like you asked."* ▸ Seeks out a familiar adult to play a game with him. ▸ Asks an adult to help with something she may be able to do by herself. ▸ Often works and plays on own, but spends some time every day checking in with or cuddling with familiar adult.	▸ Says to an adult, *"Guess what I saw yesterday?"* ▸ Goes to an adult with a question that she cannot answer independently. ▸ Asks an adult why other child is not going outside. ▸ Talks to an adult about things that interest him or her.	▸ Says to an adult, *"I can help you set the table for snack."* ▸ Cooperates with an adult to find a way to bring water to the sandbox. ▸ Interacts with an adult to solve a problem he's having with a puzzle. ▸ Plans an art activity with an adult.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 5: Developing friendships

Definition: Child forms increasingly closer relationships with specific peers, sharing experiences and activities

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Interacts with another child side-by-side as they play with similar materials	Names another child as a friend or seeks out a particular child with whom to play	Engages in social games and pretend play with a particular child	Prefers to play with a particular child who also expresses preference for him or her

◯ Not yet at first level

Examples

- Plays with blocks next to Jose, who is also playing with the blocks.
- Hands another child a toy that he or she is looking for.
- Hands a bucket to a child sitting next to him or her in the sandbox.

- Says, *"Jose is my friend."*
- Stands next to the same child for group walks.
- Frequently chooses to sit with a particular child at lunch.

- Builds pretend city with Jose using blocks.
- Spends free playtime with particular child or children, pretending to be members of a family.
- *"I like baking with Donna."*

- Asks Jose, *"Do you want to play with blocks or puppets?"* and plays the activity Jose chooses.
- Has at least one close friend, with whom he or she shares a variety of games and activities.
- *"Emma and I like to play together."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯

4. If you are unable to rate this measure, explain why.

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▸Measure 6: Building cooperative play with other children

Definition: Child interacts with other children through play that becomes increasingly cooperative and oriented towards a shared purpose

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Interacts with other children side-by-side as they play with similar materials	**Engages with another child or children in play involving a common idea or purpose**	**Shows preference for particular playmates, but plays cooperatively with a variety of children**	**Leads or participates in planning cooperative play with other children**
⬭ Not yet at first level			
Examples			
▸ Plays blocks side-by-side with other children. ▸ Hands another child a toy that he or she is looking for. ▸ Hands a bucket to a child sitting next to him or her in the sandbox.	▸ Plays with blocks with another child. ▸ Plays in sand to build a castle with several other children. ▸ Joins another child to help look for a lost toy.	▸ Plays in blocks area with whomever happens to be there, then moves on to play with particular playmates on the climbing structure. ▸ Gets along easily with various playmates in different parts of the room or playground. ▸ Participates in short pretend play with several peers, but mostly interacts with one of them.	▸ Successfully organizes playmates to build a city out of blocks. ▸ Participates in pretend play with peers, following the agreed-upon roles. ▸ Successfully helps to negotiate where and how a small group of children can play. ▸ *"We can make one big spaceship with the LEGOS. Want to try?"*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 7: Conflict negotiation

Definition: Child learns how to understand the needs of other children and to negotiate constructively within the constraints of social rules and values

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Asserts self using facial expression, words, or actions in conflict situations, but needs an adult to suggest resolutions	**Starts to use appropriate words and actions to express own desires and, when needed, seeks adult help to resolve a conflict**	**Expresses own needs and desires about a conflict and suggests simple solutions based mainly on own needs**	**Considers the needs or interests of another child when there is a conflict and accepts or suggests some mutually acceptable solutions**
⬭ Not yet at first level			
Examples			
▸ Expresses that she wants another child's trike and needs adult redirection so she does not try to take it. ▸ When another child tries to take a toy, pulls the toy back or protests, needing an adult to suggest a solution. ▸ Needs adult to offer a way to join in other children's play without disturbing their game.	▸ Seeks out adult and indicates that another child won't give her a turn on the trike. ▸ Says or indicates to another child, *"You are on my rug."* ▸ When she wants to play with trucks and all the trucks are being played with, goes to an adult and indicates that she needs a truck.	▸ *"I need a turn on the trike. Let me use it."* ▸ *"I want to play on the computer. When will it be my turn?"* ▸ When he wants to play a game for four children and all the spots are taken, signals or asks another child if he can take his place.	▸ *"OK. I can use the trike for five minutes, then you can use it for five minutes."* ▸ Brings an egg timer over to a group waiting for turns on the computer. ▸ When children are crowding and pushing at the water table, the teacher says, "What's happening here?" Someone says, *"It's too crowded."* Child says, *"Okay, I will leave"* and leaves.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 8: Awareness of diversity in self and others

Definition: Child acknowledges and responds to similarities and differences between self and others and learns to appreciate the value of each person in a community

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Shows awareness of physical differences in others	**Identifies physical differences and similarities between self and others**	**Expresses awareness of differences and similarities between self and others, such as language, culture, or special needs**	**Demonstrates an understanding of inclusion or fairness through actions or words**
⬭ Not yet at first level			
Examples			
▸ Shows interest by touching the hair of a child whose hair color or texture is different from his or her own. ▸ Shows curiosity about a new child whose physical features are different from his or her own. ▸ Shows interest when another child speaks another language.	▸ *"I have a long ponytail, and she has a short one."* ▸ *"Sonya and I both have brown eyes."* ▸ *"I'm a girl, and Tony's a boy."* ▸ *"You are big, and I am little."*	▸ *"Juana speaks Spanish. I speak English."* ▸ Tries to imitate sounds of language unfamiliar to him or her. ▸ Shows interest in another child's food or eating habits that are different from his or her own. ▸ *"Why can't Johnny eat peanut butter?"*	▸ Uses gestures and actions, such as pointing or waving, to include children who speak another language in a play activity. ▸ Gets out a puzzle that has large knobs on it for a younger child or child with a special need. ▸ Moves toys out of the way to make a clear path for a child in a wheelchair. ▸ Explains what a teacher said to a child who did not understand.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 9: Impulse control

Definition: Child develops strategies for regulating responses in increasingly socially appropriate ways

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Accepts active adult guidance and support to stop self from acting impulsively on desires or needs	**Sometimes follows simple social rules and routines to refrain from acting impulsively but often needs adult guidance and support**	**Tries to refrain from acting impulsively by using simple strategies such as distracting self, verbal reminders to self, or asking for adult help**	**Consistently uses a variety of socially acceptable strategies to stop self from acting impulsively**
⬭ Not yet at first level			
Examples			
▸ When adult says she has to wait to use the easel, may show frustration but accepts an alternative activity. ▸ When it is time to move from one activity to another, often needs direct adult guidance to do so. ▸ Needs adult to offer a way to join in other children's play without disturbing their game.	▸ Goes to the lunch table when adult says it's lunchtime, but needs to be reminded to wait for the food to be passed to him. ▸ Waits impatiently for toy, but does not grab it from other child. ▸ When adult says he or she cannot go outside to play now, child becomes upset but does not cry or act out.	▸ Goes to adult for help when feeling frustrated about a child who will not give up the computer. ▸ When another child has the toy she wants, offers a different toy in exchange, or says, *"OK, I will wait until you are done."* ▸ Asks an adult to read a book, then looks at the book while waiting for adult to come.	▸ When unable to use the computer, finds another activity of interest until computer is available. ▸ When other children want to play with a set of markers she wants, offers a strategy such as, *"Hey guys, we can each use one of the markers. I choose this one."* ▸ *"I told Aurelio he can use the scooter in five minutes!"* ▸ When the playhouse is full, says to an adult, *"Can you call me when I can play in the playhouse?"* then goes to the water table.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 10: Taking turns

Definition: Child develops increased understanding of taking turns and begins to propose strategies for taking turns

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Needs adult prompting or support to wait for turn	**Uses adult-structured turn-taking procedures, including rules and cues**	**Demonstrates knowledge of turn-taking rules and procedures and abides by them most of the time**	**Routinely proposes turn-taking as a solution to conflicts over materials and equipment**
⬭ Not yet at first level			
Examples			
▸ When all the easels are being used, follows an adult's request to work at the art table until an easel is available. ▸ Goes with several other children to wash his hands and waits his turn when asked to by an adult. ▸ When another child tries to take a toy, he pulls the toy back or protests, needing an adult to suggest a solution.	▸ Accepts that her turn on the easel is over when she finishes one picture. ▸ Takes ticket or puts name card in a pouch or on a list. ▸ Accepts a timer or hourglass to determine start and end of a turn.	▸ *"We each get a turn to paint."* ▸ Accepts the rule when another child says, *"The rule is each kid gets five minutes."* ▸ *"No cutting in line."*	▸ *"He paints first, then me, then you."* ▸ When several children want to play with the basketball, says, *"Let's take turns."* ▸ Reminds other child to take a ticket and wait for his turn on the trike. ▸ *"Justin can wash his hands first."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 11: Shared use of space and materials

Definition: Child develops the ability to share with others and initiates sharing of space and objects

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
○	○	○	○
Tries to keep control over space and materials he or she is using	Maintains control of materials or space that he or she cares about, but allows others to use the rest	With adult prompting, shares with another child material or space he or she is using or wants to use	Without adult prompting, invites others to share materials or space he or she is using
○ Not yet at first level			
Examples			
▸ Keeps all the crayons near her even if only using one or two colors. ▸ Keeps the favorite cookie cutter to use with the play dough, even if he is not using it at the time. ▸ When playing at the sand table, tries to keep all the cups. ▸ Thinks the red cape is his and gets upset when he sees somebody else wearing it.	▸ Lets another child use some crayons, but moves the colors he wants close by. ▸ Lets another child take a book from a pile next to her, but holds onto a few that she particularly likes. ▸ Has a conflict with another child over dolls in the house area, but complies when an adult asks that each of them pick <u>one</u> doll to play with.	▸ Hands a triangle to another child when asked to do so by the teacher. ▸ When asked to move so another child can have room, does so. ▸ When adult asks who will share the play dough, offers to share. ▸ Shares the bike when a teacher tells him that another child is waiting for a turn on the bike.	▸ While coloring with crayons, offers a crayon to another child. ▸ Asks another child to look at pictures in a book with him. ▸ When another child comes to the dramatic play area, asks, *"Do you want to be the mommy?"* or says, *"You can sit here."* ▸ Splits his play dough into three even parts to share with others. ▸ Invites another child to play with the dinosaurs, acting out what the dinosaurs are doing.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ○

4. If you are unable to rate this measure, explain why.

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▸ Measure 12: Comprehends meaning

Definition: Child receives, understands, and responds to oral language that uses increasingly complex words, phrases, and ideas

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Understands the meaning of simple words, phrases, stories, and songs	**Understands more complex words and phrases* in conversations, stories, and learning activities** *Includes words that tell location, color, body parts, noun and adjective combinations, and basic grammatical units	**Understands language that refers to imaginary, past, or future events**	**Understands language that describes how and why things happen**
⬭ Not yet at first level			
Examples ▸ Asks simple questions or makes simple comments after hearing a story. ▸ Produces words and phrases that are part of familiar stories and songs. ▸ Responds to simple questions or requests by an adult that are about objects, people, and actions in the immediate environment. For example: ▸ "Nap time! Could you pass out the blankets, please?" ▸ "Do you have a dog?" ▸ "What is that?" ▸ "Where is Chuy?"	▸ Responds appropriately to statements, questions, or requests that include more complex words and phrases, such as: ▸ "Please go and sit next to Juana." ▸ "Please get a blue car." ▸ "Raise your arms up high." ▸ "Where are the big paint brushes?" ▸ Responds appropriately to adult statements that include basic grammatical units, such as, **plurals**, **pronouns**, **contractions** (he'd; we'll), **possessives** (Helen's), **past and future verb tense** (moved; will move).	▸ During a classroom activity about what grown-ups do, communicates ideas about what he or she might want to do as an adult, such as driving, working, etc. ▸ When an adult is reading "The Very Hungry Caterpillar" and asks what might happen next in the story, says, *"The caterpillar will eat more."* ▸ Understands that a field trip planned for next week is going to happen in the future. ▸ Responds to requests to describe events that happened in the recent past, such as, "Tell Mary about the trip we had to the zoo last week."	▸ Responds to open-ended questions requiring elaboration or explanation, such as: ▸ "Why did Tiny Tim get sick?" ▸ "Do you think it was OK for Goldilocks to go in the three bears' house like that? Why?" ▸ "How do plants grow out of seeds?" ▸ "How do firefighters help people when there is a fire?" ▸ "What would happen if...?" ▸ Follows and participates in discussions about situations she never experienced directly, such as how caterpillars become butterflies.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 13: Follows increasingly complex instructions

Definition: Child understands and responds to increasingly complex directions and requests

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Understands one- and two-step instructions and requests about familiar routines	**Understands one- and two-step instructions and requests about unfamiliar routines or unrelated events**	**Understands three-step instructions and requests that are part of a familiar routine**	**Understands three-step instructions and requests that are about a new or unfamiliar situation**
⬭ Not yet at first level			
Examples			
▸ Understands when an adult says: ▸ "Let's put the paints away. It's clean-up time." ▸ "Please give Juan the crayon." ▸ "Please take off your jacket and put it in your cubby." ▸ "Let's try it! Clap your hands and stomp your feet." ▸ "Please clean up the block area and sit on the rug."	▸ Understands when an adult says: ▸ "Put the cards away and then bring me your leaf picture, please." ▸ "Please give the truck to Eli and then go get a book with dogs in it." ▸ Follows simple instructions when learning a new game, such as: ▸ "In this game, you tag one of the children in the circle and then run around the circle."	▸ Understands when an adult says: ▸ "Please go ahead and finish your painting, then wash your brush and hang up your picture." ▸ "Push your chair in and put away your book, and then please go wash your hands." ▸ "If you want to play trains with Celia, go get a train and ask her if you can put it on the track with hers."	▸ Understands when an adult says: ▸ "Fold your paper like this, open it up, and paint just in the middle part." ▸ "Please put some more chairs on the rug and make a chair circle, then put your book on one of the chairs." ▸ "You may go outside to play, but please find Jess first and give him this box."

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 14: Expresses self through language

Definition: Child uses language to communicate with increasingly complex words and sentences

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Produces phrases and simple sentences that communicate basic ideas and needs	**Uses three- to five-word sentences that contain nouns, verbs, and recently learned vocabulary**	**Uses words that are relatively precise and makes longer sentences by connecting shorter sentences**	**Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict**

⬭ Not yet at first level

Examples

Exploring

- Produces simple, understandable phrases and sentences, such as:
  - *"I want mommy."*
  - *"For you."*
  - *"More crayons."*
  - *"I like dogs."*
  - *"Lila is sick."*
  - *"Climb over."*

Developing

- Sentences at this level include ones that use:
  - Negative forms—*"She won't go," or "This isn't a butterfly."*
  - Linked nouns and adjectives—*"I see a brown ball," or "This is my green hat."*
  - Past tense (walked, went) and future tense (will walk) verbs.
  - Possessive pronouns (your, his) and articles (a, an, the).
- Uses newly learned vocabulary in sentences and phrases—*"That's an engine," or "He's important."*

Building

- Produces longer, more complex sentences, such as:
  - *"I went outside with Bobby, but he left."*
  - *"Are those Lu's crayons, or can I use them?"*
  - *"I brush my teeth every day, in the morning and before I go to bed."*
- Uses new vocabulary words and asks what words mean.
- Uses words for categories to name groups of objects, such as desserts, vegetables, or clothes.

Integrating

- Uses more complex language that may include:
  - Describing imaginary things—*"Dragons don't need bikes because they can fly. If a dragon wants to ride a bike, it needs a really big bike!"*
  - Reasoning about events—*"Maybe he was angry."*
  - Problem solving—*"You can use this dark green marker or ask Sally if you can borrow the olive green one."*
  - Predicting—*"If we finish early then we will have more time to play outside."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 15: Uses language in conversation

Definition: Child engages in increasingly extended conversations following the appropriate social use of language

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Communicates with others, using language for basic purposes, such as requesting, refusing, describing, and answering questions	**Has short conversations**	**Has extended conversations about real or imaginary experiences**	**Has extended conversations that build on emotions, ideas, and information shared with the other person**
⬭ Not yet at first level			
Examples			
▸ Uses language to: ▸ Make simple requests—*"I want more juice."* ▸ Refuse—*"I don't want that."* ▸ Describe things—*"It has a long tail," or "That is funny."* ▸ Ask simple questions—*"Can I have a ball?"* ▸ Answer simple questions—*"It's in the box."*	▸ Engages in short conversations such as: ▸ Andre: *"That's my ball."* Jordan: *"I want that one."* Andre: *"The blue one is mine."* Jordan: *"Well, I'll play with this green one."* ▸ Child: *"I made a picture."* Adult: "I like it." Child: *"That's my mom and that's my sister."* ▸ Adult: "What did you do over the weekend?" Child: *"I went to Susie's house."* Adult: "What did you do there?" Child: *"We played in the sprinkler."*	▸ Engages in longer conversations, sharing experiences, such as: ▸ Child: *"I am getting a pretend vacuum cleaner."* Adult: "From your dad?" Child: *"No, I am going with my aunt Joyce."* Adult: "Is she visiting you?" Child: *"She's staying until my birthday."* ▸ Jose: *"I am making cake."* Karl: *"Is it chocolate?"* Jose: *"Yes, and marshmallow."* Karl: *"Can I taste it?"* Jose: *"No, it's not ready."* ▸ Child: *"I'm a bunny!"* Adult: "Why are you a bunny?" Child: *"Because I have long ears and a fluffy tail."* Adult: "Oh yes, I see." Child: *"... and I'm eating a carrot."*	▸ Engages in extended conversations, clearly sharing own thoughts, such as: ▸ Child: *"I want to make a picture for my grandmother."* Adult: "Is it her birthday?" Child: *"No, she is just coming tomorrow, and I want to make a surprise."* Adult: "What do you want to draw?" Child: *"I want to draw me and my dog. His name is Chocolate, because he's all brown."* ▸ Picks up on a topic or information introduced by the other. For example: ▸ Fernanda: *"Yesterday I got my brother's bike, because he is too big for it."* Lucy: *"My sister is too big for her bike too."* Conversation continues.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 16: Curiosity and initiative

Definition: Child pursues knowledge or understanding of new materials or activities

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Shows interest in new materials or activities by intently watching others and/or handling the materials	**Actively engages with new materials or activities by asking questions and performing simple investigations**	**Uses a variety of strategies to learn more about objects or activities of interest**	**Puts materials or objects together in new and inventive ways to learn what will result or to create something**
⬭ Not yet at first level			
Examples			
▸ Watches adult pick up paper clips with the magnetic wand. ▸ Looks at or picks up new materials in the science or art area. ▸ Watches an adult and peers building a road in the wet sand. ▸ Plays with paint using hands and brushes.	▸ Asks how to use the magnetic wand—*"What do you do with that?"* ▸ Squeezes glue bottle and watches glue come out. ▸ Pours water into sand and watches how much water a hole will hold. ▸ Pours water from a pitcher while putting her hand over spout.	▸ Uses magnetic wand to pick up different objects around the room. ▸ Looks at child building something, then tries to build the same. ▸ Asks questions about how to play a simple new board game and tries to play. ▸ Goes to a science table and examines a prism to figure out how it makes the light change. ▸ Uses a magnifying glass to look at a caterpillar.	▸ Combines bristle blocks with LEGOS to make a structure. ▸ After watching other children make a road in the sand with the shovels, tries to make a road using his hands or blocks. ▸ Mixes different color combinations, like blue and yellow or red and blue. ▸ On own initiative, gathers materials and makes a duck puppet using yellow paper, scissors, wooden sticks, and glue. Says, *"See teacher Maria, I made my puppet."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 17: Engagement and persistence

Definition: Child persists in understanding and mastering a self-selected activity, even if challenging or difficult

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Continues self-selected activities on own for a while, but needs help and reminders to keep doing activities requested by another person	**Continues self-selected activities on own even in a distracting environment**	**Usually works through difficulties encountered in activities**	**Returns to challenging or multi-step activities**
⬭ Not yet at first level			
Examples			
▸ Strings large beads, removes them from the string, and then strings them again. ▸ Builds a structure from blocks by himself. ▸ Needs adult encouragement to finish putting paints away. ▸ Joins others making paper fans. When he has difficulty folding paper he stops and says, *"I can't do it. I'm tired."* With teacher's prompting, continues, and is able to make a fan.	▸ Completes a puzzle even though another child has started to play with a noisy toy nearby. ▸ Continues to look intently at a bug, even though other children are riding trikes around him or her. ▸ Looks at a book or listens to a story on headphones from beginning to end.	▸ Works at completing a challenging puzzle, even if having trouble finding the right pieces. ▸ Rebuilds house made out of sticks when it tumbles. ▸ Persists at trying to trace her hand, even though it is hard to keep her fingers still.	▸ Works over a number of days on adding to a structure he is building in the block area. ▸ For several days, attempts to pour water into a bottle at the water table until he or she is successful. ▸ Tries each day to climb higher on the climbing structure until he or she can climb to the top. ▸ Cuts out hearts to glue to a card, redoing it until he is satisfied with the result. ▸ Folds her paper, staples it, uses tape, and writes on the folded part. Asks adult how to write "Happy Birthday" and copies it.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 18: Memory and knowledge

Definition: Child stores, retrieves, and uses information about familiar and unfamiliar events, past experiences, people, and things

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Remembers a few key features of familiar objects and routines	**Communicates memories about an unfamiliar event that happened earlier that day**	**Communicates memories about an unfamiliar event that happened on a previous day**	**Communicates memories about a sequence of related events that happened in the past**
⬭ Not yet at first level			
Examples			
▸ Without being told: ▸ Sits down for afternoon snack after free play time. ▸ Removes the cap from a marker and places it on the back of the marker. ▸ Opens a milk carton and inserts a straw. ▸ Puts on a paint smock before starting to paint.	▸ Describes a funny thing his dog did in the morning. ▸ Describes a special snack the class prepared that day to his or her parent. ▸ Comments about a detail in a book he points to—*"That's the one with the dog."* ▸ Tells about a fire truck he or she saw on the way to school.	▸ Describes or draws a picture of a family celebration that happened the day before. ▸ Describes a trip to the zoo. ▸ Remembers that a firefighter came and talked to the class. ▸ Answers a question such as, "What did we do yesterday that was different?"	▸ Tells his friend how he planted beans that just sprouted, *"We put the beans in some water, and the next morning we put them in this cup of dirt. I watered them every day, and took the cup outside in the sun so the plants could grow."* ▸ Retells a story by relating the main events in sequence, *"When Jack sold the cow and then planted the beans, the beans grew right up into the sky."* ▸ Acts out a scenario of "The Three Bears" in the dramatic play area.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 19: Cause and effect

Definition: Child shows increasing understanding of cause and effect relations

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Tries out actions to see what will happen	**Anticipates that a routine action will have a specific result**	**Shows understanding of familiar cause and effect through language or action**	**Explains or predicts the result of a familiar action—will not always be accurate, but will be reasonable**
⬭ Not yet at first level			
Examples			
▸ Mixes different primary colors together to see what happens. ▸ Blows into a straw to make bubbles in water. ▸ Pours water on a waterwheel at the water table. ▸ Lifts tube to make a ball roll out of the end. ▸ Puts objects in water to see what sinks or floats.	▸ Knows to turn the handle on the water fountain to get a drink. ▸ Flips the light switch on when an adult says the room seems dark. ▸ Walks slowly to the sandbox with cup of water to avoid spilling.	▸ *"I figured out how to get pink—we mix red and white."* ▸ After mixing paints and getting different colors, mixes differently colored play dough to get the same effect. ▸ Sees a balloon getting blown up and covers his ears in anticipation of a pop. ▸ *"When I spin around fast, I get dizzy."*	▸ Sees a dark cloud in a picture book and comments that it will rain. ▸ *"If we put the ice cube in the sun, it will melt and make water because the sun is hot."* ▸ Says that her tower fell over *"because it was too high."* ▸ *"If you have your shoe laces untied, you will trip."* ▸ Says, *"If I let go of my paper outside, it will fly away because it is windy."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 20: Engages in problem solving

Definition: Child shows increasing ability to reason logically or use strategies to solve challenging problems

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Tries to solve simple problems, including using trial and error	**Tries a strategy he or she saw someone else use to help solve a problem**	**Uses familiar objects or actions in a deliberate way to solve problems**	**Tries out a set of actions to develop a strategy for solving problems**

⬭ Not yet at first level

Examples

Exploring

- Tries different ways to get a ball that has rolled under the sofa.
- Tries a square and a rectangle before finding the triangle to fit in a shape sorter.
- Turns a puzzle piece to get it to fit in a wooden puzzle.
- Tries to put on his or her coat by laying the coat down first then putting one hand in a sleeve.

Developing

- Imitates another child building a bridge with long blocks.
- Watches another child dig out a toy in the sandbox using a stick, instead of a shovel, and then tries that on his own.
- After watching an adult, uses a block to retrieve a wedged toy.
- After watching another child, pushes a wagon that is too difficult to pull.
- During mealtime, tries to open the milk container by pushing the way teachers do.

Building

- When building a bridge, first takes one long block and puts it across two other blocks to see if the size is right before continuing to build.
- Uses a block as a doorstop when the classroom doorstop disappears.
- When the telephone in the playhouse is missing, uses a curved block as a pretend phone.
- When an unfamiliar toy stops working, looks to see if batteries are missing.

Integrating

- When building a bridge with unit blocks, runs out of the same size blocks, looks for alternative materials and continues building with them.
- Starts building a tower with a plan in mind even if it doesn't work—for example, puts the tallest block first, then tries again with the biggest block on the bottom.
- When a ball gets stuck in a tree, comes up with several ideas of how to get it down.
- Looks at a picture to figure out how to build something.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 21: Socio-dramatic play

Definition: Child learns to play with others using organized role-playing and symbolic play

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Engages in brief pretend play on own	Engages in brief pretend play with a peer, sharing materials or ideas	Takes a role in a play situation with other children, but without planning the role or the pretend play	Takes a role in a play situation with other children where they have agreed on roles and how they will pretend play

⬭ Not yet at first level

Examples

Exploring	Developing	Building	Integrating
▸ Sits in a box or on a chair and pretends to drive. ▸ At the sandbox, pretends to make a cake by mixing sand and water in a pail. ▸ Uses plastic banana as telephone and pretends to call Grandma.	▸ Sits in box and says to another child, *"I'm driving the bus to take kids to school."* ▸ Pretends to pour milk into cups and gives a cup to a peer. ▸ Stirs with a spoon in a bowl, pretends to taste, and says to a child who is also cooking, *"It's not ready yet."* ▸ Pretends to be a gas station attendant and pumps gas for trikes.	▸ Joins in when he sees two children pretending to drive a bus, but does not talk to them about what role he will play. ▸ In a dinnertime dramatic play sequence with peers, plays the parent or child having dinner at the small table. ▸ In a 'visit to the doctor' dramatic play sequence, plays the doctor using the stethoscope and placing bandages on another child. ▸ Plays superhero game, rescuing another child.	▸ Plays school bus, with one child playing the driver, another playing the child, and another the mommy helping her child. ▸ In block area, children create a zoo and assign roles such as zookeeper, cage cleaners, tour guide/bus driver, and bird keeper. ▸ Plays school with other children and assigns roles—*"I'll be the teacher, you be the calendar helper, and you be the snack helper."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 22: Number sense: Understands quantity and counting

Definition: Child uses number names to represent quantities and counts increasingly larger sets of objects

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Uses numbers up to three to describe quantities without counting	**Correctly recites numbers in order up to five**	**Counts at least five objects correctly, without counting an object more than once**	**Counts at least ten objects correctly**
⬭ Not yet at first level			
Examples			
▸ *"I only have one cookie. I want two."* ▸ *"I see three dogs."* ▸ Brings two cups to the sand table when adult asks for them.	▸ Recites the numbers 1 to 5 correctly.	▸ Counts five bears in a story book, *"1, 2, 3, 4, 5—there are five bears."* ▸ Brings the correct number of plates when an adult asks for six more plates for the snack table. ▸ When playing a board game with dice, rolls five, then counts five spaces while advancing her game piece.	▸ Paints a picture of ten flowers, then counts the flowers and correctly indicates how many there are. ▸ Counts objects up to 13 during small group time, *"I have 13 bears."* ▸ During small group for math, wants to see how many children are in the group, and counts eleven children correctly.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 23: Number sense: Math operations

Definition: Child shows increasing ability to add and subtract small quantities of objects

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Demonstrates that items can be grouped and counted	**When two groups are different by a large amount, correctly says one group has more objects than the other**	**Adds or takes away objects to solve everyday problems with groups of at least three objects**	**Does simple addition and subtraction problems with groups of up to five objects**
⬭ Not yet at first level			
Examples			
▸ When there is a group of six cups and two cups, can point to the larger group. ▸ Takes farm animals and places horses together and counts, though may not count accurately.	▸ When there is a group of ten cups and two cups, points to group of ten cups and says, *"There are more cups here."* ▸ When setting the table, recognizes that more plates are needed. ▸ *"There are more kids on that team!"*	▸ When setting the table for snack, puts out three cups, then says, *"Oh, there are only two kids,"* and takes one cup away. ▸ When asked to take away one car from a block structure, child removes a car and says, *"Hey, now there are only two cars."* ▸ Adds one counting bear to her group of two when adult says, "You need to have three bears."	▸ Brings over two more cups to a group of two and says that there are four cups. ▸ Takes five goldfish for a snack, eats two, and says, *"I have three left."* ▸ Has two blocks and gets three more. Says, *"I have five blocks."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 24: Shapes

Definition: Child shows increasing knowledge of shapes and their characteristics

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Recognizes differences among shapes without naming them	**Correctly names at least two shapes (circles, squares, triangles)**	**Recognizes shapes when they are presented in new orientation or as parts of other objects**	**Describes characteristics and differences of several shapes**
⬭ Not yet at first level			
Examples			
▸ Puts a circle-shaped puzzle piece into the correct hole. ▸ Places shapes in variety of form boards/simple puzzles. ▸ Picks out circles from a set that contains circles, squares, and triangles.	▸ *"The clock is a circle."* ▸ *"My sandwich is a square."* ▸ Points to a plate and indicates that it is the same shape as a circle.	▸ Identifies triangles even though some have equal sides, some have longer sides, and some are pointed downward. ▸ Identifies that the wheels of a car are circles and the windows are squares. ▸ Shows another child that he or she can put two triangles together to make a diamond shape. ▸ Turns and flips shapes to correct orientation to complete simple pattern block or Tangram puzzles.	▸ Looking at a circle and a triangle, says, *"This one has a pointy part and it's big; this one is curvy, but it's little."* ▸ Says, *"A triangle has three sides; a square has four sides."* ▸ Describing the difference between a circle and an oval, says, *"An oval looks like an egg."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 25: Time

Definition: Child understands and uses time-related vocabulary for routine actions, sequences, and durations of events

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Shows initial understanding of order of events over time	**Knows that events can be in the past or future**	**Indicates time of past, present, and future events**	**Connects some events with specific times**
Examples ▸ Says, *"Mommy will come after we eat lunch."* ▸ Indicates that outdoor time comes after circle time. ▸ During pretend play, puts something in oven, checks to see if it is ready, and then takes it out. ▸ On arriving at school, puts lunch in cubby and goes to teacher to get a name tag.	▸ Refers to something that happened in the recent past, such as, *"My mom just got back from a trip."* ▸ Refers to an upcoming visit from Grandma, saying, *"My grandma is coming from Japan."* ▸ Talks about an event that happened a week ago, but says it happened yesterday. ▸ When child's friend refers to his birthday, says, *"I had my birthday already."*	▸ On Friday, says, *"Tomorrow there is no school."* ▸ *"Today I'm going to Simon's birthday party."* ▸ *"Yesterday I was sick."* ▸ Points to the next day on calendar when an adult asks if his birthday is soon.	▸ Says, *"My mom visits Grandma for lunch on Saturdays."* ▸ Knows the month of his or her birthday. ▸ *"We don't come to preschool on Saturday."* ▸ *"I have soccer practice at four."*

⬭ Not yet at first level

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 26: Classification

Definition: Child shows increasing ability to compare, match, and sort objects into groups according to some common attribute

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
○	○	○	○
Recognizes when two things are the same	**Sorts objects into three or more different groups**	**Sorts objects by different attributes (size, shape, or color), but not at the same time**	**Sorts objects by two attributes at the same time**
○ Not yet at first level			
Examples			
▸ Puts two circle tiles together. ▸ Puts self into the same category as other people—*"We are both girls."* ▸ *"We both have red backpacks."*	▸ Puts the big, medium, and small tiles together. ▸ During clean up, puts red, green, and yellow apples in different baskets. ▸ When cleaning up, puts away pencils, crayons, and markers into different baskets.	▸ Separates tiles into circles and squares, regroups the tiles, and then separates them into red and blue. ▸ Helps make a class chart of the numbers of boys and girls. Then helps make another chart showing the numbers of children with brown eyes and blue eyes. ▸ Sorts buttons by color alone, regroups the buttons, then sorts again by shape or size or number of holes.	▸ Separates tiles into four groups—blue circles, blue squares, red circles, and red squares. ▸ Removes spoons, forks, and knives from the play kitchen, and sorts utensils into groups—big spoons, small spoons, big forks, small forks. ▸ Helps make a class chart of the number of boys with brown eyes, girls with brown eyes, boys with blue eyes, and girls with blue eyes.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ○

4. If you are unable to rate this measure, explain why.

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▸ Measure 27: Measurement

Definition: Child shows increasing understanding of measurable properties such as length, weight, and capacity and begins to quantify those properties

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Understands or uses words that describe some measurable property such as size, length, weight, or capacity (big or little)	**Understands or uses words that compare size, length, weight, or capacity of objects (bigger or smaller)**	**Tries to measure using tools (standard or nonstandard)**	**Describes and compares using standard or nonstandard measures**
⬭ Not yet at first level			
Examples			
▸ *"This pumpkin is SO heavy."* ▸ *"My grandma lives far away."* ▸ *"I'm thirsty. I want a big glass of water."* ▸ Gestures to indicate how big an object is. ▸ When asked to, brings the shovel with the long handle to the sand area.	▸ Looks at two girls and identifies the one who has the longer hair. ▸ Says, *"I'm taller than my friend Juan."* ▸ Hands a friend a large block when he says, *"We need a bigger one for the bridge."*	▸ Asks teacher to mark his *"tall tape"* on the wall to see if he's taller today. ▸ Tries to use hands or a stick to measure the length of a block tower. ▸ Uses a measuring tape to measure how long a large beetle is. ▸ Tries to use a scale to see how heavy a pinecone is. ▸ Fills the measuring cup twice to get two cups during a cooking activity.	▸ Measures a long block by putting smaller blocks along the edge and explains to another child, *"The big block is the same as three small blocks."* ▸ Puts a pinecone on one side of the scale and a block on the other side and indicates that one is heavier than the other.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 28: Patterning

Definition: Child shows increasing ability to recognize, reproduce, and create patterns of varying complexity

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Recognizes or identifies simple patterns created by others* ***Simple patterns are in the form ABAB, such as red-blue, red-blue**	**Builds or copies simple patterns**	**Builds or copies a pattern using different objects**	**Creates or extends a more complex pattern (more than two repeating elements)**
⬭ Not yet at first level			
Examples			
▸ Says, *"This is red and blue and red and blue."* ▸ Recognizes a simple repeating pattern like colored stripes on a friend's shirt. ▸ Sings, moves, or claps through part of a pattern song.	▸ Uses objects like blocks, beads, or toys to form a repeating pattern. ▸ Participates in a clapping song with repetitive clapping patterns. ▸ Puts toy animals in a pattern (duck-cow, duck-cow). ▸ Lines up LEGOS and says, *"Look, red, yellow, red, yellow."*	▸ Creates red-red-blue-blue, red-red-blue-blue pattern with colored blocks on his own. ▸ Using a variety of objects (animals, vehicles, blocks, house-keeping toys, etc.), creates or extends a simple pattern on his own.	▸ Uses colored cubes to make red-white-blue, red-white-blue pattern. ▸ Strings beads on a necklace in a red-blue-purple, red-blue-purple sequence. ▸ Continues a clap-clap-stomp pattern with clap-clap-stomp. ▸ Creates own variation of the head, shoulders, knees, and toes pattern.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 29: Interest in literacy

Definition: Child shows interest in books, songs, rhymes, stories, writing, and other literacy activities

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Participates in literacy activities	**Seeks out and engages in a variety of group and individual literacy activities**	**Initiates and listens to reading materials and links content to own experiences**	**Participates in reading activities, including discussions that relate the story to the outside world and predicts what will happen next in the story**
⬭ Not yet at first level			
Examples			
▸ Listens to or looks at simple storybooks from beginning to end. ▸ Participates in singing familiar songs and rhymes. ▸ Draws a picture and presents it to the class during circle time.	▸ Given the opportunity, spends time in the book area. ▸ Has one or more favorite storybooks and pretends to read them to self and others. ▸ Listens attentively to a story and asks questions or makes comments about specific events or characters in the books, such as, *"Why is the boy sad?"* or *"That dog is silly."* ▸ Shows an interest in print in books and the environment. For example, asks, *"What's that say?"* ▸ Runs to the rug when she sees the teacher approaching with books.	▸ During a book sharing that involves discussion about pets, says that he has a dog with spots, too. ▸ Requests that adult reads a book about butterflies to her, and then points to a butterfly when the class goes on a nature walk. ▸ Requests that adults sing specific songs or play specific rhyming games that his family does at home. ▸ Listens to a range of reading materials, including fiction or nonfiction (fairy tales as well as stories about real people and books on science) and relates these stories to her own experiences. ▸ Incorporates books and other literacy materials that have been used in class into play (for example, magazines or signs when creating own artwork).	▸ Compares the content of stories—*"This story is not as funny as the one you read yesterday,"* or *"Diesel 10 was naughty in the other book, too."* ▸ After a book is read, participates in a discussion about the story or acts out the story in a dramatic activity (role play) or a song activity (making up words to a song that go with the story). ▸ After a book about plants is read, predicts what will happen to a seed when it is planted in the ground.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 30: Letter and word knowledge

Definition: Child shows increasing awareness of symbols, letters, and words in the environment and their relationship to sound

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Recognizes simple symbols (numbers, letters, logos) in the environment	**Knows some letters by sight and by name, or recognizes own name in print**	**Knows ten or more letters by sight and by name, and understands that letters make up words and have corresponding sounds**	**Knows most of the letters by sight and by name, and recognizes some familiar whole written words**
⬭ Not yet at first level			
Examples			
▸ Identifies one letter from an array of letters or numbers in the environment (although may not be correct). ▸ Points to a letter and asks, *"What's that letter?"* ▸ Recognizes a logo for a known store or restaurant chain.	▸ Identifies first letter of own name. Kayla says, *"That's a K like my K."* ▸ Correctly names some letters in storybooks, artwork or logos, puzzles, or other presentations (alphabet poster). ▸ Recognizes some letters of the alphabet and can identify them from among an array (finds the letter L on an alphabet puzzle). ▸ Knows several or all of the letters in her name by sight and by name. ▸ Differentiates own written name from other names in familiar environments, such as labels on cubbies or chairs.	▸ Identifies, by sight and name, at least ten letters (such as letters on the title page of a book or on a cereal box). ▸ Identifies own name without having any environmental clues—for example, sees his name in a book and says, *"It says Tom, that's my name!"*). ▸ Shows some awareness of the relationship between letters and sounds—*"M goes /m/."*	▸ Names most of the alphabet letters in various literacy activities, such as while reading an alphabet book. ▸ Recognizes similarities between two written words—*"Hey, those both start with a B!"* ▸ Has a beginning repertoire of a sight word vocabulary containing common words (stop, go, exit, dog, cat, names of other children).

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 31: Emerging writing

Definition: Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Makes scribble-pictures to represent people, things, or events	**Makes letter-like symbols as pretend writing to represent ideas, and attributes meaning to writing**	**Writes own name with some letters formed correctly**	**Writes own name and simple words (mostly using correct letters)**
⬭ Not yet at first level			
Examples			
▸ Produces different marks to represent different objects or events (circles, scribbles). ▸ Draws a picture and says, *"This is my brother."* ▸ Uses crayons, pencils, markers, and paints to draw and to write.	▸ 'Writes' own name on a drawing using scribbles, random symbols, or letter-like marks. ▸ Dictates writing to an adult (draws a picture and asks adult to label it; makes a card and tells adult what to write on it). ▸ Attributes meaning to what one writes—points to a scribble and says, *"This says 'Mommy.'"*	▸ Writes own name on a picture with several letters correctly formed. ▸ Pretends to write a letter to her mommy and signs it with her name.	▸ Accurately writes his name on things he has made. ▸ Writes some familiar words in their drawing, such as 'stop' on a stop sign. ▸ Writes some simple words spelled correctly (e.g., cat, stop, mom, I, go). ▸ Produces some writing and spelling through imitation (writes 'DOG' by looking at a poster and copying the word). ▸ Asks how to spell some words and for help with writing these words.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 32: Concepts of print

Definition: Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Understands the way books are handled and organized	**Understands the role of print in telling a story, and uses printed materials to pretend to read**	**Understands that print is organized into units, such as words, and knows some vocabulary that describes print**	**Understands how print is used in various ways in books, and understands the organization and purposes of different print materials**
⬭ Not yet at first level			
Examples			

▸ Handles books following customary conventions (right-side up, turns pages from front to back).
▸ During reading interactions with adults, helps to turn pages.
▸ Participates actively with special book features, such as flaps for lifting or buttons for pushing to make noises.
▸ Starts reading a book on the first page.
	▸ Holds book appropriately and pretends to read to others (people or toys), turning the pages as if reading a story.
	▸ When looking at books, differentiates between the role of print and the role of pictures, for example:
	  ▸ Points to print and says, *"I'm reading."*
	  ▸ Pointing to the words near a picture of a bunny and says, *"That says 'bunny.'"*
	  ▸ Points to print and says, *"What's that say?"*
		▸ When reading a story with an adult, pretends to track words moving finger from left to right and top to bottom.
		▸ Points to familiar words when an adult reads them a familiar book with big font. For example, when adult reads "Bear Goes to the Zoo," points to familiar words 'bear' and 'zoo.'
		▸ Can point to a specific word after an adult says it out loud—points to the word 'cat' when adult asks, "Where does it say cat?"
		▸ Uses words that talk about print, including how it works and what it is used for (read, write, spell, letter, word).
			▸ Uses many different types of printed material appropriately (looks at a menu and pretends to order food, follows directions on signs).
			▸ Pretends to read familiar books aloud while pointing to the words one by one going from left to right and top to bottom (although may get off track).

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 33: Phonological awareness

Definition: Child shows awareness of the sounds that make up language, including the segmentation of sounds in words, and recognition of word rhyming and alliteration

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Engages in play with sounds in words and songs	**Shows awareness of words and syllables as units of sound**	**Shows awareness of rhymes and sounds at the beginning of words**	**Blends and segments parts of words**
◯ Not yet at first level			
Examples			
▸ Pays attention to songs and rhymes (claps, stomps, or sings to nursery rhymes). ▸ Repeats the order of two or three sounds in the environment (repeats a pattern of two claps followed by one stomp).	▸ Claps out each word in *"I am Matt"* in a name game in the classroom. ▸ In a group activity, follows along when asked to clap the syllables in "e-le-phant."	▸ Thinks of words that rhyme with "cat," such as "bat" and "hat." ▸ When an adult asks, "What does the mouse see that starts with the /k/ sound?"says, *"Cookie."* ▸ Says, *"Cat and car sound alike at the beginning."* ▸ Raises her hand when asked, "Whose name starts with the /t/ sound?"	▸ Blends two or more syllables into multisyllabic words, such as pic-nic to make picnic, di-no-saur to make dinosaur. ▸ Blends sounds together to form words, such as m+ at or m + a + t to make "mat." ▸ Segments syllables from words, such as removing "ball" from "baseball" to get "base."

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯

4. If you are unable to rate this measure, explain why.

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▸ Measure 34: Gross motor movement

Definition: Child refines the ability to move in a coordinated way using large muscles (arms and legs)

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
○	○	○	○
Makes basic movements with confidence and ease	**Uses movement skills to go smoothly up, down, and through a variety of spaces**	**Uses complex movement skills in active play**	**Participates in extended or integrated physical activities**
○ Not yet at first level			
Examples			
▸ Moves body in response to music. ▸ Runs smoothly. ▸ Walks backwards smoothly. ▸ Jumps forward on two feet. ▸ Walks up steps one step at a time, putting both feet on each step.	▸ Follows movement prompts in a song. ▸ Attempts to throw a ball to another child. ▸ Climbs stairs with alternating feet.	▸ Dances using steps in a simple routine. ▸ Travels and changes direction quickly. ▸ Climbs on a jungle gym.	▸ Creates own dance steps to music. ▸ Participates in active play sequences that combine running, jumping, throwing, catching, kicking, etc. ▸ Throws a ball to another child with some accuracy or while doing something else. ▸ Throws a Frisbee.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ○

4. If you are unable to rate this measure, explain why.

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▸ Measure 35: Fine motor skills

Definition: Child refines the ability to plan and coordinate use of grasp, release, strength, and control of fingers and hands for functional and play activities

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Manipulates large objects with fingers and wrists on both hands to accomplish a simple task	**Uses fingers and both hands, with each hand doing something different, to smoothly accomplish simple tasks**	**Uses fingers to manipulate smaller objects or objects requiring precise eye-hand coordination**	**Shows increasing refinement and detail in fine motor movements requiring finger strength or control**
⬭ Not yet at first level			
Examples			
▸ Unbuttons a large button. ▸ Turns two knobs at the same time on an activity box. ▸ Strings large beads. ▸ Tears paper into smaller pieces. ▸ Uses two hands to pour from a pitcher into a cup held by a caregiver.	▸ Cuts play dough with one hand while holding it in place with the other hand. ▸ Uses scissors to cut paper into smaller pieces. ▸ Positions large blocks using both hands. ▸ Using both hands, pours water from one container to another on own. ▸ Drives nails and pegs with a hammer.	▸ Hits intended keys on a computer keyboard. ▸ Strings small beads. ▸ Balances small blocks in a tower, or connects LEGO blocks. ▸ Holds crayon with fingers instead of fist.	▸ Uses scissors to cut out an object. ▸ Attempts to copy letters or simple shapes such as circles, plus signs, or stick figures. ▸ Uses computer keyboard and mouse with accuracy. ▸ Uses an eyedropper to transfer liquid from one container to another.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▽ **Desired Result 3:** Children show physical and motor competence

▽ **Indicator: MOT** – Preschoolers demonstrate an increased proficiency in **motor skills**

▸ Measure 36: Balance

Definition: Child refines the ability to balance self in space

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Shows a developing a sense of balance and the ability to carry an object while moving	**Balances without support**	**Maintains balance while moving**	**Coordinates multiple movements involving balance**
⬭ Not yet at first level			
Examples			
▸ Walks on tiptoes. ▸ Kicks a ball. ▸ Carries a large stuffed animal across the room.	▸ Balances on one foot without support for a few seconds. ▸ Briefly stands on one foot while putting the other foot through a pantleg. ▸ Walks on a line without stepping off the line.	▸ Hops on one foot for a few hops. ▸ Runs and jumps over small objects. ▸ Changes direction when running.	▸ Runs and kicks a ball. ▸ Holds a ping-pong ball on a spoon while walking. ▸ Walks on a low wall or low balance beam. ▸ Balances a bean bag on his or her head. ▸ Hops on one foot, five or more times.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

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▸ Measure 37: Personal care routines

Definition: Child shows increasing independence in performing personal care routines that support healthy growth and help prevent the spread of infection

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Participates in own personal cleanliness, with help or supervision from adult	**Follows through on personal cleanliness, with some reminders**	**Takes care of personal cleanliness on his own**	**Shows an understanding of why personal cleanliness is important**
◯ Not yet at first level			
Examples			
▸ Blows nose when an adult holds the tissue. ▸ Holds her hands under water and rubs her hands together when an adult turns the water on. ▸ Allows an adult to put a sweater on her.	▸ Takes a tissue and blows his nose into the tissue when reminded. ▸ Washes hands on her own when requested by an adult. ▸ Tries to wash paint off his arm.	▸ Uses a tissue when needed without being reminded. ▸ Washes hands without a reminder before eating and after toileting. ▸ Puts a sweater on without a reminder when going out to play in cold weather.	▸ Says, *"Tissues stop germs."* ▸ Reminds other children to wash their hands so that they don't get sick or get others sick. ▸ Says, *"Don't put the apple sauce spoon in your mouth!"*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯

4. If you are unable to rate this measure, explain why.

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▸ Measure 38: Personal safety

Definition: Child shows increasing awareness of safety practices that minimize risk and support healthy growth

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
○	○	○	○
Cooperates when requested to follow simple safety rules	**Usually follows simple safety rules on her own**	**Applies known safety rules in a variety of situations**	**Communicates an understanding of safety rules to others**
○ Not yet at first level			
Examples			
▸ Looks to his teacher for instructions when he hears the fire alarm bell. ▸ When reminded, takes an adult's hand while crossing the street. ▸ Will move away from a bike trail when asked. ▸ Follows adult direction not to build her block tower too high.	▸ Usually responds to the fire drill bell correctly. ▸ Leaves scissors at the table. ▸ Stops at the curb and doesn't step into the street. ▸ Usually is careful not to bump into other children or what they are making or playing with. ▸ Usually is careful on outdoor equipment.	▸ Responds to fire drill bell correctly, even when not in his usual classroom. ▸ Remembers to walk when indoors. ▸ Refrains from sitting on tabletops, shelves, etc.	▸ Tells other children to line up when he hears the fire alarm bell. ▸ While riding a trike, avoids bumping into others. ▸ Tells a child riding in the wrong direction to go the other way, so he won't crash. ▸ Reminds other children to stop at the curb.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ○

4. If you are unable to rate this measure, explain why.

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▸ Measure 39: Understanding healthy lifestyle

Definition: Child shows increasing independence in making healthy life choices

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Follows guidance given by adults about rest, health, food choices, and physical activity	Begins to communicate about and take care of own health needs (food and rest), with occasional reminders from an adult	Independently takes care of some basic needs like rest, healthy food choices, and physical activity	Communicates to others about making healthy choices
◯ Not yet at first level			
Examples			
▸ When a spoon falls on the floor, follows an adult's suggestion to get a clean spoon. ▸ Participates in physical activity during a free playtime. ▸ When told it is rest time, lies on a mat.	▸ Sometimes puts spoon aside if it has fallen on the floor, and sometimes needs guidance. ▸ Says, *"I am hungry"* when he or she wants to eat. ▸ When overheated, slows down physical activity when directed by an adult.	▸ Asks for clean spoon if it falls on the floor. ▸ When tired, stops and plays a quieter game or rests before resuming activity. ▸ Says, *"I'm tired. I want to rest now."*	▸ Suggests getting a clean spoon to a child who has dropped her spoon. ▸ Pretends to feed fruit or vegetables to a doll and tells the doll, *"This is good for you."* ▸ Runs and says, *"I'm exercising."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯

4. If you are unable to rate this measure, explain why.

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CDEV 106- ECERS Project

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Correctly determined correct score for each subscale	Scoring is incorrect or scales have been missed	Understands the basic scoring process but doesn't always score properly	Understands the basic scoring process and mostly scores correctly	Shows insight into the process and can accurately score several locations
Documentation of each subscale is specific and accurate	Poor or no documentation generalized	Has the basic idea of how to document the scales but it is the minimum effort	Documentation is specific to site and to activities going on that day	Excellent observation and documentation of scales Shows a variety of ways to document the scales using the daily activities
Suggestions for improvement	No suggestions or inappropriate ideas	Some suggestions	Suggestions that arise out of daily activities	Suggestions show insight into the environment and child teacher interactions

CDEV 106 – Observation and Assessment
Early Childhood Environmental Rating Scale Project

Students are instructed on how to use the Early Childhood Environmental Rating Scale as part of their course. Selected subscales from the ECERS are used by the student to do a 'hands-on' rating in the preschool lab classrooms. Students are expected to record documentation to provide evidence of the rating they are giving on the scales. Students are then asked to provide suggestions for raising the rating to a higher level.

Test 2

True/False
Indicate whether the statement is true or false.

____ 1. A Running Record only yields information about the child's social development.

____ 2. A Running Record may interfere with the teacher's other duties because it is so focused.

____ 3. Play stages grow as the child grows.

____ 4. Emotions develop in stages.

____ 5. Core emotions are joy, anger, sadness, and fear.

____ 6. It helps children to learn to identify colors by asking them, "What color is this?"

____ 7. "Why is the sky blue?" is an example of a closed question.

____ 8. Receptive language is always greater than expressive language.

____ 9. Expressive language is hearing and understanding.

____ 10. You should tell a child who stutters to slow down.

____ 11. Listening is the basis for speech and language development.

____ 12. A Time Sample is an open method.

____ 13. A Time Sample is quick and easy to do.

Completion
Complete each statement.

14. The right column of a Running Record is left for _____ to be made after the recording is completed.

Matching

Match each item to the correct statement below.

a. associative play
b. constructive play
c. cooperative play
d. dramatic play
e. egocentric
f. functional play
g. games with rules
h. object permanence
i. onlooker play
j. parallel play
k. Running Record
l. self-assertion
m. self-gratification
n. self-initiator
o. social competence
p. solitary play
q. specimen
r. unoccupied play

____ 15. Two or more children work together on a joint project
____ 16. Child uses materials to make a product
____ 17. Watching other children play
____ 18. Expectation that others will satisfy needs
____ 19. Detailed account of a segment of time focused to record all behavior, interactions, and exact quotes
____ 20. Makes friends
____ 21. Not focused or attentive to any toy or person
____ 22. Demands that needs and wants be met
____ 23. The cognitive stage in which the child is not able to take another's point of view
____ 24. The cognitive understanding that objects and persons continue to exist even out of sight
____ 25. Child plays alongside another child with or without a toy
____ 26. Child plays in a repetitive manner, like practicing the manipulation of the toy or material
____ 27. A segment that yields normal behavior within a time frame
____ 28. Child pretends to be another person or object
____ 29. Child can play an organized game with others, taking turns
____ 30. Stage where a child plays individually but near another child
____ 31. Child engages in play alongside other children, but with the same play theme
____ 32. Ability to maintain interactions, to have friends

Short Answer

33. Here is a bad example of a Running Record. Underline the errors and rewrite the record in the space provided, making your inferences, judgments, and notes about Carla in the right-hand column.

I noticed Carla was having an especially hard day so I decided to write about her today. First when she came to school she threw her coat down on the floor and refused to pick it up when the teacher reminded her where her cubby was. Then she played for a while by herself with the blocks, just shoving them off the shelves. Later, after snack when it was story time, she threw a temper tantrum when she was told it was story time and she would have to come to the story rug. I have never seen her this uncooperative.

34.Interpret this Time Sample:

	9:33	9:38	9:45	9:50	9:55	10:00
Sand/Water	Abbey Carol Martha	Kara ++++ ++++	Abbey Sheeheda	Kara ++++	Elnora ++++ Abbey	Ramon Tyler Keith
Art	Margie Kara	++++	Carol Kara	++++ Abbey	Kara Margie	Sheeheda ++++
Blocks	Keith George Ramon Tyler	++++		Keith George	++++ ++++	Martha Kara Carol
Reading Area	Melissa Elnora	Abbey ++++	Margie Martha	++++ ++++	Melissa	
Climber		Keith George Ramon	++++ ++++ ++++ Tyler	++++ ++++	++++ ++++	Abbey Melissa Elnora
Dramatic Play	Sheeheda	++++ Melissa Elnora	++++ ++++	++++ ++++	Martha Carol	George Keith

++++ indicates continuing in this activity

Draw inferences from this Time Sample about attention span, interests, playmates, and level of play for:
Keith
Kara
Abbey
Sheeheda
Elnora

Multiple Choice
Identify the choice that best completes the statement or answers the question.

____ 35. Which of the following is NOT true about Frequency Counts?
a. A Frequency Count is a closed method
b. A Frequency Count is a selective method
c. A Frequency Count may be biased or inferential
d. A Frequency Count is a good method for recording milestones of development

____ 36. Which of the following is a part of the child's temperament?
a. temper tantrums
b. attention span
c. intelligence
d. emotions

____ 37. Children learn how to appropriately express emotions from:
a. seeing how adults express emotions
b. teaching them what they should or should not do or say
c. the response they get from others
d. watching role models on television

____ 38. Which of the following statements is NOT true about young children and aggression?
a. Aggression may be accidental
b. All aggression should be punished or it will become a habit
c. Aggression may be linked with development
d. Aggression can be rewarded if the child gets what he/she wants from it

____ 39. Which of the following describes the child whose development is affected by trauma?
a. failure to thrive
b. invulnerable child
c. stressed child
d. shy child

____ 40. By listening to a child talk, one can learn about the child's:
a. physical development, cognitive, but not emotional development
b. cognitive development, creative, but not social development
c. creative development, literacy development, but not physical development
d. development in every area

____ 41. Which is a true statement about language acquisition?
a. The child can express much more than he or she can understand
b. The child's receptive language depends on the home language
c. The child's receptive language includes pronunciation
d. The child's expressive language is about the body language the child uses

____ 42. Which of the following questions is an open-ended question?
a. "What did you eat for dinner last night?"
b. "Where did you put your mittens?"
c. "Can you tell me how you made that color?"
d. "What do you think will happen next in the story?"

____ 43. The teacher should suggest a further evaluation to the family when:
a. the child is using bad words
b. the three-year-old does not speak or respond for the first two weeks of school
c. several observations using various methods indicate lags in normal development
d. the child is stuttering

____ 44. The Time Sample measures:
a. language development
b. physical development
c. how many times a child does something
d. the time a child spends in one area

____ 45. Piaget's theory is important because:
a. it gives us a framework to better understand children's thinking
b. it helps us better understand children's physical development
c. it tells us when each child should be developing cognitive skills
d. it proves that infants are thinking far above their level

____ 46. Which of the following does NOT demonstrate an infant's characteristics in the Sensorimotor Stage?
a. crawling, putting things in the mouth
b. listening to and kicking the crib mobile
c. developing object permanence
d. egocentrism

____ 47. Which of the following is NOT a part of Piaget's Preoperational Stage?
a. centration
b. egocentrism
c. conservation
d. animism

____ 48. Recording information about attention span is important because:
a. it can be an early screening for autism
b. it shows a child's areas of interest and readiness for more challenging activities
c. it shows whether a child has been abused
d. it can show that more popular learning centers should be closed part of the time to get children to explore other areas

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV107 Teaching in a Diverse Society

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	Associate Teacher

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Critique theories and review multiple impacts on young children's social identity.	Exam	ISLO2, ISLO5
Critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti bias approaches in promoting optimum learning development.	Interviews +Rubric +Portfolio *This assignment will be included in the Child Development Portfolio.*	ISLO1, ISLO2, ISLO5
Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences	Research + Presentation + Rubric + Refelction	ISLO1, ISLO2, ISLO4, ISLO5
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	Research + Presentation + Rubric + Refelction	ISLO2, ISLO3, ISLO5 ISLO1

CDEV 107 Portfolio Paper Rubric

Category	Points				
	5	4	3	2	1
Organization	Information is very organized with well constructed paragraphs, use of subheadings, and information is factual and correct	Information is organized with well constructed paragraphs and information is factual and correct	Information is organized but paragraphs are not well constructed and information is factual	The information appears to disorganized information is suspect to being correct and factual	Information is not only disorganized but inaccurate
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1 – 2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples or given	Information has little to do with the main topic	Information has nothing to do with the main topic
Mechanics	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors	Way to many for a college student getting ready to enter the health education field
Sources	All sources are accurately documented in the desired format (APA)	All sources are accurately documented, but a few are not in the desired format (APA)	All sources are accurately documented, but many are not in the desired format (APA)	Some sources are not accurately documented	To many sources are not documented accurately and there is not a format used

Portfolio Assignment
CDEV 107: Teaching in a Diverse Society
You will conduct interviews with 2 people who differ in at least one cultural characteristic (such as: race, country of origin, religion, socio-economic status).

The interview should focus on the respondent's subjective life experiences, challenges, milestones, and their opinion about your topic questions.

You will be choosing a topic that addresses issues related to either (1) children and the educational setting or (2) child rearing within the family. (Your question topic and potential questions must be approved by the instructor prior to the interview).

You will be coming up with 6-8 questions related to your chosen topic and will be asking the same questions to both interviewees.
In addition you will provide demographic information and an overview of the subject that includes cultural experience, major milestones and any perceived challenges related to their cultural characteristics.

You will provide a comparison and contrast between the two interviewees, which applies terms and concepts presented in your text, class lecture, and other outside sources.
What was life like for each respondent, including social and cultural contexts, challenges and accomplishments values and beliefs surrounding your topic.

You will then discuss how the respondent's views have affected your view on the chosen topic, and discuss need to exhibit sensitivity to cultural context in the school setting.

Paper must be type must be typed in 12 point font, and be free of grammatical and spelling errors.
You must have at least 3 professional references, and may use only 1 Internet reference.
You will provide a reference page that follows APA guidelines, and sources are to be sited in the body of your work.

CDEV 107: Traditions Paper Rubric

Category	Points				
	5	4	3	2	1
Organization	Information is very organized with well constructed paragraphs, use of subheadings, and information is factual and correct	Information is organized with well constructed paragraphs and information is factual and correct	Information is organized but paragraphs are not well constructed and information is factual	The information appears to disorganized information is suspect to being correct and factual	Information is not only disorganized but inaccurate
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1 – 2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples or given	Information has little to do with the main topic	Information has nothing to do with the main topic
Mechanics	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors	Way to many for a college student getting ready to enter the health education field
Sources	All sources are accurately documented in the desired format	All sources are accurately documented, but a few are not in the desired format	All sources are accurately documented, but many are not in the desired format	Some sources are not accurately documented	To many sources are not documented accurately and there is not a format used

CDEV 107: Traditions (SLO: personal experience/social identity/teaching effectiveness)

What are traditions? --Traditions can be thought of as "Beliefs or customs taught by one generation to the next, often orally. For example, we can speak of the tradition of sending birth announcements. Sometimes we speak traditions as a *set* of customs or practices. For example, we can speak of Christmas traditions."

Think about the traditions in your family and answer the following questions. You are to type your answers

How do you celebrate a major holiday?

How are house chores assigned in your family? (think in terms of gender and age.)

What are some of the traditional foods and eating patterns of your family?

What is a major religious custom or seasonal celebration that your family engages in?

What is a traditional family trip/vacation your family takes?

How does your family celebrate birthdays?

Please tell me of a family tradition that you think is unique to your family.

Please tell me of a tradition that is practiced by a family outside of your immediate cultural group.

In general, what is the social value of family traditions- what role do traditions play in the immediate family and in the larger culture?

How can understanding of the diverse cultural traditions aid you in your role as a teacher of young children?

How can desire to learn a family's cultural traditions aid in a teacher's communication and relationship with parents?

CDEV 107: TEST

1.
We have talked about the origin of prejudice and about theories that work to understand the development of children's social identity. Please describe and discuss one of these theories in relation to the influences that shape children's beliefs and attitudes toward self and others.

2. Today ____ percent of the children in the United States live in poverty.
   a. 10
   b. 15
   c. 18
   d. 50

3. According to the National Center for Health Statistics, which of the following is true for children living in poverty compared to other children?
   a. They are 2 times as likely to have fair or poor health, 3 times as likely to die from birth defects and 4 times as likely to die of infectious diseases.
   b. They are 3.6 times as likely to have fair or poor health, 2 times as likely to die from birth defects, and 5 times as likely to die from infectious diseases.
   c. They are 4.6 times as likely to have fair or poor health, 4 times as likely to die from birth defects, and 4 times as likely to die from infectious diseases.
   d. They are 6.5 times as likely to have fair or poor health, 5 times as likely to die from birth defects, and 3 times as likely to die from infectious diseases.

4. Which of the following foundations publishes the annual *Kids Count* report that ranks each state on ten different at-risk criteria:
    a. Bill and Melinda Gates Foundation
    b. Sam Walton Foundation
    c. Warren Buffett Foundation
    d. Annie E. Casey Foundation

5. Immigrant children seeking peer acceptance may
    a. Become more acculturated than what is considered acceptable by their parents
    b. Have conflicting values emanating from teachers as well as peers
    c. Resist the language of the home as well as family values related to dress and behavior
    d. All of the above
    e. None of the above

6. By the ages of _____, children are able to identify ethnic groupings at close to 100 percent accuracy.
    a. 3 and 4
    b. 4 and 5
    c. 5 and 6
    d. 6 and 7

7. According to the research, which of the following statements about children regarding their prejudice toward other races is *least* likely to be true?
    a. Prejudiced children are taught these attitudes by their parents.
    b. Children under the age of 7 are often more prejudiced than their parents.
    c. Children under the age of 7 often do not adopt the open and unbiased attitudes of their parents.
    d. None of the above

8. The social reflection theory related to prejudice in children suggests that the prejudice is a reflection of the
    a. Way they are socialized by their families
    b. Way they are socialized by their peers
    c. Values of society
    d. None of the above

9. Which of the following constitutes child abuse?
    a. Physical abuse
    b. Physical neglect
    c. Sexual abuse
    d. Emotional abuse
    e. All of the above

10. The Centers for Disease Control and Prevention estimates that approximately _____ young people in the United States commit suicide annually.
    a. 1,000
    b. 2,000
    c. 5,000
    d. 8,000

11. Which of the following is *not* one of the theories cited in the text as contributing to adolescent suicide?
    a. Decline in religion
    b. Boredom with life
    c. Tension with parents
    d. Breakup of nuclear family
    e. Competitiveness in school

12. In a study of top industrialized nations in the world, the United States is responsible for _____ percent of all child homicides.
    a. 26
    b. 54
    c. 73
    d. 89

13. The American Academy of Pediatrics reports that, by the age of 18, the average American child will have viewed about _____acts of violence on television alone.
    a. 15,000
    b. 25,000
    c. 50,000
    d. 75,000
    e. 100,000

14. Media violence affects children in which of the following ways?
    a. Increasing aggressiveness and antisocial behavior
    b. Making them less sensitive to violence and victims of violence
    c. Increasing their appetite for more violence in entertainment and real life
    d. All of the above
    e. None of the above

15. Gibbs suggests in comparison to white youths, African American youths involved in similar offenses are
    a. More likely to be arrested
    b. More likely to be convicted
    c. More likely to be incarcerated
    d. All of the above
    e. None of the above

16. Which of the following statements regarding street gangs is inaccurate?
    a. Intervention efforts and increased federal resources in areas such as Los Angeles have resulted in a decreased level of street gang membership over the last three decades.
    b. Gang involvement is viewed by members as a means to gain status in their community.
    c. Youths become involved in gangs because of family stress, protection against victimization, and emotional fulfillment.
    d. All of the above
    e. None of the above

17. According to the text, the central task for the individual in adolescence is
    a. Emancipation from the primary family unit
    b. Attaining emotional maturation
    c. Attaining physical maturation
    d. Attaining sexual maturation

18. Generation Y Americans
    a. Are the children of baby boomers
    b. Were born between 1978 and 1989
    c. Are also known as the echo boomers
    d. All of the above
    e. None of the above

19. Which of the following are characteristic of Generation Y?
    a. They are less optimistic about their future than Generation X.
    b. Because of both parents usually working, they have had less involvement with their parents than previous generations.
    c. They are the least education-oriented of recent generations.
    d. All of the above
    e. None of the above

20. Which is characteristic of Generation Y?
    a. Generation Y individuals are or were heavily programmed with activities by their parents.
    b. They prefer rules to rebellion.
    c. They are used to grade inflation.
    d. All of the above
    e. None of the above

21. Factors that may suggest child abuse are

a. Changes in the child's behavior, such as fatigue
b. Unusual interest in school work by the child
c. Parents' lack of interest in the child's school work or activities
d. All of the above
e. None of the above

22. Which is an unlikely danger signal of possible adolescent suicide?

a. Changes in eating habits
b. Changes in sleeping habits
c. Increased interest in school work and improvement in grades
d. Giving away valued possessions
e. Euphoria or increased activity after depression

23. A young child uses an ethnic slur toward another young child.

How might Social Learning theory explain this behavior related to what is happening inside the home of the child?

What would be a constructive way for a teacher to react with the children involved?

What would be a constructive way for the teacher to respond to the parents of the children involved?

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV120 Language and Literature

Contact Person/Others Involved in Process: Lead: Becky Green Others: Scott Sheppard, Fonda Miller

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

☐	American Institutions	☐	Language and Rationality – English Composition
☐	Health Education	☐	Language and Rationality – Communication and Analytical Thinking
☐	Physical Education / Activity	☐	Natural Science
☐	Math Competency	☐	Humanities
☐	Reading Competency	☐	Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Create and demonstrate language and literature activities appropriate for early childhood settings	Demonstration + Rubric	ISLO1, ISLO4
Identify and critique stories and literature for their value to young children.	Bibliography	ISLO1, ISLO2, ISLO4, ISLO5
Identify the relationship between language development and literacy	Exam	ISLO1, ISLO2

CDEV 120 - Circle Time Demonstration

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Student included activities from all discussed language components	Missing some components in the circle time	Had all the required language components but the choice of activities did not go together or they were poor examples	Had all the required language components and the activities were good examples, but not outstanding	Had all the required language components and the activities chosen were excellent examples and were woven together well to be cohesive
Circle Time was organized around a central theme	Theme was not evident or was confusing to the audience	Minimal usage of theme shown in activity selections	Majority of activities used the theme and were developmentally appropriate	All activities related to theme and they were outstanding activity choice; developmentally appropriate
Circle Time was executed well fluid presentation	Circe time was short or choppy in presentation Student had not practiced enough	Circle time was executed, some pauses and errors	Circle time was executed as planned, minimal pauses or errors Student seemed confident	Circle time was executed as planned with student needing little reminder of what to do next. No or 1 error in presentation.
Vocal style, pronunciation,	Low voice, no enthusiasm pronunciation was poor or unintelligble	Monotone voice, little enthusiasm Pronunciation had some problems or was still difficult to understand	Some vocal variations and inflections; more enthusiasm Minor or 1 pronunciation problem - understandable Some audience participation	Used vocal variations and inflections; enthusiatic and had the audience participate in fun ways Excellent pronunciation and communication skills

CDEV 120 – Language and Literature
Language Demonstrations

Students are asked to demonstrate a variety of language activities for the class; Book reading, fingerplay, poems, flannelboard story, puppets and a circle time.

CDEV 120 - Book Bibliography

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Correct number of book bibliographies	Significant number of book entries missing (50% - 60%)	Majority of book entries are included (80%)	May be missing a few entries (less than 3-4)	Total required entries are included
Represented the different book styles in bibliography	Book entries only represented one style of children's literature	Had all the different styles represented, but might not be good examples of style	Had all of the different styles represented and the majority were good examples of the style	Had all of the different styles represented and all entries were excellent examples of the literature style Student showed ability to choose books that were uncommon or unusual
Each bibliography entry complete	Sections of each bibliography entry were left blank	Student made an effort to include basic information for each section of the bibliography form	Student completed all sections of the bibliography and showed ability to summarize and create extension ideas for each book	Student completed all sections of the bibliography and showed ability to summarize and create creative and well thought out extension ideas for each book

Remember to include a copy of the book title page and a page from the story with your summary.

CFCS 112 - Language & Literature Name: _____

Book Bibliography Format

Name of Book: _____

Author: _____

Illustrator: _____

Date of Publication: _____ Number of pages in the book: _____

Age of child this book is appropriate for: _____ Awards & Prizes: _____

Summarize the story

Themes in the story: _____

Setting of the story: _____

Names & roles of the main characters:

_____

_____

Summarize the plot of the story:

Does the book deal with sterotypes or ethnicity? How?

Describe the type of illustrations used in the book. Colors used?

How would you introduce this book?

How could you extend this book's theme into other curriculum areas? Give an activity example.

Categorize the book /Circle all that apply

Folk Tale Picture book/Wordless book Concept book Fiction

Realistic Fantasy Nonfiction/Information Poetry

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV121 Art for Young Children

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Demonstrate an understanding of developmentally appropriate art activities for young children.	Art portfolio + Rubric	ISLO1, ISLO5
Identify and demonstrate usage of a variety of materials and media appropriate for young children.	Art Board + Rubric	ISLO1, ISLO2, ISLO5
Identify the developmental sequence of art skills in young children.	Exam	ISLO1, ISLO2
Create and execute parent and staff trainings on the importance of fostering creativity in young children.	Power point presentation + Rubric	ISLO1, ISLO2, ISLO4, ISLO5

CDEV 121 - Art Portfolio

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Notes are taken by chapter and from lecture	Notes are missing from chapters or of minimal quality	Outlines from the chapter are done but little information is recorded Lecture notes are minimal	Outlines from the chapter are done with some notetaking on major areas in chapter Lecture notes cover major areas	Major outlines with notes taken from each Major headings have detailed notes included Notes are typed
All class art demonstrations are included with a written lesson plan	Missing art demonstrations or lesson plans 50-60% missing	Some art demonstrations and lesson plans missing 25% missing	Minimal art demonstrations and lesson plans missing 10 % missing	No art demonstrations or lesson plans missing Lesson plans are well thought out and detailed
Portfolio Organization Appearance	Chapters are mixed up Art demonstrations and lesson plans out of order of presentatior Messy, haphazard	Chapters are in order with notes Art demonstrations are in sequence Neat, some thought and planning evident	Chapters are in order with notes Art demonstrations are located in the chapters where they were discussed Neat, dividers used and planning evident	Chapters w/ notes, divided throughout the portfolio Typed Art demonstrations are in appropriate chapters May have individualized w/ appropriate art or poetry

CDEV 121- Art for Young Children
Art Portfolio

Students are asked to keep an art portfolio/notebook throughout the semester. Each chapter that is covered and every art technique/material/tool that is demonstrated becomes part of the portfolio/notebook. Students are to execute the art techniques and write it up in lesson plan form to include in their portfolio/notebook.

CDEV 121 - Art Technique Board

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Accurate information about art technique	Confusing or inaccurate information about technique	Discuss the technique but does not show how it contributes to development	Discusses the art technique & shows how it contributes to overall development	Discuss the art technique & shows how it contributes to overall developent and links art as an integral part of the whole child's development Can also show how art contributes to specific areas in growth and development
Spelling, grammar, sentence structure	Numerous errors in spelling sentence structure, grammar usage	Some errors in spelling, sentence structure and grammar usage	Minimal errors in spelling, sentence structure and grammar usage	No errors
Overall appearance, neatness	Too crowded or too 'busy' w/ information that is non-essential Hand written but not uniformly No art examples or adult oriented	Balanced amount of information Art examples are child oriented Has provided the reader with minimal information Hand written or typed	Neat, appropriate amount of information and examples Typed Not too 'busy" or "bland'	Very attractive, makes the audience want to read it Eye catching Typed Attention to detail is evident

CDEV 121- Art for Young Children
Art Technique Display Board

Students are asked to create an art display board highlighting a technique that was learned in the class. Discussion about the benefit to children is included as well as sample technique pictures.

CDEV 121 - Powerpoint Presentation

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Information on importance of art in children's development	Information is inaccurate or missing key elements	Covers the minimal information	Helps the listener to see the relationship between art and the overall development of the child	Uses art and information to create an integrated discussion about art and child's development
Powerpoint is grammatically correct and is easily understood	Numerous errors Difficult to understand	Less errors Some parts of presentation are clear - some are not as clear	Minimal errors Majority of presention is clear and flows well	No errors Presentaion is well developed and understandable to all listeners
Student's oral presentation	Student just reads the Power point presentation - no eye contact with audience	Student reads the Powerpoint presentation part of the time Limited eye contact with audience	Student uses Powerpoint to begin presentation but adds more information than is on display screen Maintains eye contact majority of the time	Student uses Powerpoint presentation as a framework from which to speak on subject Maintains eye contact with audience all the time

CDEV 121 – Art for Young Children
Power Point Presentation

Students are asked to create and present a short PowerPoint presentation geared to parents to help them understand the importance of the creative process in young children's development.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV 122 Science and Math for Young Children

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify and create developmentally appropriate science and math curriculum	Lesson Plans	ISL01 ISL04
Demonstrate knowledge on child centered math and sciences areas	Area Plans	

CDEV 122-Critique Assignment

Some believe that children in early childhood are not yet developmentally ready to learn science and math- that they are not yet capable of the logical and abstract thinking that is required to learn math.

On the other end of the spectrum, are those who hold that children should be drilled in number mathematical concepts at a very early age, and that they should be given worksheets and formal test to increase their mathematical skills.

What points would you make to counter each of the above stated positions.
Why should we have math in early childhood curriculum and what methods of teaching work to foster mathematical learning in young children?

Please provide well-structured and well supported rebuttal of these positions. You are to use at least two outside sources, and sources are to be sited in your text and on a separate reference page using APA style.

Your paper must be typed.

Critique Assignment Rubric: CDEV 122

RUBRIC

	Levels of Performance			
Criteria	1 Below Average	2 Average	3 Above Average	4 Excellent
1. Organization and Clarity: viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Most clear and orderly in all parts	Completely clear and orderly presentation
2. Use of Arguments: reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Most reasons given: most relevant	Most relevant reasons given in support
3. Use of Examples and Facts: examples and facts are given to support reasons.	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: most relevant	Many relevant supporting examples and facts given

Portfolio CDEV 122-Science and Math

We have talked about 'intentional teaching' where the teacher serves to guide children in an educational experience, but also allows children a significant, active role in the structure and course of the experience.

A key component of teaching with intention is to have goal in mind and plan for accomplishing it.

In this assignment you are to design intentional teaching activities that focus specifically on **math** concepts and intentional teaching activities that focus specifically on **science** concepts.

For both the math and science activities, you will design an activity for each of the following materials;
(1)An activity that incorporates **Water**
(2)An activity that incorporates **Sand**
(3)An activity that incorporates **Blocks**

For each of the material areas, you will develop an activity appropriate for a 5 year old child.

So, to summarize, you will have a total of 6 lesson plan activities that focus on intentional teaching in the following areas:
Math/water
Math/sand
Math/blocks
Science/water
Science/sand
Science/blocks

For each activity, you will provide a lesson plan that presents your :
Objective,
Materials, and
Procedure.

Lesson plans are to be typed in 12 point font.

For those who are CDEV majors, this assignment fulfills the CDEV portfolio requirement for the course.

CDEV 122: Math/Science Area

Imagine that you are going to open your own early childhood education and care center. You realized the importance of introducing children to math and science in a developmentally appropriate manner.

How would you design your math and your science areas inside and outside the classroom? -What materials you would provide- and how these materials stimulate math or science learning in children. How would these materials be displayed? What type of wall displays would you have inside the classroom for math and for science? What the central safety issues you must keep in mind in designing these areas?

This section is to be typed:

In addition, you are to provide a diagram that depicts the layout or your science and your math area and label the various locations of key materials. The diagram is do be done on a standard, 81/2 x 11 size paper.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV 123 Music and Movement for Young Children

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Create and demonstrate developmentally appropriate music and movement curriculum for early childhood.	Lesson Plans	ISL01 ISL04
Demonstrate knowledge of a typical music area to stimulate young children	Area Plans	ISLO1 ISLO2

Lesson Plan

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Lesson plan is developmentally appropriate	Lesson hasnot considered the needs and abilities of the age of child.	Lesson shows some insight into age appropriate activity planning	Majority of the lesson plan is age appropriate	Student shows a thorough understanding of developmetally appropriate planning with appropriate extensions and simplifications
Objectives are written in clear and measurable terms	Student uses non-measurable objectives to assess learning outcomes Unclear objective	Some of the objectives are measuable and are stated clearly At times learning outcomes are understandable	Most of the objectives are stated in measurable terms and written clearly understandably Learning outcomes are clear the majority of the time	All objectives are clear and Stated in measureable terms to assess learning outcomes Learning outcomes are appropriate and clear
All components of the plan (Intro, materials, procedures extensions-simplificatons) are planned and clear to the reader	Student has not completed all components of the plan	Components are planned but demonstrate a limited understanding of each components importance to the overall plan	Components are planned and demonstrate a good understanding of each components importance to the overall plan	Components are planned and student has shown insight into the integration of the total plan components and has noted exceptions or contingencies
Guidance/Safety Issues are considered	No consideration for child's safety or guidance plans noted	Student considers basic safety concerns and considers the best way to guide children in the activity	Student considers safety concerns and has a plan for prevention. Guidance suggestions are part of the plan	Student has eliminated preventable safety issues and has guidance suggestions as part of the procedure. Evidence of forethought in activity selectio
Writing skills, spelling and grammar	Numerous errors in spelling and grammar Writing skills are poor	A few errors in spelling and grammar Writing skills are basic	Minor errors in spelling or grammar Writing skills are above average and communicate thoughts well	No errors in spelling or grammar Writing skills are excellent and communication is clearly outstanding

Lesson Plan

Name: _____ Date: _____
Curriculum area: _____
Title of Activity: _____

Objective:

_____
_____
_____

Introduction:

_____
_____
_____

Teacher Procedures:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Materials needed:

_____

Group management techniques:

_____
_____

Self evaluation: _____
_____

Rough Draft: _____
Final Draft: _____

Learning Center Design and Materials Report

Criteria 12 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Lists materials appropriate for Learning center in an early childhood environment and explains what educational concept the materials help support. 3 points	Does not list materials appropriate for a learning center early childhood learning environment.	Lists materials appropriate for a center in an early childhood learning environment.	Lists materials appropriate for a center in an early childhood learning environment and explains what educational concept the material helps support.	Lists materials appropriate for an early childhood learning environment and justifies, through examples, or reading how the materials helps support the educational concept.
Explains how materials contribute to an environment in which diverse learners thrive and feel comfortable. 3 points	Does not list appropriate materials for an environment with diverse learners	List materials appropriate for an environment in which diverse learners thrive and feel comfortable.	Explains how the materials contribute to an environment in which diverse learners feel comfortable and thrive	Explains how the materials contribute to an environment in which diverse learners feel comfortable and thrive and provides supportative evidence.
Explains how materials can support developmentally appropriate practices. 3 points	Does not list materials suitable for developmentally appropriate practices.	Lists materials suitable for developmentally appropriate practices.	Explains how materials can support developmentally appropriate practices.	Explains how materials can support developmentally appropriate practices. and provides supportive evidence.
Includes an appropriate budget for purchasing the materials and list where materials can be purchased 3 points	Does not include appropriate budget.	Includes budget for materials	Includes budget for materials where the materials can be purchased	Includes budget for materials where materials can be purchased and why they would purchase from specific companies.
0- 3 points = 0%-69% F 4-6 points = 71-79% C 7-9 points = 81-89 % B 10-12 points = 90-100% A				

Center Design and Materials Report
CDEV 123

Identify appropriate materials for a Music center and justify through examples or readings how the materials support the educational concept.

A budget of the materials must be included and where the materials can be purchased. Also why did you choose to purchase from specific companies.

In today's preschool classroom inclusion is an important component. Please demonstrate how the materials you have chosen contribute to an environment in which diverse learners are comfortable and thrive.

Must be typed! 2-4 pages

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV124 Creative Cooking for Young Children

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify the domains of learning involved in cooking.	Exam	ISLO1, ISLO2
Identify, plan and demonstrate developmentally appropriate cooking activities	Children's Cookbook + Rubric *To be included in CDEV Portfoliio*	ISLO2, ISLO1, ISLO4
Create extensions of cooking activities into other areas of the curriculum.	Lesson plans/relate to other areas of curriculum	ISLO2, ISLO1, ISLO4

Lesson Plan

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Lesson plan is developmentally appropriate Show cooking in other areas of the curriculum	Lesson hasnot considered the needs and abilities of the age of child.	Lesson shows some insight into age appropriate activity planning	Majority of the lesson plan is age appropriate	Student shows a thorough understanding of developmetally appropriate planning with appropriate extensions and simplifications Demonstrates use in other areas of the curriculum
Objectives are written in clear and measurable terms	Student uses non-measurable objectives to assess learning outcomes Unclear objective	Some of the objectives are measuable and are stated clearly At times learning outcomes are understandable	Most of the objectives are stated in measurable terms and written clearly understandably Learning outcomes are clear the majority of the time	All objectives are clear and Stated in measureable terms to assess learning outcomes Learning outcomes are appropriate and clear
All components of the plan (Intro, materials, procedures extensions-simplificatons) are planned and clear to the reader	Student has not completed all components of the plan	Components are planned but demonstrate a limited understanding of each components importance to the overall plan	Components are planned and demonstrate a good understanding of each components importance to the overall plan	Components are planned and student has shown insight into the integration of the total plan components and has noted exceptions or contingencies
Guidance/Safety Issues are considered	No consideration for child's safety or guidance plans noted	Student considers basic safety concerns and considers the best way to guide children in the activity	Student considers safety concerns and has a plan for prevention. Guidance suggestions are part of the plan	Student has eliminated preventable safety issues and has guidance suggestions as part of the procedure. Evidence of forethought in activity selectio
Writing skills, spelling and grammar	Numerous errors in spelling and grammar Writing skills are poor	A few errors in spelling and grammar Writing skills are basic	Minor errors in spelling or grammar Writing skills are above average and communicate thoughts well	No errors in spelling or grammai Writing skills are excellent and communication is clearly outstanding

Lesson Plan

Name: _____ Date: _____
Skill : _____ (math, science, history, etc)
Title of Activity: _____

Objective:

_____
_____
_____

Introduction:

_____
_____
_____

Teacher Procedures:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Materials needed:

_____

Group management techniques:

_____
_____

Self evaluation:_____
_____

Rough Draft:_____
Final Draft:_____

Cookbook

Criteria 9 points each plan	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Students create cooking activities that assist children in learning a variety of skills (math, science literacy, etc.) 3 points	Student does not create activities	Creates cooking activities but focus is not on activities that children can do and assist them in learning other skill areas.	Activites are both demonstration and child centered	Activities are age appropriate Child focused and assist children in math, literacy, and science
Activities are age appropriate	Not age appropriate	some are Age appropriate	Most are Age appropriate	All are age appropriate and assist children in learning a variety of skills
Cookbook is put together in an attractive well planned way Containing a weeks worth of activities or more	Did not create cookbook	Has a few activities Typed	Activities are put into a cookbook at least 5 typed activities	Cookbook is put together in an attractive well planned way Containing a weeks worth of activities or more
9 points A 8 points B 7 points C 6 points D				

Children's Cookbook

Students must plan a cookbook that incorporates one week's worth of cooking activities for preschool age children. It should demonstrate cooking activities as a daily learning activity. The activities should assist children in making connections to literacy, math, and science skills through cooking.

Use APA style

Type

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV125 Multilingual and Multicultural Curriculum for Young Children

Contact Person/Others Involved in Process: Lead: Becky Green Others: Scott Sheppard, Fonda Miller

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

☐	American Institutions	☐	Language and Rationality – English Composition
☐	Health Education	☐	Language and Rationality – Communication and Analytical Thinking
☐	Physical Education / Activity	☐	Natural Science
☐	Math Competency	☐	Humanities
☐	Reading Competency	☐	Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Plan and demonstrate learning experiences for children which recognize the child's cultural background.	Cultural Activity Plans +Rubric	ISLO1,ISLO2, ISLO4, ISLO5
Design curriculum that infuses multiple cultures, languages, and differences appropriately throughout the year.	Lesson plans Position Paper	ISLO2, ISLO5 ISLO4

Rubric: Lesson Plan

Criteria 12 points	Non-performance	Basic	Proficient	Distinguished
Each **objective** is stated in clear and precise terms. The objectives are based upon student behavior and are measurable. The objectives are appropriate for the chosen subject and grade level	**Objectives** are not clearly stated or not based upon student behavior.	**Objectives** are clear; based upon student behavior and at least marginally relate to the chosen subject and grade level	**Objectives** are clear; based upon student behavior and are clearly developmentally appropriate for subject and grade level	Each **objective** is stated in clear and precise terms. The objectives are based upon student behavior and are measurable. The objectives are appropriate for the chosen subject and grade level
The **activities** are engaging and will likely motivate students. Step by step instructions are clear. The activities have a clearly stated beginning and end. The activities, if performed correctly, should lead to student learning	Activity shows little to now organization and is not developmentally appropriate and does not meet learning objective.	The **activities** have display basic organization. The activities, if performed correctly, should produce student learning	The activities are clearly designed and are well-suited to meet learning objectives.	The **activities** are engaging and will likely motivate students. Step by step instructions are clear. The activities have a clearly stated beginning and end. The activities, if performed correctly, should lead to student learning
All **materials** necessary are included. It is clear the materials match the lesson and are appropriate for use with the chosen grade level. Materials necessary for both student and teacher use are included.	The **materials** section is incomplete. It does not include the student and teacher materials necessary to complete the lesson. The materials may not be appropriate for the chosen grade level.	Most of the **materials** necessary for the a lesson re included. They are grade-level appropriate. The items may appear vague in some areas.	All of the **materials** necessary for the a lesson re included. They are grade-level appropriate.	All **materials** necessary are included. It is clear the materials match the lesson and are appropriate for use with the chosen grade level. Materials necessary for both student and teacher use are included.
Presentation is developmentally appropriate, is extremely organized ,clear, engaging and delivered with high energy	**Presentation** in not developmentally appropriate, is disorganized and unplanned, does not engage the learner and delivery lacks positive energy	**Presentation** is developmentally appropriate, is clear, planned, attempts to engage the audience, and is presented in a positive manner	**Presentation** is developmentally appropriate, is clear, planned, attempts to engage the audience, and is presented in a positive manner	**Presentation** is developmentally appropriate, is extremely organized ,clear, engaging and delivered with high energy
0-3poits=0%-69% F 4-6 points+71-79% C 7-9=81-89%= B 10-12 points= 90-100% A				

Cultural Background Plan and Presentation

You are to give me a short description of a preschool child. Please tell me the child's name, gender , ethnicity, country of origin, and the religion practiced in the family, if any,

You will be designing a lesson plan specifically tailored to cultural background of the child you profiled.

A lesson plan that includes a book that relates to the child's cultural background
A music and movement lesson plan that relates to the child's cultural background
And an art activity that relates to the child's cultural background.

Each of the three lesson plans must contain:
Title
- Introduction
-the **Objective**
-your **Procedure**
-and your **Materials**.

You will be demonstrating one of the three lesson plans to your college class- The instructor will determine which of the 3 plans will be presented.

When you present the lesson, you will present to the adult class as if you were presenting to a 4 year old preschool class. You will be required to bring in all materials required to demonstrate the lesson.

Rubric: Lesson Plan

Criteria 12 points	Non-performance	Basic	Proficient	Distinguished
Each **objective** is stated in clear and precise terms. The objectives are based upon student behavior and are measurable. The objectives are appropriate for the chosen subject and grade level	**Objectives** are not clearly stated or not based upon student behavior.	**Objectives** are clear; based upon student behavior and at least marginally relate to the chosen subject and grade level	**Objectives** are clear; based upon student behavior and are clearly developmentally appropriate for subject and grade level	Each **objective** is stated in clear and precise terms. The objectives are based upon student behavior and are measurable. The objectives are appropriate for the chosen subject and grade level
The **activities** are engaging and will likely motivate students. Step by step instructions are clear. The activities have a clearly stated beginning and end. The activities, if performed correctly, should lead to student learning	Activity shows little to now organization and is not developmentally appropriate and does not meet learning objective.	The **activities** have display basic organization. The activities, if performed correctly, should produce student learning	The activities are clearly designed and are well-suited to meet learning objectives.	The **activities** are engaging and will likely motivate students. Step by step instructions are clear. The activities have a clearly stated beginning and end. The activities, if performed correctly, should lead to student learning
All **materials** necessary are included. It is clear the materials match the lesson and are appropriate for use with the chosen grade level. Materials necessary for both student and teacher use are included.	The **materials** section is incomplete. It does not include the student and teacher materials necessary to complete the lesson. The materials may not be appropriate for the chosen grade level.	Most of the **materials** necessary for the a lesson re included. They are grade-level appropriate. The items may appear vague in some areas.	All of the **materials** necessary for the a lesson re included. They are grade-level appropriate.	All **materials** necessary are included. It is clear the materials match the lesson and are appropriate for use with the chosen grade level. Materials necessary for both student and teacher use are included.
Presentation is developmentally appropriate, is extremely organized ,clear, engaging and delivered with high energy	**Presentation** in not developmentally appropriate, is disorganized and unplanned, does not engage the learner and delivery lacks positive energy	**Presentation** is developmentally appropriate, is clear, planned, attempts to engage the audience, and is presented in a positive manner	**Presentation** is developmentally appropriate, is clear, planned, attempts to engage the audience, and is presented in a positive manner	**Presentation** is developmentally appropriate, is extremely organized ,clear, engaging and delivered with high energy
0-3poits=0%-69% F 4-6 points+71-79% C 7-9=81-89%= B 10-12 points= 90-100% A				

: Profile Lesson Plans

You will be creating profile of 3 different children, each of whom differ terms of cultural characteristics. You will do only one profile at a time, and each profile will be due at different dates during the semester.

You will be providing the name, age, and provide details of various cultural characteristics of the child and their family- These characteristics would include, ethnicity, race, special needs, social class, economic status, religion, family structure family traditions, and any other issue you would like to include, holiday celebration, food, dress, music, dance.

The profile will be typed out

In addition, for each profile you create, you will be designing a lesson plan related to a core cultural characteristic of that child- for example traditions or music or dress

The first child profile lesson plan will be related to sharing literature (due week 6)
The second will be an art activity (due week 10)
The third will be a music and movement activity (Due week 14)

Your lesson plan will include :
an introduction
a learning Objective
Procedure
And Materials

Lesson plans must be typed>.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV 140 Child Abuse

Contact Person/Others Involved in Process: Lead: Becky Green Others: Scott Sheppard, Fonda Miller

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify signs of abuse and neglect and the process of reporting it	Exam and complete a abuse report form.	ISLO3, ISLO5
Assess the underlying causes of abuse and neglect.	Paper+ Rubric. *This assessment will be included in the students Child Development Portfolio.*	ISLO2, ISLO1

CDEV 140: Maltreatment Paper Rubric

Category	Exceeds	Meets standards	Below Standards	Failing
Objective or Thesis	Clearly stated and appropriately focused.	Clearly stated but focus could have been sharper.	Thesis stated not appropriately focused.	No statement of thesis or objective for research.
Quality of information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized with but paragraphs are not well-constructed.	The information appears to be disorganized.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling or punctuation errors.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented

CDEV 140: Paper

You are to write a paper centered on the book, A Child Called It.
The paper assignment will be divided into 2 sections;

Section 1: Firstly, you will be identifying and discussing the specific incidents of maltreatment that is exhibited in *A Child Called It. You are to address the following questions:*

Please Define and provide 2 examples of EACH of the different types of abuse that David experienced.

Please provide examples from the book of : 4 behavioral signs of abuse exhibited by the victim, David. And 2 physical signs of abuse exhibited by the victim.

What are some traits exhibited by David's mother that are characteristic of abusers?

What is your opinion of David's father? Why do you think he did not intervene to stop the abuse ? Do you think the father is he partially responsible for David's abuse?

If you were a teacher, and David in your class, and you suspected he was being abused, what would you do to help him?

David has managed to develop into a successful adult. How do you think the abuse he experienced as a child affects his adult life?

Despite the tremendous pain that was inflicted on David as a child, what do you think has helped him to cope and succeed through the years?

Section 2: You will also be choosing one specific topic within the overarching concept of maltreatment that is touched upon in Dave Peltzer's book- You will provide an in depth discussion on this topic that incorporates current research. You must use at least 3 professional sources. Sources must be referenced in the text and on a reference page using APA formatting. (The instructor will direct you to online guides to APA referencing)

The paper must be typed, 12point fonts, double spaced.

This assignment constitutes the CDEV portfolio requirement.

CDEV 140: DEBATE/POSITION PAPER RUBRIC

	Levels of Performance			
Criteria	1 Below Average	2 Average	3 Above Average	4 Excellent
1. Organization and Clarity: viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Most clear and orderly in all parts	Completely clear and orderly presentation
2. Use of Arguments: reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Most reasons given: most relevant	Most relevant reasons given in support
3. Use of Examples and Facts: examples and facts are given to support reasons.	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: most relevant	Many relevant supporting examples and facts given

CDEV 140: Written Debate/Position Paper

A 10 year old boy is extremely obese. Although the parents obviously realize that the child is obese, they do nothing to restrict his eating. In fact, the mother, who herself is obese (which she attributes to a thyroid condition), often serves fast food to the family. Thee kitchen is full of chips, cookies, ice cream, and sodas, and the child is allowed to eat whatever he wants, whenever he wants it.

When not in school, the child is rarely outside of the house, spending most of his time in front of the television or playing his video games. The child does not have a bicycle or a skateboard, when asked what his favorite toy is, he says it is the flat screen TV that is on the wall in his bedroom.

Please examine this scenario in terms of child neglect- Do you think this clear example of child neglect? Why? If so, how should the mother be dealt with by CPS and by the legal system? What measures should be taken to improve the child's welfare? You are to support you position with at least two sources. Sources must be sited and referenced in APA style.

As an introduction, please provide a description of what physical neglect is, common family risk factors associated with physical neglect,

The paper is to be typed, 12pt font, double spaced

CDEV 140:

1-We have talked of the 2 main categories of maltreatment: **abuse and neglect**. Please give a brief description of these terms.

2-Which of the 2 main categories of abuse is the most common?

3-What are 2 major types of neglect? Please give an example for each.

4-What are 4 common traits found in families where maltreatment occurs?

5-T/F Spanking a child is always considered a legal form of abuse____

6-In regards to maltreatment, any person who works with or around children is considered to be a *mandated reporter*. What is the legal obligation associated with the above term?

7-T/F: Most people report child abuse when faced with an actual abuse situation___

8-T/F After accidents and drowning, child abuse and neglect is the third leading cause of death of children ages 4 and younger.__

9-Who poses the greatest risk of sexual abuse to children strangers or someone the child knows.?_____

10-Please list 4 behavioral symptoms of the victim that are often associated with maltreatment?

11-T/F: Any parent who is addicted to alcohol or drugs is legally considered to be a child abuser?__

12-We had a class speaker from CASA. What does CASA stand for?
__Court Appointed Special Advocate __ Child Abuse Social Association
__ Cases of Abuse in Society Awareness ___ Child Action Social Abuse

13-What is the role of a CASA Volunteer?

14- T/F: When learning occurs in a child's brain, it is largely do to an increase in the number of brain cells.

15. emotional neglect can lead affect:
__ physical development, __ emotional development,
__ cognitive development __ all areas of development

16. What is the most common form of abuse?

17. What are 2 major symptoms of Fetal Alcohol Syndrome?

18. A relationship built upon trust, security and love, that provides the child with a secure base is termed_____

19. What is the major physical symptom associated with physical abuse?

20. Physical abuse can be considered any non-_____injury or trauma that is inflicted on a child.

21. A form of physical abuse of very young children (babies) that often results in death or long-term mental disability is termed _____ _____ syndrome.

22. T/F: Children who are neglected are at greater risk of physical or sexual abuse then non-neglected children. ____

23. T/F: It is normal for children to have scrapes on their shins or knees, and is not a sign of definite sign that the child is being abused ___

24. You fail to put sun-screen or a hat on a child before you take them to the park in the Imperial Valley on a day that is 110 degrees. What form of maltreatment is this? _____

25. Using the categories spoken of in class, how would you describe your temperament? How about your parents?

Abuse Report:
Please refer to the Suspected Child Abuse Report. Pretend you are the mandated reporter who suspects the abuse of a child in your care.
You are to create a fictitious abusive incident and fill out the form based on what you have observed regarding the abuse.

The child is and 10 year old girl with Down syndrome, and lives in a home with her biological mother and her mother's boyfriend. English is spoken in the home. You filing the report with CPS.

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS — Street — City — Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION
☐ COUNTY WELFARE / CPS (Child Protective Services)

AGENCY

ADDRESS — Street	City	Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - TITLE			TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip		TELEPHONE ( )	
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME
IN FOSTER CARE? ☐ YES ☐ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME		TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip	HOME PHONE ( )	BUSINESS PHONE ( )	

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip		TELEPHONE ( )	

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV 141 Children With Challenging Behaviors

Contact Person/Others Involved in Process: Lead: Becky Green Others: Scott Sheppard, Fonda Miller

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

☐	American Institutions	☐	Language and Rationality – English Composition
☐	Health Education	☐	Language and Rationality – Communication and Analytical Thinking
☐	Physical Education / Activity	☐	Natural Science
☐	Math Competency	☐	Humanities
☐	Reading Competency	☐	Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Evaluate Early Childhood environments in regards to influence on children's behavior and modify the environment to positively affect challenging behaviors.	Environment Observation + Rubric	ISLO2, ISLO5
Compare and apply essential elements of positive behavior management techniques	Exam	ISLO2, ISLO5

Corporal Punishment Position Paper: CDEV 141

RUBRIC

	Levels of Performance			
Criteria	1 Below Average	2 Average	3 Above Average	4 Excellent
1. Organization and Clarity: viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Most clear and orderly in all parts	Completely clear and orderly presentation
2. Use of Arguments: reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Most reasons given: most relevant	Most relevant reasons given in support
3. Use of Examples and Facts: examples and facts are given to support reasons.	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: most relevant	Many relevant supporting examples and facts given

CDEV 141: Corporeal Punishment Position Paper:

There are those who hold that corporal punishment, where there is a deliberate infliction of physical pain on the child in response to misbehavior, is necessary in shaping positive behavior. There are those who hold that to refrain from spanking a child produces a 'spoiled', undisciplined child.

In light of what we have discussed in class regarding the basics of child development, major developmental theories, and related research, please provide an argument in support or in rebuttal to the position stated above.

You must support your argument with at least one major developmental theory and one reference to research of the issue. You must also have at least one supporting quote from a professional source.

The paper must be typed.

CDEV 141- Environmental Observation

We have talked about how the behavior of children is powerfully influenced by the surrounding physical environment. For this assignment, you are to visit an early childhood center. You will be observing the indoor and outdoor environment designed for three to four year old children.

Please provide a general observation of the physical surrounding
Pay attention to colors, open/closed space, noise, furniture, connection to the outside environment, coziness, personal touches, family connections, organization, amount and types of toys and materials/

What aspects of the environment do you believes helps to promote positive behaviors in children?

What aspects of the environment do you think may work to foster challenging behaviors in children?

What is the emotional atmosphere of the facility? Is it warm, inviting comforting? What do you see in the environment that fosters or works against this type of an atmosphere?

You will be visiting a licensed early childhood education center. It must be a center, <u>not a home</u>. The center you plan to attend must be approved by your instructor. Please be sure to make an appointment with the center. Inform the center that you are a CDEV student at IVC and that your assignment for the course is to do a basic environmental observation of a preschool. It is critical that you be on-time, that you dress professionally and that you respect the authority of the teachers at the facility

You will be taking notes at the center. You will then use your notes to type your response.

You will also provide a diagram of the room where you observed, labeling the activity areas and facilities around the room

---

You must have the teacher from the room you visit sign the this form. Please turn in the form with your observation paper

I _____(teacher's name),

verify that _____(student's name)

visited _____ (name of center),

for the purpose of performing a environmental observation.

_____(signature of teacher)

_____(date)

CDEV 141: Rubric: Environmental Observation/Analysis

EXCEEDS EXPECTIONS - Level 3

Descriptions of Environment are free of subjective interpretation, inference, opinion, and judgment

--Thoughtful, extremely thorough and accurate analysis, of the how aspects of the environment may influence positive or challenging behaviors. Analysis is strongly supported with research and theory

-All summaries, conclusions, interpretations, and recommendations are based on observations and clearly labeled.

-All work is exceptionally neat and professional in appearance, suitable for sharing with families and other professionals.

MEETS EXPECTATIONS – Level 2

-Descriptions of environment are generally free of subjective interpretation, opinions, and judgments.

-Analysis of the potential influence of the environment on positive/negative behavior in children is accurately addressed and displays a good delineation and discussion of the main environmental influences on behavior. Analysis in generally supported with professional sources

-Summaries, conclusions, interpretations, and recommendations are based on observations and clearly labeled.

-Work is generally neat and professional in appearance, suitable for sharing with families and other professionals.

DOES NOT MEET EXPECTATIONS - 1

-Descriptions are mostly subjective

-Summaries, conclusions, interpretations, and recommendations are limited or missing.

-Analysis of environment on behavior is not addressed or is addressed in a superficial, and/or inaccurate manner. No source material is used to support.

-Work is disorganized and untidy and not suitable for sharing with families and other professionals

CDEV 141; Children with Challenging Behavior:

1 What is the difference between punishment and discipline?

2What is considered to be the number one reason children misbehave?

3 T/F: Time outs can be considered a proper form of punishment for a preschool age child___

4 You touch a hot stove and get burned. The burn can be considered to be a _____consequence.

5 You tell a child that if he continues to damage his toy cars, you will have to take the car away from him. This is an example of a _____consequence

6 T/F: Because a two year old has not learned to read, it <u>is not</u> 'developmentally appropriate' to have books in a room for a toddler age child. ___

7 T/F: If a 5 month old infant is crying, sometimes it is best to just leave them cry, because if you pick them up, you may spoil the child____

8 A child's inborn style of reacting and interacting with the world is termed:
(a) Redirection (b) Reinforcement (c) Temperament (d) Identity ____

9 We talked about the theory of Multiple Intelligences. Please name 4 of these types of intelligences.

10 A child is throwing a tantrum at the checkout counter at Wal-Mart, crying ,"I want candy!" What behavior could the parents do that would serve to *reinforce* the child's tantrum behavior?

11 The area (or domain) of development that deals with the child's learning and understanding of their world is the _____Domain:
(a) Cognition (b) Social/emotional (c) Physical (d) Authoritarian

12 A parenting style that involves clear boundaries, warmth, open communication and flexibility is termed: (a) authoritative (b) permissive (c) authoritarian (d) vegetarian ____

13 Please give an example of an Assertive response to a preschool age child who is climbing on the wire fence around the play yard. :

14 T/F: The best way do deal with children with ADD or ADHD is to provide them with an unstructured environment that provides little routine and little predictability. ___

15 Please give an example of a 'prosocial' behavior that might expected of a 4 year old.

16 T/F: When a 2 year old bites another child, this is not an example of developmentally appropriate behavior.___

17 T/F: Most children who are sexually abused, are abused by strangers. ___

18 What might be an acceptable outlet for a 5 year old child's anger?

19 When it comes to misbehavior, we want to label the _____, not the child. Please give an example of what a parent might say to their misbehaving child if they practice this technique.

20 We talked about 'positive guidance'-Please give an example of a way you might communicate with a child in a positive manner.

21 What are 6 characteristics of preschool environment that works to promote positive behaviors in children.

22 Please put the following in order of stages of development (use 1 for the earliest stage)
____Belonging, _____Identity, _____Security and Trust, ____Autonomy

23 Which of the following was mentioned in lecture as a possible motive of misbehavior? (a)Revenge, (b)power, (c) attention, (d) inadequacy (e) none apply) (f) all apply _____

24 T/F: If reasonable, it is best to allow children to problem solve and work out disagreements on their own. ____

25 Jose is always acting up in school, being disruptive, loud, and aggressive. He is constantly being yelled at by the teacher.

What are some issues that may be causing Jose to act out?

26 What could Jose's teacher do differently?

27 A mother catches her 2 year old writing on the walls with her lipstick. How could she use 'redirection' in this situation?

28-29 A parent uses spanking and other forms of physical punishment in an attempt to correct their child's misbehavior. Assuming the behavior of the parents is not close to being legally abusive, what are some ways the use of corporal punishment can negatively impact the child.
Listening

30. T/F: It is developmentally appropriate to have a 2 year old sit in time out for 10 minutes ___

31. T/F: It is recommended that a parent never apologize to a child, because the makes the child feel insecure and loose trust that their parents are in control of all situations. __

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV200 Practicum-Field Experience

Contact Person/Others Involved in Process: Lead: Becky Green Others: Fonda Miller, Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Child Development	Associate Teacher

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children.	Educational Philosophy + Rubric + Portfolio *Added to Child Development Portfolio*	ISLO2, ISLO3, ISLO4, ISLO5
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children,	Teaching Unit + Rubric	ISLO2, ISLO3, ISLO4, ISLO5
Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	Exam	ISLO2, ISLO3, ISLO4, ISLO5
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	Lesson Plans Exam	ISLO1, ISLO2, ISLO3

Critically assess one's own teaching experiences to guide and inform practice.	Exam Self Review	ISLO1 ISLO3

Educational Philosophy

Criteria 9 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Justifies the rational of their educational philosophy using theory and shows how it can assist with learner improvement. 3 points	Fails to justify using theory	justifies using theory but provides limited explanation tying it to learner improvement	Accurately explains the relation of theory to philosophy statement and learner improvement	Accurately explains and analyzes the relation of a variety of theories to the philosophy statement and shows how it affects leaner skills and improvement
Explains research that justifies philosophy and provides a variety of research methods to demonstrate teaching effectiveness. 3 points	Does not explain research methods	Provides limited research with respect to education of learner	Explains research methods that demonstrate educational philosophy and ties to teaching.	Explains how research justifies philosophy and uses a variety of research methods to demonstrate teaching effectiveness
Uses APA format and demonstrates vel of writing for Capstone course 3 points	Does not uses APA	Uses some APA	Uses level of writing appropriate for Capstone course Uses APA	Professional level of writing Clearly explains philosophy Uses APA throughout paper
0- 4 points = 0%-50% F 4-5 points= D 6-7 points = C 8 points = B 9 points = 90-100% A				

Educational Philosophy

CDEV200

It is important to be aware of your own educational philosophy since it helps you focus on why you make the decisions you do. It is why you make the decisions you make when you plan your lessons and implement them. Through writing your own philosophy, you will see more clearly your own goals and values. Your Educational Philosophy is a reflection of your own beliefs, experiences, and training.

You will be required to submit a Philosophy of Education in CDEV100 but because an educational philosophy is an ongoing and evolving process you will be required to write another Educational Philosophy in CDEV200.

When writing your Educational Philosophy, keep the following questions in mind (**Do not simply answer the questions. The questions are to provoke thought**):

Why teach?

What do you believe your role is as a teacher?

What are your beliefs on how children learn?

How will your beliefs impact your teaching?

What should the relationship between student and teacher be like?

What role do you believe parents should play in the education of their children?

How will you bring global awareness into your classroom?

How will you balance the needs of individual learners with the needs of the entire class?

I. You Philosophy must be typed. Use a font that is easy to read at a 12, and double space.

II. Your Educational Philosophy reflects your own personal beliefs. You should refer to a theorist but your paper should be your own thinking. Consequently if you quote a theorist be ready to answer questions about the theory and use APA to show quotations.

III. Appropriate grammar and spelling are important;
   a. Be sure to use complete sentences.
   b. Use spell check and self edit your paper.

IV. Avoid using the same phrase over and over in your philosophy.

V. Your philosophy should be positive. You are writing a personal philosophy not a critique on the education system.

VI. The philosophy should be no less than two pages but no more than 4pages.

The CDEV 200 Educational Philosophy must be written in APA format.
You must back up your philosophy with theory and show a variety of research method to demonstrate the effectiveness of your philosophy.

Curriculum Unit

Criteria 20 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Plans research based and standard based age appropriate curriculum demonstrating appropriate goals and objectives 5 points	Fails to plan a standard and research based curriculum	Plans curriculum that is not standard or research based has goals and objectives	Plans curriculum that is standard and research based with appropriate goals and objectives	Plans a curriculum that is standard and research based and demonstrates insight and relevancy in goals and objectives.
Incorporates best practices in teaching and instruction 5points	Fails to incorporate best practices	Lists best practices but does not incoprporate.	Incorporates best practices in teaching and instruction.	Incorporates best practices in teaching and instruction by applying appropriate knowledge, theory, and research and shows quality details in lessons.
Follows format for unit and is typed 5 points	Fails to follow format	Follows format but missing minor components	Follows format includes all areas and majority areas typed	Demonstrates professional level of unit preparation all typed all format included
Appropriate curriculum for all areas of learner education for 2 week unit 5 points	Fails to incorporate curriculum areas in unit	Incorporates curriculum areas but many of the areas lack substance	Incorporates all curriculum areas and are appropriate for Early Childhood learners Includes appropriate number lessons for 2 week unit	Incorporates all curriculum areas and are appropriate for Early Childhood learners Includes appropriate number lessons for 2 week unit Lessons demonstrate an ability to meet a variety of levels for Preschool learners
20-18 points A 17-16 points B 15-14 points C 13-12 points D 11 - F				

Student Teaching
Final Project

CDEV200
Curriculum Unit

The Student Teaching Project **must be typed** and placed in a binder.
The project will be graded and returned to you on your final exam date.
This project will take the place of a final exam.
The curriculum unit will be a two week unit and will include the following:

- Title page
- Numbered Table of Contents
- Curriculum Web
- Goals for the unit
- Daily Objectives
- Objectives for each activity
- Classroom Environment (How would you set each area up for your overall theme)
- At Least 2 Bulletin Boards: Description and illustrations (Located in your Environment section)
- The environment would include dramatic play setups
- Suggested daily activities for each day of the two weeks plus additional to provide yourself with activities to change your unit when used.
- Circle times – Each day Lessons must be yours. You can use resources but make the lesson your own, do not copy it.
- Small Circles – Each day (focused)
- Book List : Each book used should have a brief summary, name of author, and photocopy of book cover.
- Resource List: Any books used to help with your activities should be sited and a photocopy of the cover included in binder.
- Patterns: Patterns for all flannel stories and other patterns you may use in your activities.
- Curriculum Areas: Should have all areas below with dividers. Have enough activities for 2 weeks plus enough to switch out activities.

The curriculum areas and learning objectives by area.

A. Math
B. Science
C. Cooking
D. Language
E. Art
F. Music and movement
G. Outdoor Motor

Each activity in your unit must be fully explained.
Your grade will be based on:

- Developmental appropriateness of your activities.
- Your creativity.
- Overall Presentation and thoroughness in researching.
- Spelling, punctuation, and neatness

This unit must be a professional job. This must be your own work!

Ex: of Daily

Monday

Theme: __Ants_____

Objective for the day: _____

Circle Time:

Welcome Song: Hello How Are You
Fingerplay: 5 Little Ants
Read: Peter and the Ant
Music and Movement: The Ants Go Marching
Discussion:

_____
_____
_____
_____
_____

Flannel Story: Ant Count

Small Circle: Cooking – Ants on a log

Pretest CDEV 200 Name: _____
Post test

1. Define Curriculum:

2. What is an objective? Also, what must it be to be an objective?

3. How would you determine the appropriate group size for an activity?

4. Explain the components of classroom management.

5. What is the difference between art and a craft?

6. What is meant by intentional teaching? Explain fully.

7. What is meant by labeling the behavior not the child?

8. What role do your personal values play in the way you teach?

9. How do you create lessons that meet varying developmental levels?

10. Create a short lesson plan based on the theme "Community Workers".

Title: _____

Objective: _____

Introduction: _____

_____

_____

Procedures:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Materials:

Classroom management:

_____

_____

_____

ACTIVITY EVALUATION OF STUDENT TEACHERS

*Person observed:*_____ *Observer:*_____

*Date:*_____ *Teaching Activity:*_____

1. Did the student teacher notify you a week in advance of the time the activity was to be presented?

2. Was the activity developmentally appropriate for the age group?

3. Was the student teacher well-prepared and explain how the activity was well-planned.

4. Was the student teacher able to maintain group control?

5. If student was to do activity again what would you suggest to improve it?

Circle appropriate performance behavior:

Excellent Very Good Satisfactory Below Average

Recommended letter grade: (circle one) A B C D

Comments:

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV 210 Administration and Supervision

Contact Person/Others Involved in Process: Lead: B. Green Others: F. Miller, D. Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Administration

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify and demonstrate understanding of management principles and their relationship to leadership styles	Director Handbook + Rubric	ISLO1, ISLO2, ISLO3, ISLO5
Investigate and create a typical program budget	Center Design +Budget + Rubric	ISLO2, ISLO3, ISLO4
Identify appropriate materials for a learning center in an early learning environment and design a appropriate learning center for an early learning environment that is responsive to diverse learners.	Center Design + Rubric	ISLO2, ISLO4, ISLO5

***Institutional Student Learning Outcomes: ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

Director Handbook

Criteria 12 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Students articulates through their Program Philosophy appropriate concepts for an early childhood environment and demonstrates knowledge of a diverse population. 3 points	Does not design a program philosophy.	Designs program philosophy	Designs program philosophy using appropriate educational concepts and theory.	Designs program philosophy using appropriate educational concepts and theory. and demonstrates an exceptance and inclusion of diverse populations
Creates a sickness policy that clearly defines the programs policy on communicable illiness and parent procedures. 3 points	Does not provide Policy	Provides policy for sickness	Provides policy and explains what is considered an illiness that is communicable and procedures	Provides policy gives detail on illiness procedures excused and unexcused policy also defines parent procedures
Provides a detailed emergency plan for earthquake fire, and panodemic emergencies. Creates log and evacuation plan & procedures 3 points	Does not provide a plan	Provides and earthquake fire and panodaemic plan	Provides and earthquake fire and panodaemic plan which includes Evacuation procedures, log, and map.	Provides and earthquake fire and panodaemic plan which includes Evacuation procedures, log, and map.It also includes parent procedures and explains in a calming way
Student articulates communication plan for families and staff 3 points	Student does not include communication plan.	Student articulates understanding of family and staff communication.	Student articulates understanding of family and staff communication and creates a plan for both.	Student articulates understanding of family and staff communication and creates a plan which includes at least 4 methods for parent communication and 2 for staff communication
0- 3 points = 0%-69% F 4-6 points = 71-79% C 7-9 points = 81-89 % B 10-12 points = 90-100% A				

Director Handbook
CDEV 210

Create a Director Handbook.
The handbook must include a program philosophy, a sickness policy, emergency plans, a plan for family communication, and staff communication.
These are forms and procedures you will use if you supervise or direct a program. Go on line and investigate other management handbooks and your text provides several of the forms needed. I would also suggest you look up Title 22 guidelines on evacuations, illness, and communication.
Please see the rubric to have a better understanding of the grading process.

10-12 pages
Typed

Learning Center Design and Materials Report CDEV 210Administration & Supervision

Criteria 12 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Lists materials appropriate for Learning center in an early childhood environment and explains what educational concept the materials help support. 3 points	Does not list materials appropriate for a learning center early childhood learning environment.	Lists materials appropriate for a center in an early childhood learning environment.	Lists materials appropriate for a center in an early childhood learning environment and explains what educational concept the material helps support.	Lists materials appropriate for an early childhood learning environment and justifies, through examples, or reading how the materials helps support the educational concept.
Explains how materials contribute to an environment in which diverse learners thrive and feel comfortable. 3 points	Does not list appropriate materials for an environment with diverse learners	List materials appropriate for an environment in which diverse learners thrive and feel comfortable.	Explains how the materials contribute to an environment in which diverse learners feel comfortable and thrive	Explains how the materials contribute to an environment in which diverse learners feel comfortable and thrive and provides supportative evidence.
Explains how materials can support developmentally appropriate practices. 3 points	Does not list materials suitable for developmentally appropriate practices.	Lists materials suitable for developmentally appropriate practices.	Explains how materials can support developmentally appropriate practices.	Explains how materials can support developmentally appropriate practices. and provides supportive evidence.
Includes an appropriate budget for purchasing the materials and list where materials can be purchased 3 points	Does not include appropriate budget.	Includes budget for materials	Includes budget for materials where the materials can be purchased	Includes budget for materials where materials can be purchased and why they would purchase from specific companies.
0- 3 points = 0%-69% F 4-6 points = 71-79% C 7-9 points = 81-89 % B 10-12 points = 90-100% A				

CDEV 210
Budget

Create a detailed budget for learning center design. Choose appropriate materials and investigate different places to purchase materials. Explain why you purchased materials from specific companies.
Explain why you chose the materials you did. Create a basic budget and then explain if you had additional funds what you would purchase and why.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV 211 Advanced Management Functions

Contact Person/Others Involved in Process: Lead: B. Green Others: Fonda Miller Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Administration

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify key aspects of quality early childhood educational programs and plan a proposal for program budgeting.	Center Design & Materials report Rubric	ISLO1, ISLO2, ISLO3
Identify strategies for family involvement and create and assess program parent involvement plan.	Parent Involvement Plan Rubric	ISLO1, ISLO2, ISLO3
Demonstrate knowledge of personnel requirements, policies, training, and evaluation.	Personnel handbook Rubric	ISLO1, ISLO2, ISLO3

Center Design and Materials Report CDEV 211 Advanced Management

Criteria 12 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Lists materials appropriate for a center in an early childhood environment and explains what educational concept the materials help support. 3 points	Does not list materials appropriate for a center in an early childhood learning environment.	Lists materials appropriate for a center in an early childhood learning environment.	Lists materials appropriate for a center in an early childhood learning environment and explains what educational concept the material helps support.	Lists materials appropriate for an early childhood learning environment and justifies, through examples, or reading how the materials helps support the educational concept.
Explains how materials contribute to an environment in which diverse learners thrive and feel comfortable. 3 points	Does not list appropriate materials for an environment with diverse learners	List materials appropriate for an environment in which diverse learners thrive and feel comfortable.	Explains how the materials contribute to an environment in which diverse learners feel comfortable and thrive	Explains how the materials contribute to an environment in which diverse learners feel comfortable and thrive and provides supportative evidence.
Explains how materials can support developmentally appropriate practices. 3 points	Does not list materials suitable for developmentally appropriate practices.	Lists materials suitable for developmentally appropriate practices.	Explains how materials can support developmentally appropriate practices.	Explains how materials can support developmentally appropriate practices. and provides supportive evidence.
Includes an appropriate budget for purchasing the materials and list where materials can be purchased 3 points	Does not include appropriate budget.	Includes budget for materials	Includes budget for materials where the materials can be purchased	Includes budget for materials where materials can be purchased and why they would purchase from specific companies.
0- 3 points = 0%-69% F 4-6 points = 71-79% C 7-9 points = 81-89 % B 10-12 points = 90-100% A				

Center Design and Materials Report
CDEV 211

Identify appropriate materials for a center and justify through examples or readings how the materials support the educational concept.

A budget of the materials must be included and where the materials can be purchased. Also why did you choose to purchase from specific companies.

In today's preschool classroom inclusion is an important component. Please demonstrate how the materials you have chosen contribute to an environment in which diverse learners are comfortable and thrive.

Must be typed! 2-4 pages

Parent Involvement Plan

Criteria 12 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Applies relevant concepts and research to create appropriate Mission Statement For Parent Invovlement Plan based on diverse family needs. 3 points	Does not use relevant Information to create and does not create Mission statement	Creates Mission statement	Creates Mission Statement applying relevant concepts and research.	Creates Mission Statement applying relevant concepts and research demonstrating an understanding of diverse families and their needs.
Designs strategies for parental communication, shared responsibility, and parent involvement activities. 3 points	Does not design strategies	Designs strategies for parent communication	Designs strategies for parent communication, and parent activities.	Designs strategies for parent communication, and parent activities. And demonstrates an understanding of shared responsibility.
Provides linkage to family service programs and explains benefits of each service program as well as draw backs. 3 points	Does not provide service program list.	Provide service program list	Provides service program list with contact numbers	Provides service program list with contact numbers and explains benefits as well as drawbacks.
Demonstrates ability to assess parental involvement using a variety of tools. 3 points	Does not provide assessment tools or plans	Provides one assessment tool	Provides a variety of assessment tools to assess parental involvement	Provides a variety of assessment tools to assess parental involvement and explains purpose and procedures of each.
0- 3 points = 0%-69% F 4-6 points = 71-79% C 7-9 points = 81-89 % B 10-12 points = 90-100% A				

Parent Involvement Plan
CDEV 211

Parent involvement is much more than parent conferences. Research shows the most consistent predictors of children's school success and social achievement are parent expectations of the child's academic attainment and satisfaction with the program.

Create a parent involvement plan. The plan must include;

A Mission Statement
Strategies for parent communication and activities.
Linkage to family service programs
Assessment tools to evaluate degree of parent involvement.

Must be typed
2-4 pages

Personnel Handbook

Criteria 9 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Students articulates through their Program Philosophy appropriate concepts for an early childhood environment and demonstrates knowledge of a diverse population. 3 points	Does not design a program philosophy.	Designs program philosophy	Designs program philosophy using appropriate educational concepts and theory.	Designs program philosophy using appropriate educational concepts and theory. and demonstrates an exceptance and inclusion of diverse populations
Explains conditions of employment for teaching staff. Also incorporates discipline & termination procedures 3 points	Does not provide terms of employment	Provides job requirements	Explains conditions of employment including all areas that must be maintained.	Explains conditions of employment including all areas that must be maintained. and explains discipline and termination procedures.
Lists and explains expectations of employment 3 points	Does not Lists and explains expectations of employment	Lists employment expectations	Lists employment expectations and teaching expectations	Lists employment expectations and teaching expectations. Giving brief explainations of each. including teacher-child & adult interactions.
0- 3 points = 0%-69% F 4-5points = 71-79% C 6-7 points = 81-89 % B 8-9 points = 90-100% A				

Personnel Handbook
CDEV 211

Create a Personnel Handbook. It is important that all staff members understand the philosophy of the program, conditions of employment, and the employment expectations. In order to provide staff with important information and to assure they have been made aware of all employment conditions and expectations programs provide handbooks.
Your handbook should include philosophy, attendance, staff development, routines, rules or policies, reporting requirements, health and safety concerns, emergency procedures, and teaching expectations.

6-10 pages
Typed

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV 212 Adult Supervision

Contact Person/Others Involved in Process: Lead: B. Green Others: Fonda Miller Scott Sheppard

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Administration

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify methods for staff improvement	Professional Growth Plan+ Rubric	ISLO1, ISLO2, ISLO3, ISLO4
Demonstrate ability to work with staff	Professional Growth & Lesson	ISLO1, ISLO2, ISLO3, ISLO4
Provide a variety of sources to evaluate self and staff	Professional Growth Plan	ISLO1, ISLO2, ISLO3, ISLO4

Professional Growth Plan

Criteria 12 points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Accurately explains the relation of goal statement to staff and learner learning and improvement 3 points	Fails to accurately explain	Explains the goal statement but provides limited explaination tying it to learn and staff improvement	Accurately explains the relation to goal statement to the learner and staff improvement	Accurately explains and analyzes the realtion of the goal to learner and staff learning and improvement
Justifies the rationale for the plan with respect to staff improvement 3 points	Justifies the rationale for the plan with respect to staff improvement	Provides limited rational for plan with respect to staff improvement	Justifies the rationale for the plan with respect to staff improvement	Justifies through knowledge and research the rationale for the plan with respect for staff improvement
Justifies the rationale for the plan with respect to learner improvement 3 points	Justifies the rationale for the plan with respect to learner improvement	Provides limited rational for plan with respect to learner improvement	Justifies the rationale for the plan in respect to learner improvement	Justifies through knowledge and research the rationale for the plan with respect for learner improvement
Evaluates leadership and instructional skills 3 points	Fails to evaluate	Evaluates instruction but conclusion does not add to professional development	Evaluates instruction and leadership for professiona development	Evaluates and analyzes instruction for professional development using a variety of evaluation sources and criteria.
0- 2 points = 0%-69% F 3 points = D 4-6points = 71-79% C 7-9 points =81-89% B 10-12 points = 90-100% A				

CDEV 212

Professional Growth Plan

Directions: Complete this guide for your Professional Growth Plan. You will first establish an instructional goal that forms the basis for an 8-week professional growth plan.
To meet your professional growth needs, develop and implement the professional growth plan from a perspective of instructional leader. You will focus on improving your observation and feedback skills to help instructors improve instruction. Should include working with instructors on planning and improving instruction. Plan to conduct multiple observations of instructors and coaching conversations. Address all of the categories in the template.

Name	Date
Position	

Goal Statement and Rationale

Instructional Goal(s):

Describe how this goal will affect learner performance.

Evidence of Progress

- **Examples of evidence should include:**
  - **Self-assessment using the assessment form e.**
- **Other evidence may include optional weekly reflective journals or other journal documentation of your progress, learner work, documented calls with parents, feedback from colleagues, or other measures you determine.**

How will I know I have accomplished my goal(s)?

What will serve as evidence or documentation?

Strategies

- **Some support activities required for the project include:**
  - **Lesson planning.**
  - **Observations by peers.**
  - **Feedback from peers.**
  - **Pre- or post- conferencing and coaching conversations.**
  - **Video analysis of a lesson.**
  - **Other support strategies as well.**

List activities or strategies that you will incorporate to accomplish your goal.

Materials and Resources

Be aware of the materials and resources you will need to implement your plan. These will var by site, but will most certainly include arrangements for a video camera, for instance.

List the materials and resources you need, or think that you will need.

Lesson Plan: As part of your professional growth plan you must complete a lesson plan of a staff training. The training should demonstrate you are working on your goals.

Please use attached lesson plan.

Time line of activities and trainings. List evaluations also

Week 1	**Week 2**	**Week 3**	**Week 4**
Week 5	**Week 6**	**Week 7**	**Week 8**

Lesson Plan

Name:	**Date:**

Lesson Title:
Grade Level: **Subject:**

Stage One – Desired Results

Establish Goals: (Standards of Learning, content standards)

Understandings:	**Essential Questions:**
What will learners understand about what big ideas as a result of the lesson (which may be part of a larger unit)? "Learners will understand that..."	What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the lesson (which may be part of a larger unit)?

What key knowledge and skills are needed to develop the desired understandings and meet the goals of the lesson? What knowledge and skills relate to the content standards on which the lesson is focused?

Learners will know:

Learners will be able to:

Stage Two – Assessment

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence:

Stage Three – Learning Plan

Training Activities:

Procedures:

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV220 Infant/Toddler Development

Contact Person/Others Involved in Process: Lead: Becky Green Others: Scott Sheppard, Fonda Miller

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Infant Toddler Specialization

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

☐	American Institutions	☐	Language and Rationality – English Composition
☐	Health Education	☐	Language and Rationality – Communication and Analytical Thinking
☐	Physical Education / Activity	☐	Natural Science
☐	Math Competency	☐	Humanities
☐	Reading Competency	☐	Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify and communicate information concerning development: physical, cognitive and emotional/social of infancy and toddlerhood.	Parenting Brochure	ISLO1, ISLO4
Perform observations on various ages of infancy and toddlerhood	Observations	ISLO 1, ISLO2, ISLO5

CDEV 220 - Parenting Brochure

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Quality of article and brochure	Article selected does not address main topics in course	Article addresses a very well written about topic in a traditional way	Article addresses topic in a new or novel way or chose a non-traditional topic Accurate information	Selected an article from a leader in infant/toddler development Topic may be non-traditional but of concern to parents Information is accurate
Spelling, grammar, sentence structure, own words	Major errors in spelling, grammar, not in own words	Some errors in spelling, grammar or sentence structure Brochure is in student's own words	Minimal errors in spelling or grammar; no sentence structure issues	No errors in spelling or grammar no sentence structure issues
Overall appearance, neatness	Sloppy, unfinished, put together at the last minute	Brochure is finished, but could use more detail or better organization for most impact on reader	Brochure is finished with preplanning in evidence Neat, some graphics or photos used	Brochure is polished and ready to be put on display for parents Graphics/photos used Eye catching and attractive

CDEV 220 – Infant/Toddler Development
Parenting Brochure

Students are asked to find a informational article about some aspect of infant/toddler growth and development (approved by the instructor) and then from the article, create an informational brochure to share with parents on this topic.

Grading Rubric

	0-5 Little or no Evidence of skills	6 Passable skills	7 Average skills	8 Very good skills	9-10 Excellent skills
Spelling, grammar Sentence structure No plagiarism					
Quality of article And brochure					
Overall appearance, Neatness					

CFCS 220 Observation

Observer Name: _____ Age: _____

Child's Name _____ Date: _____

Behavioral Descriptions of Observations

Context	*What Did I See?*	*What Did I Hear?*	*Interpretation/ Reflections*

Behavioral Descriptions of Observations

Context	*What Did I See?*	*What Did I Hear?*	*Interpretation/ Reflections*

CFCS 220 – Observation Questions Name: _____

1. What examples can you describe from your observation about the types of learning schemes the infant is using?

2. Give examples of the discoveries of infancy that the infant has acquired in your observation.

3. Where is the baby at in terms of the intellectual progression of skills that are mentioned in your book (p. 6-8)

4. Cite examples of the caregivers responsiveness from your observation.

5. What role(s) did the adult caregiver play in the infant's early learning?

CFCS 220 – Observation Questions Name: _____

1. At what stage(s) is this child in developing communication/language skills?

2. What examples can you describe of caregiver support for the toddler's language development?

3. What examples did you see of child directed speech?

CFCS 220 – Observation Questions Name: _____

1. Based upon your observation, which temperament type does this child indicate in behavior. Is it a combination of types?

2. At what stage is the toddler in according to Greenspan's emotional development theory?

3. Which of the ten caregiving gifts did you see in the behavior of the caregiver and toddler? Explain.

4. How did the caregiver model socialization techniques?

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Child, Family and Consumer Sciences

Course Number/Title or Program Title: CDEV221 Infant/Toddler Curriculum

Contact Person/Others Involved in Process: Lead: Becky Green Others: Scott Sheppard, Fonda Miller

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Infant Toddler Specialization

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

☐	American Institutions	☐	Language and Rationality – English Composition
☐	Health Education	☐	Language and Rationality – Communication and Analytical Thinking
☐	Physical Education / Activity	☐	Natural Science
☐	Math Competency	☐	Humanities
☐	Reading Competency	☐	Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Explain the role of the teacher in an infant toddler program	Exam	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Critique various curriculums and create an Infant Toddler curriculum based upon the needs of the children they serve.	Curriculum Assignment + Rubric	ISLO2, ISLO3, ISLO4, ISLO5
Plan and develop an appropriate environment for infant toddlers.	Environment Design + Rubric	ISLO2, ISLO5

CDEV 221 - Infant/Toddler Curriculum

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Appropriate number of activities by domain	Activities are missing from each of the domains	Missing a few activities overall	Appropriate number of activities by domain	Student may have added additional activities beyond the required amount for the assignment
Activities are developmentally appropriate for infant/toddler age group	Activities are really designed for a preschool aged child	Most of the activities are with infant/toddler development in mind	Majority of activities are designed with infant/toddler development in mind	All activities are excellent examples of the student's knowledge of infant/toddler development
Spelling ,grammar, sentence structure	Numerous spelling, grammar and sentence structure issues	Few spelling, grammar and sentence structure issues	Minimal spelling and grammar issues No sentence structure issues	No spelling, grammar issues No sentence structure issues

CDEV 221 – Infant/Toddler Curriculum
Center Design Project –

To prepare to create your own infant/toddler center design, you should plan on going to visit two infant/toddler programs that are based upon a center design. You have a 5 hour lab requirement for this class which should be fulfilled in your observations. For this assignment, family day care will not work. There are infant/toddler programs in El Centro – My Friends and Me; United Families; CUI Aurora Child Development Center. Imperial – IVC Infant/Toddler Center. Brawley – Cal-Safe, RCOE toddler program; Westmorland – ICOE Migrant ITP Program ; Holtville – ICOE ITP Program; Calipatria – United Families; Calexico – RCOE toddler program. You will need to make arrangements to visit the program.

Observe at the site and draw a diagram of the facility including areas, diapering, feeding, parent areas etc. Attach a sheet that lists the materials/equipment/toys that you find in each area. You should also include the philosophy statement of the program. Please label the center and who the director was on your completed facility diagrams. Then duplicate this process for the second site you visit.

Then you get to use your creative talents and create an infant/toddler program using the principles that have been discussing during the semester. Create a responsive environment for infants and toddlers. You should plan your center to accommodate the young infant (0-8 months) the mobile infant/toddler (9 – 18 mos.) and the older toddler (19 – 36 months). There are examples of designs in your book (Chap. 12) and from your site visitations you should have gathered ideas of things you might include or NOT include. Remember to include the dimensions of a teaching/learning environment in your design (pg. 274 – 278). I would like you to create your center on paper (not 3-D) and include the materials you would put in the areas and rooms. You can cut pictures out of catalogs/magazines or use online catalogs and download illustrations of materials and equipment, to give me a better idea of what your center design would look like.
This should be typed and in a folder with your name on the outside.

Please don't hesitate to come by and see me if you have questions.

Infant/Toddler Happenings

Name of Activity _____ *Age:* _____
Area of Development: _____

Emerging Skill:

Materials Needed:

To make:

What do I do & say? :

Observations:

More ideas:

CDEV 221- Infant/Toddler Environment Design

Criteria points total	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Center design is appropriate for infant/toddler age group	Design is really a preschool with few children in groups	Most aspects of the design take into consideration the unique needs of infants/toddlers	Majority of the design demonstrates the student's knowledge of infant/toddler needs and characateristics	In every aspect of the design the student has demonstrated knowledge on infant/toddler needs and characteristics
Included equipment and materials, furnishings for the center with consideration for infant/toddler characteristics	No equipment, materials listed Equipment is really preschool designed	Partial lists of equipment and materials & furnishings Most equipment, materials are designed with infants/toddler needs in mind	Majority of equipment, materials & furnishings are designed for infants/toddlers	Equipment, material and furnishings choices are designed for infant/toddler exclusively
Creativity in design and choice of materials	Design is just a copy of another design or what the student currently works in	Included some new ideas into design based upon course content	Student took a majority of their ideas about design from the text and inplmented them in their own way	Student designed their center with a complete understanding of infant/toddler needs but created their own interpretation
Neatness	Done haphazardly, in pencil, errors, missing sections, looked like it needed more work before it could be turned in	Done in ink or computer, attention to detail	Done in ink or on computer, attention to detail, pages numbered	Done on computer, attention to detail, pages numbered, well thought out and executed

CDEV 221- Infant/Toddler Curriculum
Environmental Design

Students are asked to create a model infant/toddler center for the course. Students have gone to other infant/toddler centers and done observations on their center design and philosophy. With the course content covered they are then asked to create a model infant/toddler center design with equipment and materials listed.

Grading Rubric

	0-5 Little or no Evidence of skills	6 Passable skills	7 Average skills	8 Very good skills	9-10 Excellent skills
Observations completed					
Design shows evidence Of PITC philosophy					
Complete, thorough use of Equipment, materials					
Spelling, grammar, neatness					

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Objective 1: Unsuccessful

The Child Development courses have been taught in a variety of classrooms; 201, 211, 212, 314, 510, 511, 909, 2900, 3100 and the preschool. Our department was assigned 2900 in 2008-2009 and began to put materials on the walls illustrating State regulations, children's work, etc., but we have been notified that the classroom will no longer be available. The portable buildings are being removed. The department does not have a classroom and once again must wait to make classroom assignments based on what the other departments have left. The lack of an assigned room hinders the ability to schedule classes to meet the students' needs and prevents the department from providing materials in the classroom necessary to illustrate age appropriate work, state standards, and other materials to enrich student learning.

Objective 2: Successful

With the Alignment Project our department revised the majority of its courses and made additions to meet the requests of the Department of Education. The State is still making changes and is in the middle of creating the Foundations for all Title V Preschool Programs. The State is also expected to release curriculum requirements within the next two years. Improving and revising our courses will be completed as changes take place to meet the needs and requirements of those working in the field of early child care and education.

The Child Development Program in order to provide students with direction through the community college process and to create a clear transfer pathway began working on the California Community College Alignment Project in 2005. Rebecca Green the Director of Imperial Valley College Child, Family and Consumer Sciences serves on the executive board of the Alignment Project and is the Southern Regional Lead.

The California Community Colleges Curriculum Alignment Project has engaged faculty from across the state to develop a lower-division program of study supporting early care and education teacher preparation. The Lower Division 8 represents evidence-based courses that are intended to become a foundational core for all early care and education professionals. Offering a consistent educational core throughout California's Community College EC/CD Programs will better prepare students with the skills and abilities that best support the success of young children.

With efforts supported by California Community College Early Childhood Educators (CCCECE), alignment project members and colleagues began discussions in early 2005. Motivated by impending legislation that would provide preschool for all of California's four-year olds, faculty took the initiative to work on a shared core of courses for entry level professionals. These discussions led to a formal recommendation supported by over two hundred faculty to develop coursework that maintained the unique qualities of the early care and education profession while improving the teaching and care practices for young children in California. Project funding was provided by West Ed's E3 Institute in Santa Clara County in 2006; and subsequent years funding provided primarily by the David and Lucile Packard Foundation with additional financial support secured by CCCECE from multiple sources.

EC/CD faculty from Community Colleges and California State Universities joined course work groups to develop the competency-based courses. Another key effort of the Curriculum Alignment Project is to facilitate the transfer of these eight courses as an integrated course of study to the California State Universities, promoting access to ongoing education and degree attainment. CAP continues to collaborate with California State Universities and work toward the integration of the Lower Division 8 into Baccalaureate programs.

To date 79 colleges have submitted their Statement of Intent to align with the CAP Recommendation. Imperial Valley College was the second community college to align (see attached Alignment Certification).

Child, Family and Consumer Science
Child Development
Supporting Students in a Transfer Pathway

Curriculum Alignment Project

Green = Participating Red = Alignment Completed Black = Not Currently Participating

Allan Hancock College - 4/28/08
American River College - 5/08/08
Antelope Valley College
Bakersfield College - 3/19/08
Barstow Community College - 10/02/09
Butte College - 4/18/08
Cabrillo College - 4/18/08
Cañada College - 4/16/08
Cerritos College - 4/10/08
Cerro Coso Community College - 05/01/08
Chabot College - 3/21/08
Chaffey College
Citrus College
City College of San Francisco - 3/10/08
Coastline College - 04/07/08
College of Marin - 9/29/08
College of the Canyons - 1/31/08
College of the Desert - 10/23/08
College of the Redwoods - 3/12/09
College of the Sequoias
College of the Siskiyous - 3/28/08
Columbia College - 4/15/08
Compton Community College
Contra Costa College - 4/10/08
Copper Mountain College
Cosumnes River College - 5/29/09
Crafton Hills College - 11/06/08
Cuesta College - 5/22/08
Cuyamaca College - 2/20/09
De Anza College - 3/17/08
Diablo Valley College - 4/03/08
East Los Angeles College - 05/07/08
El Camino College
Feather River College - 3/18/08
Folsom Lake College - 5/28/08
Foothill College
Fresno City College - 6/29/09
Fullerton College - 3/31/08
Gavilan College - 1/16/09
Glendale Community College - 2/19/08
Grossmont College - 4/09/08
Hartnell College - 11/12/09
Imperial Valley College - 6/02/09
Irvine Valley College - 3/10/08
Lake Tahoe Community College - 3/17/08
Las Positas College - 4/18/08
Lassen Community College - 5/07/09
Long Beach City College - 3/10/08
Los Angeles City College - 9/11/09
Los Angeles Harbor College- 5/07/08
Los Angeles Mission College - 05/07/08
Los Angeles Pierce College - 4/07/08
Los Angeles Southwest College - 9/11/09
Los Angeles Trade-Technical College - 05/07/08
Los Angeles Valley College - 05/07/08
Los Medaños College - 3/07/08
Mendocino College - 11/19/08
Merced College - 4/17/08
Merritt College - 4/03/08
MiraCosta College
Mission College - 5/08/08
Modesto Junior College - 3/24/09
Monterey Peninsula College - 3/19/08
Moorpark College - 04/24/08
Mt. San Antonio College - 4/18/08
Mt. San Jacinto College
Napa Valley College - 6/12/08
Ohlone College - 3/24/08
Orange Coast College - 3/26/08
Oxnard College - 3/27/08
Palomar College
Palo Verde College - 11/03/08
Pasadena City College - 3/14/08
Porterville College
Reedley College - 7/09/09
Rio Hondo College
Riverside Community College
Sacramento City College - 3/26/08
Saddleback College - 3/17/08
San Bernardino Valley College - 8/04/08
San Diego City College
San Diego Mesa College
San Diego Miramar College
San Joaquin Delta College - 10/13/08
San Jose City College
Santa Ana College - 3/10/08
Santa Barbara City College - 6/19/08
Santa Monica College - 3/20/08
Santa Rosa Junior College - 8/12/08
Santiago Canyon College - 3/21/08
Shasta College - 3/17/08
Sierra College - 4/10/08
Skyline College - 4/07/08
Solano Community College
Southwestern College
Taft College - 8/20/08
Ventura College - 4/18/08
Victor Valley College - 3/28/08
West Hills College
West Los Angeles College - 09/11/09
West Valley College - 3/21/08
Yuba Community College - 5/13/09

CERTIFICATE OF ACHIEVEMENT

This Certifies That

IMPERIAL VALLEY COLLEGE

Has Completed Alignment with the California Community Colleges Curriculum Alignment 2007-2008 Recommendation

Presented to:

Imperial Valley College
Early Childhood Education Department

This 2nd Day Of June In The Year 2009

Nancy K Brown

Nancy K Brown, CAP Director

As part of the process to assure the program's continuous educational and quality improvement the Director and the instructional staff completed the following form;

Grid Illustrating Faculty Tools Used in Courses, Work Students Do in Course, and Types of Exams Used Courses

Note1: This grid will be printed on very large poster paper and used for faculty to post what they do in their courses.
Note 2: As faculty members enter what activities they do in their courses, they can also indicate what core competencies are addressed

	Child Growth & Development	Child, Family & Community	Observation & Assessment	Principles & Practices	Introduction to Curriculum	Health, Safety and Nutrition	Teaching in a Diverse Society	Practicum in ECE
Faculty Tools:								
· Lecture								
· Power Point								
· Articles								
· Videos								
· Hands-On								
· Speakers								
· Fieldtrip								
· Blackboard								
· Online								
· Email								
· Other								
· Other								

Principles & Practices	Health, Safety and Nutrition	Child Growth and Development
Activities: Group Activities	Activities: Group Activities	Activities: Group Activities
Child, Family and Community	**Observation and Assessment**	**Introduction to Curriculum**
Activities: Group Activities	Activities: Group Activities	Activities: Group Activities
Teaching in a Diverse Society	**Practicum: Field Experience**	
Activities: Group Activities	Activities: Group Activities	

Objective 3: Successful

The California State University Child Development faculty joined the California Community College Curriculum Alignment Project in creating a core 8 and in creating a pathway for Child Development students to obtain their Bachelor's Degree. The California State Universities created BPECE to align with CAP.

BPECE is a project of the California State University Child Development Faculty to define core competencies for coursework across programs that build recursively on students' earlier coursework and experiences.

A project funded by the Children, Families, and Communities Program of The David and Lucile Packard Foundation, Los Altos, California 94022

Participating Campuses

CSU	Department/ Program	BPECE Representative	Email
Bakersfield	Child, Adolescent, & Family Studies	Christie Howell	chowell@csub.edu
Channel Islands	Early Childhood Studies	Betsy Quintero	elizabeth.quintero@csuci.edu
Chico	Child Development	Judy Bordin	jbordin@csuchico.edu
Dominguez Hills	Child Development	Anupama Joshi	ajoshi@csudh.edu
East Bay	Human Development	Jiansheng Guo	jiansheng.guo@csueastbay.edu
East Bay	Teacher Education	Valerie Helgren-Lempesis	vhlempesis@comcast.net
Fresno	Child, Family, & Consumer Sciences	Marianne Jones	mariannej@csufresno.edu
Fullerton	Child & Adolescent Studies	Sharon Seidman	sseidman@fullerton.edu
Humboldt	Liberal Studies - Child Development	Nancy Hurlbut	nlh7@humboldt.edu
Long Beach	Family & Consumer Sciences	Christina Nigrelli	cnigrell@csulb.edu
Los Angeles	Child & Family Studies	Marlene Zepeda	mzepeda@calstatela.edu
Monterey Bay	Liberal Studies	Rob Weisskirch	rob_weisskirch@csumb.edu
Northridge	Child & Adolescent Development	Joyce Munsch	joyce.munsch@csun.edu
Northridge	Family & Consumer Science	Alyce Akers	alyce.akers@csun.edu
Sacramento	Child Development	Karen Horobin	kdhorobin@csus.edu
San Bernadino	Psychology	Amanda Wilcox	awilcox@csusb.edu
San Diego	Child & Family Development Dept.	Shulamit Ritblatt	ritblatt@mail.sdsu.edu
San Francisco	Child & Adolescent Development	Rene Dahl	rdahl@sfsu.edu
San Jose	Child & Adolescent Development	Toni Campbell	camptoni@cruzio.com
San Luis Obispo	Psychology & Child Development	Denise Daniels	ddaniels@calpoly.edu
San Marcos	Psychology	Maureen Fitzpatrick	mjfitzpa@csusm.edu
Sonoma	Literacy Studies & Elementary Ed.	Chiara Bacigalupa	chiara.baciagalupa@sonoma.edu

For the Past two years we have been working with Northern Arizona University to provide a Bachelor's program for the Child Development students. NAU accepted our course work as meeting lower degree requirements and offered their courses on our campus.

We have also articulated many of our courses with San Diego State University and are currently working on articulations with the University of Fullerton, National University, Brandman University, San Luis Obispo, Bakersfield, and CSU Chico.

Objective 4: Successful

Imperial Valley College Child Development Department through a contract with Child Development Training Consortium provides reimbursement for permits placed through our department.

Students are assisted in completion of the credentialing package and given step by step instructions as to what is needed to receive the permit.

Year	Assistant	Associate Teacher	Teacher	Master Teacher	Site Supervisor	Program Director	Renewals	Total
2006-2007	4	7	7	0	1	1	1	19
2007-2008	1	5	8	1	2	0	1	21
2008-2009	10	11	10	2	3	1	3	40

The above numbers are the permits that were processed directly from our department.

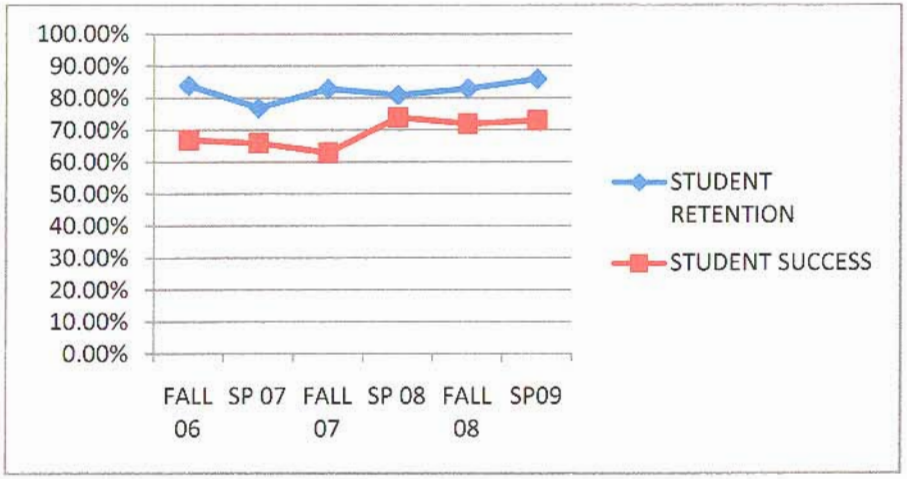
The above permits were paid for through Child Development Training Consortium Grant.

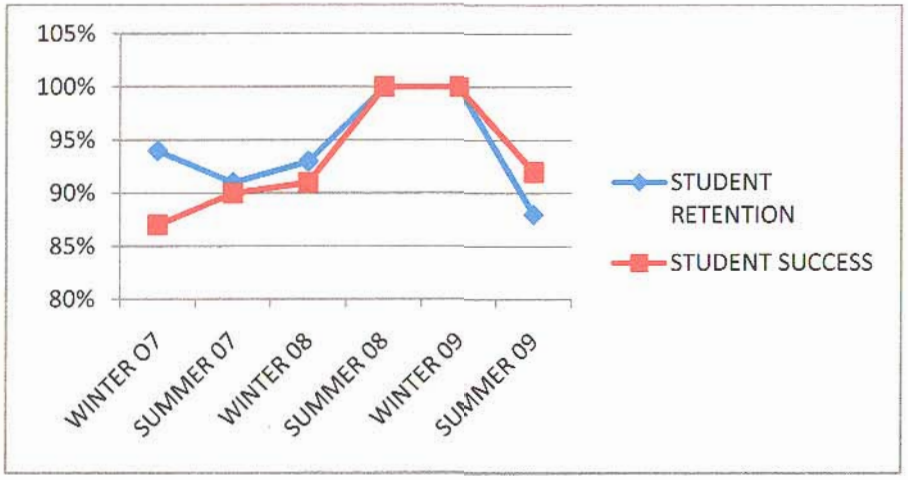
Permits were also issued for our students through the County Office of Education and directly through the Department of Teacher Credentialing.

Program Director and Site Supervisor Permits are not within our priority list and are only funded once all other expenditures are made.

Objective 5: Successful

Child, Family and Consumer Sciences: Child Development





The review of the data from Fall 06 through Spring 09 reveals a consistently strong retention rate for our courses. We believe that our retention rate strength is likely the result of a few key factors.

One such factor relates to the goal shared by many of our student's to obtain a Child Development permit, which requires students to take a number of Child Development courses to qualify. The acquisition of a Child Development permit is required for various levels of employment within the field of childcare, and the level of employment that an individual qualifies for is determined by the number of course/units completed. Furthermore, once an applicant receives their permit, continuation units are required to keep the permit in good standing. Therefore, many of our students have the incentive to complete their courses as a means of securing employment in the field of early childhood education.

A related variable is the expanding demand for preschool teacher who hold a Child Development permit. In recent years, the trend in the Imperial Valley is for childcare centers to increasingly rely on government subsidies to support their operation. It is a requirement of all subsidized childcare centers that their staff hold Child Development permits at varying levels, all of which require an early childhood educational component.

Further contributing to the strong retention rate, is the recent push for preschool teachers to obtain a bachelor's degree. Although Proposition 82, which would have mandated bachelor degree for early child education settings, was narrowly defeated, current legislation is in the works proposing the need for such a degree as well as the creation of an Early Childhood credential. Because students are cognizant of this trend, the likely elect to stay with their current Early Childhood classes, so that they are better positioned if and when a bachelors degree and an Early Childhood credential become legally mandated.

Another factor contributing to the department's strong retention rate relates to the distribution of stipends. The creation of AB212 provided that those who work in the field of Early Childhood and who choose to continue their education and successfully complete their EC courses with a grade of 'C' or better, receive a stipend up to $1500.00- Therefore creating a monetary incentive for students to successfully finish the Early Childhood courses in which they have enrolled .

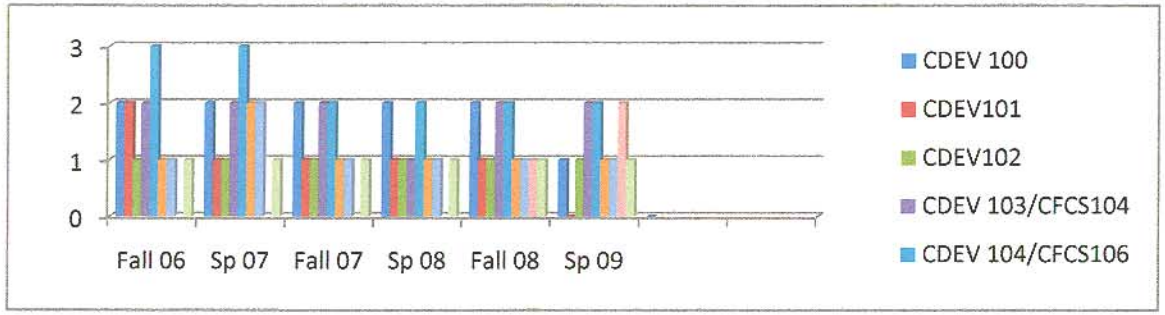
To further this monetary incentive, The IVC Child Development department also has a contracted with the Child Development Training Consortium to provide students means to secure further stipends to help with educational costs.

Contributing to the strong retention rate within the department, we have endeavored to provide students with access to educational resources that aid in the successful completion of our course offerings. We have established a lending library, allowing students access to text books, resource materials, and related literature and videos -many of which are provided in English and Spanish. In addition, in 2008 the department provided Spanish translation in two Early Childhood courses. We believe these measures not only lightened the monetary burden placed on our students, but provided students with the materials and support to continue with their coursework with a positive outcome.

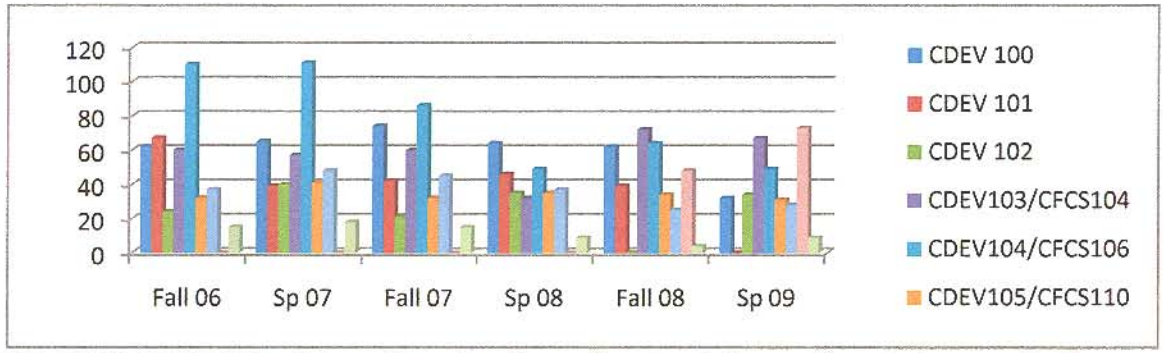
A final factor that bolsters the department's retention rate in the Winter and Summer session is the fact that we limit the course offered to our professional growth courses and our curriculum courses. These courses, though of high standards, can be considered to be less academically rigorous than some of the other core course required for the department's major. It is likely that students are more inclined to stay enrolled in courses that require time and effort and excellence, but are more 'hands on' in their approach. Also, many students take intensive Winter or Summer course to meet the requirements necessary to maintain their Child Development permit, and thus their employment.

In summary we hold that the strong retention rate with the Child Development department is due to the combination of employment considerations related to the Child Development permit; financial incentives provided to the student in the form of stipends; student access to resources, materials, and academic support provided by the department; and the course content of our intersession classes.

Child Development Program Number of Sections



Child Development Program Enrollment at Census



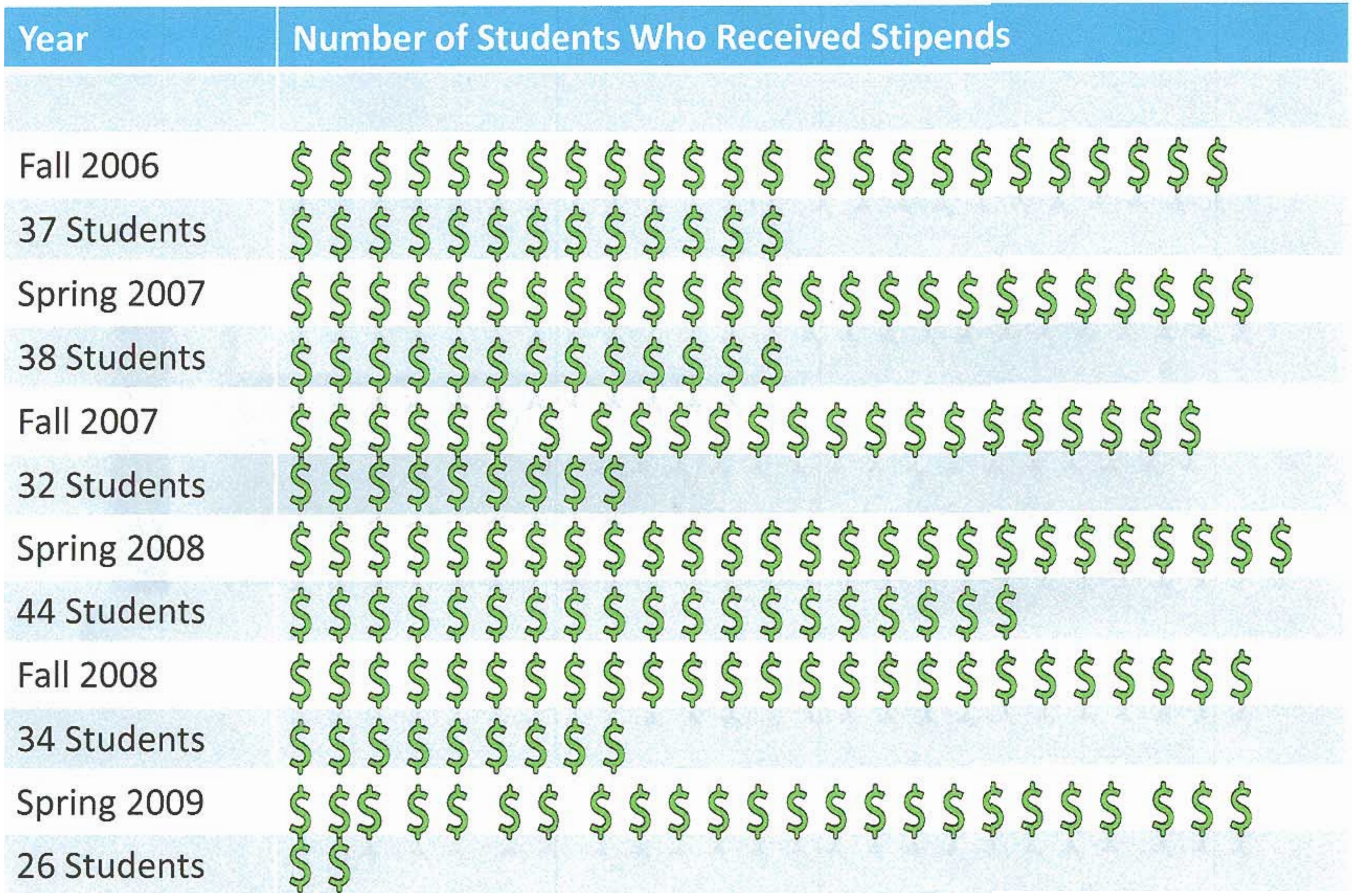
The above graphs show the number of sections offered and the enrollment at census for the core courses for the major. The Section chart is a clear visual of the number of course offerings we have had to meet the needs of Child Development students based on past enrollment and the stage in the program the students are at. CDEV 104 includes an on line course as well as the in class course. CDEV104 is also a required course for those wishing to go into Elementary Education and meets a general education requirement.

The Enrollment at Census chart demonstrates on average the courses are full at 35 students with the exception of CDEV200 which has a course limit of 15. CDEV 200 is also the capstone course for our major and has a prerequisite of all the other courses. The courses are alternated, offering a course one semester during the day and the next it is offered in the evening. We do this to meet the needs of our working students and to meet the needs of the full time student.

Overall, we have demonstrated we meet the needs of our students and on average fill our courses.

Students receive d $11.00 per unit in 2006-2008. In 2009 Students received $15.00 per unit. Must be “C” or better.

Child, Family and Consumer Sciences
Child Development
Student Stipends



CHILD, FAMILY , AND CONSUMER SCIENCE
CHILD DEVELOPMENT

The Following numbers represent the unduplicated count of students who have used the Lending Library at the Preschool to provide text books to students who cannot afford to purchase them, to provide children's literature for coursework, to watch video's they may have missed or need to review again, and children's music they can use in their curriculum course. The Lending Library also has resource material such as Educational Journals, resources books, Zero to Three periodicals, Mailbox Teacher Magazine, Early Childhood Today, and others.

The Lending Library provides materials for Child Development students, Foster Parents, and those working with children. We have Child Abuse information, intervention strategies, and many other materials to assist our students in being successful in their coursework.

The Lending Library was provided through grant money, the Child Development Training Consortia contract, and the Foster Education Program.

Year	Number of Students Who Used the Lending Library
06-07	
61 unduplicated	
07-08	
68 unduplicated	
08-09	
65 unduplicated	

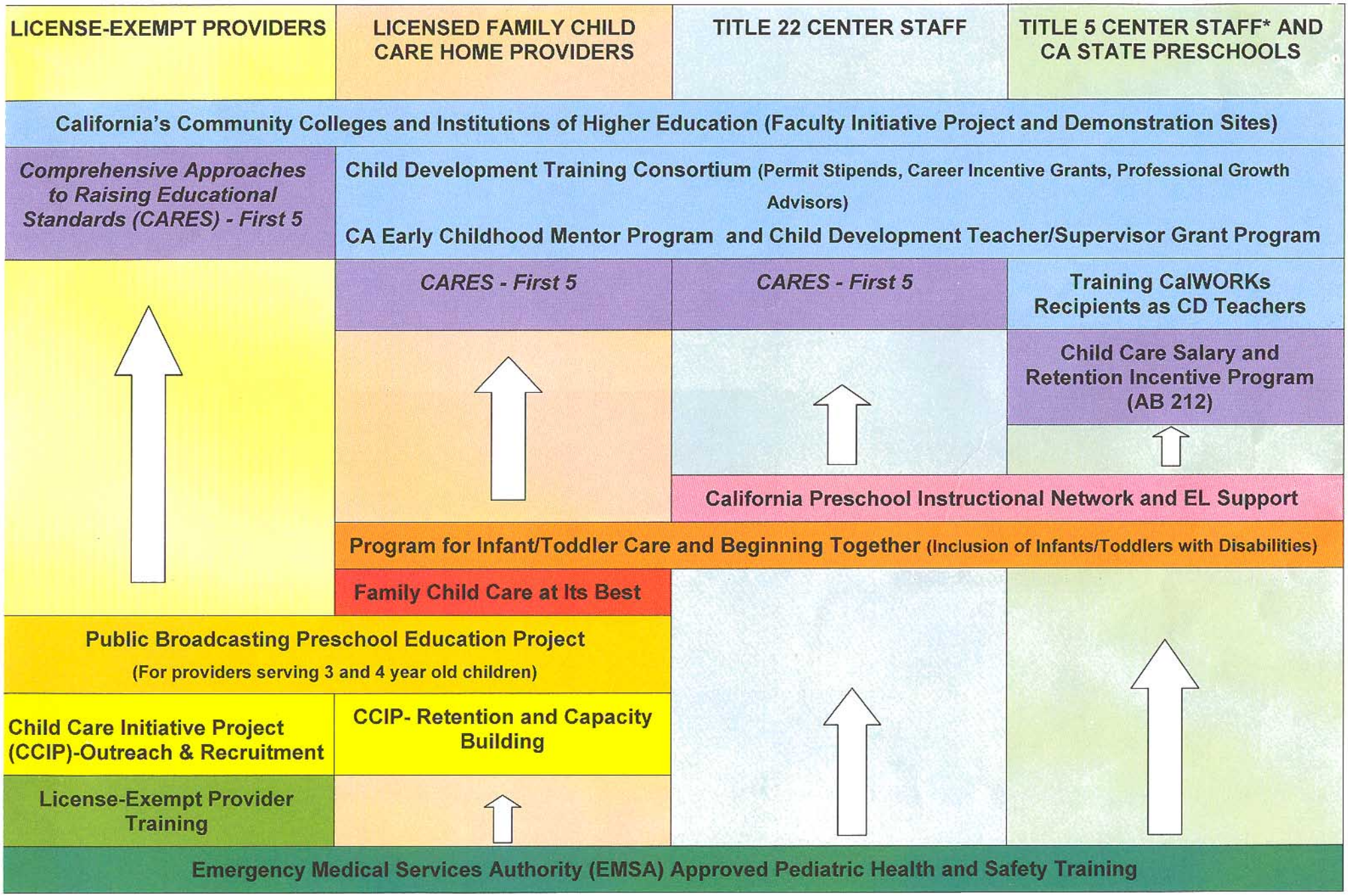
Lab usage to support student learning

Child, Family and Consumer Sciences

Imperial Valley College Developmental Laboratory Preschool and Infant Centers

Course #	Student or Environmental Observations	Student activities with Children	
CDEV 100	X	X	
CDEV 101	X		
CDEV 102			Use of materials and classroom
CDEV 103	X		
CDEV 104	X	X	
CDEV 105	X	X	
CDEV 106	X		
CDEV 107	X		
CDEV 120	X	X	
CDEV 121	X	X	
CDEV 122	X	X	
CDEV 123	X	X	
CDEV 124	X	X	
CDEV 125	X	X	
CDEV 200	X	X	
	STUDENTS COMPLETE MANDATED FIELD EXPERIENCE IN THE PRESCHOOL		
CDEV 210	X		
CDEV 212	X		
CDEV 220	X		
CDEV 221	X	X	

Child Development Division's Quality Expenditures to Support Professional Development



* Includes Family Child Care Home Education Networks

July 2009

Objective 6: Unsuccessful

Imperial Valley College does not view the preschool program as a laboratory classroom for adult students.
This is made evident by the lack of support provided through the District. The College in the past paid a percentage of the preschool staff salaries but currently does not pay any amount of the preschool staff. The Preschool and Infant Centers are completely funded through State contracts and grants.
The following chart demonstrates use of the lab by IVC students

Course #	Student or Environmental Observations	Student activities with Children
CDEV100	X	X
CDEV101	X	
CDEV102	Uses materials and classrooms	
CDEV103	X	
CDEV104	X	
CDEV105	X	X
CDEV106	X	
CDEV107	X	
CDEV120	X	X
CDEV121	X	X
CDEV122	X	X
CDEV123	X	X
CDEV124	X	X
CDEV125	X	X
CDEV200	X	X
STUDENTS COMPLETE MANDATED FIELD EXPERIENCE IN THE PRESCHOOL		
CDEV210	X	X
CDEV212	X	
CDEV220	X	
CDEV221	X	X

The Preschool also provides as a laboratory for SDSU students in the Teacher Education Program. Each semester SDSU students come to the preschool and complete a 3 hour training.

The Preschool also provides student services for a variety of students in various majors on campus.

See the following chart to demonstrate the number of families served. This number is not representative of the number of children we serve. Many families have 2 – 4 children served.

CHILD, FAMILY AND CONSUMER SCIENCES

IMPERIAL VALLEY COLLEGE DEVELOPMENTAL PRESCHOOL LABORATORY

The Preschool provides a training ground for the Child Development students and provides services for students from a variety of programs on our campus. The Preschool has 70 full time slots and the Infant Cent has 24 full time slots. We are the only lab school in Imperial County and because of this SDSU also brings their students to observe our program. During a regular year we have from 80 to 110 children we provide care for (based on the enrollment for 2006-2009.

YEAR	NUMBER OF FAMILIES WHO WE PROVIDED SERVICES FOR
06-07 Average # of Families: 68	
07-08 Average #of Families: 65	
08-09 Average # of Families: 69	

B. **PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009**

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

   The Program currently has two full time instructors and the program director. We have one adjunct that teaches CPR and First Aid.
   The course offerings were cut down because of the college budget as not to provide too much overload. The Preschool will continue to provide services to students and continue to provide lab for child development students.
   We completed our contract packet and are receiving funds for student stipends, and funds to increase the student lending library.
   We are also providing Spanish Translation in two of our courses through Cal Perkins funds.

   Our department continues to work with the County Office of Education to bring in a variety of trainers for professional growth trainings to meet the States professional growth mandates. We will be holding our annual conference for child care workers in Imperial County in April. We are also offering .5 unit for attendance and a report on the conference.

   We are not offering any courses in the Winter due to the budget.
   Spring offerings: CDEV 100, CDEV101, CDEV 102, CDEV 103, CDEV 104, CDEV 105, CDEV 107, CDEV 123, CDEV 124 and CDEV 200. We are only offering one of each course instead of the two we normally offer and we were not able to offer any of the Administration courses as planned because we planned them in the Winter. We hope to offer them in the summer. All of our courses are currently full.

   We continue to work with the universities and hope to have signed agreements with them soon. Becky has been working with BPECE and hopes to soon have an agreement by the participating universities to accept courses as a package.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   The budget situation at the college is not allowing us to offer courses that students need to complete the different permit levels or to maintain professional growth hours required by the State. Due to the budget we are only offering courses needed to complete major (teacher permit) and only one of each per semester. We cannot offer one during the day and one in the evening to meet the various needs of our students.
   Also, due to California's overall economic state many of the Universities have transfer more difficult for our students.

Currently, this is one of the fields that is still hiring and the demand for trained personnel is still present. The changes currently occurring are moving students toward the BA and completion of lower division units in a timely manner is important.
The Head Start reauthorization also requires all Head Start teachers to have a Bachelor's Degree by 2013.
California Department of Education has also changed the current system of delivery for preschools and requires additional training for preschool teachers.

3. List any significant issues or problems that the program is immediately facing.

The economy is affecting the courses and timing of the courses we offer.

Our department currently does not have a classroom assigned to it and once the portable classrooms are removed we will not have a classroom. We do not know where our Spring courses will be offered.

Many of our students are Spanish monolingual students and want courses taught in Spanish. We currently have a translator assigned to two courses per semester but the demand is still there. Becky is currently looking at programs other community colleges have offered for the Spanish speaking student.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objectives	Completion Indicators	Completion Date
Increase number of nontraditional students	Demographic Data	Fall 2012
increase online course offerings and alternative delivery opportunities	Course schedule	Fall 2012
Improve student success through * ESL partnership * Authentic experiences which demonstrate theory to practice	Institutional success data	Fall 2012
Have a designated smart classroom for our department that enhances the learning environment for	Classroom Assignment	Spring 2010
The campus will view the Preschool as a laboratory in which adult students are trained	The campus will provide a percentage of the staff salaries for the Preschool	Fall 2012

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.
The Instructional staff will continue to evaluate the Student Learning outcomes and appraise the tools used to measure the success of those outcomes.
Each course measurement tool will be used as the course is offered.
Changes will be made based on the collected data from the tools.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

RESOURCES
Objective 1: Advertisement to nontraditional students. Work on webpage to attract male students and High School students. Create video to advertize field to nontraditional students. Funds will be needed to complete the website and video.
Objective 2: Create on line courses. Funds will be needed to create the courses.
Objective 4: Classroom

OBSTACLES
The current budget or lack of will cause setbacks in the completion of our objectives. The economic situation the college currently is in has caused us to cut back on our course offerings and will cause difficulty in creating new courses.

HOW WE WILL OVERCOME OBSTACLES
We will continue to search for outside funding. We will also create online courses using resources we currently have.
We will search for methods to advertize that has lower cost.
We will work with those on campus to complete our website.

4. Identify any outside factors that might influence your program during the next three years.
The current economic environment at Imperial Valley College will most likely affect our program. If we continue to cut back our course offerings to not incur any overload, we will not be meeting the needs of the students.
Also, we have had to adjust our offerings because we were not allowed to offer courses during the Winter session.
The lack of funding to support the Preschool as a lab facility for adult students may hinder the lab services we currently offer.
Also, see the attached Imperial County Assessment illustrating the need for staff trained in child development & special needs. The report provides statistical information demonstrating the need for English in this field.

Child Care in Imperial County: An Assessment of the Status of Children, Families and the Field in 2010

Prepared for the
Imperial County Early Care &
Education Planning Council
January 2010

Gary J. Kinley, Ed.D.
G.J. Kinley & Associates
Palm Springs & San Diego, CA

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EXECUTIVE SUMMARY

In 2009, the Imperial County Early Care and Education Planning Council contracted with G.J. Kinley & Associates to conduct a needs assessment examining the status of children and families in the county, as well as child care supply and demand. The needs assessment was designed to meet the requirements placed on planning councils by the California Department of Education's Child Development Division (CDD) through the Education Code, Section 8499.5.

The data that forms the foundation for this needs assessment was gathered from a range of primary sources including the American Community Survey by the US Census Bureau, the CA Department of Finance, the CA Department of Education, various departments of the County of Imperial, the Imperial County Office of Education, and others. Such data was augmented by discussion groups with early care and education professionals, agency personnel and parents.

The major findings of *Child Care In Imperial County: As Assessment of the Status of Children, Families, and the Field in 2010* are as follows:

- The **child population (ages 0-13 years), like the overall population of the county, has grown** during the past 10 years to more than 32,700 children. **Children 13 years and younger now represented 18.25% of the county's total population.**

- Almost **60% of Imperial County families (58.60%) earn less than the mean income level.**

- Spanish remains the most frequently spoken language by individuals five years of age or older. According to the American Community Survey, **67.2% of these individuals speak Spanish followed by 31.1% who speak English.** County-wide, there are more than 15,000 children who are designated by schools as English Learners.

- **More than 5,000 children receive assistance through the Healthy Families program** with the payment of their health insurance and thus related medical care.

- For children under the age of five**, the most frequently cited reasons for special education services were *Other Health Impairment* (81 children out of 172) and *Speech or Language Impairment* (67 of 172).** For children five or older, the major reasons cited were *Specific Learning Disability* (1,544 out of 3,115) and *Speech or Language Impairment* (559 out of 3,115).

- **More than 4,300 referrals were made to Child Protective Services with 2,822 allegations of general neglect of children representing the largest category.** The referrals represented 12% of the child population who may have been the victim of some

form of child abuse or neglect. During the prior year, approximately 25% of allegations were substantiated. Data for 2009 on substantiated allegations is not currently available.

- **For every 1,000 children in the county, 8.6 are in some form of foster care.**

- **Sixty-three percent (63%) of callers to the R&R program expressed a preference for a family child care home,** the remainder (37%) a child care center.

- The vast majority of callers to the R&R **desired child care services near the child's home (87%).** This was followed by care near the parent's place of work (7%), and 6% near the child's school.

- **Of children for whom care was sought, 45% were for preschoolers, 29% were infants/toddlers, and 26% school-age children.**

- The two most cited **reasons for needing child care services were CDE referrals (283) and employment (193).**

- For families on the Centralized Eligibility List, **53% indicated a need for full-time care and 47% part-time care.** Of the total number of parents seeking services, **199 required evening care and 177 indicated a need for weekend care.**

- The overwhelming **requirement for child care services by parents who participated in a discussion group was the safety of their children** followed by the ratio of children to adults in the program.

- **Agency personnel shared the increasing demands for some services and decreasing for others, as well as the challenges presented by serving more clients with fewer staff.**

- A range of **changes to the child care system that might improve it were suggested** by parents and agency personnel.

- Imperial County has **3,388 spaces in licensed and license exempt child care centers and 3,356 spaces in family child care homes**.

- It is estimated that **approximately 906 of these spaces serve infants and toddlers; 4,532 are designated for preschoolers; and 1,306 school-age children**. Because family child care home licenses generally do not specify the specific number of children in any

age group to be served and the current economy may encourage providers to accept any child into their program regardless of age, the estimates of spaces by age are considered highly variable and not fixed.

- For an Imperial County family with one three or four-year-old child using full-time care, **the cost of preschool services in a center-based program would be $5,784 or $6,500 in a family child care home. If that family earned either the mean or median income, child care would require more than 10% of its annual income.** Should the family have an infant or toddler, or multiple children, then the percentage of its income spent on child care services would increase significantly.

- There exists **significant enrollment of children in subsidized spaces in programs throughout Imperial County including more than 1,500 in center-based contracts through the California Department of Education, around 1,600 in voucher-type programs, and another 1,036 spaces in Early Head Start, Head Start and Migrant Head Start.**

- The **current economic crisis is being felt by child care providers in Imperial County as evidenced by declining enrollment, lack of waiting lists, and more challenges in serving children and their families.**

- **An initial analysis indicates that there are more spaces for children under the age of six than children who require such care.** The ratio for this age group is 1.66 spaces for every child. **For children six and older, there is exists fewer spaces than there are children who required care;** the ratio is less than one space for every two children who require care.

- A secondary analysis of available care for children under the age of six revealed that most communities with the exception of **Calexico, El Centro, Heber, and Imperial have insufficient spaces for infants and toddlers**. The communities of **Calipatria, *Niland and Bombay Beach, Ocotillo and Winterhaven have insufficient spaces for* preschool-age children.**

Based on the findings reported above, the following recommendations for consideration for presented to the Imperial County Early Care & Education Planning Council,

Given the high percentage of Spanish speakers, the Planning Council should consider **making all materials and resources, especially those targeting children and their parents, available in Spanish.**

As an ancillary recommendation, the Planning Council should **encourage the development of programs and services within Imperial County that increase the proficiency of young children, as well as the staff who care for them, in communicating both orally and in writing in English.**

The number of children under the age of five who have been identified as having a special need appears to be significantly lower than those five years or older. Part of this imbalance may be related to the lack of screening in the younger age group. To the extent possible, the Planning Council should **consider sponsoring trainings for providers intended to increase the latter group's skills in identifying children who may have special learning needs and referring the youngsters to appropriate agencies for assessment.**

With more than one out of every eight children referred to Child Protective Services with suspicions of general neglect, the Planning Council should **partner with appropriate organizations in the community to provide training to child care practitioners about the signs of abuse and/or neglect and their responsibilities for reporting under the law.**

At such time as the Planning Council chooses to partner in the development of new child care spaces, it should **consider the expressed preferences of parents in Imperial County for family child care homes and then work to ensure high quality services within those facilities.**

The Centralized Eligibility List contains the names of almost 1,400 children whose families require assistance paying for child care services. As available, the Planning Council should **encourage local agencies to apply for new sources of funds to pay for such services.**

Most communities in Imperial County have sufficient child care spaces for preschool age children. Notable exceptions are **Calipatria, Niland and Bombay Beach, Ocotillo and Winterhaven all of which would benefit from the development of additional preschool age spaces. (Note: This recommendation does NOT apply to subsidized child care spaces whose expansion is warranted.)**

With the exception of Calexico, El Centro, Heber, and Imperial, all other cities in Imperial County have insufficient spaces for infants and toddlers. The Planning Council should **encourage existing providers to consider caring for infants and toddlers. The Planning Council should also partner with other organizations to offer training intended to expand the knowledge and skills of providers to care for this age group.**

Given the dearth of school-age care in most communities of Imperial County, the Planning Council should **work with existing providers, as well as school districts, to expand the availability in general of care for children Kindergarten age and older.**

The current economy has increased the challenges providers face in serving children and their families. To the extent possible, the Planning Council should **consider different avenues for supporting practitioners in their work including, but not limited to, the provision of mental health services for children and families, acknowledgement of providers' work, and other resources that ease the stressors on caregivers.**

Background Information

Purpose

Child Care In Imperial County: An Assessment of the Status of Children, Families and the Field in 2010 provides a snapshot of the demand for and supply of child care services during a specific period of time, that is, 2009. The document is intended to aid members of the Imperial County Early Care & Education Planning Council to fulfill its mission and funding mandate as set forth in the Education Code.

About the Imperial County Early Care & Education Planning Council

The mission of the Imperial County Early Care & Education Planning Council is to advocate, promote and plan accessible quality early care and education services for Imperial County children.

The Early Care & Education Planning Council's major responsibilities are to:

- Provide a forum for the identification of local early care and education priorities and the development of policies to meet the needs identified within those priorities;
- Conduct an assessment of early care and education needs at least once every five years;
- Prepare a comprehensive countywide early care and education plan designed to address identified needs; and
- Develop and implement the Professional Development & Retention Stipend Program for the purpose of retaining qualified staff providing early care and education services to children enrolled in Imperial County's state-subsidized center-base programs.

A complete list of Planning Council members is included in the Appendices to this document.

The full Planning Council meets on a bi-monthly basis.

Requirements for Needs Assessment

The primary funder of the Planning Council, the California Department of Education's Child Development Division (CDE/CDD), requires every such entity in the state to complete a child care needs assessment not less than once every five years. The assessment must include "all factors deemed appropriate by the…planning council…in order to obtain an accurate representation of the comprehensive child care and development needs in the county." *Children, Child Care In Imperial County* is intended to fulfill this requirement by CDE/CDD.

Methodology

To assemble the information contained in *Child Care In Imperial County*, a range of data sources was consulted as follows:

- the U.S. Census Bureau, 2000 Census
- the American Community Survey
- the California Department of Finance
- the California Department of Education including the Child Development Division and the Special Education Division
- the Managed Risk Medical Insurance Board
- the Imperial County Office of Education
- the Imperial County Human Services Department
- the Imperial County Welfare Services
- the Urban Institute
- Discussion groups with parents, child care providers within local communities, and agency representatives

The data presented throughout the report represents the most up-to-date information that was available at the time the various charts and tables were compiled. In all cases, the source of the data and period that it represents is identified.

Limitations of the Current Work

The limitations of *Child Care In Imperial County* include the following:

- The data presented represents a snap shot of Imperial County during a short period of time; that is, 2009. Developments or changes in many factors following this time period may impact the findings and recommendations presented herein.
- The findings and recommendations are based on the data available from various sources including federal and state entities, and local organizations. Inaccuracies in that data could impact the reliability this work and, thus the information presented within.
- In the absence of any other defensable information, the author of the current study based findings relative to the use of child care programs on the previous work of other entities (i.e., the Urban Institute, the San Diego Child Care & Development Planning Council) and discussions with the Resource & Referral Program staff of the Imperial County Office of Education, in order to make determinations of the proportion of care by age group available in family child care homes. This assumption may impact the distribution of spaces in such homes.

Acknowledgements

The development of a needs assessment such as *Child Care In Imperial County* could not be accomplished without the assistance and support of numerous individuals. Consequently, at this juncture, it is appropriate to say, "Thank you," to each of them.

Thank you...to the Executive Committee of the Planning Council whose members offered guidance and opened doors in a number of community organizations.

Thank you...to those staff of agencies, which provided data that forms the basis of this report.

Thank you...to the parents, child care practitioners, and agency representatives who so freely shared their thoughts, observations and other information, as well as those individuals who assisted with the planning and implementation of the discussion groups.

Thank you...to Lori Riggs and Michael Castillo for their efforts to facilitate this needs assessment process.

And thank you...to anyone I have missed through omission. It was not intentional.

Gary J. Kinley, Ed.D.
G.J. Kinley & Associates
January 2010

Imperial County: *At a Glance* 2010

Total Population: 179,253
Child Population (0 – 13): 32,722 (18.25% of total population)

Median Income: $40,088.00 per year
Mean Income: $54,611.00 per year

Enrollment in the Healthy Families Program: 5,220 children

Number of Children (Birth-21+ years of age) with a Special Need: 3,115

Child Care Spaces

Family Child Care Homes: 3,452 (Desired capacity: 3,356)
Licensed Child Care Centers: 3,206
Exempt Child Care Centers: 181

Cost of Full-time Child Care per week (See chart on p. 17 for additional information.)

	Centers	Family Child Care
Infants/Toddlers	$160.00	$132.00
Preschoolers	$123.00	$125.00
School-age	$115.00	$125.00

Ratio of Child Care Spaces to Children Requiring Services

Infants and Toddlers: 1.16 spaces (i.e., more than one space per child needing care)
Preschoolers: 2.17 spaces
School-age: .47 spaces

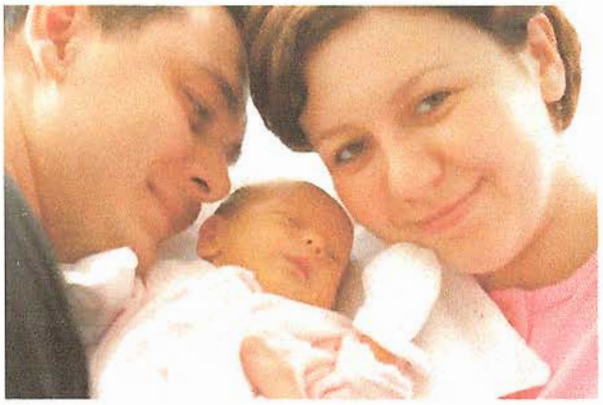
Enrollment in Subsidized Programs

Federally-funded Programs: 1,036 children
State-funded Programs: 3,138 children
Total Enrollment in Subsidized Programs: 4,174 children

Children on Centralized Eligibility List: 1,393 (full-time care)
1,231 (part-time care)

PART ONE:
CHILDREN, FAMILIES AND CHILD CARE IN IMPERIAL COUNTY

Background



Imperial County's children and families, like those in the 57 other counties within California, are unique; unique in their characteristics and, as a result, unique in their needs. Consequently, it is not surprising that the child care delivery system should be unique as it responds to those needs. With an economy that is primarily agricultural in nature and an unemployment rate hovering around 30%, children, families and the child care system itself face unique challenges on a regular basis. *Child Care in Imperial County: An Assessment of the Status of Children, Families and the Field in 2010* portrays the landscape in the county as the first decade of the 20th century draws to a close.

In the different sections of this document, the population of the county, the requirements of families seeking child care, a description of the child care system itself, and an analysis of the need for child care compared to existing services are profiled. Lastly, recommendations for consideration by the Imperial County Early Care & Education Planning Council, hereinafter Planning Council, are outlined.

General Characteristics of Imperial County's Population

Data available from the 2000 Census is now almost ten years old. More recent data from either the American Community Survey or the California Department of Finance is available at the county level, not by city/town or zip code, as desired by the researcher or the Planning Council. Therefore, when required, data at the zip code level was extrapolated from patterns documented at the county level. While this may not provide the most accurate determination of the actual population within a city or town, it does provide a proxy of the numbers of children and families within that geographic area. In every case where extrapolation was used, a notation of the same was offered to the reader.

In the Tables #1-4, which follow, general information about the child population, income levels of families, and the languages spoken by children, are depicted.

Table #1
County of Imperial
Total Child (0-13) Population Estimates by Age Group*
Source: California Department of Finance, 2006 and 2009

City/Town	Zip Code	Total	Under 2	2 years	3 years	4 years	5 years	6-13 years	Total Child Population (Birth-13)	% of Total Population
Brawley	92227	26,948	932	445	423	383	377	2,819	5,379	3%
Calexico	92231, 92232	39,337	1,361	649	618	559	582	4,115	7,883	4.40%
Calipatria	92233	8,108	281	134	127	115	120	848	1,625	0.91%
El Centro	92243, 92244	44,259	1,531	730	695	628	654	4,629	8,869	4.95%
Heber	92249	4,442	154	73	70	63	66	465	890	0.50%
Holtville	92250	6,515	225	107	102	93	96	681	1,306	0.73%
Imperial	92251	12,970	449	214	204	184	192	1,357	2,599	1.45%
Niland & Bombay Beach	92257	3,442	119	57	54	49	51	360	690	0.38%
Ocotillo	92259	572	20	9	9	8	8	60	115	0.06%
Salton City	92275	1,002	35	17	16	14	15	105	201	0.11%
Seeley	92273	2,035	70	34	32	29	30	213	408	0.23%
Westmorland	92281	2,427	84	40	38	34	36	254	486	0.27%
Winterhaven	92283	4,603	159	76	72	65	68	481	922	0.51%
Balance of County		22,593	782	373	355	321	334	2,363	4,527	2.53%
Total Child Population		**179,253**	**6,202**	**2,958**	**2,814**	**2,545**	**2,629**	**18,750**	**32,722**	18.25%

*Child population estimates by zip code are not available from the Department of Finance or through the American Community Survey. Consequently, the above estimates are based on the percentage of children living in a zip code during the last US Census, the most recent analysis at that level.

Table #2
County of Imperial
Distribution of Income Levels for Selected Regions*
American Community Survey, 2005-07 Estimates in 2007 Dollars, 2007

City	Zip	# of Families	% of Families					Median Income Level	Mean Income Level
			<$10,000	$10,000-14,999	$15,000-24,999	$25,000-34,999	$35,000-49,999		
Calexico	92231, 92232	7,270	7.3%	5.0%	17.7%	20.5%	16.1%	$34,250	$45,632
El Centro	92243, 92244	10,989	9.3%	6.0%	15.1%	11.6%	16.3%	$41,159	$54,404
County-wide		36,679	7.3%	5.2%	17.0%	13.7%	15.4%	$40,088	$54,611

*The American Community Survey only calculates income levels for the communities listed above and the county as a whole.

Table #3 County of Imperial Languages Spoken in Homes by Population 5 Yrs. Or Older Source: American Community Survey, 2005-07 Three-year Estimates		
Language	Persons 5 Yrs. or Older	Percentage
English only	44,575	31.1%
Languages other than English		
Spanish	96,229	67.2%
Other Indo-European	547	0.4%
Asian & Pacific Islander	1,469	1.0%
Other Languages	464	0.3%
Subtotal: Other Languages	98,709	68.9%
TOTALS	**143,284**	

Table #4 County of Imperial Percentages of English Language Learners (LEP), Fluent English-Proficient (FEP) and Students Redesignated at FEP by School District Source: CA Dept. of Education, Educational Demographics Unit, FY 2008-09								
City/Town	Zip Code	Enrollment	English Learners (Els)	Percent EL	Fluent English Proficient (FEP)	Percent FEP	Students Redesignated as FEP	Percent Redesignated
Brawley	92227	5,823	1,621	28%	1,462	25%	86	1%
Calexico	92231, 92232	9,255	5,936	64%	2,542	27%	292	3%
Calipatria	92233	1,190	440	37%	137	12%	27	2%
El Centro	92243, 92244	11,422	4,163	36%	3,598	32%	485	4%
Heber	92249	1,037	717	69%	206	20%	66	6%
Holtville	92250	1,701	727	43%	383	23%	29	2%
Imperial	92251	3,602	917	25%	778	22%	62	2%
County-wide (Served by ICOE)		692	271	39%	163	24%	13	2%
Seeley	92273	436	226	52%	73	17%	0	0%
Westmorland	92281	364	175	48%	71	20%	16	4%
Winterhaven	92283	746	197	26%	65	9%	0	0%
TOTAL		**36,268**	**15,390**	**42%**	**9,478**	**26%**	**1,076**	**3%**

Bombay Beach and Salton City are served by the Coachella Valley School District and not reported above.

Related Demographic Data

A number of programs offer services to select populations within Imperial County. Many of these programs are intended to stabilize family units and/or support members in accessing

specialized services within the community. In the tables below, enrollment or individuals served in those programs are depicted.

Table #5
County of Imperial
Enrollment in the Healthy Families Program
Source: Managed Risk Medical Insurance Board, August 2009

City	Zip Code	# of Children (Ages 0-19)
Brawley	92227	661
Calexico	92231, 92232	1,535
Calipatria	92233	125
El Centro	92243, 92244	1,415
Heber	92249	267
Holtville	92250	316
Imperial	92251	535
Niland & Bombay Beach	92257	23
Ocotillo	92259	3
Salton City	92275	29
Seeley	92273	81
Westmorland	92281	81
Winterhaven	92283	18
Misc. zip codes	Various*	131
Total		**5,220**

*Includes 92222,92266,& 92274

Table #6
County of Imperial
Special Education Enrollment by Age and Disability
Source: ICOE SELPA, December 2008 Pupil Count

Age	Mental Retardation	Hard of Hearing	Deaf	Speech or Language Impairment	Visual Imapairment	Emotional Disturbance	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Deaf- Blindness	Multiple Disability	Autism	Traumatic Brain Injury	Total
0-4.11	12	1	-	67	2	-	-	81	-	-	-	9	-	172
5-21+	287	31	13	492	25	34	75	278	1,544	1	7	146	10	2,943
Total	**299**	**32**	**13**	**559**	**27**	**34**	**75**	**359**	**1,544**	**1**	**7**	**155**	**10**	**3,115**

Table #7
County of Imperial
Referrals to Child Protective Services
Source: Imperial County Welfare Services, September 2008 - June 2009

Month	Referrals Received (Families)	Referrals Received (Children)	Evaluate Out	Referral Responses
September	185	480	31	153
October	195	517	52	143
November	163	436	57	106
December	142	347	36	105
January	167	447	47	120
February	152	406	27	125
March	166	471	39	127
April	153	390	34	119
May	132	395	37	93
June	157	413	67	90
TOTAL	**1,612**	**4,302**	**427**	**1,181**
Monthly Average	**134**	**359**	**36**	**98**

Table #8
County of Imperial
Allegations of Child Abuse by Type
Source: Imperial County CWS, September 2008 - June 2009

Month	Caretaker Absence	Emotional Abuse	Exploitation	General Neglect	Physical Abuse	Severe Neglect	Sexual Abuse	At Risk, Sibling Abused	Sustantial Risk
September	24	70	-	357	26	-	8	26	1
October	12	10	-	342	33	-	13	33	2
November	14	18	-	288	13	-	11	11	3
December	16	4	-	232	13	1	11	15	1
January	10	15	-	294	25	-	7	25	7
February	9	18	-	268	21	-	7	21	-
March	7	19	-	303	18	-	9	17	6
April	13	22	-	273	19	-	3	19	-
May	15	7	-	241	13	-	8	20	-
June	17	33	-	224	14	-	14	10	-
TOTAL	**137**	**216**	**-**	**2,822**	**195**	**1**	**91**	**197**	**20**
Monthly Average	**11**	**18**	**-**	**235**	**16**	**0**	**8**	**16**	**2**

Age of Child	Allegations, Substantiations and Entries for Jan. - Dec. 2008		
	# of Allegations	# of Substantiations	# of Entries
Under 1	232	79	39
1-2 years	352	95	53
3-5 years	531	124	66
6-10 years	796	156	67
TOTAL	1,911	454	225

Table #9
County of Imperial
Children in Foster Care
Source: CA Dept. of Social Services, CWS/CMS 2008

Age Group	Total Child Population	Children in Foster Care	Prevalence per 1,000 Children
Under 1	3,164	18	5.7
1-2	5,955	63	10.6
3-5	8,308	81	9.7
6-10	10,395	113	10.9
11-15	12,912	97	7.5
16-17	6,787	36	5.3
TOTAL	**47,521**	**408**	**8.6**

Table #10
County of Imperial
CalWORKS Enrollment for Child Care Services
Source: Imperial County CalWORKS, July 2009

City/Town	Zip Code	Families Eligible for Child Care Services in July 2009	Families Actually using Child Care Services during July 2009	% of Families Using Child Care Services
Brawley	92227	32	32	100%
Calexico	92231, 92232	84	84	100%
Calipatria	92233	2	2	100%
El Centro	92243, 92244	48	48	100%
Heber	92249	8	8	100%
Holtville	92250	8	8	100%
Imperial	92251	6	6	100%
Niland & Bombay Beach	92257	1	1	100%
Ocotillo	92259	1	1	100%
Salton City	92275	0	0	0%
Seeley	92273	1	1	100%
Westmoreland	92281	2	2	100%
Winterhaven	92283	2	2	100%
TOTAL		195	195	100%

Discussion of the Data Presented

Based on the data shown above, several observations may be made about Imperial County's children and their families.

The **child population (ages 0-13 years), like the overall population of the county, has grown** during the past 10 years to more than 32,700 children. **Children 13 years and younger now represented 18.25% of the county's total population.**

Almost **60% of Imperial County families (58.60%) earn less than the mean income level.**

Spanish remains the most frequently spoken language by individuals five years of age or older. According to the American Community Survey, **67.2% of these individuals speak Spanish followed by 31.1% who speak English.** County-wide, there are more than 15,000 children who are designated by schools as English Learners.

More than 5,000 children receive assistance through the Healthy Families program with the payment of their health insurance and thus related medical care.

For children under the age of five**, the most frequently cited reasons for special education services were *Other Health Impairment* (81 children out of 172) and *Speech or Language Impairment* (67 of 172).** For children five or older, the major reasons cited were *Specific Learning Disability* (1,544 out of 3,115) and *Speech or Language Impairment* (559 out of 3,115).

More than 4,300 referrals were made to Child Protective Services with 2,822 allegations of general neglect of children representing the largest category. The referrals represented 12% of the child population who may have been the victim of some form of child abuse or neglect. During the prior year, approximately 25% of allegations were substantiated. Data for 2009 on substantiated allegations is not currently available.

For every 1,000 children in the county, 8.6 are in some form of foster care.

Recommendations for consideration by the Planning Council based on the above observations are outlined in the last section of this report.

PART TWO:
FAMILIES SEEKING CHILD CARE

In this section of the assessment, the preferences of those families who actively sought child care services from the Resource and Referral (R&R) Program of the Imperial County Office of Education are shared. Each year, the R&R Program fields calls from hundreds of Imperial County parents who require some form of child care. The nature of those requests are shown below.

Table #11
County of Imperial
Preferences and Characteristics of All Families Seeking Child Care Referrals
Source: Imperial County Office of Education,
Resource & Referral, FY 08-09

City	Zip Code	Type of Care Requested				Location of Care			# of Children w/ Special Characteristics		
		Child Care Center	Family Child Care Home	In-Home Care	Other	Near Child's Home	Near Parent's Work or School	Near Child's School	CPS Referred	Child of Teen Parent	Child with Special Needs
Brawley	92227	22	75	0	0	82	7	5	0	0	0
Calexico	92231, 92232	28	50	0	0	64	5	5	0	0	0
Calipatria	92233	1	10	0	0	11	2	2	0	0	0
El Centro	92243, 92244	100	118	0	0	159	11	2	0	0	0
Heber	92249	11	12	0	0	16	0	12	0	0	0
Holtville	92250	7	18	0	0	20	1	3	0	0	0
Imperial	92251	17	31	0	0	37	6	0	0	0	0
Niland & Bombay Beach	92257	0	0	0	0	0	0	0	0	0	0
Ocotillo	92259	1	1	0	0	1	0	0	0	0	0
Salton City	92275	0	0	0	0	0	0	0	0	0	0
Seeley	92273	0	1	0	0	1	0	0	1	0	0
Westmorland	92281	5	5	0	0	7	0	0	0	0	0
Winterhaven	92283	0	0	0	0	0	0	0	0	0	0
Totals		**192**	**321**	**0**	**0**	**398**	**32**	**29**	**1**	**0**	**0**

Table #12
County of Imperial
Ages of Children for Whom Child Care Referrals Were Sought
Source: Imperial County Office of Education,
Resource & Referral, FY 08-09

City	Zip Code	Total Children	Percentage of Children by Age			
			Infant	Preschool	School-age	Not Reported
Brawley	92227	90	29	33	28	-
Calexico	92231, 92232	76	19	37	20	-
Calipatria	92233	11	2	5	4	-
El Centro	92243, 92244	167	48	80	39	-
Heber	92249	16	2	9	5	-
Holtville	92250	21	10	8	3	-
Imperial	92251	41	15	16	10	-
Niland & Bombay Beach	92257	0	0	0	0	-
Ocotillo	92259	1	1	0	0	-
Salton City	92275	0	0	0	0	-
Seeley	92273	1	1	0	0	-
Westmorland	92281	10	1	6	3	-
Winterhaven	92283	0	0	0	0	-
Totals		**434**	**128**	**194**	**112**	**35**

Table #13
County of Imperial
Reasons Cited for Child Care Services
Source: Imperial County Office of Education,
Resource & Referral, FY 08-09

City	Zip Code	Number of Parents Citing One or More Reasons							
		Employment	Training	Child Enrichment	Parent Need	Looking for Work	CDE Referral	Employer Referral	Other Referral
Brawley	92227	37	11	6	0	0	54	0	0
Calexico	92231, 92232	33	13	4	0	0	50	0	0
Calipatria	92233	3	4	0	0	0	5	0	0
El Centro	92243, 92244	79	19	22	2	5	122	0	0
Heber	92249	9	1	4	0	0	11	0	0
Holtville	92250	10	3	3	0	0	14	0	0
Imperial	92251	17	2	4	0	1	26	0	0
Niland & Bombay Beach	92257	0	0	0	0	0	0	0	0
Ocotillo	92259	0	1	0	0	0	0	0	0
Salton City	92275	0	0	0	0	0	0	0	0
Seeley	92273	1	0	0	0	0	1		0
Westmorland	92281	4	1	0	0	0	0	0	0
Winterhaven	92283	0	0	0	0	0	0	0	0
Totals		**193**	**55**	**43**	**2**	**6**	**283**	**0**	**0**

Each county in California receives funding from the State Department of Education to maintain a centralized eligibility list (CEL) for families, which request assistance paying for their child care services. The Imperial County Office of Education also maintains the CEL for the county. Information about families seeking financial assistance is shown below.

Table #14
County of Imperial
Child Care Services Required by Central Eligibility List Families & Special Needs
Source: Imperial County Office of Education, April 2009

City	Zip Code	Schedule of Requested Care				Special Needs				
		Full-time	Part-time	Evening	Weekend	Protective Services	Exceptional Needs	Foster Guardian Child	Continuity of Care	Sibling Indicator
Brawley	92227	269	244	23	18	2	3	21	1	18
Calexico	92231, 92232	406	306	73	53	2	5	17	0	49
Calipatria	92233	50	22	4	1	0	0	3	0	8
El Centro	92243, 92244	342	379	63	69	0	4	24	0	16
Heber	92249	63	50	16	12	0	1	0	0	5
Holtville	92250	79	56	9	6	0	1	4	0	11
Imperial	92251	90	102	5	8	0	0	4	1	19
Niland	92257	1	4	0	3	0	0	0	0	0
Ocotillo	92259	0	1	0	0	0	0	0	0	0
Salton City	92275	13	2	0	0	0	0	0	0	0
Seeley	92273	32	12	3	4	0	0	1	0	6
Westmorland	92281	44	19	3	3	0	1	5	0	10
Winterhaven	92283	4	34	0	0	6	0	4	0	0
Total Children on CEL		**1,393**	**1,231**	**199**	**177**	**10**	**15**	**83**	**2**	**142**

The following table Presents the number of families and the schedule of care requested, families may select more than one as their schedule of need and numbers may be dupplicated for a family.

Data was collected from Imperial County CEL Quarterly State Report (2009 1st Quarter)

The Perspectives of Parents

Parents in Imperial County were invited to attend a discussion group addressing their experiences with the child care system. Through an informal discussion that lasted approximately 90 minutes, parents explored a range of topics related to their preferences and use of child care services. Interestingly, none of the parents had found her child care through the R&R Program. Lastly, the reader should note that while an effort was made to ensure that the demographics of this discussion group represented the greater Imperial County population, that intent might not have been realized. Therefore, the viewpoints expressed may not be representative of the entire community.

The thoughts of participants are outlined below.

Primary requirement for care:

- Safety of their children (Cited by every parent attending)
- Staffing including adult:child ratios (Second most frequently cited requirement)
- Affordability
- Meals served to children
- Qualifications of staff
- Care for her child like she would
- Eligibility for financial assistance
- Around children her child's age

Biggest challenge in locating care:

- Affordability
- Eligibility for subsidized services
- Hours program operates too limited
- The educational services offered by the programs
- Long eligibility lists

What they would recommend to parents seeking care for the first time:

- Visit as many facilities as possible
- Be able to observe the program at any time
- Use a family member as long as possible
- Work with your child

Changes they would suggest for the child care system in general:

- More personnel in programs trained to care for special needs children
- Basic first aid training
- A *Preschool for All* program for Imperial County
- Better language skills for teachers in programs
- More convenient locations for child care services
- More frequent visits of facilities by Community Care Licensing

Additionally, two parents who attended the discussion group had children with special needs. They shared their thoughts about using and/or improving the child care system in the county. Among the ideas expressed were:

- Parent needed to *fight* for services for her child
- *Programs would benefit from access to specialized health care professionals*
- One provider asked the parent to *show her how to care for the child* (i.e., specific medical treatment) thus making the provider more comfortable caring for the child and the parent more comfortable leaving the child in the provider's care
- Another parent said, *She just didn't trust someone to care for her child.*

The Perspectives of Agency Personnel on Families

Similarly, representative of different agencies, which serve families, were invited to another discussion group and asked to share their thoughts through a series of questions. Among the ideas expressed were the following:

How the needs of clients have changed during the past year:

- Increased requests for services (i.e., food), decreased demands in other areas (i.e., child care)
- In some cases, eligibility for services has contracted, in others expanded
- Need for child care services has decreased given greater unemployment
- Providers of services are requesting referrals due to decreased demand
- Fewer providers of service
- Less funds to pay for services
- Transportation becoming a greater issue for more families
- Staff shortages are reported in some agencies

Biggest challenge in serving clients:

- Too few funds, too many clients
- Processing of payments takes longer due to less staff
- Families in Salton City, Bombay Beach, and Winterhaven don't have child care services or transportation to services elsewhere; others in these areas don't want to be connected to agencies which deliver services

Suggested changes to the child care system:

- A general lack of school age care was reported
- More physical activities are needed for all and places to do such activities
- Less center-based CDD contracts and more Alternative Payment funds
- More comprehensive services for children with special needs, as well as more trained staff to care for them
- More education for parents and school districts about the benefits of quality early care and education

Discussion of the Data Presented Above

Based on the data presented earlier in this section, the following observations may be made:

- **Sixty-three percent (63%) of callers to the R&R program expressed a preference for a family child care home,** the remainder (37%) a child care center.

- The vast majority of callers to the R&R **desired child care services near the child's home (87%).** This was followed by care near the parent's place of work (7%), and 6% near the child's school.

- **Of children for whom care was sought, 45% were for preschoolers, 29% were infants/toddlers, and 26% school-age children.**

- The two most cited **reasons for needing child care services were CDE referrals (283) and employment (193).**

- For families on the Centralized Eligibility List, **53% indicated a need for full-time care and 47% part-time care.** Of the total number of parents seeking services, **199 required evening care and 177 indicated a need for weekend care.**

- The overwhelming **requirement for child care services by parents who participated in a discussion group was the safety of their children** followed by the ratio of children to adults in the program.

- **Agency personnel shared the increasing demands for some services and decreasing for others, as well as the challenges presented by serving more clients with fewer staff.**

- A range of **changes to the child care system that might improve it were suggested** by parents and agency personnel.

Recommendations relative to these observations are delineated on Part Five of this report.

PART THREE:
THE SUPPLY OF CHILD CARE SERVICES

This section of *Child Care in Imperial County* profiles the services available to families in the county in licensed or license-exempt centers and in family child care homes. The cost of services is depicted, as well as enrollment in subsidized child care programs. The perspectives of child care providers, both home and center-based, drawn from a discussion group are presented along with a discussion of the data shared in this section.

Data on Child Care Centers and Family Child Care Homes

Child care centers are licensed by the Community Care Licensing (CCL) Division of the California Department of Social Services. Each center is licensed by age group(s) served and may hold multiple licenses, which reflect the different ages of children served. Table #15 depicts the capacity of centers by age within each zip code. Some centers are exempt from licensure for one of three reasons: they are operated generally by a school district and only serve children who attend that school or the children of parents who attend a particular school; may be on a military base; or are operated by a tribal nation. The capacity of these centers is shown in Table #16. The format for this table parallels that of Table #15.

Table #15
County of Imperial
Number & Capacity of Licensed Child Care Centers by Type
Source: Imperial County Office of Education, Resource and Referral, April 2009

City	Zip Code	Total # of Programs	Total Capacity	Capacity by Age of Child		
				Infants*	Preschoolers	School-Age
Brawley	92227	12	562	0	550	12
Calexico	92231, 92232	12	640	24	616	0
Calipatria	92233	2	48	20	28	0
El Centro	92243, 92244	31	1393	108	1166	119
Heber	92249	2	67	0	67	0
Holtville	92250	3	90	0	90	0
Imperial	92251	5	214	24	190	0
Niland & Bombay Beach	92257	1	29	0	29	0
Ocotillo	92259	0	-	0	-	0
Salton City	92275	2	52	0	52	0
Seeley	92273	1	27	0	27	0
Westmorland	92281	2	52	0	52	0
Winterhaven	92283	1	32	1	32	0
Total		**74**	**3,206**	**177**	**2,899**	**131**

*Infants defined as ages 0-2; preschoolers as ages 2-5.

Table #16
County of Imperial
Number & Capacity of Exempt Child Care Centers by Type
Source: Imperial County Office of Education, Resource and Referral, April 2009

City	Zip Code	Total # of Programs	Total Capacity	Capacity by Age of Child		
				Infants*	Preschoolers	School-Age
Brawley	92227	1	24	24	0	0
Calexico	92231, 92232	0	0	0	0	0
Calipatria	92233	0	0	0	0	0
El Centro	92243, 92244	2	70	34	36	0
Heber	92249	0	0	0	0	0
Holtville	92250	0	0	0	0	0
Imperial	92251	0	0	0	0	0
Niland & Bombay Beach	92257	0	-	0	-	0
Ocotillo	92259	0	-	0	-	0
Salton City	92275	0	-	0	-	0
Seeley	92273	0	-	0	-	0
Westmorland	92281	0	-	0	-	0
Winterhaven	92283	1	87	0	87	0
Total		**4**	**181**	**58**	**123**	**0**

*Infants defined as ages 0-2; preschoolers as ages 2-5.

Family child care homes, also licensed by CCL, serve either 8 or 14 children (two of whom must be school-age). Licenses do not specify a particular age group to be served in the home, although a recent discussion among staff of the R&R resulted in an estimate that 20% of spaces in family child care homes serve infants and toddlers, 45% preschoolers, and the remaining 35% school-age children. Should a provider choose to care for infants only, the number of children in care would be reduced. Furthermore, some providers choose to serve fewer children than their licensed capacity. This lower number is called *desired capacity* rather than *licensed capacity*. Consequently, Table #17 shows both licensed and desired capacity for family child care homes in an effort to provide a more accurate picture of the total number of children who may be served at any given time.

Table #17 County of Imperial Number and Capacity of Licensed Family Child Care Providers Source: Imperial County Office of Education, Resource & Referral, April 2009				
City	Zip Code	Total # of Programs	Licensed Capacity	Desired Capacity
Brawley	92227	47	518	473
Calexico	92231, 92232	121	1,138	1,124
Calipatria	92233	3	40	36
El Centro	92243, 92244	117	1,068	1,068
Heber	92249	22	216	183
Holtville	92250	15	128	128
Imperial	92251	35	292	292
Niland & Bombay Beach	92257	1	6	6
Seeley	92273	4	38	38
Westmorland	92281	1	8	8
Totals		**366**	**3,452**	**3,356**

The number of children shown in the above three tables reflects the capacity of programs, both home and center-based, to serve children at any point in time. Often, a child may be enrolled for two or three days per week or even on a half-day basis. Consequently, a program may serve more than a single child in any given space. Therefore, the numbers shown in those tables reflect the number of children who may be served at any given time, rather than the total number of children who are served in Imperial County centers and homes.

Child care represents a significant expense for families. Providers of services charge in different manners. For example, some providers charge on an hourly basis, some on a weekly basis and others by the month. Generally, these rates are not combinable; that is, one cannot multiply a weekly rate by 4.3 to obtain a monthly fee. The cost of infant care is significantly higher than that for a preschool or school-age child. Furthermore, the fees charged in family child care homes are usually lower than those charged in centers. Table #18 indicates the cost of child care by type of setting and age of child.

Table #18 County of Imperial Average Rates for Centers and Family Child Care Homes Source: Imperial County Office of Education, Resource & Referral, April 2009						
Age Group	Full-time Daily	Full-time Weekly	Full-time Monthly	Part-time Hourly	Part-time Weekly	Part-time Monthly
Child Care Centers						
Birth to 24 mos.		$ 160.00	NA	NA	$ 144.00	NA
2 - 5 Years		$ 123.00	$ 482.00	NA	$ 106.50	$ 364.00
School-age		$ 115.00	$ 370.00	NA	$ 95.50	$ 270.00
Family Child Care Homes						
Birth to 24 mos.		$ 132.00	NA	NA	$ 107.00	NA
2 - 5 Years		$ 125.00	NA	NA	$ 103.00	NA
School-age		$ 125.00	NA	NA	$ 100.00	NA

Related Information on Child Care Services

Both the State of California and the U.S. Department of Health and Human Services provide funding for early care and education services primarily for income eligible families. In Table #19, enrollment in subsidized, non-voucher programs funded by the California Department of Education's Child Development Division is shown. Table #20 shows enrollment in voucher-type programs, which in California are known as Alternative Payment Programs (APP).

Table #19
County of Imperial
Enrollment in CDD-Funded Programs (Non-APP)
Source: CA Dept. of Education, Child Development Division, November 2009

City	Zip Code	Age of Children							Total
		0	1	2	3	4	5	6	
CCTR									
Brawley	92227	7	3	18	43	48	0	0	119
Calexico	92231, 92232	8	16	26	41	36	6	1	134
Calipatria	92233	4	7	7	7	4	0	0	29
El Centro	92243, 92244	4	6	27	42	33	3	0	115
Heber	92249	1	3	4	4	4	0	1	17
Holtville	92250	3	1	1	3	4	0	0	12
Imperial	92251	0	3	2	8	11	1	0	25
Niland & Bombay Beach	92257	0	0	1	0	0	0	0	1
Seeley	92273	0	0	0	0	1	0	0	1
Salton Sea	92275	0	1	0	0	2	0	0	3
Westmorland	92281	0	2	2	3	3	0	0	10
Total		**27**	**42**	**88**	**151**	**146**	**10**	**2**	**466**
CFCC									
Salton Sea	92275	**0**	**0**	**1**	**0**	**0**	**0**	**1**	**2**
CPRE									
Brawley	92227			5	67	87	0		159
Calexico	92231, 92232			3	115	129	3		250
Calipatria	92233			1	15	24	0		40
El Centro	92243, 92244			2	73	130	1		206
Heber	92249			0	6	3	0		9
Holtville	92250			0	12	10	0		22
Imperial	92251			1	30	42	0		73
Seeley	92273			0	18	17	0		35
Salton Sea	92275			0	6	4	0		10
Westmorland	92281			0	22	26	0		48
Winterhaven	92283			0	20	21	1		42
Total				**12**	**384**	**493**	**5**		**894**
CPKP									
Calexico	92231				**17**	**79**			**96**
CMIG									
Brawley	92227	0	2	1	2	4			9
Calexico	92231	0	0	0	1	4			5
Calipatria	92233	0	0	1	0	0			1
El Centro	92243	0	0	0	0	1			1
Heber	92249	0	0	0	0	4			4
Holtville	92250	2	5	11	15	15			48
Imperial	92251	0	0	0	0	1			1
Westmorland	92281	1	1	3	3	1			9
Total		**3**	**8**	**16**	**21**	**30**			**78**
TOTAL ENROLLMENT IN CDD-FUNDED, NON-APP PROGRAMS		**30**	**50**	**117**	**573**	**748**	**15**	**3**	**1,536**

Table #20
County of Imperial
Enrollment in Alternative Payment Programs (including CalWORKS)
Source: CA Dept. of Education, Child Development Division, November 2009

City	Zip Code	Age of Children																			Total
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
CalWORKS: Stage 2 (C2AP)																					
Brawley	92227	9	9	24	10	9	7	9	8	3	6	8	4	4	0	0					110
Calexico	92231	12	25	26	30	19	20	23	18	18	12	13	8	18	0	1					243
Calipatria	92233	0	1	1	0	2	1	0	1	0	1	0	1	0	0	0					8
El Centro	92243	18	20	38	26	27	31	23	23	22	18	20	10	11	1	0					288
Heber	92249	3	6	5	9	3	3	7	4	1	1	3	0	0	0	0					45
Holtville	92250	0	3	2	2	5	1	7	1	2	6	2	2	0	0	0					33
Imperial	92251	3	1	8	6	7	6	4	4	5	1	2	3	3	0	0					53
Seeley	92273	1	3	1	3	2	3	2	2	2	2	3	2	1	0	0					27
Westmorland	92281	0	0	1	2	1	0	2	0	1	2	1	0	0	0	0					10
Total		**46**	**68**	**106**	**88**	**75**	**72**	**77**	**61**	**54**	**49**	**52**	**30**	**37**	**1**	**1**	**0**	**0**	**0**	**0**	**817**
CalWORKS: Stage 3 (C3AP)																					
Brawley	92227	1	7	6	8	9	10	6	15	15	10	12	7	5	0				1	0	112
Calexico	92231	5	2	10	8	13	12	11	8	15	6	16	13	8	2				1	0	130
Calipatria	92233	0	0	0	2	4	0	0	0	0	4	0	0	0	0				0	0	10
El Centro	92243	5	8	7	11	16	23	16	14	12	19	19	16	15	0				0	1	182
Heber	92249	1	2	1	2	2	3	2	6	2	3	2	1	3	0				0	0	30
Holtville	92250	0	0	1	2	0	1	3	0	0	1	2	1	1	0				0	0	12
Imperial	92251	0	1	0	4	1	4	8	2	7	7	7	3	2	0				0	0	46
Seeley	92273	0	1	0	0	1	0	1	1	0	0	2	1	0	0				0	0	7
Westmorland	92281	0	0	1	1	1	2	0	0	1	0	0	1	0	0				0	0	7
Total		**12**	**21**	**26**	**38**	**47**	**55**	**47**	**46**	**52**	**50**	**60**	**43**	**34**	**2**	**0**	**0**	**0**	**2**	**1**	**536**
Alternative Payment Program (CAPP)																					
Brawley	92227	2	2	2	0	2	1	3	1	1	3	1	0	0							18
Calexico	92231	5	14	9	12	2	7	12	4	6	8	6	6	7							98
Calipatria	92233	0	2	1	1	0	1	0	0	0	1	2	1	0							9
El Centro	92243	6	12	6	8	8	9	9	8	8	4	4	2	4							88
Heber	92249	1	1	1	1	0	0	2	1	0	1	4	0	1							13
Holtville	92250	0	1	1	0	1	0	0	0	0	1	0	0	0							4
Imperial	92251	0	3	3	2	3	0	3	1	0	2	0	2	0							19
Total		**14**	**35**	**23**	**24**	**16**	**18**	**29**	**15**	**15**	**20**	**17**	**11**	**12**	**0**	**0**	**0**	**0**	**0**	**0**	**249**
TOTAL ENROLLMENT IN APP PROGRAMS		**72**	**124**	**155**	**150**	**138**	**145**	**153**	**122**	**121**	**119**	**129**	**84**	**83**	**3**	**1**	**0**	**0**	**2**	**1**	**1,602**

Lastly, enrollment in the federally-funded Early Head Start, Head Start, and Migrant Head Start programs is profiled in Table #21.

Table #21
County of Imperial
Enrollment in Early Head Start and Head Start
Source: CUI Head Start & Imperial County Office of Education, Dec. 2009

City	Zip Code	Age of Child						Total
		0	1	2	3	4	5	
Early Head Start (estimates of enrollment by age)								
Brawley	92227	5	5	0				10
Calexico	92231, 92232	5	6	20				31
El Centro	92243, 92244	5	6	20				31
Total Early Head Start		**15**	**17**	**40**				**72**
Head Start								
Brawley	92227				10	36	5	51
Calexico	92231, 92232				36	63	4	103
El Centro	92243, 92244				111	166	15	292
Heber	92249				12	25	3	40
Imperial	92251				3	16	1	20
Niland & Bombay Beach	92257				12	7	1	20
Westmorland	92281				4	15	1	20
Total Head Start					**188**	**328**	**30**	**546**
Migrant Head Start (breakdown of children ages 1-2 are estimates)								
Brawley	92227	0	28	28	42	42		140
Calexico	92231, 92232	0	28	28	41	42		139
El Centro	92243, 92244	0	38	37	32	32		139
Total Migrant Head Start		**0**	**94**	**93**	**115**	**116**		**418**
Total Early Head Start & Head Start		**15**	**111**	**133**	**303**	**444**	**30**	**1,036**

The Perspectives of Early Care and Education Professionals

Like parents and agency personnel, early care and education professionals were invited to attend an informal discussion group to gain an understanding of the challenges they face in delivering services to the children and families of Imperial County. Though not representative of the greater early care and education community, the participants' thoughts provide a glimpse into the provision of services.

The individuals who participated in the discussion group included family child care and exempt providers, as well as center staff; served in different capacities within their programs; and had a range of experience from less than five years to almost 30. Their services were offered in different cities throughout Imperial County. Their thoughts follow.

On the impact of the current economy:

- Fewer children were enrolled in the program

- Parents are cutting hours due to job losses or cuts in hours
- Many farm workers are dropping out of the programs
- No waiting lists exist for services
- Families are moving from homes to apartments
- Noticing higher divorce rates among two-parent families
- Families are experiencing stress due to financial problems

On what would help providers care for children:

- More support services such as speech for children
- More financial assistance for families
- Parenting classes
- Mental health services for children (and their families)
- More appreciation from others for the hard work that providers do

On suggestions for changing the child care system:

- Increased educational resources for children (i.e., books, toys, etc.)
- More funding for preschool services
- A reorientation within Community Care Licensing from one of monitoring to providing resources to providers

Discussion of the Data Presented Above

Based on the information presented above, the following observations may be offered,

Imperial County has **3,388 spaces in licensed and license exempt child care centers and 3,356 spaces in family child care homes**.

It is estimated that **approximately 906 of these spaces serve infants and toddlers; 4,532 are designated for preschoolers; and 1,306 school-age children**. Because family child care home licenses generally do not specify the specific number of children in any age group to be served and the current economy may encourage providers to accept any child into their program regardless of age, the estimates of spaces by age are not considered fixed and are highly variable.

For an Imperial County family with one three or four-year-old child using full-time care, ***the cost of preschool services in a center-based program would be $5,784 or $6,500* in a family child care home. If that family earned either the mean or median income, child care would require more than 10% of its annual income.** Should the family have an infant or toddler, or multiple children, then the percentage of its income spent on child care services would increase significantly.

There exists **significant enrollment of children in subsidized spaces in programs throughout Imperial County including more than 1,500 in center-based contracts through the California Department of Education, around 1,600 in voucher-type**

programs, and another 1,036 in Early Head Start, Head Start and Migrant Head Start.

The **current economic crisis is being felt by child care providers in Imperial County as evidenced by declining enrollment, lack of waiting lists, and more challenges in serving children and their families.**

Recommendations regarding these observations are shared in Part Five of this assessment.

PART FOUR:
THE DEMAND V. SUPPLY OF SERVICES IN IMPERIAL COUNTY

Utilizing the data presented in the previous three sections, an analysis was conducted to determine how well balanced the supply of child care services and the demand for the same are. This section then includes a discussion of the results of that analysis.

Child Care Demand versus Supply[1]

To gain some perspective about how well the supply of child care meets the demand for such services by families seeking care, the current assessment undertook an analysis through a combination of data sources and research findings. Specifically, the number of children in each of two age groups, those under six years of age and those between 6 and 12, as presented in Part One of this report and the percentage of Imperial County households in which all adults work determined by the U.S. Census Bureau (62.4%) were set forth. Then using factors outlined in the Urban Institute's *Assessing the New Federalism: State Child Care Profile for Children with Employed Mothers in California (2001),* which identified the percentage of families who require regulated care (both home and center-based), an estimate was made of the number of children who required legal group care (35% for the younger group, 27% for the older one). The resulting number was compared to the amount of group care in each zip code.

As was mentioned in the previous section, through conversations with R&R staff an estimate was reached regarding the percentage of children in family child care homes by age group: 20% - infants and toddlers, 45% - preschoolers, and 35% school-age children. These percentages drove the estimates of the amount of licensed care for family child care.

Using the above information, a ratio of children to child care spaces was obtained for each zip code. Those zip codes in which the ratio is less than one (1.0), do not have sufficient care to meet the demand for services; whereas those with a ratio greater than one (1.0) do have at a minimum adequate, if not sufficient, care to meet the demand.

Table #22 presents the results of the analysis described above.

[1] Adapted from *Children and Families in San Diego County* by G.J. Kinley, 2005

Table #22
County of Imperial
Need for Child Care v. the Supply of Services
Sources: CA Department of Finance, 2008; ICOE R&R, 2009

City	Zip Code	Children Under the Age of 6 years				Children 6 -13 Years of Age			
		Number of Children under 6 years of age	Number of Children who require licensed child care services	Available supply of licensed care	Ratio of licensed spaces to children who require such care	Number of Children 6-12 years of age	Number of Children who require licensed/legal child care services	Available supply of licensed care	Ratio of licensed spaces to children who require such care
Brawley	92227	2,560	559	882	1.58	2,819	475	178	0.37
Calexico	92231, 92232	3,768	823	1,371	1.67	4,115	693	393	0.57
Calipatria	92233	777	170	71	0.42	848	143	13	0.09
El Centro	92243, 92244	4,240	926	2,039	2.20	4,629	780	482	0.62
Heber	92249	425	93	186	2.00	465	78	64	0.82
Holtville	92250	625	137	174	1.27	681	115	45	0.39
Imperial	92251	1,242	271	403	1.48	1,357	229	102	0.45
Niland & Bombay Beach	92257	330	72	33	0.46	360	61	2	0.03
Ocotillo	92259	55	12	0	-	60	10	0	0.00
Salton City	92275	96	21	52	2.48	105	18	0	0.00
Seeley	92273	195	43	52	1.22	213	36	13	0.36
Westmorland	92281	232	51	57	1.12	254	43	3	0.07
Winterhaven	92283	441	96	120	1.25	481	81	0	0.00
TOTAL		**14,986**	**3,275**	**5,440**	**1.66**	**16,387**	**2,761**	**1,295**	**0.47**

There are 4,527 children in the county with whom no zip code is associated. No estimate of the discrepancy between the supply and demand for services is given for them.

Although the above table suggests that more than adequate child care spaces exist for children under the age of six, early care and education professionals and researchers have long believed that the need for infant and toddler care far exceeds the supply. Consequently, a secondary and more in-depth analysis of available resources for infants and toddlers appeared warranted.

Several assumptions were embedded in this secondary analysis. First, the Urban Institute (2001) found that parents of infants and toddlers used group care 23.2% of the time, rather than the 35% of the time collectively cited in other research. A second assumption was based on estimates made by ICOE R&R staff about the percentages of children served in family child care homes (i.e., 20% infants and toddlers, 45% preschoolers, and 35% school-agers). Another assumption, which is perhaps a bit more tenuous, is that parents of infants and toddlers are employed at the same rate (62.4% for Imperial County) as parents of older children.

With these three assumptions in place, the secondary analysis of the demand for infant and toddler care, as well as preschool, versus the supply of services was undertaken. The results of that analysis are shown in Table #23.

Table #23
County of Imperial
Secondary Analysis of Supply v. Need of Infants/Toddlers and Preschoolers
Sources: CA Department of Finance, 2007; ICOE R&R, 2009; and Urban Institute

City/Town	Zip Code	Infants/Toddlers					Preschoolers				
		Number of Infants/Toddlers	% of households with all adults in work force	Number of Infants who Require Care	Available Supply	Ratio of licensed spaces to children who require such care	Number of Preschool-age children	% of households with all adults in work force	Number of Children who required licensed child care services	Available supply of licensed care	Ratio of licensed space to children who require such care
Brawley	92227	932	0.62	135	119	0.88	1,628	0.62	356	763	2.15
Calexico	92231, 92232	1,361	0.62	197	249	1.26	2,408	0.62	526	1,122	2.13
Calipatria	92233	281	0.62	41	27	0.66	496	0.62	108	44	0.41
El Centro	92243, 92244	1,531	0.62	222	356	1.61	2,707	0.62	591	1,683	2.85
Heber	92249	154	0.62	22	37	1.66	272	0.62	59	149	2.51
Holtville	92250	225	0.62	33	26	0.80	398	0.62	87	148	1.70
Imperial	92251	449	0.62	65	82	1.26	794	0.62	173	321	1.85
Niland & Bombay Beach	92257	119	0.62	17	1	0.06	211	0.62	46	32	0.69
Ocotillo	92259	20	0.62	3	0	-	34	0.62	7	-	-
Salton City	92275	35	0.62	5	0	-	62	0.62	14	52	3.84
Seeley	92273	70	0.62	10	8	0.79	125	0.62	27	44	1.61
Westmorland	92281	84	0.62	12	1	0.08	148	0.62	32	56	1.73
Winterhaven	92283	159	0.62	23	1	0.04	281	0.62	61	119	0.26
Totals		5,420	0.62	785	907	1.16	9,564	0.62	2,089	4,533	2.17

Discussion of the Data Presented

Based on the information share in this section, the following observations may be made:

> **An initial analysis indicates that there are more spaces for children under the age of six than children who require such care.** The ratio for this age group is 1.66 spaces for every child. **For children six and older, there is exists fewer spaces than there are children who required care;** the ratio is less than one space for every two children who require care.

A secondary analysis of available care for children under the age of six revealed that most communities with the exception of **Calexico, El Centro, Heber, and Imperial have insufficient spaces for infants and toddlers**. The communities of **Calipatria, Niland and Bombay Beach, Ocotillo and Winterhaven have insufficient spaces for preschool-age children.**

Recommendations regarding these observations are outlined in Part Five of this document.

PART FIVE:
RECOMMENDATIONS FOR CONSIDERATION

In the first four sections of this report, a series of observations based on the information presented were set forth. In this last section, recommendations are suggested that the Imperial County Early Care & Education Planning Council should consider as it begins development of a strategic plan for the coming five years.

Given the high percentage of Spanish speakers, the Planning Council should consider **making all materials and resources, especially those targeting children and their parents, available in Spanish.**

As an ancillary recommendation, the Planning Council should **encourage the development of programs and services within Imperial County that increase the proficiency of young children, as well as the staff who care for them, in communicating both orally and in writing in English.**

The number of children under the age of five who have been identified as having a special need appears to be significantly lower than those five years or older. Part of this imbalance may be related to the lack of screening in the younger age group. To the extent possible, the Planning Council should **consider sponsoring trainings for providers intended to increase the latter group's skills in identifying children who may have special learning needs and referring the youngsters to appropriate agencies for assessment.**

With more than one out of every eight children referred to Child Protective Services with suspicions of general neglect, the Planning Council should **partner with appropriate organizations in the community to provide training to child care practitioners about the signs of abuse and/or neglect and their responsibilities for reporting under the law.**

At such time as the Planning Council chooses to partner in the development of new child care spaces, it should **consider the expressed preferences of parents in Imperial County for family child care homes and then work to ensure high quality services within those facilities.**

The Centralized Eligibility List contains the names of almost 1,400 children whose families require assistance paying for child care services. As available, the Planning

Council should **encourage local agencies to apply for new sources of funds to pay for such services.**

Most communities in Imperial County have sufficient child care spaces for preschool age children. Notable exceptions are **Calipatria, Niland and Bombay Beach, Ocotillo and Winterhaven all of which would benefit from the development of additional preschool age spaces. (Note: This recommendation does NOT apply to subsidized child care spaces whose expansion is warranted.)**

With the exception of Calexico, El Centro, Heber, and Imperial, all other cities in Imperial County have insufficient spaces for infants and toddlers. The Planning Council should **encourage existing providers to consider caring for infants and toddlers. The Planning Council should also partner with other organizations to offer training intended to expand the knowledge and skills of providers to care for this age group.**

Given the dearth of school-age care in most communities of Imperial County, the Planning Council should **work with existing providers, as well as school districts, to expand the availability in general of care for children Kindergarten age and older.**

The current economy has increased the challenges providers face in serving children and their families. To the extent possible, the Planning Council should **consider different avenues for supporting practitioners in their work including, but not limited to, the provision of mental health services for children and families, acknowledgement of providers' work, and other resources that ease the stressors on caregivers.**

Child Care In Imperial County:
An Assessment of the Status of Children, Families and the Field in 2010

Appendices

IMPERIAL COUNTY EARLY CARE & EDUCATION PLANNING COUNCIL MEMBERS – JANUARY 2010

20% Consumers (Defined as a parent or person who receives or who received in the last 36 months, child care services).

Name of Representative	Appointment Date	Renewal Date
Denise Morris	5/09	5/11
Wendy Prewett	3/08	3/10
Adrianna Solorzano	10/09	10/11
René Pollard	10/09	10/11
VACANT		

20% Child Care Providers (Defined as a person who provides child care services or represents persons who provide child care services).

Name of Representative	Appointment Date	Renewal Date
Helen Gaede	6/08	6/10
Elizabeth Guzman	9/09	9/11
Norah Sanchez	9/09	9/11
Julia Rodriguez	2/08	2/10
Mike Castillo	10/08	10/10

20% Public Agency Representatives (Defined as a person who represents a city, county or local education agency).

Name of Representative	Appointment Date	Renewal Date
Holly Daasnes	10/08	10/10
Heather Vessey-Garcia	10/09	10/11
Rebecca Green	12/08	12/10
Gloria Fortin	9/09	9/11
Scott Dudley	10/08	10/10

20% Community Representatives (Described as a person who represents an agency or business that provides private funding for child care services, or who advocates for child care services through participation in a civic or community based organization, but is not a child care provider or CDE funded agency or representative).

Name of Representative	Appointment Date	Renewal Date
Cheryl Anderson	12/08	12/10
Carla Moore	9/09	9/11

Rosa Valenzuela	9/09	9/11
Katrina Portwood	10/09	10/11
VACANT		

20% Discretionary Appointees (Appointed from any of the above categories or outside categories at the discretion of the appointing agencies).

Name of Representative	Appointment Date	Renewal Date
Frances Beope	10/08	10/10
Magda Franco	9/09	9/11
José Martínez	3/08	3/10
Sally Van Winkle	12/08	12/10
VACANT		

Do you have a child five years or younger?

Do you use or have you tried to use child care in Imperial County?
or
Does your child have a special need, which has made your search for or use of child care services more difficult?

Then join other parents for an informal and confidential, 90-minute discussion of child care services in Imperial County.

Each parent will receive a thank you gift.
No child care will be available at this meeting.

October 28, 2009 at 7:00 PM.
The location will be announced to confirmed attendees.

Space is limited.
Refreshments will be served.

RSVP required.

To reserve a space or for more information,
call Ernestina (760.312.6431) by October 21, 2009.

¿Tiene usted un niño de cinco años o menor?

¿Usted ha usado una guardería en la comunidad?

¿Usted ha probado a utilizar los servicios de guardería?

Entonces únase a otros padres para una discusión informal y confidencial de 90 minutos, sobre los cuidado de los niños en el Condado de Imperial.

Cada padre recibirá un regalo de gratitud.

El 28 de octobre de 2009 a las 6:00 de la tarde.
El lugar será anunciado a los participantes confirmados.

El tamaño del grupo es limitado.
Se servirá café y galletas.

RSVP requerido.

Para reservar un espacio o para más información,
llame Ernestina (760.312.6431) antes del 10/21/2009.

Are you a licensed family child care provider?

Do you operate a child care center, either licensed or license exempt?

The Imperial County Early Care and Education Planning Council has commissioned its 5-year needs assessment and its consultant is now in the process of collecting information.

Your thoughts and ideas would be most appreciated.

So please join us for a confidential and informal 90-minute discussion of child care in Imperial County.

Each participant will receive a thank you gift. (Limited one gift per program.)

October 29, 2009 at 7:00 PM.
The location will be announced to confirmed attendees.

Space is limited.
Refreshments will be served.

RSVP required.

To reserve a space or for more information,
call Ernestina at 760.312.6431 by October 22, 2009.

SUGGESTED DISCUSSION GROUP QUESTIONS

PARENTS

1. Please share your name and the ages of your children.
2. Do you use child care services on a regular basis? What type of care is it?
3. How did you find your current child care situation?
4. What was your primary requirement when looking for child care?
5. How many child care providers did you meet with before finding your current caregiver(s)?
6. What was the biggest challenge in finding child care?
7. If you could change anything about the child care system in Imperial County, what would that change be?

PROVIDERS

1. Please share your name, the name of your program/center, and the ages of children served.
2. How long have you been providing child care services?
3. What impact has the current economy had on your program? Be as specific as possible.
4. How have the needs of children and their families changed over the past year?
5. What assistance might be most useful for you from other organizations?
6. If you could change anything about the child care system in Imperial County, what would that change be?

AGENCY PERSONNEL

1. Please share your name, the agency for which you work, and who is your primary client.
2. What services does your organization offer to your clients?
3. How have the needs of your clients changed during the past year? How have your services changed in response to the changing needs of clients?
4. What is the biggest challenge that you face in serving clients?

5. If you could change anything about the child care system in Imperial County, what would that change be?

Part 2 – Comprehensive Program Review Fall 2009

Program Name: **Computer Science Program, Math Department, SME Division**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

   In the 2005-2008 comprehensive program review, our goal was to begin offering Computer Science classes in the fall of 2007.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

Computer Science Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CS 1		16		16		9		9									25
CS 210	9	9		18	5	11		16	9	10		19		5		5	58
CS 220			18	18			22	22			3	3					43
CS 230			5	5			16	16									21
CS 260		5		5	6	12		18									23
CS 280		5	6	11	5	13	6	24									35
Total	9	35	29	73	16	45	44	105	9	10	3	22		5		5	205

Computer Science Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CS 1		1		1		1		1									2
CS 210	2	1		3	1	1		2	1	1		2		1		1	8
CS 220			1	1			1	1			1	1					3
CS 230			1	1			1	1									2
CS 260		1		1	1	1		2									3
CS 280		1	1	2	1	1	1	3									5
Total	2	4	3	9	3	4	3	10	1	1	1	3		1		1	23

Computer Science Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CS 1		46%		46%		26%		26%									36%
CS 210	16%	32%		21%	18%	39%		29%	32%	36%		34%		18%		18%	26%
CS 220			75%	75%			92%	92%			13%	13%					60%
CS 230			21%	21%			67%	67%									44%
CS 260		18%		18%	21%	43%		32%									27%
CS 280		21%	25%	23%	21%	54%	25%	33%									29%

Computer Science Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
CS001		56%		56%		67%		67%									61%
CS210	89%	100%		94%	40%	91%		65%	78%	90%		84%		100%		100%	84%
CS220			78%	78%			55%	55%			100%	100%					77%

CS230			80%	80%			88%	88%									84%
CS260		100%		100%	67%	100%		83%									89%
CS280		80%	100%	90%	60%	100%	100%	87%									88%
Avg.	89%	84%	86%	85%	56%	89%	81%	77%	78%	90%	100%	89%		100%		100%	83%

Computer Science Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
CS001		56%		56%		78%		78%									67%
CS210	89%	100%		94%	40%	91%		65%	78%	90%		84%		100%		100%	84%
CS220			78%	78%			68%	68%			100%	100%					82%
CS230			80%	80%			88%	88%									84%
CS260		100%		100%	83%	100%		92%									94%
CS280		80%	100%	90%	100%	100%	100%	100%									96%
Avg.	89%	84%	86%	85%	74%	92%	85%	85%	78%	90%	100%	89%		100%		100%	86%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	CS	CS210	6	2						1	9	8	88.9%	88.9%
200720	Spr.	2007	CS	CS210	2							3	5	2	40.0%	40.0%
200720	Spr.	2007	CS	CS260	4					1		1	6	4	66.7%	83.3%
200720	Spr.	2007	CS	CS280	3					2			5	3	60.0%	100.0%
200730	Sum.	2007	CS	CS210	6	1						2	9	7	77.8%	77.8%
200810	Fall	2007	CS	CS001	5	4						7	16	9	56.3%	56.3%
200810	Fall	2007	CS	CS210	9								9	9	100.0%	100.0%
200810	Fall	2007	CS	CS260	5								5	5	100.0%	100.0%
200810	Fall	2007	CS	CS280	4							1	5	4	80.0%	80.0%
200815	Win.	2008	CS	CS210	2	3							5	5	100.0%	100.0%
200820	Spr.	2008	CS	CS001	1	3	2			1		2	9	6	66.7%	77.8%
200820	Spr.	2008	CS	CS210	5	5						1	11	10	90.9%	90.9%

200820	Spr.	2008	CS	CS260	7	5							12	12	100.0%	100.0%
200820	Spr.	2008	CS	CS280	8	4	1						13	13	100.0%	100.0%
200830	Sum.	2008	CS	CS210	6	3						1	10	9	90.0%	90.0%
200910	Fall	2008	CS	CS220	5	7	2					4	18	14	77.8%	77.8%
200910	Fall	2008	CS	CS230	3	1						1	5	4	80.0%	80.0%
200910	Fall	2008	CS	CS280	2	4							6	6	100.0%	100.0%
200920	Spr.	2009	CS	CS220	7	4	1		1	2		7	22	12	54.5%	68.2%
200920	Spr.	2009	CS	CS230	2	8	4					2	16	14	87.5%	87.5%
200920	Spr.	2009	CS	CS280	4	2							6	6	100.0%	100.0%
200930	Sum.	2009	CS	CS220	3								3	3	100.0%	100.0%
					99	56	10		1	6		33	205	165		

Computer Science Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CS 1		0.5		0.5		0.2		0.2									0.7
CS 210	1.9	1.9		3.7	1.0	2.3		3.3	1.8	2.1		3.9		1.0		1.0	12.0
CS 220			3.7	3.7			4.6	4.6			0.6	0.6					8.9
CS 230			1.0	1.0			3.3	3.3									4.4
CS 260		1.0		1.0	1.2	2.5		3.7									4.8
CS 280		1.0	1.2	2.3	1.0	2.7	1.2	5.0									7.2
Total	1.9	4.4	6.0	12.3	3.3	7.7	9.1	20.1	1.8	2.1	0.6	4.6		1.0		1.0	38.0

Computer Science Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CS 1		0.1		0.1		0.1		0.1									0.1
CS 210	0.8	0.4		1.2	0.4	0.4		0.8	0.4	0.4		0.8		0.4		0.4	3.2
CS 220			0.4	0.4			0.4	0.4			0.4	0.4					1.2

CS 230			0.4	0.4			0.4	0.4									0.8
CS 260		0.4		0.4	0.4	0.4		0.8									1.2
CS 280		0.4	0.4	0.8	0.4	0.4	0.4	1.2									2.0
Total	0.8	1.3	1.2	3.3	1.2	1.3	1.2	3.7	0.4	0.4	0.4	1.2		0.4		0.4	8.5

Computer Science Program
FTEs per FTEf

Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
CS 1		7.3		7.3		3.6		3.6									5.5
CS 210	2.3	4.7		3.1	2.6	5.7		4.1	4.5	5.3		4.9		2.5		2.5	3.7
CS 220			9.4	9.4			11.4	11.4			1.6	1.6					7.5
CS 230			2.6	2.6			8.3	8.3									5.5
CS 260		2.6		2.6	3.1	6.2		4.7									4.0
CS 280		2.6	3.1	2.8	2.6	6.7	3.1	4.1									3.6
Avg.	2.3	3.5	5.0	3.8	2.8	6.1	7.6	5.5	4.5	5.3	1.6	3.8		2.5		2.5	4.5

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

   SLO data for computer science classes will be collected beginning in the spring of 2009.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Enrollment: The Computer Science Program was redesigned after 2006-2007 after a review of a Computer Science degree offering by IVC and of transferability of IVC Computer Science courses to four-year institutions. The current Computer Science Program began in the Fall of 2008. This makes tracking the data across the three-year period more challenging than it otherwise would have been. Please note that CS 210 has become CS 220 and CS 260 has become CS230, effective in the Fall 2008. CS 1 was a one-unit introductory course that was offered once and is no longer in our catalog.

The data shows that our entry–level course (CS220) doubled its enrollment from 2007-8 to 2008-9. Since this is a sequential curriculum, that increase was passed on to the enrollment in CS 230 in the spring of 2009. These numbers go a long way to establishing the viability of a Computer Science program at IVC. The enrollment data for second-level courses: CS 230 and CS 280, is somewhat skewed by the fact that IVC offered both courses in the spring and fall of 2008-9, while the program was under grant support. Moving forward, we are offering each course once a year, until the numbers suggest otherwise.

Fill Rates: The fill rates for CS 220 in 2008-9 show that the classes are nearing maturity, while CS 230 and CS 280 are waiting for the number of students completing the first course to reach critical mass. Offering CS 220 each semester and CS 230 / CS 280 alternating semesters, should balance the fill rates in the future.

Student Success and Retention: The success and retention rates were fairly constant across the period with the exception of a one-time dip in the spring of 2007. That dip is a reflection of a time when staffing and curriculum were highly uncertain. The data appears to trend much more consistently since then, as staffing and curriculum have stabilized.

FTES/FTEF: This has been rising steadily over the period, as student confidence in the program has increased.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service area outcome implementation, number of majors, and/or other data as appropriate.

Currently, the Computer Science Program employs one full-time professor. His load is approximately 50% Computer Science and 50% Math. In the Fall of 2009 we offered CS 220 and CS 230. CS 220 had an enrollment of 26 with 18 completing the course, while CS 230 had an enrollment of 8, with 7 completing the course. The CS 220 enrollment continues the rising trend noted earlier. The CS 230 numbers do not. This bears watching. As noted previously, CS 230 and CS 280 were offered too frequently in 2008-2009. We are currently offering one section of CS 220 in the fall and spring semesters and offering CS 230 and CS 280 once a year, on a rotating basis. This spring we also begin offering CS 170, a 3-unit course in UNIX, which is strictly an elective. We plan to offer this course once every four semesters, unless demand indicates an increase.

We offer an A.S. in Computer Science, for which CS 220, CS 230, and CS 280 are required courses. SLO's have been written for CS 220, CS 230 and CS 280. They have yet to be filed with the SLO coordinator. Data will be collected on these courses beginning in the spring of 2009. SLO's for CS 170 will be developed this spring

3. List any significant issues or problems that the program is immediately facing.

Our only significant issue at this time involves facilities. The Computer Science program has yet to find a permanent home. The most desirable outcome would for the program to be housed in the 2700 building. A shared room with the computer-based math classes would be optimal for the school from a cost and space standpoint.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

   Our objective in the next three years is to continue to grow and stabilize the program. We will be measuring this in terms of enrollment, success and retention, and FTES/FTEF ratios. SLO data, as it comes in, will be incorporated in the assessment of the curriculum and its effectiveness.

   Closely related to this will be the modernization of our classroom facilities.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

   Spring 2010: SLO's will be filed for CS 170, CS 220, CS 230, and CS 280. Data will collected for each except CS 280, which is not offered. Fall 2010 and Beyond: Data will collected for each course as they are offered. Fall 2011. Assessment of SLO data will be incorporated into future curriculum changes.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

   Our current facility, room 1705, has 24 terminals. That puts a tight cap on the growth of this program. In addition, this room is distant from the other facilities that Computer Science students and professors use. It would be beneficial to have the program housed in the 2700 building or as close as possible. The cost of providing power to a potential lab in the 2700 is the only hurdle to surmount.

4. Identify any outside factors that might influence your program during the next three years.

   The economy is the central factor. Computer programming is a profession that is highly sensitive to economic conditions. Programmers are alternately highly in demand or unemployed. This has an effect on student interest. Enrollments in Computer Science programs at nearby institutions have fluctuated a good deal over the last generation.

Part 2 – Comprehensive Program Review **Fall 2009**

Program Name: **Correctional Science Program**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

The goals of the Correctional Science program were

1. to increase student access to courses ;
2. improve student retention and success.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

Correctional Science Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CSI 100	29	32	15	76	26	25	20	71									147
CSI 102	5	6	3	14	9	4	5	18							0	0	32
CSI 104	22	17	20	59													59
CSI 106					17	10	13	40									40
CSI	27	22	10	59													59

108																	
CSI 120	3	0	0	3	1	1	4	6						0	1	1	10
Total	86	77	48	211	53	40	42	135						0	1	1	347

Correctional Science Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CSI 100	1	1	1	3	1	1	1	3									6
CSI 104	1	1	1	3													3
CSI 106					1	1	1	3									3
CSI 108	1	1	1	3													3
Total	3	3	3	9	2	2	2	6									15

Correctional Science Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CSI 100	83%	91%	43%	72%	74%	71%	57%	68%									70%
CSI 104	63%	49%	57%	56%													56%
CSI 106					49%	29%	37%	38%									38%
CSI 108	77%	63%	29%	56%													56%

Correctional Science Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
CSI100	17%	13%	7%	12%	50%	52%	70%	57%									35%

CSI102	60%	50%	0%	37%	44%	25%	20%	30%									33%
CSI104	64%	100%	100%	88%													88%
CSI106					41%	60%	46%	49%									49%
CSI108	59%	68%	70%	66%													66%
CSI120	33%			33%	100%	100%	75%	92%							100%	100%	82%
Avg.	47%	58%	44%	49%	59%	59%	53%	57%							100%	100%	55%

Correctional Science Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
CSI100	62%	47%	53%	54%	88%	74%	95%	85%									70%
CSI102	60%	67%	67%	64%	89%	25%	60%	58%									61%
CSI104	68%	100%	100%	89%													89%
CSI106					76%	100%	92%	90%									90%
CSI108	89%	91%	90%	90%													90%
CSI120	33%			33%	100%	100%	75%	92%							100%	100%	82%
Avg.	62%	76%	78%	71%	88%	75%	81%	81%							100%	100%	77%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	CSI	CSI100		1	4		7	6		11	29	5	17.2%	62.1%
200710	Fall	2006	CSI	CSI102	2		1					2	5	3	60.0%	60.0%
200710	Fall	2006	CSI	CSI104	3	5	6			1		7	22	14	63.6%	68.2%
200710	Fall	2006	CSI	CSI108	1	5	10		1	7		3	27	16	59.3%	88.9%
200710	Fall	2006	CSI	CSI120		1						2	3	1	33.3%	33.3%
200720	Spr.	2007	CSI	CSI100		4	8		3	6		3	24	12	50.0%	87.5%
200720	Spr.	2007	CSI	CSI102		2	2		2	2		1	9	4	44.4%	88.9%
200720	Spr.	2007	CSI	CSI106	4	2	1			6		4	17	7	41.2%	76.5%
200720	Spr.	2007	CSI	CSI120			1						1	1	100.0%	100.0%
200810	Fall	2007	CSI	CSI100			4		4	6		16	30	4	13.3%	46.7%
200810	Fall	2007	CSI	CSI102		2	1			1		2	6	3	50.0%	66.7%

200810	Fall	2007	CSI	CSI104	5	9	3						17	17	100.0%	100.0%
200810	Fall	2007	CSI	CSI108	5	6	4		1	4		2	22	15	68.2%	90.9%
200820	Spr.	2008	CSI	CSI100	4	3	5			5		6	23	12	52.2%	73.9%
200820	Spr.	2008	CSI	CSI102		1						3	4	1	25.0%	25.0%
200820	Spr.	2008	CSI	CSI106	1	3	2		1	3			10	6	60.0%	100.0%
200820	Spr.	2008	CSI	CSI120			1						1	1	100.0%	100.0%
200910	Fall	2008	CSI	CSI100			1		4	3		7	15	1	6.7%	53.3%
200910	Fall	2008	CSI	CSI102					1	1		1	3	0	0.0%	66.7%
200910	Fall	2008	CSI	CSI104	9	8	3						20	20	100.0%	100.0%
200910	Fall	2008	CSI	CSI108	3	3	1			2		1	10	7	70.0%	90.0%
200915	Win.	2009	CSI	CSI120	1								1	1	100.0%	100.0%
200920	Spr.	2009	CSI	CSI100	1	6	7		1	4		1	20	14	70.0%	95.0%
200920	Spr.	2009	CSI	CSI102			1			2		2	5	1	20.0%	60.0%
200920	Spr.	2009	CSI	CSI106	1	2	3		1	5		1	13	6	46.2%	92.3%
200920	Spr.	2009	CSI	CSI120	1	2						1	4	3	75.0%	75.0%
					41	65	69		26	64		76	341	175		

Correctional Science Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CSI 100	3.0	3.3	1.6	7.9	2.7	2.6	2.1	7.4									15.2
CSI 102	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0									0.0
CSI 104	2.3	1.8	2.1	6.1													6.1
CSI 106					1.8	1.0	1.3	4.1									4.1
CSI 108	2.8	2.3	1.0	6.1													6.1
CSI 120	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						0.0		0.0	0.0
Total	8.1	7.4	4.7	20.1	4.5	3.6	3.4	11.5						0.0		0.0	31.6

Correctional Science Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
CSI 100	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6									1.2
CSI 104	0.2	0.2	0.2	0.6													0.6
CSI 106					0.2	0.2	0.2	0.6									0.6
CSI 108	0.2	0.2	0.2	0.6													0.6
Total	0.6	0.6	0.6	1.8	0.4	0.4	0.4	1.2									3.0

Correctional Science Program
FTEs per FTEf

Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
CSI 100	15.0	16.6	7.8	13.1	13.5	13.0	10.4	12.3									12.7
CSI 104	11.4	8.8	10.4	10.2													10.2
CSI 106					8.8	5.2	6.7	6.9									6.9
CSI 108	14.0	11.4	5.2	10.2													10.2
Avg.	13.5	12.3	7.8	11.2	11.1	9.1	8.5	9.6									10.5

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

The CSI program is currently on hold and therefore no SLO data is currently available.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

The data above indicates that student interest in the Correctional Science program is declining. Fill rates in the introductory course only achieved 70% while barely breaking 50% in the other program courses. For this reason it was decided to place the CSI program on hold in order to analyze the reasons for this decline and decide how to update and revitalize the program making it an attractive option for students looking for a career in the law enforcement field.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

   Due to declining enrollments in this program, it was decided to put the Correctional Science program on hold for the 2009-10 academic year and to undertake a full curriculum and program evaluation. In the fall 2009 semester the final course in the CSI certificate sequence, CSI 108, was offered so that those students enrolled in the program could complete the certificate begun the previous year. We anticipate that we will be reopening the program by the 2011-12 academic year.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   The economic climate in the state has impacted the corrections system significantly and little hiring is taking place at the local prisons. This has limited student interest in the CSI program.

3. List any significant issues or problems that the program is immediately facing.

   We do not have a full-time instructor who is dedicated to the correctional science program. Over the years we have relied exclusively on adjunct faculty members to teach CSI classes. This means that there is no one who is committed to keeping abreast with current trends in Correctional Science education or available to work with local corrections institutions to ensure that our curriculum is up to date and applicable to the job market. The program curriculum has become outdated.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Hire a full-time faculty member for the Correctional Science program	Employment data	Fall 2011
Improve student success rate through: • SLO performance analysis and curriculum revision, as appropriate, definition of course prerequisites if appropriate,	Institutional success and retention data	Spring 2013
Increase on-line and alternative delivery opportunities for Correctional Science courses	Course schedule	Fall 2012
Update all CSI course curriculum, certificate and degree program	Course catalog	Fall 2012

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Initial Student Learning Outcomes are being developed and implemented for all courses within the Administration of Justice curriculum. Assessments of SLO's measured in Fall 2009 will be made in Spring of 2010. The program intends to extend multiple SLO's in each course during the next two years, and integrated the SLO's in the General Education program path.

Spring 2010	Initial SLO's identified – CSI 100 SLO Assessment –
Fall 2010	Assessment Evaluation & Modification recommendations – Initial SLO's identified – SLO Assessment –

Spring 2011	All SLO's identified – SLO Assessment – Assessment Evaluation & Modification recommendations – Begin integration into GE SLO plan
Fall 2011	SLO Assessment – Assessment Evaluation & Modification recommendations – Continue integration into GE SLO plan – course level SLO and curriculum modification as required
Spring 2012	SLO Assessment – Assessment Evaluation & Modification recommendations – Assessment evaluation & modification recommendation - GE Program
Fall 2012	SLO Assessment – Assessment Evaluation & Modification recommendations – Assessment evaluation & modification recommendation - GE Program

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

In order for the Correctional Science program to once again become a viable program at IVC we must have a full-time faculty member who is dedicated to seeing the program succeed. We have relied exclusively on adjunct faculty in this program for too many years and the program curriculum has become obsolete because of this. Without someone who is able to evaluate the curriculum, partner with outside agencies and recruit students we do not believe this program can successfully continue.

4. Identify any outside factors that might influence your program during the next three years.

The California State budget crisis is adversely affecting student interest in Corrections as a potential career. Once the economy begins to recover and the prison system starts to hire new officers we believe that we will see a significant increase in student interest in the CSI program. However, we must update our curriculum and plan how we will meet this anticipated need in the future.

Part 2 – Comprehensive Program Review Fall 2009

Program Name: Disabled Student Programs and Services

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

   Objective 1: The DSP&S department will provide an orientation to students on best use of services(i.e. tutoring, notetaking, interpreters, test proctoring, counseling.)

   Objective 2: The DSP&S department will provide study skills workshops to increase student's success.

   Objective 3: DSP&S will contact students twice per semester to assess progress and use of available resources and services.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives.

   As part of the Intake process for students applying for services from the DSPS program an orientation to the program and the college is provided. This includes information on DSPS policies and procedures, and information on the appropriate use of services and how to request and utilize services. For fiscal year 2006-07 231 students received an orientation as part of the Intake process. For fiscal year 2007-08 261 students received an orientation, and for fiscal year 2008-09 231 students received an orientation. These numbers represent all of the students applying for services during these years, including students who applied for services by completing an intake interview, which included the orientation, even if the student did not follow through with registering for classes.

   During the 2007-08 year the DSPS program initiated a one-half credit course which included the assessment for learning disability, review of learning styles, and discussion with the student on study skills appropriate for the student's type of learning disability based on the L.D. assessment. During the 2007-08 fiscal year 16 students completed the course and received information on study skills relevant to their disability, and during fiscal year 2008-09, 20 students completed the L.D. assessment course.

DSPS students are sent letters prior to the Fall and Spring semesters reminding them of important dates and to schedule an appointment with their counselor to discuss academic planning and appropriate accommodations. At mid-semester progress reports are sent to all the instructors of all DSPS students asking them to report on the student's performance in their classes, and if any services such as tutoring are indicated. Counselors review these progress reports, and contact students who are having difficulty to advise them to make an appointment to discuss the need for tutoring or other appropriate disability related accommodations. During fiscal year 2006-07, 318 students were contacted during the Fall semester and 267 in the Spring semester, with an unduplicated count of 420 students for the year. During fiscal year 2007-08, 353 students were contacted during the Fall semester and 275 in the Spring, with an unduplicated count of 444 for the year. During the 2008-09 fiscal year, 315 students were contacted in the Fall and 354 in the Spring, with an unduplicated count of 434.

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

   Service Area Outcomes for the DSPS program were implemented during the 2008-09 Academic year, with the assessment of the outcomes completed in June, 2009.

   Program Service Area Outcomes:

   Outcome 1: Students will demonstrate self-advocacy by initiating timely requests for appropriate services and/or educational accommodations. The method of assessment was a random sample of 50 students reviewed to determine when they made the request for services. Out of the 50 students reviewed, 40, or 80% requested services prior to the end of the first week of the Spring 2009 semester.

   Outcome 2: Students will demonstrate knowledge of their rights and responsibilities under the Americans with Disabilities Act. This outcome was suspended because informational materials intended to be distributed to students were unable to be purchased due to the budget shortfall. This outcome will be modified and reinstated at a later date.

Outcome 3: Students will identify and utilize appropriate campus and community resources. The method of assessment was a random sample of 50 students to review use of campus and community resources. Out of the 50 students sampled, 14% received no services during the Spring 2009 semester, 40% received one service, and 46% received more than one service.

High Tech Center Service Area Outcomes:

Outcome 1: Through increased communication with students, via phone calls and email, the student pass rate in the High Tech Center will increase from an average of 68.5% to 85% in DSPS 50 Adapted Keyboarding. Method of assessment was a review of grade records. The percentage of successful completion was 100%.

Outcome 2: Through increased communication with students, via phone calls and email, the student pass rate in the High Tech Center will increase from an average of 67% to 80% in DSPS 52 Computer Assess Evaluation. Method of assessment was review of grade records. The percentage of successful completion was 83%.

Outcome 3: Through increased communication with students, via phone calls and email, the student pass rate in the High Tech Center will increase from an average of 52.5% to 65% in DSPS 54 Computer Access I. Method of assessment was review of grade records. The percentage of successful completion was 81%.

Outcome 4: Through increased communication with students, via phone calls and email, the student pass rate in the High Tech Center will increase from an average of 75% to 85% in DSPS 56 Computer Access II. Method of assessment was review of grade records. The percentage of successful completion was 75%.

Outcome 5: Through increased communication with students, via phone calls and email, the student pass rate in the High Tech Center will increase from an average of 48% to 60% in DSPS 58 Computer Access Projects. Method of assessment was review of grade records. The percentage of successful completion was 82%.

Learning Disabilities Service Area Outcomes:

Outcome 1: Students will demonstrate personal responsibility by attending each scheduled appointment and completing the 9 hours required for DSPS 18 Educational Assessment and Evaluation. Method of assessment was review of the contact log. Two students enrolled in the Spring 2009 semester successfully completed the course. 12 students who initiated the assessment in the Fall 2008 semester completed in the Spring.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

   The program data indicated that in general students initiate request for services in a timely manner. However, improvement is needed to increase timely requests to 90% of students in the program. Although the objectives were met, a new target of 90% will be implemented, with greater efforts to contact students early so that services and supports are in place by the first day of classes. A target of 90% of students receiving at least one service will be implemented by increased contact with students and providing a more detailed and structured orientation for students to become more aware of the services offered. As funding becomes available informational materials will be developed to give students information about their rights and responsibilities under the Americans with Disabilities Act.

   For the High Tech Center, it was very apparent that increased communication and contact with students increased their successful completion. All outcomes except one were met, and all will be continued.

   For the Learning Disabilities assessment, increased contact with students will be implemented to inform students of deadlines to complete the assessment. This will be in the form of letters and phone contact.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

   There are approximately 325 students receiving services through the DSP&S in the Fall 2009 semester. The program consists of one full time counselor and one adjunct counselor, one full time Learning Disabilities Specialist/Counselor, one full time High Tech Center Instructional Specialist/Alternate Media Specialist, one full time Coordinator for Academic Support Services, and one 75% Career Development Specialist funded through the Workability III collaborative program with the State Department of Vocational Rehabilitation. The full time Administrative Secretary retired September 30, 2009 and has not been replaced due to budget cuts. Clerical support is being provided by student workers and the former Administrative Secretary working ten hours per week on a temporary basis. Due to a 45% cut in the DSPS budget tutoring was eliminated, as were the DSPS special classes in reading and math, as well as the non-credit courses in Critical Thinking, Arts and Crafts, Horseback Riding, and Accessing Community

Resources. The Disability Services Technician Major and Certificate courses have also been suspended due to lack of funding. Service area outcomes have been implemented, focusing primarily on the outcome of Personal Responsibility, and will continue to address the need for students with disabilities to take a more active role in arranging for and following through with appropriate services.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   The major factor affecting the DSPS program is the dire economic situation in the State of California, which has resulted in severe cuts in the DSPS budget. This year the cut was 45%. With one-time ARRA funding the actual reduction this year is 28%. Next year the Governor has proposed no further cuts in the DSPS budget, but will not replace the one-time ARRA funds, so the full affect of the 45% cut will be realized next fiscal year. This will mean the continuing elimination of tutoring and special classes, and the possible loss of classified and certificated staff unless funds are restored. The elimination of these services will ultimately have a severe negative effect on the success of students with disabilities.

3. List any significant issues or problems that the program is immediately facing.

   As stated above, the all- encompassing issue facing the program is the budget crisis. Unless funding is restored, services and supports that are required under Federal and State laws are in jeopardy, placing the college in danger of being out of compliance with these laws.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

   Objective 1. The DSPS program will provide an orientation to students on best use of services (i.e. tutoring, notetaking, interpreters, test proctoring, counseling.) The orientation will be provided for new students at time of intake, and for ongoing students at least once a semester. This will be measured by intake statistics and sign in logs. This will be completed for each of the three academic years.

Objective 2. The DSPS program will provide study skills workshops to increase student's success. These workshops will be open to all students in the program, and will be offered at least twice per semester. This will be measured by sign in logs, and will be implemented in the first year and continue for the three years of the plan.

Objective 3. DSPS will contact students twice per semester to assess progress and use of available resources. Letters will be sent at the beginning of each semester. Progress reports will be sent to all instructors at mid-term to identify potential problems. Using email to contact students will be implemented. This will be implemented in the first year and continue for the three years of the plan.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

   Student Learning Outcomes will be expanded if funding is restored to previous levels which will allow for the re-implementation of DSPS special classes in Reading and Math, the non-credit classes for the severely handicapped, tutoring for students with learning disabilities, and the Disability Services Technician major and certificate. When these courses and services are returned to the program Student Learning Outcomes will be developed for them. The timeline for this will depend entirely on the state budget situation.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

   Stable funding for the DSPS program is needed in order to accomplish objectives. Adequate funding to provide mandated accommodations and the staff to coordinate accommodations and provide counseling is essential for the program to survive. All non-mandated services have been cut from the program and cannot be re-established until funding is restored. Mandated services are in jeopardy if funding is not returned to previous levels. Any objectives that involve additional funds cannot be implemented at this time. Provision of basic mandated services is all that the program can focus on at the present time.

4. Identify any outside factors that might influence your program during the next three years.

The state budget situation will continue to influence the program over the next 2-3 years. Also the availability of qualified sign language interpreters is a potential influence if the number of deaf/hard of hearing students increases and/or the number of interpreters decreases.

Part 2 – Comprehensive Program Review **Fall 2009**

Program Name: **English - Basic Skills Reading Program**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. The Basic Skills Reading Program received increased attention statewide, with the advent of the Basic Skills Initiative (BSI) in 2006. The Basic Skills Reading Program, accordingly, stood to benefit from the BSI. As a consequence, objectives and outcomes were influenced accordingly. Essentially, the central Basic Skills Reading Programs objectives leading in to the academic year 2006-2007 were:

   - Strengthen our Basic Skills Reading Program to provide for increased student retention and success.
   - Hire more faculty to meet the demand for more Basic Skills Reading courses.
   - Review the Basic Skills Reading Program and refine the curriculum in an effort to maintain appropriate standards.
   - Provide more Staff Development activities for Basic Skills faculty.

2. Program Review performance metrics follow. These data cover each course in the program during each semester and session of the previous three academic years:

Enrollment at census; number of sections; fill rate; success rate; retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF are included, as well.

English - Basic Skills Reading Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 52	17	13	9	39	15	10	11	36	1			1					76
ENGL 86	242	250	268	760	169	156	268	593	34	57	59	150	42	59	67	168	1671
ENGL 87	102	171	190	463	143	148	218	509	35	44	41	120	42	66	55	163	1255
ENGL 88	397	380	454	1231	266	337	399	1002	56	73	72	201	51	51	80	182	2616
ENGL 89	404	412	551	1367	346	430	544	1320	56	111	111	278	51	79	85	215	3180
Total	1162	1226	1472	3860	939	1081	1440	3460	182	285	283	750	186	255	287	728	8798

English - Basic Skills Reading Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 52	1	1	1	3	1	1	1	3	1			1					7
ENGL 54											2	2					2
ENGL 86	10	11	11	32	7	7	11	25	2	3	3	8	1	2	3	6	71
ENGL 87		2	3	5	2	3	4	9	1	1	1	3	2	3	1	6	23
ENGL 88	15	14	15	44	13	13	15	41	3	3	4	10	3	2	3	8	103
ENGL 89	13	13	17	43	12	13	17	42	2	4	4	10	2	3	3	8	103
Total	39	41	47	127	35	37	48	120	9	11	14	34	8	10	10	28	309

English - Basic Skills Reading Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 86	115%	108%	109%	110%	116%	101%	108%	108%	77%	84%	83%	82%	93%	83%	102%	92%	104%
ENGL 88	88%	90%	101%	93%	68%	86%	89%	81%	62%	81%	60%	67%	57%	85%	89%	76%	85%
ENGL 89	104%	106%	108%	106%	96%	110%	107%	105%	93%	93%	93%	93%	85%	88%	94%	90%	103%

English - Basic Skills Reading Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL52	6%	8%	33%	16%	40%	44%	43%	42%	0%			0%					25%
ENGL54											82%	82%					82%
ENGL86	61%	57%	49%	56%	43%	48%	50%	47%	74%	72%	66%	71%	70%	64%	73%	69%	60%
ENGL87	70%	69%	60%	66%	63%	65%	67%	65%	80%	93%	83%	85%	93%	70%	91%	84%	75%
ENGL88	63%	57%	55%	58%	56%	54%	54%	55%	91%	72%	75%	79%	84%	75%	90%	83%	69%
ENGL89	54%	53%	51%	52%	48%	53%	53%	51%	61%	56%	71%	63%	69%	62%	84%	71%	59%
Avg.	51%	49%	50%	50%	50%	53%	53%	52%	61%	73%	75%	70%	79%	68%	84%	77%	61%

English - Basic Skills Reading Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL52	18%	62%	44%	41%	60%	67%	57%	61%	100%			100%					58%
ENGL54											95%	95%					95%
ENGL86	75%	72%	66%	71%	63%	61%	66%	63%	79%	82%	78%	80%	81%	83%	81%	82%	74%
ENGL87	79%	76%	71%	75%	76%	72%	75%	74%	89%	93%	88%	90%	95%	80%	93%	89%	82%
ENGL88	79%	73%	69%	74%	72%	69%	66%	69%	95%	86%	88%	89%	92%	84%	94%	90%	81%
ENGL89	77%	75%	69%	74%	69%	66%	65%	66%	75%	86%	80%	81%	86%	86%	87%	86%	77%
Avg.	65%	72%	64%	67%	68%	67%	66%	67%	88%	87%	86%	87%	89%	83%	89%	87%	76%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	ENG/BSR	ENGL52				1			2	14	17	1	5.9%	17.6%
200710	Fall	2006	ENG/BSR	ENGL86	16	74	58		26	9		60	243	148	60.9%	75.3%
200710	Fall	2006	ENG/BSR	ENGL87	13	28	31		8	1		22	103	72	69.9%	78.6%
200710	Fall	2006	ENG/BSR	ENGL88	44	99	105		30	33		85	396	248	62.6%	78.5%
200710	Fall	2006	ENG/BSR	ENGL89	22	81	114		73	22		92	404	217	53.7%	77.2%
200715	Win.	2007	ENG/BSR	ENGL86	5	14	11		3	2		8	43	30	69.8%	81.4%
200715	Win.	2007	ENG/BSR	ENGL87	8	22	9			1		2	42	39	92.9%	95.2%
200715	Win.	2007	ENG/BSR	ENGL88	13	18	12		1	3		4	51	43	84.3%	92.2%
200715	Win.	2007	ENG/BSR	ENGL89	2	14	19		9			7	51	35	68.6%	86.3%
200720	Spr.	2007	ENG/BSR	ENGL52				6			3	6	15	6	40.0%	60.0%
200720	Spr.	2007	ENG/BSR	ENGL86	15	32	25		20	14		63	169	72	42.6%	62.7%
200720	Spr.	2007	ENG/BSR	ENGL87	16	37	37		13	5		35	143	90	62.9%	75.5%
200720	Spr.	2007	ENG/BSR	ENGL88	26	63	59		30	12		74	264	148	56.1%	72.0%
200720	Spr.	2007	ENG/BSR	ENGL89	13	69	98		56	22	1	119	378	180	47.6%	68.5%
200730	Sum.	2007	ENG/BSR	ENGL52							1		1	0	0.0%	100.0%
200730	Sum.	2007	ENG/BSR	ENGL86	10	9	6		2			7	34	25	73.5%	79.4%
200730	Sum.	2007	ENG/BSR	ENGL87	9	11	8		3			4	35	28	80.0%	88.6%
200730	Sum.	2007	ENG/BSR	ENGL88	4	34	13			2		3	56	51	91.1%	94.6%
200730	Sum.	2007	ENG/BSR	ENGL89	4	13	17		5	3		14	56	34	60.7%	75.0%
200810	Fall	2007	ENG/BSR	ENGL52				1			7	5	13	1	7.7%	61.5%
200810	Fall	2007	ENG/BSR	ENGL86	12	50	79		19	19		70	249	141	56.6%	71.9%
200810	Fall	2007	ENG/BSR	ENGL87	16	48	53		8	4		40	169	117	69.2%	76.3%
200810	Fall	2007	ENG/BSR	ENGL88	14	66	132		28	33	1	100	374	212	56.7%	73.3%
200810	Fall	2007	ENG/BSR	ENGL89	31	69	115		69	21		103	408	215	52.7%	74.8%
200815	Win.	2008	ENG/BSR	ENGL86	5	16	16		7	4		10	58	37	63.8%	82.8%
200815	Win.	2008	ENG/BSR	ENGL87	5	26	15		6	1		13	66	46	69.7%	80.3%
200815	Win.	2008	ENG/BSR	ENGL88		13	25			5		8	51	38	74.5%	84.3%
200815	Win.	2008	ENG/BSR	ENGL89	1	21	27		17	2		11	79	49	62.0%	86.1%

200820	Spr.	2008	ENG/BSR	ENGL52				4			2	3	9	4	44.4%	66.7%
200820	Spr.	2008	ENG/BSR	ENGL86	8	41	26		13	6		61	155	75	48.4%	60.6%
200820	Spr.	2008	ENG/BSR	ENGL87	12	54	30		5	6		41	148	96	64.9%	72.3%
200820	Spr.	2008	ENG/BSR	ENGL88	24	66	92		20	29		106	337	182	54.0%	68.5%
200820	Spr.	2008	ENG/BSR	ENGL89	22	98	106		42	14	2	145	429	226	52.7%	66.2%
200830	Sum.	2008	ENG/BSR	ENGL86	8	25	8		2	2	2	10	57	41	71.9%	82.5%
200830	Sum.	2008	ENG/BSR	ENGL87	14	24	3					3	44	41	93.2%	93.2%
200830	Sum.	2008	ENG/BSR	ENGL88	6	21	25		5	5		10	72	52	72.2%	86.1%
200830	Sum.	2008	ENG/BSR	ENGL89	5	29	28		27	7		15	111	62	55.9%	86.5%
200910	Fall	2008	ENG/BSR	ENGL52				3			1	5	9	3	33.3%	44.4%
200910	Fall	2008	ENG/BSR	ENGL86	13	56	64		35	9		93	270	133	49.3%	65.6%
200910	Fall	2008	ENG/BSR	ENGL87	20	53	42		12	8	1	55	191	115	60.2%	71.2%
200910	Fall	2008	ENG/BSR	ENGL88	67	89	93		27	39	1	139	455	249	54.7%	69.5%
200910	Fall	2008	ENG/BSR	ENGL89	23	104	156		63	36	2	171	555	283	51.0%	69.2%
200915	Win.	2009	ENG/BSR	ENGL86	8	26	15		4	1		13	67	49	73.1%	80.6%
200915	Win.	2009	ENG/BSR	ENGL87	11	21	18		1			4	55	50	90.9%	92.7%
200915	Win.	2009	ENG/BSR	ENGL88	16	44	13		2	1		5	81	73	90.1%	93.8%
200915	Win.	2009	ENG/BSR	ENGL89	19	34	18		3			11	85	71	83.5%	87.1%
200920	Spr.	2009	ENG/BSR	ENGL52				3			1	3	7	3	42.9%	57.1%
200920	Spr.	2009	ENG/BSR	ENGL86	12	61	59		31	12		91	266	132	49.6%	65.8%
200920	Spr.	2009	ENG/BSR	ENGL87	18	84	44		9	9		54	218	146	67.0%	75.2%
200920	Spr.	2009	ENG/BSR	ENGL88	19	99	100		31	16		136	401	218	54.4%	66.1%
200920	Spr.	2009	ENG/BSR	ENGL89	31	120	140		40	20		193	544	291	53.5%	64.5%
200930	Sum.	2009	ENG/BSR	ENGL54	11	6	1		1	2		1	22	18	81.8%	95.5%
200930	Sum.	2009	ENG/BSR	ENGL86	5	16	18		5	2		13	59	39	66.1%	78.0%
200930	Sum.	2009	ENG/BSR	ENGL87	8	16	10		2			5	41	34	82.9%	87.8%
200930	Sum.	2009	ENG/BSR	ENGL88	13	28	13		8	1		9	72	54	75.0%	87.5%
200930	Sum.	2009	ENG/BSR	ENGL89	20	48	11		10			22	111	79	71.2%	80.2%
					717	2190	2217	18	831	443	27	2396	8839	5142		

English - Basic Skills Reading Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 52	0.2	0.3	0.2	0.7	0.5	0.3	0.2	1.1	0.0			0.0					1.7
ENGL 86	47.5	48.7	49.0	145.2	33.3	29.7	49.2	112.2	5.7	9.4	9.0	24.0	5.5	7.3	13.0	25.8	307.2
ENGL 87	0.0	9.4	14.2	23.6	9.8	12.3	16.6	38.6	3.9	4.6	1.7	10.1	6.0	9.3	4.0	19.4	91.7
ENGL 88	54.5	52.5	62.7	169.7	36.7	46.5	51.1	134.3	7.7	10.1	7.6	25.3	6.9	6.8	10.4	24.1	353.4
ENGL 89	55.8	56.3	74.6	186.6	51.5	58.3	57.3	167.0	7.7	14.4	14.9	37.0	7.0	10.2	11.0	28.2	418.8
Total	158.0	167.0	200.7	525.8	131.8	147.1	174.4	453.2	24.9	38.4	33.1	96.4	25.4	33.6	38.3	97.4	1172.8

English - Basic Skills Reading Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 52	0.1	0.1	0.1	0.4	0.1	0.1	0.1	0.4	0.1			0.1					0.9
ENGL 86	2.0	2.9	2.9	7.9	1.4	1.9	2.9	6.2	0.4	0.8	0.8	2.0	0.2	0.5	0.8	1.5	17.6
ENGL 87		0.5	0.8	1.3	0.4	0.8	1.1	2.3	0.2	0.3	0.3	0.7	0.4	0.8	0.3	1.5	5.8
ENGL 88	3.0	3.7	4.0	10.7	2.6	3.5	4.0	10.1	0.6	0.8	1.1	2.5	0.6	0.5	0.8	1.9	25.2
ENGL 89	2.6	3.5	4.5	10.6	2.4	3.5	4.5	10.4	0.4	1.1	1.1	2.5	0.4	0.8	0.8	2.0	25.5
Total	7.7	10.8	12.4	30.9	6.9	9.7	12.7	29.3	1.7	2.9	3.2	7.9	1.6	2.7	2.7	6.9	75.1

English - Basic Skills Reading Program
FTEs per FTEf

Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL 52	1.4	2.0	1.8	1.7	3.7	2.4	1.9	2.6	0.0			0.0					1.9
ENGL 86	23.8	16.6	16.7	18.5	23.8	15.9	16.8	18.1	14.2	11.7	11.2	12.0	27.6	13.7	16.2	16.8	17.5
ENGL 87		17.6	17.8	17.7	24.5	15.3	15.5	17.0	19.3	17.1	6.3	13.8	15.1	11.7	15.2	13.2	15.8
ENGL 88	18.2	14.1	15.7	15.8	14.1	13.4	12.8	13.3	12.8	12.6	7.1	10.3	11.5	12.8	13.0	12.4	14.0
ENGL 89	21.5	16.2	16.4	17.6	21.4	16.8	12.6	16.1	19.3	13.5	13.9	14.6	17.6	12.7	13.7	14.1	16.4
Avg.	20.4	15.5	16.2	17.0	19.0	15.1	13.8	15.5	14.4	13.1	10.3	12.3	15.9	12.6	14.4	14.1	15.6

3. Student Learning Outcomes (SLOs) have been developed for all the Basic Skills Reading courses: English 086/087 (Reading II: Basic Development), English 088 (Reading III: Intermediate Development), and English 089 (Reading IV: Intermediate Development). At present, the English Division is entering into the next phase of SLO development, on the program level.

4. For all levels of Basic Skills Reading courses, the English Division has created sets of rubrics to measure SLOs. Each Basic Skills Reading course has, at present, at least four SLOs, and rubrics to match. In addition, all course-level SLOs are keyed in to appropriate Institutional Outcomes.

   Presently, Reading Instructors are in the process of collecting data for analyze, as we move closer to being able to "close the loop," in terms of SLO development, implementation, and analysis. As efforts continue to develop program-level SLOs, the loop-closing process will continue.

   At this stage of the process, however, one important trend is beginning to reveal itself: faculty are beginning to appreciate the concept of "accountability" as it relates to SLOs, course objectives, and course improvement. Initially, there was some degree of resistance, and the extremist perspective saw the SLO development-process as ultimately leading to instructor reprimands and possible firings. Now, however, most instructors appreciate the fact that the SLO process is "faculty driven." And as the SLO development process continues, the potential exists certainly for developing new methods for student evaluation, to supersede the present generic process that has been institutional practice for more than two decades (i.e., the mandatory one-page "standard" student-evaluation questionnaire).

   Further attention needs to be given over to drawing the adjunct faculty closer to the SLO-development process, also. A recent analysis of course syllabuses revealed that the majority of full-time faculty included clearly stated SLOs in their course syllabuses, while a smaller percentage of adjuncts provided the same information.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. The data demonstrate extremely high fill-rates for the Basic Skills Reading Program, frequently exceeding 100%. The retention rates reveal acceptable percentages, but not as high as complementary courses in the Basic Skills Writing Program. Nonetheless, the data reveal a significantly higher retention rate in the intersessions (Winter and Summer). This could be attributed to one of the fundamental reasons the intersessions exist: to allow students to repeat a failed class without losing too much time from their quest to complete their courses of study. The success rates trend toward lower numbers as the courses range closer to transfer-level. But these numbers reveal several realities. Apparent in the high fill rates is the need for additional staffing in order to adequately provide Basic Skills students with more individualized attention (especially considering that the quota for Basic Skills reading classes is a higher quota than for the transfer-level reading class (English 111). This need for additional staffing is also indicated by the fairly high retention rates and the concomitant medium-to-low success rates.

   Furthermore, all indicators are that a high percentage of incoming IVC reading students will be in need of Basic Skills instruction in reading, regardless of whether or not there are adequate funds for addressing this area of IVC's curriculum. The Basic Skills Committee is currently addressing the question of how best to meet the needs of these students, especially as funds for the Basic Skills Program are likely to continue to decrease. One particular area of focus for the Committee is finding ways to provide more staff development, specifically in the area of increased effectiveness in the teaching of Basic Skills Reading.

2. The current state fiscal situation and increase in the jobless rate for Imperial County has resulted in a greater number of country residents seeking further education at Imperial Valley College. The number of these prospective students who are identified as Basic Skills students has increased the demand for Basic Skills classes, including classes in the Basic Skills Reading Program. The reality of this situation has been acknowledged at the state level, with the advent of the Basic Skills Initiative. But the reality is a bit more pressing her in Imperial County, where the illiteracy rates and unemployment rates are significantly higher than they are in most other parts of California.

3. The Basic Skills Program is a state-grant-funded program. The current fiscal situation for the state of California has led to cuts in the 2009-2010 allocations. State fiscal trends indicate that further, more severe, cuts in IVC's allocation are forthcoming in 2010-2011, at the very least. Therefore, other avenues need to be pursued to ensure the Basic Skills students at IVC are adequately served.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. These are the objectives for the next three academic years, for the Basic Skills Reading Program:

a. Continue to strengthen the Basic Skills Reading Program, especially with regard to increasing retention and success rates throughout the developmental sequence for Reading courses;

b. Provide for increased staff development focused on improved teaching of Basic Skills Reading courses:

c. Press to find ways to increase staffing to meet the ongoing or increased demand for Basic Skills courses.

2. The Basic Skills Reading instructors meet on a regular basis to discuss issues related to Basic Skills instruction and to review procedures, develop SLOs, and to coordinate with the Reading/Writing Lab. This activity will continue with a strong sense of purpose for the next three years—particularly in light of the impending academic reorganization which will create a new Division structure, adding three new academic Deans. In the process, the position of Reading Facilitator will be eliminated. Up to this point, the Reading Facilitator has taken the lead in setting up meetings and overseeing the ebb and flow of activity in the Basic Skills Reading Program. Now, Basic Skills Reading instructors need to refocus as a group, without the Facilitator, and continue this effort collaboratively. On the horizon, their relationship with the new Dean will also need to be established and sustained. This reorganization will become official beginning 1 July 2010, but preparations need to be made beginning Spring 2010, for the Basic Skills Reading Program to make necessary adjustments, administratively, prior to the anticipated reorganization. In addition, after reorganization, the Department Head (formerly Division Chair) will need to coordinate these efforts, in more directly establishing the working relationship among the Dean, the Department Head, the Tutorial Specialist in the Reading/Writing Lab, and the team of Basic Skills Reading instructors.

Additionally, in concert with the new Dean and the Basic Skills Committee, the Department Head can initiate focused staff development activities, with assistance from the Basic Skills Reading instructors. This activity needs to resume in Spring 2010 and continue on a regular basis. The Department Head needs to make a more deliberate effort, also, to draw in the adjunct faculty, to ensure consistency throughout the Basic Skills Reading Program. And this effort will extend into the local high schools, via Cal-PASS. In the fall of 2009, IVC officially partnered with the local high schools to work on helping students more effectively and successfully make the transition from high school to college. During the next three years, the Basic Skill Reading Program can stand to benefit from this partnership and interaction, which includes not only IVC and the local high schools but the Imperial County Office of Education (ICOE) and the Calexico satellite campus of San Diego State University (SDSU).

In Spring 2010, despite the exigencies of the state budget crisis, the English Division Chair needs to make every reasonable effort to argue for and to secure additional staff. The efficacy of the Basic Skills Reading Program depends on additional staffing. For a

variety of reasons, the staff level in Reading has dropped over the past few years. The English Division is a revenue-generating Division, and new staff would certainly produce needed FTES for the college. But more importantly, additional staff is needed to meet the demands of the Basic Skills students. The English Division will continue to seek for additional staff until the Division is once again back to the level it held in 2006.

3. The three most significant resources needed for the Basic Skills Reading Program are:

a. adequate funding;
b. adequate staffing to allow for an increased number of sections of Basic Skills Reading courses to be taught;
c. adequate staff-development to enhance the Basic Skills Reading faculty's ability to teach effectively.

One obstacle that can hinder or stymie the efforts to obtain and/or make good use of these resources is a lack of knowledge, in general, about the need for wide-spread Basic Skills instruction and the particular needs of Basic Skills Reading students. An aggressive campus-wide campaign spearheaded by the Basic Skills Committee, to educate all facets of the IVC faculty, staff, and administration can help to raise the awareness needed to help the Basic Skills program meet the needs of IVC students.

In addition, for the short term, the English Division can step up and provide resources and funds (e.g., Basic Skills carry-over monies) to assist in the Staff Development effort. Recently, all English faculty were provided with a set of books—about 30 volumes in all—that was intended to establish a starting point for future ad hoc and sanctioned Staff Development activities. Faculty will be encouraged to engage in an ongoing discussion of issues related to Basic Skills, in concert with SLO-development activities.

4. The most significant outside factor which can affect the Basic Skills Reading Program for the next three years is the reduction in funds forthcoming from the State of California Basic Skills Initiative grant. Locally, due to the ongoing budget crisis, it appears that hiring new and additional faculty might have to wait for another year or two—a sad fiscal reality that could significantly cripple efforts to adequately serve Basic Skills students who are in most need.

Part 2 – Comprehensive Program Review **Fall 2009**

Program Name: **English - Basic Skills Writing Program**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

a. Strengthen our Basic Skills Writing Program to provide increased student retention and success.
b. Hire more faculty to meet the demand for more Basic Skills Writing courses.
c. Review the Basic Skills Writing Program and refine the curriculum in an effort to maintain appropriate standards.
d. Provide more Staff Development activities for Basic Skills faculty.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.

English - Basic Skills Writing Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 99	463	481	475	1419	381	409	509	1299	149	160	143	452	66	78	149	293	3463
ENGL 51	76	69	50	195	49	77	57	183			38	38					416
ENGL 59	24	32	58	114	23	39	74	136									250
ENGL 96	124	222	171	517	144	95	190	429	26	44	29	99	17	45	96	158	1203

ENGL 97	117	181	218	516	115	125	230	470	58	48	44	150	35	60	109	204	1340
ENGL 98	282	332	359	973	313	295	301	909	122	136	100	358	135	109	185	429	2669
Total	1086	1317	1331	3734	1025	1040	1361	3426	355	388	354	1097	253	292	539	1084	9341

English - Basic Skills Writing Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 99	15	16	15	46	12	13	16	41	5	6	6	17	3	3	5	11	115
ENGL 51	5	5	1	11	5	1	1	7			2	2					20
ENGL 59	1	1	2	4	1	1	2	4									8
ENGL 96	4	8	6	18	5	1	4	10		1	1	2		1	2	3	33
ENGL 97	3	3	6	12	3	6	9	18	3	2	2	7	2	3	5	10	47
ENGL 98	8	10	11	29	9	10	9	28	5	5	4	14	5	4	6	15	86
Total	36	43	41	120	35	32	41	108	13	14	15	42	10	11	18	39	309

English - Basic Skills Writing Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 99	103%	100%	106%	103%	106%	105%	106%	106%	99%	89%	79%	89%	73%	87%	99%	89%	100%
ENGL 59	80%	107%	97%	95%	77%	130%	123%	113%									104%
ENGL 96	115%	122%	108%	115%	108%	105%	108%	107%	93%	102%	81%	92%	87%	88%	98%	93%	106%
ENGL 98	118%	111%	109%	112%	116%	98%	111%	108%	81%	91%	83%	85%	90%	91%	103%	95%	103%

English - Basic Skills Writing Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL99	44%	37%	32%	38%	43%	33%	31%	36%	56%	44%	36%	45%	71%	32%	52%	52%	43%
ENGL51	18%	32%	48%	33%	47%	36%	61%	48%			97%	97%					49%
ENGL59	54%	70%	43%	56%	30%	54%	36%	40%									48%
ENGL96	46%	37%	52%	45%	42%	40%	53%	45%	58%	59%	66%	61%	65%	58%	55%	59%	52%
ENGL97	67%	53%	59%	60%	47%	58%	62%	56%	81%	85%	84%	84%	72%	85%	67%	75%	68%
ENGL98	44%	52%	55%	50%	51%	63%	59%	58%	63%	68%	67%	66%	66%	74%	73%	71%	61%
Avg.	46%	47%	48%	47%	43%	47%	50%	47%	64%	64%	70%	66%	68%	62%	62%	64%	54%

English - Basic Skills Writing Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL99	67%	69%	63%	66%	62%	69%	54%	62%	80%	67%	59%	68%	89%	55%	75%	73%	67%
ENGL51	38%	66%	64%	56%	68%	52%	69%	63%			97%	97%					65%
ENGL59	79%	80%	71%	77%	61%	74%	68%	68%									72%
ENGL96	81%	63%	76%	73%	63%	65%	82%	70%	65%	82%	79%	76%	71%	87%	81%	79%	75%
ENGL97	85%	74%	83%	81%	69%	77%	83%	76%	86%	96%	95%	92%	83%	97%	85%	88%	84%
ENGL98	68%	81%	78%	76%	68%	79%	82%	76%	81%	82%	80%	81%	79%	91%	91%	87%	80%
Avg.	70%	72%	72%	71%	65%	69%	73%	69%	78%	82%	82%	81%	81%	82%	83%	82%	75%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	ENG/BSW	ENGL100	9	70	125		56	53		151	464	204	44.0%	67.5%
200710	Fall	2006	ENG/BSW	ENGL51				14			15	47	76	14	18.4%	38.2%

200710	Fall	2006	ENG/BSW	ENGL59	1	5	7		4	2		5	24	13	54.2%	79.2%
200710	Fall	2006	ENG/BSW	ENGL96	4	23	30		26	16	1	24	124	57	46.0%	80.6%
200710	Fall	2006	ENG/BSW	ENGL97	15	28	35		12	9		18	117	78	66.7%	84.6%
200710	Fall	2006	ENG/BSW	ENGL98	13	37	74		46	22		90	282	124	44.0%	68.1%
200715	Win.	2007	ENG/BSW	ENGL100		15	32		9	3		7	66	47	71.2%	89.4%
200715	Win.	2007	ENG/BSW	ENGL96		6	5		1			5	17	11	64.7%	70.6%
200715	Win.	2007	ENG/BSW	ENGL97	3	11	12		4			6	36	26	72.2%	83.3%
200715	Win.	2007	ENG/BSW	ENGL98	10	24	56		17	1		29	137	90	65.7%	78.8%
200720	Spr.	2007	ENG/BSW	ENGL100	13	55	97		36	37		143	381	165	43.3%	62.5%
200720	Spr.	2007	ENG/BSW	ENGL51				22			10	15	47	22	46.8%	68.1%
200720	Spr.	2007	ENG/BSW	ENGL59		4	3		7			9	23	7	30.4%	60.9%
200720	Spr.	2007	ENG/BSW	ENGL96	17	19	24		17	13	1	53	144	60	41.7%	63.2%
200720	Spr.	2007	ENG/BSW	ENGL97	12	21	21		20	5		36	115	54	47.0%	68.7%
200720	Spr.	2007	ENG/BSW	ENGL98	20	47	91		32	21	2	98	311	158	50.8%	68.5%
200730	Sum.	2007	ENG/BSW	ENGL100	24	29	30		21	15		30	149	83	55.7%	79.9%
200730	Sum.	2007	ENG/BSW	ENGL96		7	8		2			9	26	15	57.7%	65.4%
200730	Sum.	2007	ENG/BSW	ENGL97	11	23	13		3			8	58	47	81.0%	86.2%
200730	Sum.	2007	ENG/BSW	ENGL98		31	45		14	7	1	23	121	76	62.8%	81.0%
200810	Fall	2007	ENG/BSW	ENGL100	8	75	94		84	69	1	146	477	177	37.1%	69.4%
200810	Fall	2007	ENG/BSW	ENGL51				19			20	20	59	19	32.2%	66.1%
200810	Fall	2007	ENG/BSW	ENGL59	2	5	14		3			6	30	21	70.0%	80.0%
200810	Fall	2007	ENG/BS	ENGL96	11	22	46		40	14	2	78	213	79	37.1%	63.4%

			W													
200810	Fall	2007	ENG/BSW	ENGL97	8	26	60		28	6	3	46	177	94	53.1%	74.0%
200810	Fall	2007	ENG/BSW	ENGL98	31	53	85		55	37	4	63	328	169	51.5%	80.8%
200815	Win.	2008	ENG/BSW	ENGL100		8	17		14	3		35	77	25	32.5%	54.5%
200815	Win.	2008	ENG/BSW	ENGL96	2	9	15		9	4		6	45	26	57.8%	86.7%
200815	Win.	2008	ENG/BSW	ENGL97	8	24	19		4	3		2	60	51	85.0%	96.7%
200815	Win.	2008	ENG/BSW	ENGL98		47	32		14	4		10	107	79	73.8%	90.7%
200820	Spr.	2008	ENG/BSW	ENGL100	6	41	88		78	68	2	126	409	135	33.0%	69.2%
200820	Spr.	2008	ENG/BSW	ENGL51				28			12	37	77	28	36.4%	51.9%
200820	Spr.	2008	ENG/BSW	ENGL59	2	9	10		6	2		10	39	21	53.8%	74.4%
200820	Spr.	2008	ENG/BSW	ENGL96	5	8	25		21	3		33	95	38	40.0%	65.3%
200820	Spr.	2008	ENG/BSW	ENGL97	10	30	32		19	4	1	29	125	72	57.6%	76.8%
200820	Spr.	2008	ENG/BSW	ENGL98	44	75	66		24	25		61	295	185	62.7%	79.3%
200830	Sum.	2008	ENG/BSW	ENGL100	5	21	44		30	6	1	53	160	70	43.8%	66.9%
200830	Sum.	2008	ENG/BSW	ENGL96	9	11	6		8	2		8	44	26	59.1%	81.8%
200830	Sum.	2008	ENG/BSW	ENGL97	8	21	12		4	1		2	48	41	85.4%	95.8%
200830	Sum.	2008	ENG/BSW	ENGL98	13	45	34		15	4		25	136	92	67.6%	81.6%
200910	Fall	2008	ENG/BSW	ENGL100	24	56	70		44	103		178	475	150	31.6%	62.5%
200910	Fall	2008	ENG/BSW	ENGL51				24			8	18	50	24	48.0%	64.0%
200910	Fall	2008	ENG/BSW	ENGL59	2	10	13		12	4		17	58	25	43.1%	70.7%
200910	Fall	2008	ENG/BSW	ENGL96	9	26	55		19	19	3	41	172	90	52.3%	76.2%
200910	Fall	2008	ENG/BSW	ENGL97	14	61	53		26	26		37	217	128	59.0%	82.9%

200910	Fall	2008	ENG/BSW	ENGL98	18	65	115		51	28	2	80	359	198	55.2%	77.7%
200915	Win.	2009	ENG/BSW	ENGL100	9	37	32		29	5		37	149	78	52.3%	75.2%
200915	Win.	2009	ENG/BSW	ENGL96	8	15	28		18	6		18	93	51	54.8%	80.6%
200915	Win.	2009	ENG/BSW	ENGL97	6	25	43		15	4		17	110	74	67.3%	84.5%
200915	Win.	2009	ENG/BSW	ENGL98	8	62	68		26	7	1	16	188	138	73.4%	91.5%
200920	Spr.	2009	ENG/BSW	ENGL100	51	43	63		55	62		235	509	157	30.8%	53.8%
200920	Spr.	2009	ENG/BSW	ENGL51				33			4	17	54	33	61.1%	68.5%
200920	Spr.	2009	ENG/BSW	ENGL59	3	12	12		19	4	1	24	75	27	36.0%	68.0%
200920	Spr.	2009	ENG/BSW	ENGL96	14	34	52		30	25		35	190	100	52.6%	81.6%
200920	Spr.	2009	ENG/BSW	ENGL97	22	71	50		28	18	1	40	230	143	62.2%	82.6%
200920	Spr.	2009	ENG/BSW	ENGL98	39	54	84		34	28	4	55	298	177	59.4%	81.5%
200930	Sum.	2009	ENG/BSW	ENGL100	13	22	16		25	8		59	143	51	35.7%	58.7%
200930	Sum.	2009	ENG/BSW	ENGL51				37				1	38	37	97.4%	97.4%
200930	Sum.	2009	ENG/BSW	ENGL96		8	11		3	1		6	29	19	65.5%	79.3%
200930	Sum.	2009	ENG/BSW	ENGL97	2	15	20		3	2		2	44	37	84.1%	95.5%
200930	Sum.	2009	ENG/BSW	ENGL98	4	34	29		10	3		20	100	67	67.0%	80.0%
					570	1635	2221	177	1230	812	100	2555	9300	4603		

English - Basic Skills Writing Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 99	48.0	49.8	49.2	147.0	39.5	42.4	52.7	134.5	15.7	16.7	14.9	47.3	6.8	7.8	15.4	30.0	358.9

ENGL 51	1.3	1.8	2.0	5.1	1.7	2.3	2.4	6.5			2.7	2.7					14.3
ENGL 59	2.5	3.3	6.0	11.8	2.4	4.0	7.7	14.1									25.9
ENGL 96	12.9	31.0	19.6	63.5	16.9	3.4	13.3	33.6	0.0	3.6	3.0	6.5	0.0	2.9	7.0	10.0	113.6
ENGL 97	12.0	10.8	20.7	43.5	9.9	20.0	30.3	60.2	8.7	6.1	4.7	19.5	5.5	7.6	14.2	27.3	150.5
ENGL 98	29.2	34.4	37.5	101.1	32.4	30.7	31.2	94.3	12.8	14.3	10.5	37.6	14.2	11.0	19.5	44.6	277.7
Total	106.0	131.1	135.0	372.1	102.9	102.8	137.5	343.2	37.2	40.7	35.7	113.6	26.4	29.4	56.1	111.8	940.8

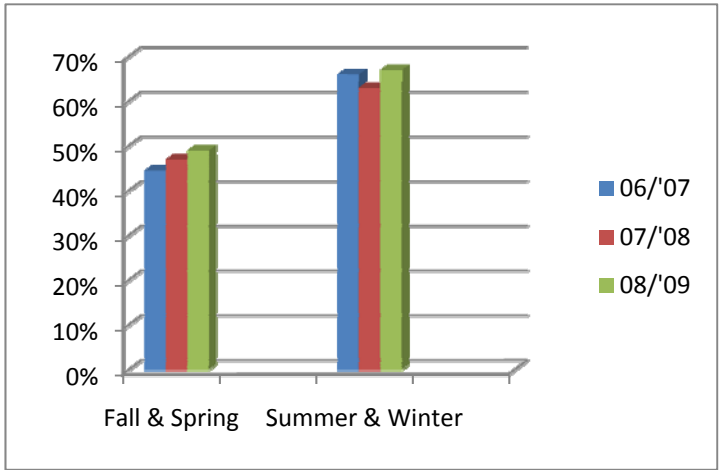
English - Basic Skills Writing Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 99	3.0	3.2	3.0	9.2	2.4	2.6	3.2	8.2	1.0	1.2	1.2	3.4	0.6	0.6	1.0	2.2	23.0
ENGL 51	0.7	0.7	0.1	1.5	0.7	0.1	0.1	0.9			0.3	0.3					2.7
ENGL 59	0.2	0.2	0.4	0.8	0.2	0.2	0.4	0.8									1.6
ENGL 96	0.8	1.6	1.2	3.6	1.0	0.2	0.8	2.0		0.2	0.2	0.4		0.2	0.4	0.6	6.6
ENGL 97	0.6	0.6	1.2	2.4	0.6	1.2	1.8	3.6	0.6	0.4	0.4	1.4	0.4	0.6	1.0	2.0	9.4
ENGL 98	1.6	2.0	2.2	5.8	1.8	2.0	1.8	5.6	1.0	1.0	0.8	2.8	1.0	0.8	1.2	3.0	17.2
Total	6.9	8.3	8.1	23.3	6.7	6.3	8.1	21.1	2.6	2.8	2.9	8.3	2.0	2.2	3.6	7.8	60.5

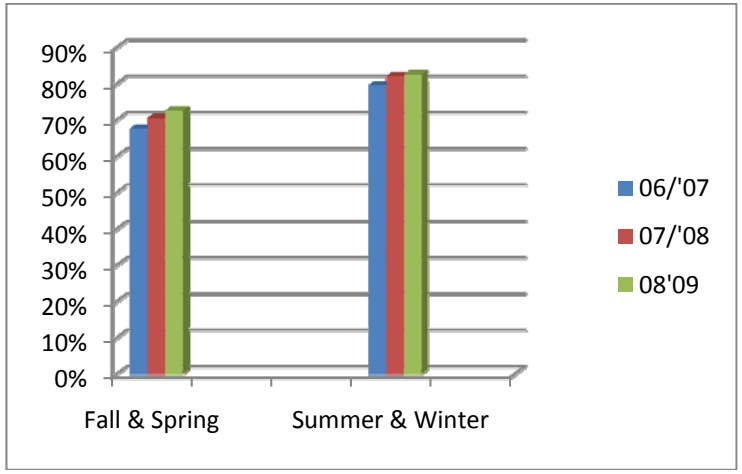
English - Basic Skills Writing Program
FTEs per FTEf

Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL 99	16.0	15.6	16.4	16.0	16.4	16.3	16.5	16.4	15.7	13.9	12.5	13.9	11.3	13.1	15.4	13.6	15.6
ENGL	2.0	2.7	15.1	3.5	2.6	17.2	18.4	6.9			10.0	10.0					5.3

51																	
ENGL 59	12.4	16.6	15.0	14.8	11.9	20.2	19.2	17.6									16.2
ENGL 96	16.2	19.4	16.3	17.6	16.9	17.1	16.6	16.8		17.9	14.8	16.3		14.6	17.6	16.6	17.2
ENGL 97	20.0	18.0	17.3	18.1	16.6	16.7	16.8	16.7	14.5	15.2	11.8	13.9	13.7	12.7	14.2	13.6	16.0
ENGL 98	18.3	17.2	17.1	17.4	18.0	15.4	17.3	16.8	12.8	14.3	13.1	13.4	14.2	13.7	16.2	14.9	16.1
Avg.	15.4	15.9	16.6	16.0	15.4	16.2	16.9	16.2	14.3	14.5	12.5	13.7	13.2	13.3	15.6	14.3	15.6



Success Rate



Retention Rate

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   Student Learning Outcomes (SLOs) have been submitted for all courses in the Basic Skills Writing Program. The program level Student Learning Outcomes are currently being developed. The course SLOs have been developed to address the Institutional SLOs.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

   For all levels of Basic Skills Writing courses, the English Division has created sets of rubrics to measure SLOs. Each Basic Skills Writing course has, at present, at least four SLOs with rubrics to match. In addition, all course-level SLOs are keyed in to appropriate Institutional Outcomes.

   Presently, Writing Instructors are in the process of collecting data for analysis, as we move closer to being able to "close the loop," in terms of SLO development, implementation, analysis, and adjustment. As efforts continue to develop program-level SLOs, the loop closing process will continue.

   At this stage of the process, however, one important trend is beginning to reveal itself: faculty are beginning to appreciate the concept of "accountability" as it relates to SLOs, course objectives, and course improvement. Initially, there was some degree of resistance, and the extremist perspective saw the SLO development process as ultimately leading to instructor reprimands and possible firings. Now, however, most instructors appreciate the fact that the SLO process is "faculty driven." And as the SLO development process continues, the potential exists for developing new methods for student evaluation, to supersede the present generic process that has been institutional practice for more than two decades (i. e., the mandatory one-page standard student evaluation questionnaire).

   Further attention needs to be given over to drawing the adjunct faculty closer to the SLO-development process, also. A recent analysis of course syllabuses revealed that the majority of full-time faculty included clearly stated SLOs in their course syllabuses, while a smaller percentage of adjuncts provided the same information.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. The data demonstrates extremely high fill rates for the Basic Skills Writing Program courses in all semesters of the last three years. The retention rates indicate a fairly large number of students remain in the courses through the end of the semester. The success rates are not significantly high for these courses. The need for additional staffing in order to be able to provide Basic Skills students with more individualized attention is apparent in the high fill rates (especially considering that the quota for Basic Skills writing classes is a higher quota than for transfer level writing classes), the fairly high retention rates, and the concomitant medium to low success rates. Furthermore, all indications are that a high percentage of incoming IVC writing students will be in need of Basic Skills instruction in writing, regardless of whether or not there are adequate funds for addressing this area of IVC's curriculum. The Basic Skills committee is currently addressing the question of how best to meet the needs of these students, especially as funds for the Basic Skills program are likely to continue to decrease. One particular area of focus for the committee is finding ways to provide more staff development, specifically in the area of increased effectiveness in the teaching of Basic Skills writing.

2. The current state fiscal situation and increase in the jobless rate for Imperial County has resulted in a greater number of county resident s seeking further education at Imperial Valley College. The number of these prospective students who are identified as Basic Skills students has increased the demand for Basic Skills classes, including classes in the Basic Skills Writing Program.

3. The Basic Skills Program is a state-grant-funded program. The current fiscal situation for the state of California has lead to cuts in the 2009-2010 allocations. State fiscal trends indicate that further, more severe, cuts in IVC's allocation are forthcoming in 2010-2011, at the very least. Therefore, other avenues need to be pursued to ensure the Basic Skills writing students at IVC are adequately served.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

a. Continue to strengthen the Basic Skills Writing Program, especially in increasing retention and success rates.

b. Increased staff development focused on improved teaching of Basic Skills writing.

c. Increased staffing to meet the ongoing or increased demand for Basic Skills classes.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

The Imperial Valley College administrative structure is undergoing a shift from department chairs with program coordinators to a Dean and Department chair organization. One result of this change will be the elimination of the Writing Coordinator position within the IVC English Department. The IVC writing instructors will thus need to prepare for this change, which is scheduled to be initiated on 1 July 2010. This change will directly impact the continued effort to “close the loop” of Student Learning Outcomes. At this point in time, the writing teachers of IVC have generated SLOs for the Basic Skills writing classes, are creating program level SLOs, and are working to establish methods of assessment for meeting the stated learning objectives and methods for adjusting the SLOs as the data indicates they may need to. After the reorganization, efforts will need to be made to continue the progress that has been made in creating and implementing the writing class SLOs.

Additionally, in concert with the new Dean and the Basic Skills Committee, the Department Chair can initiate staff development activities, with assistance from the Basic Skills Writing instructors. This activity needs to resume in Spring 2010 and continue on a regular basis. The department Head needs to make a more deliberate effort, also, to draw in the adjunct faculty, to ensure consistency throughout the Basic Skills Writing Program. Furthermore, this effort will extend into the local high schools, via Cal-PASS. In the fall of 2009, IVC officially partnered with the local high schools to work on helping students more effectively and successfully make the transition from high school to college. Over the next three years, the Basic Skills Writing Program can stand to benefit from this partnership and interaction which includes not only IVC and the local high schools, but also the Imperial Valley County Office of Education (ICOE) and the Calexico satellite campus of San Diego State University (SDSU-IV).

In Spring 2010, despite the exigencies of the state budget crisis, the English Division chair needs to make every reasonable effort to argue for and to secure additional staff. The efficacy of the Basic Skills Writing Program depends on additional staffing. For a variety of reasons, the staff level for writing has dropped over the last few years. The English Division is a revenue-generating division, and new staff would certainly produce needed FTES for the college.

More importantly, additional staff is needed to meet the demands of the Basic Skills students. The English Division will continue to seek additional staff until the division is once again back to the level it held in 2006, at the very least.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

   The three most significant resources needed for the Basic Skills Writing Program are adequate funding, adequate staffing to allow for an increased number of sections of Basic Skills writing classes to be taught, and an effective staff development program to enhance the Basic Skills writing faculty's ability to teach Basic Skills writing effectively. One obstacle that can stymie the efforts to obtained and/or make good use of these resources is a lack of knowledge, in general, about the need for wide spread Basic Skills instruction and the particular needs of Basic Skills writing students. An aggressive campus-wide campaign, spearheaded by the Basic Skills Committee, to educate all facets of the IVC faculty, staff and administration can help to raise the awareness needed to help the basic Skills program meet the needs of IVC students.

   In addition, for the short term, the English Division can step up and provide resources—most significantly the collective wisdom and experience of the writing faculty—to assist in the Staff development effort. Recently, all English faculty were provided with a set of books—about thirty volumes in all—that was intended to establish a starting point for future ad hoc and sanctioned Staff development activities. Faculty will continue to be encouraged to engage in an ongoing discussion of issues related to Basic Skills, in concert with SLO-development activities.

4. Identify any outside factors that might influence your program during the next three years.

   The most significant outside factor which can affect the Basic Skills Writing Program for the next three years is the reduction in money forthcoming from the state Basic Skills grant.

Part 2 – Comprehensive Program Review Fall 2009

Program Name: Extended Opportunity Programs & Services

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

   Objective #1: Decrease the number of EOPS/CARE students exited for non-compliance.
   Objective #2: Increase the number of EOPS/CARE students enrolled in 12 or more units per semester.
   Objective #3: Increase the number of CARE participants served by academic year.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.

   a. For teaching programs: N/A

   b. For non teaching programs this data should include the following:

Objective #1: Decrease the number of EOPS/CARE students exited for non-compliance

Term	Total Served	Exit for non-compliance	Percentage		
Fall 2003	930	66	7.1	***Average= 68*** ***7.3%***	***A Decline of .3%***
Spring 2004	898	65	7.2		
Fall 2004	914	69	7.5		
Spring 2005	892	63	7.1		
Fall 2005	1020	75	7.4		
Spring 2006	978	72	7.4		
Total	***5632***	***410***			
Fall 2006	998	64	6.4	***Average= 68*** ***7.0%***	
Spring 2007	940	77	8.2		
Fall 2007	967	62	6.4		
Spring 2008	942	70	7.4		
Fall 2008	985	56	5.7		
Spring 2009	1014	80	7.9		
Total	***5846***	***409***			

Objective #2: Increase the number of EOPS/CARE students enrolled in 12 or more units per semester

Term	Number of Students Served	Number of Students in 12 or more units	% of Students in 12 or more units		
Fall 2003	930	577	62.0	***Average= 588*** ***63%***	***3 % Increase of Students Enrolled in 12 or more units***
Spring 2004	898	548	61.0		
Fall 2004	914	558	61.1		
Spring 2005	892	598	67.0		
Fall 2005	1020	643	63.0		
Spring 2006	978	606	62.0		
Total	***5632***	***3530***			
Fall 2006	998	775	78.0	***Average= 647*** ***66%***	
Spring 2007	940	604	64.0		
Fall 2007	967	609	63.0		
Spring 2008	942	607	64.0		
Fall 2008	985	630	64.0		
Spring 2009	1014	657	65.0		
Total	***5846***	***3882***			

Objective #3: Increase the number of CARE Participants Served by Academic Year

Academic Year	Unduplicated CARE Participants Served	Academic Year	Unduplicated CARE Participants Served
2003-2004	119	2006-2007	145
2004-2005	136	2007-1008	148
2005-2006	128	2008-2009	146
Total	***383***	***Total***	***439***
Average= 128		***Average= 146***	
15% Increase of CARE Participants Served			

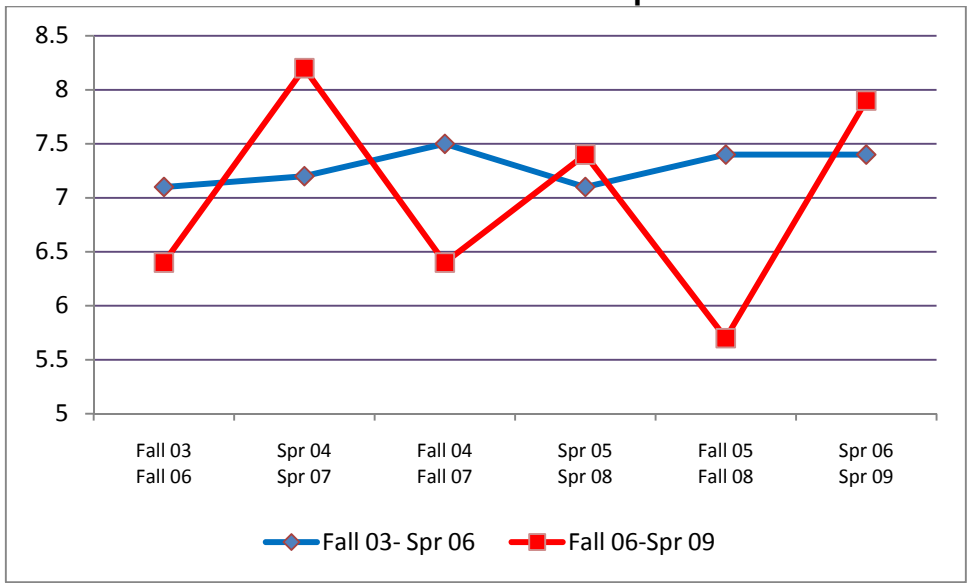
3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

Service Area Outcome	Support Institutional Outcomes	Assessment	Summary
1. Students will demonstrate personal responsibility by scheduling their own counselor appointment on-line through the SARs Program	ISL 03	Assess the percentage of counseling appointments scheduled in SARS by students	7% of all appointments scheduled were scheduled through e-SARs
2. Attend a minimum of three appointments per semester	ISL03	SARs Report	Previous semester an average of 72% attended three appointments
3. Customize and adhere to Student Educational Plan. Show normal progress towards the completion of a degree, certificate, or transfer requirements	ISL03	Twice a year review of SEP	Counselors along with student review SEO on a semester basis in order to determine progress toward program completion
4. Demonstrate ability to use WEBSTAR to register for semester classes	ISL04	Registration monitored through enrollment roster	Students needing assistance with registration process were assisted by EOPS student assistants. They demonstrated their knowledge of the registration process by producing a semester class schedule

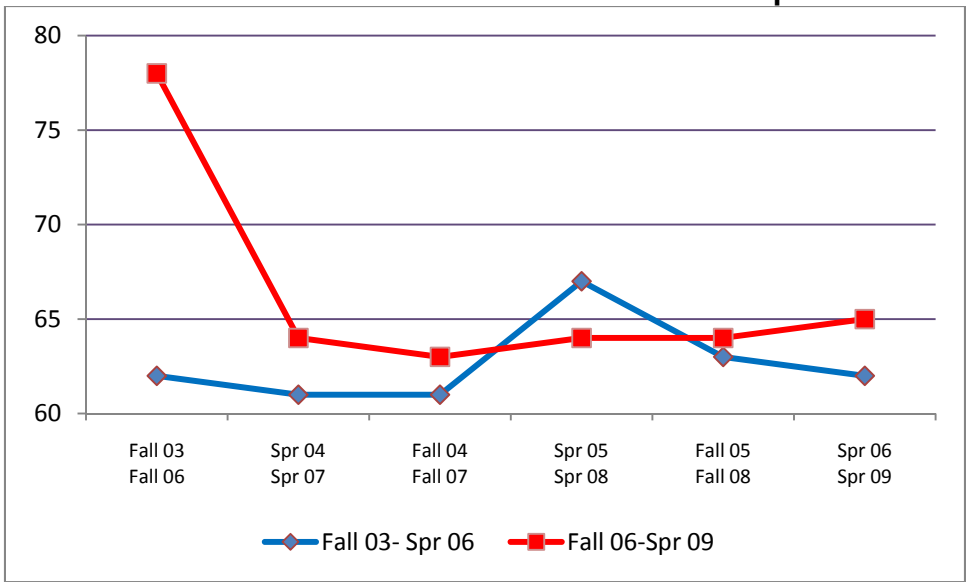
4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

EOPS/CARE students exited for non-compliance



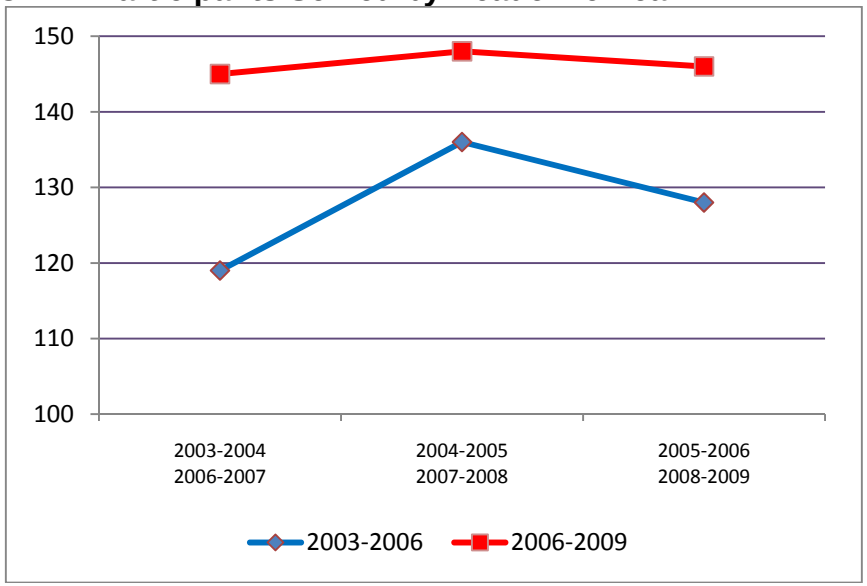
EOPS/CARE students are exited at the end of each semester if they do not utilize program services. Service Area Outcomes 1 and 2 are used as part of the interventions to encourage retention in the program. Non-compliant students are contacted by their counselor using postcards, e-mail, and phone calls. If there is no response, address, phone numbers and e-mails are checked to see if they are still current. The program targets low-income students that in itself assures multiple problems: inadequate financial resources, poor health (parent and/or children), indecision about major/career goals, lack of academic preparation, lack of adequate childcare, lack of transportation, lack of marketable skills and low social emotional competency. For many who are returning to school for the first time it is frustrating adjusting to a rigid schedule and some find it easier to drop their classes. The chart above shows the majority of students being exited at the end of the spring semester. Counseling staff tends to let students continue in through the spring even though they may have not complied during the fall, thus you see a higher exit rate at the end of the spring.

EOPS/CARE students enrolled in 12 or more units per semester



The percentage of EOPS students enrolling in 12 or more units per semester shows as a 3% increase from the previous three year period, Fall 2003 to Spring 2006. Fall 2006 is an anomaly for which there is no apparent explanation. Service Area Outcomes 3 and 4 were utilized to encourage enrollment in 12 units per semester. The increase of 3% per semester is slight. There are a number of reasons for EOPS students to enroll in less than 12 units, many of them discussed under “Students Exited for Non-compliance”. Initially students may only come into the program If they are enrolled in 12 units, in subsequent semesters they may drop to 9 or less, and in many cases will drop the classes altogether. The majority of the EOPS student population works; it may be that single students help to support their family, they may be single parents or may be married and support a family. Time for classes may be limited and thus for many it is difficult to carry a full load, so it may well be that the varying of 62% to 65% is the norm for this segment of the student population.

CARE Participants Served by Academic Year



To qualify for the CARE Program, a student must be a CalWORKs participant. The program has always served all eligible CalWORKs who apply for CARE. The average number has been 128; however, there has been, over the course of this last year, an increase in the number of CalWORKs participants eligible for the CARE program, thus making it possible for the CARE program to increase the number of CARE participants to an average of 146.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

This Fall 2009 semester we served 1051 students. Students were required to meet with their counselor a minimum of three times during the semester. Students were seen for advising, academic monitoring, career advisement, course recommendations, completion of an educational plan, financial aid petitions, graduation applications, EOPS program intake, personal counseling, probation counseling, student petitions, tutorial referrals, as well as assistance with their transfer process. Aside from the services provided by their individual counselor, students were provided with $100.00 book gift cards, bus passes, priority registration, EOPS grants, EOPS loans, tutoring, and EOPS workstudy.
The program is staffed by six full time counselors, one part-time counselor, a secretary and five student assistants. SAO's (Service Area Outcomes) were implemented by sending students e-SARs information. They also received individual assistance on how to access e-SAR's to schedule their own appointment online. Students were monitored through SARs to ensure attendance at three mandatory appointments. The student educational plan was reviewed by

counselor and student at one of the three appointments. Knowledge of online registration was monitored by enrollment rosters. Students showing zero units were contacted and assisted with the registration process.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   This Fall 2009 semester, the program has been affected by the large number of students seeking admission into the program, the present economy and lack of jobs is driving students to seek further education. All eligible students applying for Fall 2009 semester were accepted and consequently in one semester we served the number of students we usually serve for the whole academic year. Serving a number of students larger than normal has put a strain on our already diminishing resources.

3. List any significant issues or problems that the program is immediately facing.

   The most significant and pressing issue is the cut in our program funding. In spite of severe cuts, we have continued to serve all eligible students even though the variety of services has diminished and many students are not receiving all of the services for which they are eligible.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

EOPS/CARE Objective 1: To ensure that students avail themselves of all the program services offered by the EOPS Program.

Learning Outcome: Students will demonstrate knowledge of the services provided by the EOPS Program.

Outcome Assessment: As documented by signed Responsibility Contracts.

Resources/Obstacles: None.

Outside Influencing Factors: Lack of funding.

EOPS/CARE Objective 2: To provide a tutorial component addressing the specific academic needs of former ESL students who have to repeat an English course.

Learning Outcome: The percentage of students successfully completing a repeat English course will show an increase to the previous year.

Outcome Assessment: Institutional research enrollment data for EOPS students will show an increase to the previous year in the number of students successfully completing a repeat English course.

Resources/Obstacles: None.

Outside Influencing Factors: Lack of funding.

EOPS/CARE Objective 3: Develop and implement an online progress report to be used when a student indicates lack of progress in any class or classes.

Learning Outcome: Through the use of online progress reports the percentage of returned requests for progress reports will show an increase to the previous year.

Outcome Assessment: Utilizing returned online progress reports to determine the percentage of returned progress reports.

Resources/Obstacles: None.

Outside Influencing Factors: Lack of funding.

Program Name:

Fire Science Program

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

2005-2009 Objectives

a) Develop a Training Complex.

b) Develop and implement a joint Fire Academy with IVC and Imperial County.

c) Implement 6-day class schedule.

d) Relocate the Fire Program to a new Applied Science building.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.

   For teaching programs, this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.

a) ***Enrollments:***

Fire Science Program Enrollment Count at Census																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
FIRE 100	11	17	18	46	10	16	17	43									89
FIRE 101					11	14	8	33									33
FIRE 102					11	14	14	39									39
FIRE 103	17	14	15	46													46
FIRE 104	10	6	18	34													34
FIRE 105	0	10	8	18	4	13	7	24									42
FIRE 107					4	0	2	6	0	0		0					6
FIRE 120	17	20	21	58													58
FIRE 121					21	16	13	50									50
FIRE 122													19	16	17	52	52
FIRE 130	21	14	15	50													50
FIRE 131					16	13	12	41									41
FIRE 200							16	16									16
FIRE 202									15			15					15
FIRE 203														16		16	16
FIRE 204	9	14		23											16	16	39
FIRE 205							29	29									29
FIRE 206							26	26									26
FIRE 207		15		15													15
FIRE 208		21		21													21
FIRE 209					10			10									10
FIRE 210					8			8									8
FIRE 211					23			23									23
Total	85	131	95	311	118	86	144	348	15	0		15	19	32	33	84	758

b) ***Sections:***

Fire Science Program Number of Sections																	
Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
FIRE 100	1	1	1	3	1	1	1	3									6
FIRE 101					1	1	1	3									3
FIRE 102					1	1	1	3									3
FIRE 103	1	1	1	3													3
FIRE 104	1	1	1	3													3
FIRE 120	1	1	1	3													3
FIRE 121					1	1	1	3									3
FIRE 122													1	1	1	3	3
FIRE 130	1	1	1	3													3
FIRE 131					1	1	1	3									3
FIRE 200							1	1									1
FIRE 202									1			1					1
FIRE 203														1		1	1
FIRE 204	1	1		2											1	1	3
FIRE 205							1	1									1
FIRE 206							1	1									1
FIRE 207		1		1													1
FIRE 208		1		1													1
FIRE 209					1			1									1
FIRE 210					1			1									1
Total	6	8	5	19	7	5	8	20	1			1	1	2	2	5	45

c) ***Fill Rates:***

Fire Science Program Fill Rate																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
FIRE 100	55%	85%	90%	77%	50%	80%	85%	72%									74%
FIRE 101					55%	70%	40%	55%									55%
FIRE 102					55%	70%	70%	65%									65%
FIRE 103	85%	70%	75%	77%													77%
FIRE 104	50%	30%	90%	57%													57%
FIRE 120	85%	100%	105%	97%													97%
FIRE 121					105%	80%	65%	83%									83%
FIRE 122													95%	80%	85%	87%	87%
FIRE 130	####	70%	75%	83%													83%
FIRE 131					80%	65%	60%	68%									68%
FIRE 200							80%	80%									80%
FIRE 202									75%			75%					75%
FIRE 203														80%		80%	80%
FIRE 204	45%	70%		58%											80%	80%	65%
FIRE 205							145%	145%									145%
FIRE 206							130%	130%									130%
FIRE 207		75%		75%													75%
FIRE 208		105%		105%													105%
FIRE 209					50%			50%									50%
FIRE 210					40%			40%									40%

d) ***Student Success Rates:***

Fire Science Program Student Success Rate																	
Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
FIRE100	91%	86%	33%	70%	50%	38%	41%	43%									56%
FIRE101					36%	86%	38%	53%									53%
FIRE102					82%	64%	29%	58%									58%
FIRE103	65%	86%	87%	79%													79%
FIRE104	40%	67%	44%	50%													50%
FIRE105		40%	63%	51%	25%	62%	29%	38%									44%
FIRE107					50%		100%	75%									75%
FIRE120	71%	100%	76%	82%													82%
FIRE121					81%	81%	62%	75%									75%
FIRE122													84%	81%	88%	85%	85%
FIRE130	76%	100%	88%	88%													88%
FIRE131					94%	100%	92%	95%									95%
FIRE200							100%	100%									100%
FIRE202									100%			100%					100%
FIRE203														100%		100%	100%
FIRE204	78%	100%		89%											100%	100%	93%
FIRE205							100%	100%									100%
FIRE206							100%	100%									100%
FIRE207		100%		100%													100%
FIRE208		100%		100%													100%
FIRE209					90%			90%									90%
FIRE210					100%			100%									100%
FIRE211					100%			100%									100%
Avg.	70%	86%	65%	76%	71%	72%	69%	70%	100%			100%	84%	91%	94%	91%	75%

e) ***Student Retention Rates:***

Fire Science Program Student Retention Rate																	
Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
FIRE100	91%	100%	67%	86%	70%	63%	71%	68%									77%
FIRE101					82%	100%	63%	81%									81%
FIRE102					82%	86%	50%	73%									73%
FIRE103	71%	86%	87%	81%													81%
FIRE104	90%	100%	78%	89%													89%
FIRE105		70%	63%	66%	100%	92%	57%	83%									76%
FIRE107					100%		100%	100%									100%
FIRE120	####	100%	90%	97%													97%
FIRE121					86%	94%	85%	88%									88%
FIRE122													100%	94%	94%	96%	96%
FIRE130	81%	100%	88%	89%													89%
FIRE131					100%	100%	100%	100%									100%
FIRE200							100%	100%									100%
FIRE202									100%			100%					100%
FIRE203														100%		100%	100%
FIRE204	89%	100%		94%											100%	100%	96%
FIRE205							100%	100%									100%
FIRE206							100%	100%									100%
FIRE207		100%		100%													100%
FIRE208		100%		100%													100%
FIRE209					100%			100%									100%
FIRE210					100%			100%									100%
FIRE211					100%			100%									100%
Avg.	87%	95%	79%	88%	92%	89%	82%	88%	100%			100%	100%	97%	97%	98%	89%

f) ***Grade Distribution:***

Grade Distribution																
Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	FIRE	FIRE100	3	5	2					1	11	10	90.9%	90.9%
200710	Fall	2006	FIRE	FIRE103	4	6	1		1			5	17	11	64.7%	70.6%
200710	Fall	2006	FIRE	FIRE104		2	2		1	4		1	10	4	40.0%	90.0%
200710	Fall	2006	FIRE	FIRE120		7	5		2	3			17	12	70.6%	100.0%
200710	Fall	2006	FIRE	FIRE130		9	7		1			4	21	16	76.2%	81.0%
200710	Fall	2006	FIRE	FIRE204		6	1			1		1	9	7	77.8%	88.9%
200715	Win.	2007	FIRE	FIRE122	7	4	5		1	2			19	16	84.2%	100.0%
200720	Spr.	2007	FIRE	FIRE100	4		1			2		3	10	5	50.0%	70.0%
200720	Spr.	2007	FIRE	FIRE101	1	3			1	4		2	11	4	36.4%	81.8%
200720	Spr.	2007	FIRE	FIRE102	2	3	4					2	11	9	81.8%	81.8%
200720	Spr.	2007	FIRE	FIRE105			1			2	1		4	1	25.0%	100.0%
200720	Spr.	2007	FIRE	FIRE107	1					1			2	1	50.0%	100.0%
200720	Spr.	2007	FIRE	FIRE121	8	8	1			1		3	21	17	81.0%	85.7%
200720	Spr.	2007	FIRE	FIRE131		4	11		1				16	15	93.8%	100.0%
200720	Spr.	2007	FIRE	FIRE209		7	2			1			10	9	90.0%	100.0%
200720	Spr.	2007	FIRE	FIRE210	1	6	1						8	8	100.0%	100.0%
200720	Spr.	2007	FIRE	FIRE211	22								22	22	100.0%	100.0%
200730	Sum.	2007	FIRE	FIRE202	14								14	14	100.0%	100.0%
200810	Fall	2007	FIRE	FIRE100	4	4	4		2				14	12	85.7%	100.0%
200810	Fall	2007	FIRE	FIRE103	4	2	6					2	14	12	85.7%	85.7%
200810	Fall	2007	FIRE	FIRE104	2	1	1			2			6	4	66.7%	100.0%
200810	Fall	2007	FIRE	FIRE105		1	3			3		3	10	4	40.0%	70.0%
200810	Fall	2007	FIRE	FIRE120	2	12	6						20	20	100.0%	100.0%
200810	Fall	2007	FIRE	FIRE130	1	11	2						14	14	100.0%	100.0%

Grade Distribution continued																
Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200810	Fall	2007	FIRE	FIRE204	4	9	1						14	14	100.0%	100.0%
200810	Fall	2007	FIRE	FIRE207	15								15	15	100.0%	100.0%
200810	Fall	2007	FIRE	FIRE208	21								21	21	100.0%	100.0%
200815	Win.	2008	FIRE	FIRE122	6	5	2		1	1		1	16	13	81.3%	93.8%
200815	Win.	2008	FIRE	FIRE203	15	1							16	16	100.0%	100.0%
200820	Spr.	2008	FIRE	FIRE100		6			1	3		6	16	6	37.5%	62.5%
200820	Spr.	2008	FIRE	FIRE101	5	2	5			2			14	12	85.7%	100.0%
200820	Spr.	2008	FIRE	FIRE102	6	3			3			2	14	9	64.3%	85.7%
200820	Spr.	2008	FIRE	FIRE105	3	3	2			4		1	13	8	61.5%	92.3%
200820	Spr.	2008	FIRE	FIRE121	1	6	6		1	1		1	16	13	81.3%	93.8%
200820	Spr.	2008	FIRE	FIRE131		5	8						13	13	100.0%	100.0%
200910	Fall	2008	FIRE	FIRE100		1	5		4	2		6	18	6	33.3%	66.7%
200910	Fall	2008	FIRE	FIRE103	3	3	7					2	15	13	86.7%	86.7%
200910	Fall	2008	FIRE	FIRE104	1	3	4		4	2		4	18	8	44.4%	77.8%
200910	Fall	2008	FIRE	FIRE105		5						3	8	5	62.5%	62.5%
200910	Fall	2008	FIRE	FIRE120	3	12	1		1	2		2	21	16	76.2%	90.5%
200910	Fall	2008	FIRE	FIRE130		7	7					2	16	14	87.5%	87.5%
200915	Win.	2009	FIRE	FIRE122		11	4		1			1	17	15	88.2%	94.1%
200915	Win.	2009	FIRE	FIRE204	5	8	1						14	14	100.0%	100.0%
200920	Spr.	2009	FIRE	FIRE100		3	4		2	3		5	17	7	41.2%	70.6%
200920	Spr.	2009	FIRE	FIRE101	2	1				2		3	8	3	37.5%	62.5%
200920	Spr.	2009	FIRE	FIRE102	3		1		3			7	14	4	28.6%	50.0%
200920	Spr.	2009	FIRE	FIRE105		1	1			2		3	7	2	28.6%	57.1%
200920	Spr.	2009	FIRE	FIRE107	1								1	1	100.0%	100.0%
200920	Spr.	2009	FIRE	FIRE121	2	5	1		3			2	13	8	61.5%	84.6%
200920	Spr.	2009	FIRE	FIRE131	2	6	3			1			12	11	91.7%	100.0%
200920	Spr.	2009	FIRE	FIRE200	13	1							14	14	100.0%	100.0%
200920	Spr.	2009	FIRE	FIRE205	28	1							29	29	100.0%	100.0%
200920	Spr.	2009	FIRE	FIRE206	24								24	24	100.0%	100.0%
					243	209	129		34	51	1	78	745	581		

g) ***Full Time Equivalent Student:***

Fire Science Program Full Time Equivalent Student (FTEs)																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
FIRE 100	1.1	1.8	1.9	4.8	1.0	1.7	1.8	4.5									9.2
FIRE 101					1.1	1.5	0.3	2.9									2.9
FIRE 102					1.1	1.5	1.5	4.0									4.0
FIRE 103	1.8	1.5	1.6	4.8													4.8
FIRE 104	1.0	0.6	1.9	3.5													3.5
FIRE 105	0.0	0.0	0.0	0.0	0.0	0.0		0.0									0.0
FIRE 107					0.0	0.0		0.0	0.0	0.0		0.0					0.0
FIRE 120	1.1	2.0	2.0	5.1													5.1
FIRE 121					1.7	0.3	0.7	2.6									2.6
FIRE 122													0.3	0.2	0.2	0.8	0.8
FIRE 130	5.4	5.2	3.3	13.9													13.9
FIRE 131					4.2	2.7	7.5	14.4									14.4
FIRE 200							1.0	1.0									1.0
FIRE 202									0.9			0.9					0.9
FIRE 203														1.1		1.1	1.1
FIRE 204	0.4	1.2		1.5											1.0	1.0	2.5
FIRE 205							1.3	1.3									1.3
FIRE 206							1.2	1.2									1.2
FIRE 207		2.1		2.1													2.1
FIRE 208		4.3		4.3													4.3
FIRE 209					0.9			0.9									0.9
FIRE 210					0.7			0.7									0.7
FIRE 211					2.0			2.0									2.0
Total	10.8	18.6	10.6	40.0	12.7	7.5	15.2	35.4	0.9	0.0		0.9	0.3	1.3	1.2	2.9	79.2

h) ***Full Time Equivalent Faculty:***

Fire Science Program Full Time Equivalent Faculty (FTEf)																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
FIRE 100	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6									1.2
FIRE 101					0.2	0.2	0.2	0.6									0.6
FIRE 102					0.2	0.2	0.2	0.6									0.6
FIRE 103	0.2	0.2	0.2	0.6													0.6
FIRE 104	0.2	0.2	0.2	0.6													0.6
FIRE 120	0.2	0.2	0.2	0.6													0.6
FIRE 121					0.1	0.1	0.1	0.2									0.2
FIRE 122													0.0	0.0	0.0	0.1	0.1
FIRE 130	0.5	0.5	0.5	1.4													1.4
FIRE 131					0.5	0.5	0.5	1.4									1.4
FIRE 200							0.1	0.1									0.1
FIRE 202									0.1			0.1					0.1
FIRE 203														0.1		0.1	0.1
FIRE 204	0.1	0.1		0.3											0.1	0.1	0.4
FIRE 205							0.1	0.1									0.1
FIRE 206							0.1	0.1									0.1
FIRE 207		0.1		0.1													0.1
FIRE 208		0.1		0.1													0.1
FIRE 209					0.1			0.1									0.1
FIRE 210					0.1			0.1									0.1
Total	1.4	1.7	1.3	4.4	1.4	1.1	1.5	4.0	0.1			0.1	0.0	0.2	0.2	0.4	8.9

i) FTEs per FTEf:

Fire Science Program FTEs per FTEf																	
Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
FIRE 100	5.7	8.8	9.3	7.9	5.2	8.3	8.8	7.4									7.7
FIRE 101					5.7	7.3	1.6	4.9									4.9
FIRE 102					5.7	7.3	7.3	6.7									6.7
FIRE 103	8.8	7.3	7.8	7.9													7.9
FIRE 104	5.2	3.1	9.3	5.9													5.9
FIRE 120	5.6	9.9	10.1	8.5													8.5
FIRE 121					25.1	4.7	9.9	13.2									13.2
FIRE 122													10.0	7.4	7.3	8.2	8.2
FIRE 130	11.2	10.8	6.9	9.7													9.7
FIRE 131					9.1	5.8	16.3	10.4									10.4
FIRE 200							7.3	7.3									7.3
FIRE 202									6.9			6.9					6.9
FIRE 203														8.0		8.0	8.0
FIRE 204	2.8	8.6		5.7											7.3	7.3	6.2
FIRE 205							9.9	9.9									9.9
FIRE 206							8.9	8.9									8.9
FIRE 207		15.4		15.4													15.4
FIRE 208		32.4		32.4													32.4
FIRE 209					6.4			6.4									6.4
FIRE 210					5.1			5.1									5.1
FIRE 211																	
Avg.	7.6	11.0	8.3	9.1	9.1	6.7	10.0	8.8	6.9			6.9	10.0	7.9	7.3	7.8	8.9

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

a) Course SLOs, Cycle Assessment, and Strength in Alignment with ISLOs

				4 = strong focus	3 = a focus, w/ assess	2 = a focus, no assess	1 = brief, no assess	0 = not address	
Crs	Title	**Course SLOs**	**Cycle Assessment**	Comm Skill	Critical Think	Person Respon	Info Literacy	Global Aware.	**Total # SLOs**
100	Protection Organization	• Apply basic emergency incident management strategies in relationship to incident command systems in public and private fire protection careers	Not done	3	3	1	0	0	1
101	Prevention Technology	• Analyze the relationship between fire prevention efforts and the resulting reduction on life and property loss and present analysis verbally and/or in writing	Not done	3	3	1	0	0	1
102	Protection Equipment & Systems	• Within a given scenario, analyze, prepare, and present a fire protection system that demonstrate complete coverage with regards to sprinkler, hood, duct, and special application protection of residential, commercial, industrial, and school property	Not done	3	3	1	0	0	1
103	Building Construction	• Within a given scenario, analyze, prepare, and present a building construction system that demonstrates knowledge in building materials, building construction, occupancy requirement, and occupant and fire safety	Not done	3	3	0	1	0	1
104	Behavior and Combustion	• Within a given scenario, analyze a typical transportation load of hazardous materials, and determine proper placarding and determine incompatible loading and define, in writing, the physical properties of dangerous chemicals	Not done	3	3	1	1	0	1
105	EMT	• Demonstrates effective CPR and management of bleeding/shock using standard precautions	Not done	3	3	1	0	0	1
106	First Responder	• Demonstrates effective CPR for adult, children, and infant	Not done	3	3	0	0	0	1

107	EMT Refresher	• Completes a trauma patient assessment and spinal immobilization on a supine patient in simulated setting	Not done	3	3	0	0	0	1
108	Emer.Service Safety & Survival	*Pending – new course fall 2009*	Not done						0
109	Haz Mat	• Demonstrate knowledge of hazardous materials and responding to given incidents involving hazardous materials at the First Responder Operational level	Not done	3	3	1	0	0	1
117	Auto Extraction	• Demonstrates rescue techniques and use of auto extrication tools	Not done	3	3	0	0	0	1
118	Oil and Fire Control	• Demonstrates operation and performance of oil and gas firefighting tactics	Not done	3	3	0	0	0	1
121	ICS 200	• Identify and explain how incident organization expands and contracts to meet the operational needs of the incident and steps involved in proper incident resource management	Not done	3	3	1	0	0	1
122	Confined Space	• Demonstrate knowledge of confined spaces and permit-required confined space and procedures for special work situations	Not done	3	3	0	0	0	1
130	Academy I	• Demonstrate proficient use, inspection, test, and maintenance of tools, equipment, and accessories necessary to perform the job of a firefighter, including but not limited to hand, power, and hydraulic tools, chair, circular saws, forcible entry tools, air chisels, lighting equipment, fire service jack, flares, or fuses, thermal imaging devices, and navigational tool	Not done	1	3	3	0	0	1
131	Academy II	• Demonstrate knowledge to understand the characteristics of wildland fire behavior, fire weather, and unique aspects of wildland firefighting, including methods and techniques for containment and extinguishment	Not done	1	3	3	0	0	1
220	Apparatus 1A - Driver	• Select and use appropriate methods and materials to complete laboratory assignments to standards based on building type, location of fire, and other apparatus responding to scene	Not done	0	3	3	0	0	1
221	Apparatus 1 B - Pump	• Select proper engine pressure when pumping multiple liners and knowledge of the principles related to operation of pumps from a hydrant and drafting water	Not done	0	3	3	0	0	1
222	Investigation 1A	• Indicate causes of fires, fire behaviors, and explosions for given fire scene scenario	Not done	3	3	0	0	0	1
223	Investigation 1B	• Analyze, evaluate, and critique past fire investigations in written and oral format	Not done	3	3	0	0	0	1

224	Mgmt 1	• Demonstrate management concepts and practices including decision-making, leader styles, personnel evaluations & counseling techniques.	Not done	3	3	1	0	0	1
225	Prevention 1A	• Apply general fire inspection practices and procedures for correcting fire hazards to given scenarios and handling of fire prevention complaints	Not done	3	3	0	0	0	1
226	Prevention 1B	• *Apply fire prevention principles to features of sprinkler systems, determine operational readiness of a sprinkler system, and critique for sprinkler system capabilities and limitations*	Not done	3	3	0	0	0	1
227	Instructor 1A	• *Present a lesson in fire training and assist in the critique of other presentations by course participants*	Not done	3	3	0	0	0	1
228	Instructor 1B	• Develop behavioral objectives, lesson plans, measurements for learning outcomes, and exams for a fire training course participants.	Not done	3	3	0	0	0	1
229	Command 1A	• Demonstrate pre-fire planning, command and control techniques of the first responding commander when presented with a variety of simulations	Not done	3	3	0	0	0	1
230	Command 1B	• Demonstrate evacuation, containment, and staging for a variety of simulated hazardous materials incidents	Not done	3	3	0	0	0	1
231	ICS 300	• Organize and provide a briefing to incident personnel and develop an Incident Action Plan for a simulated incident	Not done	3	3	0	0	0	1
232	Public Educ. 1	• New course – not offered yet	Not done						0
233	Command 1C	• not submitted yet	Not done						0
234	Prevention 1C	• New course – not offered yet	Not done						0
235	Instructor 2A	• New course – not offered yet	Not done						0

b) Program SLOs, Cycle Assessment, and Strength in Alignment with ISLOs support the Institutional SLOs:

There were no Program SLOs completed in the 08-09 school year for the degree/certificate in Fire Technology. The Advisory Committee will review a draft of Program SLOs, adapted from the CFTDA, in fall 2009. One major focus of fire programs and their SLOs is safety of the fire fighter and the community; this will contribute to the ISLOs of personal responsibility and critical thinking.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Data Review

a) ***Enrollments:***

Most of the entry-level fire courses (Core Fire Courses) were offered 1-2 times a year with a slow increase seen in enrollments over the past 3 years. Fire 105 and 107 were cross-listed EMT courses, thus the appearance of low enrollments while the actual classrooms held more than 30 in each section. Enrollments in Fire Academy courses were limited to enhance success rates in the intense program and to meet the required standards. Enrolments in the higher-level courses; i.e. fire fighter and fire officer, ranged from 8 to 29 per course depending on the course offered. The higher-level courses were impacted by scheduling conflicts with fire departments schedules and by local fire departments offering similar courses at their station.

b) ***Sections:***

Throughout the Fire Science Programs, only singular sections were offered and the frequency of the course offerings differed at the entry, academy, and higher-level courses. Most of the entry-level courses were offered in either fall or spring with one exception; FIRE 100 was offered twice a year. Higher-level courses held to a frequency pattern that would require a student2-3 years to complete the major.

c) ***Fill Rate:***

The fill rates for the fire courses ranged from 40% to 145%. The entry and higher-level courses saw the widest range while the mid-level fire-fighter courses averaged more than 80% in fill rates. Again, rates were impacted by scheduling conflicts with fire departments schedules and by local fire departments offering similar courses at their station.

d) ***Student Success Rate:***

Entry-level courses had the lowest success rates while the more intense Academy courses maintained success rates above 85% and higher-level and fire officer courses had the highest rate of success (98%). Academy students were screened prior to enrollment and higher-level courses were attended by those seeking or in advanced roles in their respective fire departments – self-motivation and commitment factors.

e) ***Student Retention Rate:***

Entry level (Core Courses) had the lowest retention rates, yet averaged over 80%. All Fire Academy attrition was in the first semester; nearly all those who completed the first semester went on to graduation. Higher-level courses had the highest retention – more than 98%, most likely due to the maturity of the attendees and higher commitment level from those seeking or in fire officer roles in the community

f) ***Grade Distribution:***

In the entry-level courses, 58% received an A, B, or C – evenly distributed and 41% received a D, F, or W. This pattern was similar for the EMT courses. In the higher-level courses 90% received an A, B, or C (42% - 33% B) and only 10% in D, F, or W. Because the scheduling pattern limited courses to one section per semester and the frequency limited the course offerings from 1-2 times in a 2-year cycle, further comparisons were not possible.

g) ***Full Time Equivalent Student:***

Due to the State Fire Marshall standards and other industry driven limitations on class size and limited course offerings, the total FTES for the Fire Science Programs were just less than 80.

h) ***Full Time Equivalent Faculty:***

Part-time faculty and content experts taught all Fire courses and maintained state mandated ratios depending on the course content. Regulations required all faculty to have course specific authorization from the State Fire Marshall office, which was monitored by the Fire Coordinator – Chief Nippins and the Division Office.

i) ***FTEs per FTEf:***

The ratio was less than 10.0 in all but four courses offered in the 3-year timeframe. Driving factors for the low numbers were state/organization limitations on class size, limited enrollments due to scheduling conflicts, and limited course offerings.

Success or Failure in Meeting Objectives

a) ***Develop a Training Complex:***
In spring 2009, the annual VATEA Plan was submitted with a request for funding a collaboration with local fire departments to secure a Burn Training Unit that will be housed at the County Fire Department and made available to IVC fire students bringing the Fire Programs into the modern era. Delivery was anticipated for early spring 2010. IVC's 10-year Facilities Plan included a career technology/applied science complex with a section for public safety training. Although this portion of the Facilities Plan was not initiated due to funding deficits, it remains in the Plan and is high on the priority list. A private entity, Wind Zero, was in the planning stages for a private training complex for public safety and driving. However, the plans did not provide for a fire-training tower or wildland simulations and did not progress out of planning phases in this time period. Finally, this objective was tied to another – relocating the Fire Science Programs to a new Applied Science Building.

b) ***Develop and implement a joint Fire Academy with IVC and Imperial County****:*
The Fire Academy began in August 2005 with one section a semester and subsequent years provided one complete cycle annually via one section per semester. Fire Chiefs, Fire Captains, and/or Fire Instructors from fire departments throughout the county were utilized as the classroom instructors for the Academy.

c) ***Implement 6-day class schedule:***
At the request of the instructors and depending on the class content, fire courses were offered on Saturdays.

Utilization of Student Learning Outcome Data

a) ***SLOs – Courses:***
In fall 2008, the IVC Fire Chiefs/Advisory Committee agreed on one SLO for each fire course with the exception of five of the new courses added in 08-09. However, no SLO data was submitted and there were no changes in curriculum or methodology because of SLOs.

b) ***SLOs – Program:***
There were no Program SLOs completed in the 08-09 school year for the degree/certificate in Fire Technology and therefore, no Program SLO data was submitted.

c) ***Additional SLO Information:***
Files with a listing of the SLOs and those pending accompany this report.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service area outcome implementation, number of majors, and/or other data as appropriate.

a) ***Current Staffing Levels:***
The current year, 2009, has been a difficult one to staff due to the death of a Master Instructor, a State Fire Marshall classification, and the retirement of a senior Fire Chief who has been the program coordinator for several years. All instructors are part-time and each one has been approved by the State Fire Marshall to teach their specific course with qualifications often different from those of the College. At times content/professional experts enhance the instruction offered in various fire courses.

b) ***Current Enrollments:***
In fall 2009, on-line courses were offered for the first time for the entry-level (core) courses and although marketing was late, the enrollments are equal to or higher than prior semesters. The Academy has 20 students while the higher-level courses enrollments vary. At least one local fire department offers courses at the station, which may affect the number of students registering for courses at IVC.

c) ***SLO Implementation:***
SLOs were created for all but five of the fire courses, but not three for each course. Additional SLOs were adapted from the CFTDA's recommended SLOs and have been sent to the fire program coordinators for review. Once the Advisory Committee has accepted the additional SLOs, they will be added to the appropriate forms. Program SLOs are also in the planning stages and a draft was sent to the fire program coordinators.

d) ***Number of Majors:***
There is only one Major – Fire Technology and two certificates, Fire Technology and Fire Fighter I. Within the industry, there are other categories critical to advancement in fire science – core course, academy, fire fighter, fire officer, and fire instructor tracks which are offered at IVC.

e) ***On-Line and Hybrid Courses:***
Prior to fall 2009, there were no on-line or hybrid courses offered in the Fire Programs. In fall 2009, a contractual agreement was implemented whereby three instructors taught entry-level (core) courses on-line. The student success and satisfaction results will be reviewed at the end of this semester to determine the direction/expansion of on-line courses.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

Locally and statewide, the job market has tightened due to the budget crisis and increased numbers of people applying for fire fighter positions. Still, as with other industries, the number of retires is expected to increase in the next 3-5 years and the shortage will require quick replacement with equivalent training and education . This creates an uncertainty in the need for the courses and the anticipation of the public demand.

In spring 2010, the county will receive and set up a controlled Burn Trailer for training that was made possible through a collaborative with local fire departments and IVC. Prior to a Burn Trailer, the mandated training was completed with the assistance of local fire departments and instructors securing an appropriate site.

3. List any significant issues or problems that the program is immediately facing.

Funding, rather the lack of, is the most significant issue facing the program. While there are funds for instruction, there are limited funds to expand the course offerings, purchase/replace additional equipment necessary to ensure safety and skills of the fire fighters; i.e. turnouts, breathing apparatus, etc. VATEA funds and/or other grants have been used in the past, but these funds may be limited in the future.

Soliciting and retaining instructors, qualified by IVC and State Fire Marshall, for all the fire courses has been more difficult since the death of the one Master Instructor. This coupled with at least one local fire department offering fire courses has limited the number of students that can be captured for as well as the variety of courses that can be offered. The advent of the contractual agreements with the on-line instructors may affect the growth and long-term success of the fire programs. These instructors are able to teach the current on-line entry-level courses and could teach many of the advanced higher-level courses while allowing our local instructors to focus on the middle to beginning higher-level courses. Fill Rates and FTES would increase as the range of courses offerings would be expanded while attracting students inside and outside of the region - ultimately prepare more local instructors. The cost-benefit analysis of this contractual arrangement will be analyzed at the end of the semester.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objectives	***Metric / Measurement***	***Completed by***
Explore alternatives for increasing enrollments and fill rates	*Implementation of recommended alternatives* *Course enrollments and course fill rates*	*Spring 2011*
Expand distant education and technology opportunities	*Number of distant education courses* *Number of hybrid courses* *Number of faculty trained for distance education*	*Spring 2011*
Improve the documentation of SLO cycle assessments	*Number of completed SLO cycle assessments*	*Spring 2010*
Prepare for survey/accreditation	*Completion of required documents including policies* *Review of all curriculum and course outlines*	*Fall 2011*
Develop a Fire Science Webpage	*Webpage created and on-line*	*Fall 2012*
Improve student success in the core fire courses (entry-level)	*Student Success Rates for the 100-108 courses*	*Fall 2011*
Explore opportunities to expand Fire Officer and Fire Chief course offerings	*Number of courses in Officer and Chief track* *Schedule frequency of Officer and Chief courses*	*Fall 2012*

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

   a) ***SLOs – Courses:***
   By the end of the fall 2009 semester, course SLOs will be adopted for the five courses without SLOs and at least two more SLOs will be added to all courses. Part-time instructors will be instructed in the documentation required for SLO data related to each course taught in spring 2010. At the first Advisory Committee in fall 2010, SLO data will be reviewed and improvement strategies will be discussed. Thereafter the cycle will be repeated in the fall.

   b) ***SLOs – Program:***
   Program SLOs will be completed by spring 2010 for the degree/certificate in Fire Technology. In addition, the instructors and Advisory Committee will determine is there should be the same or additional SLOs for the Fire Fighter I certificate or the Academy. Once SLO and metrics defined, the results will be reviewed annually in the fall with the course SLOs.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

   a) ***Resources Needed***

   - *Continued access to Etudes training will allow the development of hybrid courses and will further the on-line course development.*
   - *Access to the IVC Webmaster and time for the Webmaster to assist with the webpage development*
   - *Compensated time for fire coordinators to review, revise, and create documents required for accreditation and to work with individual instructors, Advisory Committee, and VATEA grant committee.*

   b) ***Potential Obstacles***

   The existing facilities are shared with five other programs that require extensive technology, equipment, skills labs, and related supplies, much of which requires climate controlled storage; i.e. less than 100 degrees. Instructors utilizing lab space must move equipment and supplies into the hallways daily, placing the District at risk for fire code citations if appropriate care/time is not taken. Some of the fire equipment has been stored off-campus at local fire departments, but this led to losses due to co-mingling of equipment and supplies.

4. Identify any outside factors that might influence your program during the next three years.

   - ***Budget***

     The most ominous outside factor that would influence the Fire Programs over the next 3 years is the budget – IVC, State, and/or Federal. Many fire courses require additional instructors during skills checks and low instructor-to-student ratios, thus the cost per student may higher than other non-fire programs. At a time of economic instability in locally, in the state and in the nation, the funds for high cost programs may be at risk.

   - ***Regulatory Compliance***

     Each instructor must be approved by the State Fire Marshall for each course the instructor teaches. The availability and willingness of local instructors affect the courses offered and the frequency of offerings. In addition, the programs must meet all new or changing requirements.

Part 2 – Comprehensive Program Review Fall 2009

Program Name: **Library Technician Program**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

This is the first program review for the Library Technician Program. Objectives for the Program include:

1. Student will demonstrate knowledge of library services and programming for a variety of people and in different types of libraries.
2. Student will demonstrate knowledge of ethics involving information access and privacy.
3. Student will demonstrate ability to search print and online resources, evaluate the information, and use it in a presentation or in written work.
4. Student will demonstrate ability to read, write and speak by requiring reading assignments, written assignments, and a presentation or speaking in each course.
5. Student will gain and demonstrate knowledge of a wide range of information sources.
6. Student will demonstrate knowledge of technical services, including cataloging.

Outcomes for specific courses within the program have been developed:

LBRY 151: Outcome 1 – Research and make an oral presentation on an aspect of library services.
Outcome 2 – Write a bibliography using proper MLA format.

LBRY 152: Outcome 1 – Research and write a paper about one aspect of library technical services.

LBRY 153: Outcome 1 – Develop and implement an age-appropriate children's story hour.
Outcome 2 – Conduct a bibliographic instruction session with an original handout.

LBRY 154: Outcome 1 – Identify common types of media equipment and formats.
Outcome 2 – Demonstrate the operation of, troubleshoot and minor repairs on various types of media equipment.
Outcome 3 – Explain various systems of scheduling and tracking of media equipment.

LBRY 155: Outcome 1 – Create an accurate MARC record for a book.
Outcome 2 - Research and write a paper on one aspect of cataloging and classification.

LBRY 156: Outcome 1 – Identify core reference sources in a variety of subject areas.
Outcome 2 – Understand freedom of information and the ethics of providing information.
Outcome 3 – Demonstrate knowledge of the reference interview.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

Library Technician Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
LBRY 151	14	8		22			15	15									37
LBRY 152	12			12		8		8									20
LBRY 153			12	12	7			7									19
LBRY 154		12		12			10	10									22
LBRY 155						15		15									15
LBRY 156		11	13	24													24
Total	26	31	25	82	7	23	25	55									137

Library Technician Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
LBRY 151	1	1		2			1	1									3
LBRY 152	1			1		1		1									2
LBRY 153			1	1	1			1									2
LBRY 154		1		1			1	1									2
LBRY 155						1		1									1
LBRY 156		1	1	2													2
Total	2	3	2	7	1	2	2	5									12

Library Technician Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
LBRY 151	93%	53%		73%			100%	100%									82%
LBRY 152	80%			80%		53%		53%									67%
LBRY 153			80%	80%	47%			47%									63%
LBRY 154		80%		80%			67%	67%									73%
LBRY 155						100%		100%									100%
LBRY 156		73%	87%	80%													80%
Total	87%	69%	83%	78%	47%	77%	83%	73%									76%

Library Technician Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
LBRY151	50%	88%		69%			87%	87%									75%
LBRY152	50%			50%		63%		63%									56%
LBRY153			42%	42%	100%			100%									71%
LBRY154		75%		75%			100%	100%									88%
LBRY155						80%		80%									80%
LBRY156		91%	69%	80%													80%
Avg.	50%	84%	55%	66%	100%	71%	93%	86%									74%

Library Technician Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
LBRY151	79%	100%		89%			93%	93%									91%
LBRY152	58%			58%		63%		63%									60%
LBRY153			67%	67%	100%			100%									83%
LBRY154		75%		75%			100%	100%									88%
LBRY155						87%		87%									87%
LBRY156		91%	69%	80%													80%
Avg.	68%	89%	68%	77%	100%	75%	97%	89%									82%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	LBRY	LBRY151	1	4	2			4		3	14	7	50.0%	78.6%
200710	Fall	2006	LBRY	LBRY152	2	2	2			1		5	12	6	50.0%	58.3%
200720	Spr.	2007	LBRY	LBRY153	4	1	2						7	7	100.0%	100.0%
200810	Fall	2007	LBRY	LBRY151	5	1	1		1				8	7	87.5%	100.0%
200810	Fall	2007	LBRY	LBRY154	7	1	1					3	12	9	75.0%	75.0%
200810	Fall	2007	LBRY	LBRY156	5	3	2					1	11	10	90.9%	90.9%
200820	Spr.	2008	LBRY	LBRY152	5							3	8	5	62.5%	62.5%
200820	Spr.	2008	LBRY	LBRY155	8	3	1				1	2	15	12	80.0%	86.7%
200910	Fall	2008	LBRY	LBRY153	3	2			2		1	4	12	5	41.7%	66.7%
200910	Fall	2008	LBRY	LBRY156	4	5						4	13	9	69.2%	69.2%
200920	Spr.	2009	LBRY	LBRY151	8	3	2		1			1	15	13	86.7%	93.3%
200920	Spr.	2009	LBRY	LBRY154	4	4	2						10	10	100.0%	100.0%
					56	29	15		4	5	2	26	137	100		

Library Technician Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
LBRY 151	1.5	0.7		2.2			1.4	1.4									3.6
LBRY 152	1.2			1.2		0.8		0.8									2.1
LBRY 153			1.2	1.2	1.5			1.5									2.7
LBRY 154		1.2		1.2			0.9	0.9									2.2
LBRY 155						1.4		1.4									1.4
LBRY 156		1.1	1.3	2.5													2.5
Total	2.7	3.1	2.6	8.4	1.5	2.2	2.3	6.0									14.3

Library Technician Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
LBRY 151	0.2	0.2		0.4			0.2	0.2									0.6
LBRY 152	0.2			0.2		0.2		0.2									0.4
LBRY 153			0.2	0.2	0.2			0.2									0.4
LBRY 154		0.2		0.2			0.2	0.2									0.4
LBRY 155						0.2		0.2									0.2
LBRY 156		0.2	0.2	0.4													0.4
Total	0.4	0.6	0.4	1.4	0.2	0.4	0.4	1.0									2.4

Library Technician Program
FTEs per FTEf

Course	Fall				Spring				Summer				Winter				OverallAvg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
LBRY 151	7.3	3.7		5.5			6.9	6.9									5.9
LBRY 152	6.2			6.2		4.1		4.1									5.1
LBRY 153			6.2	6.2	7.5			7.5									6.8
LBRY 154		6.2		6.2			4.6	4.6									5.4
LBRY 155						6.9		6.9									6.9
LBRY 156		5.7	6.7	6.2													6.2
Avg.	6.7	5.2	6.4	6.0	7.5	5.5	5.7	6.0									6.0

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

A.) List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. B.) Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

A.) The program level outcomes support the Institutional Learning Outcomes.

1. Personal Responsibility – This is supported by students' regular participation and completion of assignments in each course. In addition, this is supported by demonstration of knowledge of ethics in information access and privacy. (Program Outcome 2 - *Student will demonstrate knowledge of ethics involving information access and privacy.*)
2. Global/Multicultural awareness – This is supported through exercises in courses that require sensitivity to and recognition of diversity of programming for people of different languages, backgrounds, ages, and abilities. Reference sources providing international information are also stressed. (Program Outcome 1: *Student will demonstrate knowledge of library procedures, services and programming for different types of people and in different types of libraries.*) (Program Outcome 5: *Student will gain and demonstrate knowledge of a wide range of information sources.*)
3. Communication Skills – This is supported by requiring writing and speaking in each course in the Program. (Program Outcome 3: *Student will demonstrate ability to search print and online resources, evaluate the information, and use it in a presentation or in written work.*)
4. Information Literacy – This is supported by the research, critical thinking, and presentation or speaking required in each course in the Program. (Program Outcome 3: *Student will demonstrate ability to search print and online resources, evaluate the information, and use it in a presentation or in written work.*)
5. Analytical/Critical Thinking – This is supported by discussion and student assessment of library programming and services for different types of people in various types of libraries. (Program Outcome 1: *Student will demonstrate knowledge of library procedures, services and programming for different types of people and in different types of libraries.*)

B.) Identify the method(s) of assessment used for each of the program level outcomes.

1. Student will demonstrate knowledge of library services and programming for a variety of people and in different types of libraries. – Assessment is conducted by evaluating and grading exercises, tests, and presentations given by the students.
2. Student will demonstrate knowledge of ethics involving information access and privacy.
   - Assessment is conducted by evaluating and grading exercises, tests, and presentations given by the students.
3. Student will demonstrate ability to search print and online resources, evaluate the information, and use it in a presentation or in written work. – Assessment is conducted by evaluating and grading the relevant presentation or written work.
4. Student will demonstrate ability to read, write and speak by requiring reading assignments, written assignments, and a presentation or speaking in each course. – Assessment is conducted by evaluating and grading written assignments and presentations.
5. Student will gain and demonstrate knowledge of a wide range of information sources. – Assessment is conducted by exercises in the reference services course, where international as well as United States information sources are used.
6. Student will demonstrate knowledge of technical services, including cataloging. – Assessment is conducted through evaluating in-class exercises and grading exams.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

The Program has been successful in educating Library Technician students in Imperial Valley. Outside evidence of this exists through the Desert Valley Library Media Association. The paraprofessionals have all come through the IVC Library Technician Program.

Analyzing the data presented visually, it is clear that the there has been a steady, though low, enrollment in the Program. Two courses per semester have been offered each fall and spring session. The fill rate averages approximately 76%. The 3-year average retention rate was 82%. There were a total of 137 students in the Program from Fall 2007 through Spring 2009.

PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

   This current 09/10 academic year, two courses per semester are given. In Fall 2009, there are twelve students in LBRY 155 and fifteen students in LBRY 152. In Spring 2010, LBRY 153 and LBRY 156 will be offered. Four students will be able to graduate with their Library Technician Certificate in Spring 2010. After Spring 2010, the Library Technician Program will be suspended as a result of budgetary issues. There will be no Library Technician courses in 2010/11 and 2011/12. At the end of this two year period, the status of the Program will be evaluated, taking into consideration the budget situation and potential library employment openings.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   The budget situation and reduced employment opportunities are affecting the program. It is the budget situation that requires us to shut down the Program for two years.

3. List any significant issues or problems that the program is immediately facing.

   Since the enrollment in Library Technician classes is normally 15 or fewer students, it is a low enrollment program that still requires the same faculty as a high enrollment program. The budget will not allow us to continue with this situation at present.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

   The Library Technician Program will be suspended for two academic years, 2010-11 and 2011-12. At the end of this period, an assessment will be made whether or not the budgetary situation and the employment situation warrant restarting the program.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

   The Library Technician Program will be suspended for two academic years.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

   There are no resources, nor obstacles, because the Program will be suspended for two years. Clearly, the budgetary situation is an obstacle for the success of the Library Technician Program.

4. Identify any outside factors that might influence your program during the next three years.

   A change in the budgetary situation would influence the program, as would an upswing in library employment opportunities.

Part 2 – Comprehensive Program Review Fall 2009

Program Name: **Mathematics Program, Science, Math, and Engineering Division**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

The principle program objectives of the Mathematics program during 2005-2008 were to:

1. Offer a combined/accelerated version of Math 70 & Math 80, Fall 2005.
2. Collaborate with the business division to offer Computer Science courses by 2007
3. Develop and implement a vocational math course by 2005.
4. Modernize the departmental infrastructure.
5. Provide more transferable courses at the external campuses and extend the hours of operation of the Math Lab.
6. Provide IVC students access to math classes.
7. Interact with the public and with universities concerning the math classes offered at IVC.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

Mathematics Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
MATH 110	46	61	56	163	63	55	54	172	35	24		59					394
MATH 112	41	39	34	114	32	39	39	110	15	22		37					261

MATH 113	11	4	9	24													24
MATH 114	63	65	42	170	58	42	80	180	26	16		42					392
MATH 119			219	219			258	258			100	100			72	72	649
MATH 120	369	412		781	355	361		716	109	109		218	104	105		209	1924
MATH 121		6		6	15	11		26									32
MATH 122			15	15	11	22	17	50									65
MATH 130		9		9													9
MATH 140	72	66	67	205	65	49	65	179	33	29	35	97	26	23	33	82	563
MATH 150	15	29	20	64		33	29	62						10		10	136
MATH 170							17	17									17
MATH 190	10	31	33	74	42	42	53	137	31	20		51		16	24	40	302
MATH 192	52	62	49	163	36	32	36	104						15		15	282
MATH 194	27	17	29	73	26	42	36	104									177
MATH 210					19	22	30	71									71
MATH 220					7	15	26	48									48
MATH 230	15	26	27	68													68
MATH 240	20	18	25	63													63
MATH 241	6	11		17													17
MATH 40		4	69	73	4		33	37									110
MATH 60	52	88	66	206	54	54	55	163			29	29	11			11	409
MATH 70	174	182	342	698	216	205	424	845	44	91	136	271	45	57	124	226	2040
MATH 80	618	566	570	1754	480	494	447	1421	85	145	141	371	113	117	139	369	3915
MATH 90	820	877	771	2468	687	678	687	2052	232	270	265	767	230	238	271	739	6026
MATH 92		6		6													6
Total	2411	2579	2443	7433	2170	2196	2386	6752	610	726	706	2042	529	581	663	1773	18000

Mathematics Program
Number of Sections

Course	Fall				Spring				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
MATH 110	2	2	2	6	2	2	2	6	1	1		2					14
MATH 112	1	1	1	3	1	1	1	3	1	1		2					8
MATH 113	1	1	1	3													3
MATH 114	2	2	2	6	2	2	2	6	1	1		2					14
MATH 119			8	8			9	9			4	4			3	3	24
MATH 120	13	13		26	14	13		27	4	4		8	5	5		10	71
MATH 121		1		1	1	1		2									3
MATH 122			1	1	1	1	1	3									4
MATH 130		1		1													1
MATH 140	2	2	2	6	2	2	2	6	1	1	1	3	1	1	1	3	18
MATH 150	1	1	1	3		1	1	2						1		1	6
MATH 170							1	1									1
MATH 190	1	2	2	5	2	2	2	6	1	1		2		1	1	2	15
MATH 192	2	2	2	6	1	1	1	3						1		1	10
MATH 194	1	1	1	3	1	1	1	3									6
MATH					1	1	1	3									3

210																	
MATH 220					1	1	1	3									3
MATH 230	1	1	1	3													3
MATH 240	1	1	1	3													3
MATH 241	1	1		2													2
MATH 40		1	2	3	1		1	2									5
MATH 60	1	1	1	3	1	1	1	3			2	2	1			1	9
MATH 70	5	5	10	20	6	6	12	24	2	4	4	10	3	3	4	10	64
MATH 80	19	18	22	59	19	19	16	54	6	7	7	20	7	6	6	19	152
MATH 90	25	25	21	71	21	20	18	59	8	8	8	24	8	9	9	26	180
MATH 92		1		1													1
Total	79	83	81	243	77	75	73	225	25	28	26	79	25	27	24	76	623

Mathematics Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
MATH110	70%	83%	86%	79%	73%	85%	92%	84%	89%	96%		92%					84%
MATH112	92%	100%	94%	95%	94%	90%	79%	88%	100%	100%		100%					94%
MATH113	86%	100%	88%	91%													91%
MATH114	90%	95%	88%	91%	91%	100%	80%	90%	77%	88%		82%					89%
MATH119			68%	68%			79%	79%			83%	83%			82%	82%	78%
MATH120	61%	67%		64%	61%	72%		66%	72%	86%		79%	80%	81%		80%	73%
MATH121		50%		50%	100%	82%		91%									77%
MATH122			60%	60%	100%	86%	59%	82%									76%
MATH130		67%		67%													67%
MATH140	53%	59%	81%	64%	63%	65%	63%	64%	94%	75%	71%	80%	85%	87%	76%	83%	73%
MATH150	53%	67%	75%	65%		94%	72%	83%						90%		90%	75%
MATH170						86%	76%	81%									81%
MATH190	90%	74%	70%	78%	74%	69%	79%	74%	90%	95%		93%		94%	92%	93%	83%
MATH192	65%	71%	88%	75%	61%	72%	39%	57%						93%		93%	70%
MATH194	74%	88%	97%	86%	88%	93%	72%	85%									85%
MATH210					89%	100%	97%	95%									95%
MATH220					86%	80%	92%	86%									86%
MATH230	80%	81%	90%	83%													83%
MATH240	74%	88%	60%	74%													74%
MATH241	83%	100%		92%													92%
MATH40		100%	91%	96%	100%		100%	100%									98%
MATH60	81%	83%	79%	81%	80%	76%	82%	79%			97%	97%	86%			86%	83%
MATH70	71%	74%	83%	76%	73%	79%	68%	73%	80%	79%	83%	80%	89%	96%	85%	90%	80%
MATH80	72%	70%	82%	75%	69%	63%	71%	68%	81%	78%	83%	81%	76%	76%	86%	79%	76%
MATH90	66%	61%	72%	66%	54%	55%	64%	57%	70%	72%	86%	76%	83%	70%	78%	77%	69%
MATH92		80%		80%													80%
Average	74%	79%	80%	78%	80%	80%	76%	79%	84%	85%	84%	84%	83%	86%	83%	84%	80%

Mathematics Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
MATH110	70%	55%	66%	64%	70%	78%	68%	72%	77%	96%		86%					72%
MATH112	78%	90%	88%	85%	81%	85%	64%	77%	100%	100%		100%					86%
MATH113	86%	100%	75%	87%													87%
MATH114	76%	81%	85%	81%	80%	95%	80%	85%	73%	88%		80%					82%
MATH119			55%	55%			61%	61%			62%	62%			74%	74%	63%
MATH120	47%	51%		49%	46%	61%		53%	61%	69%		65%	70%	71%		71%	60%
MATH121		33%		33%	100%	82%		91%									72%
MATH122			47%	47%	91%	59%	35%	62%									58%
MATH130		67%		67%													67%
MATH140	26%	52%	61%	46%	43%	39%	42%	41%	82%	61%	54%	66%	69%	74%	74%	72%	56%
MATH150	53%	48%	60%	54%		91%	59%	75%						90%		90%	67%
MATH170						64%	71%	67%									67%
MATH190	60%	55%	48%	54%	55%	52%	68%	58%	74%	90%		82%		75%	88%	81%	67%
MATH192	38%	56%	73%	56%	42%	47%	39%	42%						93%		93%	56%
MATH194	41%	65%	79%	62%	69%	62%	36%	56%									59%
MATH210					84%	91%	73%	83%									83%
MATH220					71%	80%	77%	76%									76%
MATH230	67%	62%	72%	67%													67%
MATH240	58%	65%	48%	57%													57%
MATH241	67%	100%		83%													83%
MATH40		100%	78%	89%	100%		100%	100%									94%
MATH60	40%	40%	38%	39%	39%	44%	47%	44%			97%	97%	71%			71%	52%
MATH70	49%	60%	65%	58%	54%	53%	50%	52%	70%	70%	78%	73%	76%	79%	76%	77%	65%
MATH80	44%	45%	58%	49%	41%	41%	53%	45%	72%	71%	65%	69%	57%	62%	73%	64%	57%

MATH90	35%	34%	41%	37%	34%	35%	33%	34%	54%	62%	69%	62%	65%	57%	63%	62%	49%
MATH92		80%		80%													80%
Avg.	55%	64%	63%	61%	65%	64%	59%	63%	74%	78%	71%	75%	68%	75%	75%	73%	65%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	MATH	MATH110	6	14	12					14	46	32	69.6%	69.6%
200710	Fall	2006	MATH	MATH112	7	10	12		3	2		3	37	29	78.4%	91.9%
200710	Fall	2006	MATH	MATH113	6							1	7	6	85.7%	85.7%
200710	Fall	2006	MATH	MATH114	33	12	3			9		6	63	48	76.2%	90.5%
200710	Fall	2006	MATH	MATH120	41	64	70		18	32	3	143	371	175	47.2%	61.5%
200710	Fall	2006	MATH	MATH140	6	8	5		10	9		34	72	19	26.4%	52.8%
200710	Fall	2006	MATH	MATH150	1	3	4					7	15	8	53.3%	53.3%
200710	Fall	2006	MATH	MATH190		3	3		3			1	10	6	60.0%	90.0%
200710	Fall	2006	MATH	MATH192	6	8	6		7	7		18	52	20	38.5%	65.4%
200710	Fall	2006	MATH	MATH194		6	5		5	4		7	27	11	40.7%	74.1%
200710	Fall	2006	MATH	MATH230	3	2	5		1	1		3	15	10	66.7%	80.0%
200710	Fall	2006	MATH	MATH240	3		8		2	1		5	19	11	57.9%	73.7%
200710	Fall	2006	MATH	MATH241	4					1		1	6	4	66.7%	83.3%
200710	Fall	2006	MATH	MATH60				21			21	10	52	21	40.4%	80.8%
200710	Fall	2006	MATH	MATH70	27	23	36		7	31		50	174	86	49.4%	71.3%
200710	Fall	2006	MATH	MATH80	63	87	119		67	106	2	174	618	269	43.5%	71.8%
200710	Fall	2006	MATH	MATH90	34	86	169		96	154	2	280	821	289	35.2%	65.9%
200715	Win.	2007	MATH	MATH120	29	25	19		4	6		21	104	73	70.2%	79.8%
200715	Win.	2007	MATH	MATH140	5	1	12		4			4	26	18	69.2%	84.6%
200715	Win.	2007	MATH	MATH60				5			1	1	7	5	71.4%	85.7%
200715	Win.	2007	MATH	MATH70	15	11	8		1	5		5	45	34	75.6%	88.9%

200715	Win.	2007	MATH	MATH80	15	22	27		10	12		27	113	64	56.6%	76.1%
200715	Win.	2007	MATH	MATH90	28	46	73		28	11	1	39	226	147	65.0%	82.7%
200720	Spr.	2007	MATH	MATH110	5	16	23		1	1		17	63	44	69.8%	73.0%
200720	Spr.	2007	MATH	MATH112	3	13	10		3	1		2	32	26	81.3%	93.8%
200720	Spr.	2007	MATH	MATH114	26	15	3			6		5	55	44	80.0%	90.9%
200720	Spr.	2007	MATH	MATH120	40	58	65		29	24		139	355	163	45.9%	60.8%
200720	Spr.	2007	MATH	MATH121	9	2	1						12	12	100.0%	100.0%
200720	Spr.	2007	MATH	MATH122	1	7	2		1				11	10	90.9%	100.0%
200720	Spr.	2007	MATH	MATH140	7	9	12		9	4		24	65	28	43.1%	63.1%
200720	Spr.	2007	MATH	MATH190	5	6	12		5	3		11	42	23	54.8%	73.8%
200720	Spr.	2007	MATH	MATH192	1	5	9		4	3		14	36	15	41.7%	61.1%
200720	Spr.	2007	MATH	MATH194	3	6	9		2	3		3	26	18	69.2%	88.5%
200720	Spr.	2007	MATH	MATH210	4	8	4			1		2	19	16	84.2%	89.5%
200720	Spr.	2007	MATH	MATH220	2	2	1			1		1	7	5	71.4%	85.7%
200720	Spr.	2007	MATH	MATH40				4					4	4	100.0%	100.0%
200720	Spr.	2007	MATH	MATH60				21			22	11	54	21	38.9%	79.6%
200720	Spr.	2007	MATH	MATH70	42	36	32		9	30		56	205	110	53.7%	72.7%
200720	Spr.	2007	MATH	MATH80	35	55	106		44	88		145	473	196	41.4%	69.3%
200720	Spr.	2007	MATH	MATH90	27	59	150		48	83	1	317	685	236	34.5%	53.7%
200730	Sum.	2007	MATH	MATH110	6	17	4			4		4	35	27	77.1%	88.6%
200730	Sum.	2007	MATH	MATH112	5	7	3						15	15	100.0%	100.0%
200730	Sum.	2007	MATH	MATH114	13	6				1		6	26	19	73.1%	76.9%
200730	Sum.	2007	MATH	MATH120	15	33	19		10	1		31	109	67	61.5%	71.6%
200730	Sum.	2007	MATH	MATH140	7	13	7		1	3		2	33	27	81.8%	93.9%
200730	Sum.	2007	MATH	MATH190	2	3	18		4	1		3	31	23	74.2%	90.3%
200730	Sum.	2007	MATH	MATH70	25	4	2		3	1		9	44	31	70.5%	79.5%
200730	Sum.	2007	MATH	MATH80	26	22	13		3	5		16	85	61	71.8%	81.2%
200730	Sum.	2007	MATH	MATH90	15	45	66		16	20		70	232	126	54.3%	69.8%
200810	Fall	2007	MATH	MATH110	5	8	19		10	6		10	58	32	55.2%	82.8%
200810	Fall	2007	MATH	MATH112	7	15	13		2	2			39	35	89.7%	100.0%
200810	Fall	2007	MATH	MATH113	2		2						4	4	100.0%	100.0%
200810	Fall	2007	MATH	MATH114	29	12	11		1	8		3	64	52	81.3%	95.3%

200810	Fall	2007	MATH	MATH120	47	76	85		25	42		134	409	208	50.9%	67.2%
200810	Fall	2007	MATH	MATH121	1	1				1		3	6	2	33.3%	50.0%
200810	Fall	2007	MATH	MATH130	2	3	1					3	9	6	66.7%	66.7%
200810	Fall	2007	MATH	MATH140	5	15	14		3	2		27	66	34	51.5%	59.1%
200810	Fall	2007	MATH	MATH150	2	3	8		4	1		9	27	13	48.1%	66.7%
200810	Fall	2007	MATH	MATH190	4	6	7		4	2		8	31	17	54.8%	74.2%
200810	Fall	2007	MATH	MATH192	8	15	12		3	6		18	62	35	56.5%	71.0%
200810	Fall	2007	MATH	MATH194	5	3	3		2	2		2	17	11	64.7%	88.2%
200810	Fall	2007	MATH	MATH230	1	3	12		5			5	26	16	61.5%	80.8%
200810	Fall	2007	MATH	MATH240	2	3	6		4			2	17	11	64.7%	88.2%
200810	Fall	2007	MATH	MATH241	11								11	11	100.0%	100.0%
200810	Fall	2007	MATH	MATH40				4					4	4	100.0%	100.0%
200810	Fall	2007	MATH	MATH60				35			38	15	88	35	39.8%	83.0%
200810	Fall	2007	MATH	MATH70	24	42	40		12	13		47	178	106	59.6%	73.6%
200810	Fall	2007	MATH	MATH80	47	71	133		53	91		169	564	251	44.5%	70.0%
200810	Fall	2007	MATH	MATH90	36	75	186		102	128	2	335	864	297	34.4%	61.2%
200810	Fall	2007	MATH	MATH92				4				1	5	4	80.0%	80.0%
200815	Win.	2008	MATH	MATH120	18	20	37		5	5		20	105	75	71.4%	81.0%
200815	Win.	2008	MATH	MATH140	3	2	12		2	1		3	23	17	73.9%	87.0%
200815	Win.	2008	MATH	MATH150	2		7					1	10	9	90.0%	90.0%
200815	Win.	2008	MATH	MATH190		2	10		3			1	16	12	75.0%	93.8%
200815	Win.	2008	MATH	MATH192	2	4	8					1	15	14	93.3%	93.3%
200815	Win.	2008	MATH	MATH70	16	18	11		3	7		2	57	45	78.9%	96.5%
200815	Win.	2008	MATH	MATH80	27	23	22		8	9		28	117	72	61.5%	76.1%
200815	Win.	2008	MATH	MATH90	33	46	56		17	15		71	238	135	56.7%	70.2%
200820	Spr.	2008	MATH	MATH110	10	21	12		4			8	55	43	78.2%	85.5%
200820	Spr.	2008	MATH	MATH112	5	10	18		1	1		4	39	33	84.6%	89.7%
200820	Spr.	2008	MATH	MATH114	18	10	12		2				42	40	95.2%	100.0%
200820	Spr.	2008	MATH	MATH120	38	100	82		12	26	2	101	361	220	60.9%	72.0%
200820	Spr.	2008	MATH	MATH121	7	2						2	11	9	81.8%	81.8%
200820	Spr.	2008	MATH	MATH122	1	6	6		5	1		3	22	13	59.1%	86.4%
200820	Spr.	2008	MATH	MATH140	3	9	7		4	9		17	49	19	38.8%	65.3%

200820	Spr.	2008	MATH	MATH150	12	12	6			1		2	33	30	90.9%	93.9%
200820	Spr.	2008	MATH	MATH170	3	3	3		1	2		2	14	9	64.3%	85.7%
200820	Spr.	2008	MATH	MATH190	2	6	14		5	2		13	42	22	52.4%	69.0%
200820	Spr.	2008	MATH	MATH192	3	1	11		5	3		9	32	15	46.9%	71.9%
200820	Spr.	2008	MATH	MATH194	5	9	12		8	5		3	42	26	61.9%	92.9%
200820	Spr.	2008	MATH	MATH210	4	7	9		2				22	20	90.9%	100.0%
200820	Spr.	2008	MATH	MATH220	5	6	1					3	15	12	80.0%	80.0%
200820	Spr.	2008	MATH	MATH60				24			17	13	54	24	44.4%	75.9%
200820	Spr.	2008	MATH	MATH70	28	43	37		13	41		43	205	108	52.7%	79.0%
200820	Spr.	2008	MATH	MATH80	52	57	91		37	74		179	490	200	40.8%	63.5%
200820	Spr.	2008	MATH	MATH90	34	62	138		51	83		307	675	234	34.7%	54.5%
200830	Sum.	2008	MATH	MATH110	8	8	7					1	24	23	95.8%	95.8%
200830	Sum.	2008	MATH	MATH112	10	10	2						22	22	100.0%	100.0%
200830	Sum.	2008	MATH	MATH114	12	2						2	16	14	87.5%	87.5%
200830	Sum.	2008	MATH	MATH120	15	26	34		9	10		15	109	75	68.8%	86.2%
200830	Sum.	2008	MATH	MATH140	2	10	5		3	1		7	28	17	60.7%	75.0%
200830	Sum.	2008	MATH	MATH190	6	9	3		1			1	20	18	90.0%	95.0%
200830	Sum.	2008	MATH	MATH70	34	14	13		5	3		18	87	61	70.1%	79.3%
200830	Sum.	2008	MATH	MATH80	28	46	29		4	6		32	145	103	71.0%	77.9%
200830	Sum.	2008	MATH	MATH90	58	54	54		16	13		74	269	166	61.7%	72.5%
200910	Fall	2008	MATH	MATH110	6	18	13		7	4		8	56	37	66.1%	85.7%
200910	Fall	2008	MATH	MATH112	6	10	14		2			2	34	30	88.2%	94.1%
200910	Fall	2008	MATH	MATH113	4	1	1			1		1	8	6	75.0%	87.5%
200910	Fall	2008	MATH	MATH114	15	17	2			1		5	40	34	85.0%	87.5%
200910	Fall	2008	MATH	MATH119	41	52	28		14	13		71	219	121	55.3%	67.6%
200910	Fall	2008	MATH	MATH122		6	1		2			6	15	7	46.7%	60.0%
200910	Fall	2008	MATH	MATH140	3	17	21		7	6		13	67	41	61.2%	80.6%
200910	Fall	2008	MATH	MATH150	2	5	5		2	1		5	20	12	60.0%	75.0%
200910	Fall	2008	MATH	MATH190	4	3	9		3	4		10	33	16	48.5%	69.7%
200910	Fall	2008	MATH	MATH192	7	21	8		5	2		6	49	36	73.5%	87.8%
200910	Fall	2008	MATH	MATH194	1	9	13		1	4		1	29	23	79.3%	96.6%
200910	Fall	2008	MATH	MATH230	5	6	10		4	1		3	29	21	72.4%	89.7%

200910	Fall	2008	MATH	MATH240	6		6		1	2		10	25	12	48.0%	60.0%
200910	Fall	2008	MATH	MATH40				53			9	6	68	53	77.9%	91.2%
200910	Fall	2008	MATH	MATH60				25			27	14	66	25	37.9%	78.8%
200910	Fall	2008	MATH	MATH70	40	68	112		18	45		58	341	220	64.5%	83.0%
200910	Fall	2008	MATH	MATH80	50	124	158		61	75	1	103	572	332	58.0%	82.0%
200910	Fall	2008	MATH	MATH90	71	85	163		87	148	2	218	774	319	41.2%	71.8%
200915	Win.	2009	MATH	MATH119	14	15	24		4	2		13	72	53	73.6%	81.9%
200915	Win.	2009	MATH	MATH140	6	8	11		1			8	34	25	73.5%	76.5%
200915	Win.	2009	MATH	MATH190	1	9	11		1			2	24	21	87.5%	91.7%
200915	Win.	2009	MATH	MATH70	48	30	16		4	7		19	124	94	75.8%	84.7%
200915	Win.	2009	MATH	MATH80	27	43	32		13	4		20	139	102	73.4%	85.6%
200915	Win.	2009	MATH	MATH90	37	60	75		19	20	1	60	272	172	63.2%	77.9%
200920	Spr.	2009	MATH	MATH110	3	14	19		11	2		4	53	36	67.9%	92.5%
200920	Spr.	2009	MATH	MATH112	4	6	15		3	3		8	39	25	64.1%	79.5%
200920	Spr.	2009	MATH	MATH114	21	18	1					10	50	40	80.0%	80.0%
200920	Spr.	2009	MATH	MATH119	42	61	55		15	29		55	257	158	61.5%	78.6%
200920	Spr.	2009	MATH	MATH122	4	1	1		1	3		7	17	6	35.3%	58.8%
200920	Spr.	2009	MATH	MATH140	12	7	8		6	7		24	64	27	42.2%	62.5%
200920	Spr.	2009	MATH	MATH150	2	8	7		2	2		8	29	17	58.6%	72.4%
200920	Spr.	2009	MATH	MATH170	5	3	4		1			4	17	12	70.6%	76.5%
200920	Spr.	2009	MATH	MATH190	6	10	20		2	4		11	53	36	67.9%	79.2%
200920	Spr.	2009	MATH	MATH192	2	6	6					22	36	14	38.9%	38.9%
200920	Spr.	2009	MATH	MATH194	4	3	6		4	9		10	36	13	36.1%	72.2%
200920	Spr.	2009	MATH	MATH210	3		19		7			1	30	22	73.3%	96.7%
200920	Spr.	2009	MATH	MATH220	6	4	10		3	1		2	26	20	76.9%	92.3%
200920	Spr.	2009	MATH	MATH40				32					32	32	100.0%	100.0%
200920	Spr.	2009	MATH	MATH60				26			19	10	55	26	47.3%	81.8%
200920	Spr.	2009	MATH	MATH70	36	76	98		34	39	1	132	416	210	50.5%	68.3%
200920	Spr.	2009	MATH	MATH80	48	95	93		31	54		128	449	236	52.6%	71.5%
200920	Spr.	2009	MATH	MATH90	14	41	170		103	107	2	249	686	225	32.8%	63.7%
200930	Sum.	2009	MATH	MATH119	14	32	16		10	10	1	17	100	62	62.0%	83.0%
200930	Sum.	2009	MATH	MATH140	6	3	10		4	2		10	35	19	54.3%	71.4%

200930	Sum.	2009	MATH	MATH60				28				1	29	28	96.6%	96.6%
200930	Sum.	2009	MATH	MATH70	36	39	32		2	5		24	138	107	77.5%	82.6%
200930	Sum.	2009	MATH	MATH80	27	29	35		7	19		24	141	91	64.5%	83.0%
200930	Sum.	2009	MATH	MATH90	59	61	62		24	23		36	265	182	68.7%	86.4%
					2146	3011	3908	282	1440	1956	175	4978	17896	9347		

Mathematics Program
Full Time Equivalent Faculty (FTEF)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
MATH 110	0.4	0.4	0.4	1.2	0.4	0.4	0.4	1.2	0.2	0.2		0.4					2.8
MATH 112	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	0.2	0.2		0.4					1.6
MATH 113	0.1	0.1	0.1	0.2													0.2
MATH 114	0.1	0.1	0.1	0.4	0.1	0.1	0.1	0.4	0.1	0.1		0.1					0.9
MATH 119			2.1	2.1			2.4	2.4			1.1	1.1			0.8	0.8	6.4
MATH 120	2.6	2.6		5.2	2.8	2.6		5.4	0.8	0.8		1.6	1.0	1.0		2.0	14.2
MATH 121		0.1		0.1	0.1	0.1		0.1									0.2
MATH 122			0.2	0.2	0.2	0.2	0.2	0.6									0.8
MATH 130		0.2		0.2													0.2
MATH 140	0.4	0.4	0.4	1.2	0.4	0.4	0.4	1.2	0.2	0.2	0.2	0.6	0.2	0.2	0.2	0.6	3.6
MATH 150	0.3	0.3	0.3	0.8		0.3	0.3	0.5						0.3		0.3	1.6
MATH 170							0.3	0.3									0.3
MATH 190	0.3	0.7	0.7	1.7	0.7	0.7	0.7	2.0	0.3	0.3		0.7		0.3	0.3	0.7	5.0
MATH 192	0.7	0.7	0.7	2.0	0.3	0.3	0.3	1.0						0.3		0.3	3.3
MATH 194	0.3	0.3	0.3	1.0	0.3	0.3	0.3	1.0									2.0
MATH 210					0.3	0.3	0.3	1.0									1.0
MATH 220					0.2	0.2	0.2	0.6									0.6
MATH 230	0.2	0.2	0.2	0.6													0.6
MATH 240	0.2	0.2	0.2	0.6													0.6
MATH 241	0.1	0.1		0.1													0.1
MATH 40		0.1	0.1	0.2	0.1		0.1	0.1									0.3
MATH 60	0.1	0.1	0.1	0.4	0.1	0.1	0.1	0.4			0.3	0.3	0.1			0.1	1.2
MATH 70	1.0	1.0	2.0	4.0	1.2	1.2	2.4	4.8	0.4	0.8	0.8	2.0	0.6	0.6	0.8	2.0	12.8
MATH 80	3.8	3.6	4.4	11.8	3.8	3.8	3.2	10.8	1.2	1.4	1.4	4.0	1.4	1.2	1.2	3.8	30.4
MATH 90	6.7	6.7	5.6	18.9	5.6	5.3	4.8	15.7	2.1	2.1	2.1	6.4	2.1	2.4	2.4	6.9	48.0
MATH 92		0.1		0.1													0.1

Total	17.5	18.0	18.1	53.6	16.9	16.6	16.7	50.2	5.5	6.1	5.9	17.5	5.5	6.3	5.7	17.5	138.9

Mathematics Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
MATH 110	4.7	6.3	5.8	16.8	6.5	5.7	5.6	17.8	3.7	2.5		6.2					40.7
MATH 112	3.9	3.8	3.5	11.2	3.3	4.0	4.0	11.4	1.6	2.3		3.9					26.5
MATH 113	0.3	0.1	0.2	0.6													0.6
MATH 114	2.1	1.6	1.2	4.9	1.4	1.2	2.3	4.9	0.8	0.5		1.3					11.1
MATH 119			31.6	31.6			32.1	32.1			13.3	13.3			9.6	9.6	86.6
MATH 120	38.2	42.7		80.9	35.8	37.4		73.2	11.4	11.4		22.8	10.9	10.6		21.5	198.3
MATH 121		0.1		0.1	0.3	0.3		0.6									0.7
MATH 122			1.6	1.6	1.1	2.3	1.8	5.2									6.7
MATH 130		0.9		0.9													0.9
MATH 140	7.5	7.4	6.9	21.8	6.7	5.1	6.7	18.5	3.5	3.0	3.7	10.2	2.7	2.3	3.5	8.5	59.1
MATH 150	1.8	3.5	2.4	7.8		4.0	3.5	7.6						1.3		1.3	16.6
MATH 170							2.1	2.1									2.1
MATH 190	1.7	5.3	5.6	12.6	7.2	7.2	9.0	23.4	5.4	3.5		8.9		2.7	4.2	6.9	51.8
MATH 192	8.9	10.6	8.4	27.8	6.1	5.5	6.1	17.7						2.5		2.5	48.1
MATH 194	4.6	2.9	4.9	12.5	4.4	7.2	6.1	17.7									30.2
MATH 210					3.2	3.8	5.1	12.1									12.1
MATH 220					0.7	1.6	2.7	5.0									5.0
MATH 230	1.6	2.7	2.8	7.0													7.0
MATH 240	2.1	1.9	2.6	6.5													6.5
MATH 241	0.2	0.4		0.6													0.6
MATH 40		0.1	2.0	2.1	0.1		0.9	1.1									3.2
MATH 60	1.9	3.3	2.5	7.6	2.2	3.1	2.6	7.8			2.0	2.0	0.5			0.5	17.9
MATH 70	18.0	18.9	35.0	71.9	22.4	21.2	43.7	87.3	4.6	9.6	14.3	28.5	4.7	5.7	13.0	23.5	211.2

MATH 80	64.0	58.6	58.8	181.5	49.3	51.2	46.1	146.5	8.9	15.2	14.8	38.9	11.9	11.8	14.6	38.2	405.2
MATH 90	102.3	108.9	95.6	306.8	87.4	85.3	85.5	258.3	30.6	35.7	34.2	100.5	30.5	30.1	35.8	96.4	762.0
MATH 92		0.1		0.1													0.1
Total	263.7	280.0	271.5	815.2	238.3	245.9	266.1	750.3	70.6	83.7	82.3	236.5	61.1	67.0	80.6	208.8	2010.9

Mathematics Program
FTEs per FTEF

Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
MATH 110	11.7	15.8	14.5	14.0	16.3	14.2	14.0	14.8	18.4	12.6		15.5					14.5
MATH 112	19.3	18.9	17.6	18.6	16.6	20.2	20.2	19.0	7.9	11.6		9.7					16.5
MATH 113	5.0	1.4	3.0	3.1													3.1
MATH 114	15.5	12.1	9.0	12.2	10.4	9.2	17.1	12.2	12.3	7.5		9.9					11.9
MATH 119			14.8	14.8			13.4	13.4			12.5	12.5			12.0	12.0	13.5
MATH 120	14.7	16.4		15.6	12.8	14.4		13.6	14.3	14.2		14.2	10.9	10.6		10.7	14.0
MATH 121		2.1		2.1	4.9	4.1		4.5									3.7
MATH 122			7.8	7.8	5.7	11.4	8.8	8.6									8.4
MATH 130		4.7		4.7													4.7
MATH 140	18.7	18.5	17.4	18.2	16.8	12.7	16.8	15.5	17.3	15.2	18.4	17.0	13.7	11.6	17.3	14.2	16.4
MATH 150	6.9	13.3	9.1	9.8		15.1	13.3	14.2						4.7		4.7	10.4
MATH 170							7.8	7.8									7.8
MATH 190	5.1	7.9	8.4	7.6	10.8	10.8	13.6	11.7	16.3	10.5		13.4		8.0	12.6	10.3	10.4
MATH 192	13.3	15.9	12.5	13.9	18.4	16.4	18.4	17.7						7.5		7.5	14.4
MATH 194	13.8	8.7	14.8	12.5	13.3	21.5	18.4	17.7									15.1
MATH 210					9.7	11.3	15.4	12.1									12.1
MATH 220					3.6	7.8	13.5	8.3									8.3
MATH 230	7.8	13.5	14.0	11.7													11.7
MATH 240	10.4	9.3	13.0	10.9													10.9
MATH 241	2.7	5.7		4.2													4.2
MATH 40		1.7	14.8	10.4	1.8		14.1	8.0									9.5

MATH 60	14.1	24.5	18.6	19.1	16.4	23.0	19.2	19.5			7.6	7.6	3.5			3.5	14.9
MATH 70	18.0	18.9	17.5	18.0	18.7	17.7	18.2	18.2	11.6	12.0	17.8	14.2	7.9	9.6	16.3	11.8	16.5
MATH 80	16.9	16.3	13.4	15.4	13.0	13.5	14.4	13.6	7.4	10.9	10.5	9.7	8.5	9.8	12.1	10.1	13.3
MATH 90	15.3	16.3	17.1	16.2	15.6	16.0	17.8	16.4	14.3	16.7	16.1	15.7	14.3	12.6	14.9	13.9	15.9
MATH 92		1.7		1.7													1.7
Avg.	15.1	15.6	15.0	15.2	14.1	14.8	15.9	14.9	12.8	13.6	14.0	13.5	11.2	10.6	14.1	11.9	14.5

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

SLOs were identified for all of our courses during 2008-2009. Data collection began in the fall of 2008.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Enrollment Data: Our fall enrollment increased sharply between 2006 and 2007 but decreased to 2006 levels in 2008. The most noticeable decrease was in Math 90, from 877 to 771. This was due to the implementation of our new policy on prerequisites. There was a smaller, but across the board decrease in our transfer level courses, most likely due to the same reason. Our spring enrollments, on the other hand, showed rising trend all three years. The most noticeable increase was from Sp08 to Sp09 (2196 – 2386). Our Sp08 enrollment was 84% of our enrollment in the previous fall, while our Sp09 enrollment was 98% (!) of the previous fall. There was a strong increase in our Math 70 enrollment in 08-09, due to our new testing requirements. Now matter how low we set the bar for our entry-level math course, students *will* test into it. This change of ratios from fall to spring was directly observable in our developmental classes. While it is too early to be certain, the indications are that forcing students to take the class they test into will raise our persistence rates. A noticeable decrease (~40%) occurred in our statistics course, as we moved from Math 120 to the new Math 119. This was expected and desirable, as statistics should really be for those whose majors specifically require it, not for those seeking a generic transfer level class. The year 08-09 also saw an increase in enrollment in our 200 level math courses. This most likely reflects the effect of the economy on admission policies at UC and CSU schools.

Fill Rates: As the new testing policies have altered the status quo, we have had to anticipate (guess) who they would affect the optimal amount of courses offered in the transfer level classes and its resultant effect upon fill rates. We doubled the number of sections offered in Math 70 during 2008-09 without any observable change in fill rates. We decreased our number of sections of Math 90 by 17% in 08-09, and saw our fill rate increase to a rather uncomfortable 127% in Sp09. This bears watching. In order to double our sections of Math 70, we had to pull resources from somewhere else in the department, or increase staffing. In 09-10, we are operating at full-time instructor BELOW our 07-09 levels, so hard choices are being made. The fill rates for the remainder of the department show a general rising trend.

Success: In Fall of 2008, we saw a sharp increase in success rates for all of our developmental classes. After hovering at 35% for two years, Math 90 went up to 41%. Math 70 saw an increase from about 50% in 2006-08 to 64%. Math 80 went from the low 40"s to 58%. If the data stopped there, I would call our new procedures a walloping success. Alas, in Math 70 and Math 90, our data shows a return to historical norms in spring of 2009. In Math 80, we were able to hold onto a fair measure of increase, with a success rate of about 53%. We are very interested in finding out what happened here. It involves data sets too large for random chance to be very likely. It is possible that shifts in our common testing procedures between the Fall and Spring 2008-09 maybe the issue. It is urgently necessary to see the Fall 2009 data at our earliest convenience. A departmental conversation on how the two semesters differed is very much in order. The success rates of the remainder of our classes show the random fluctuations common in small data sets. There are some isolated spikes in the transfer level areas

that most likely are professor-dependant. We need to research on who taught those classes and take a closer look at their methods and policies.

Retention Rates: We saw a general increase in our retention rates in the developmental classes over the period. In Math 90 we saw an increase from 59% in 2006-08 to 68% in 2008-09. In Math 70 and Math 80 we saw a repeat of the earlier trend; A strong increase in Fall 2008 compared to the previous two years, and then a leveling in the spring. As with success rates, the retention rates of the transferable courses show random fluctuations over the period.

Units per Class: We offer Math 70 and Math 80 as 3-unit classes and Math 90 as a 4-unit class. The statewide norms for those classes are 4,4 and 5 respectively. Our success rates in those classes cannot help but be affected by this discrepancy. This has to be addressed at some point in the future.

Final Thoughts on Success and Retention: Looking at a snapshot of the Fall 2004 semester, it is clear that the success rate in M90 has dropped since we instituted the Saturday final. The Saturday final is not a foolproof testing procedure but we feel it has given us a more honest assessment of student learning in that course. The success rates for Math 70 & Math 80 in 2004 are essentially the same as they are now. One may speculate that they too would drop if we instituted Saturday finals for them. In a time of accreditation concerns, it is also a matter of institutional integrity as to how we address these issues. Math 190 has seen a considerable increase in success rate since that time. We began Math 140 in Fall 2005 as a corrective measure to Math 190's miserable rate and it has succeeded: we have seen an increase of roughly 20%.

FTES/FTEF. We have seen a small increase in this ratio over the last three years.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service area outcome implementation, number of majors, and/or other data as appropriate.

Staffing: Currently we have 9 full-time math professors. We also share a professor with physics and another with computer science. This is the rough equivalent of a tenth professor. One full-time professor has 9 units of release time to be the coordinator. We have a number of adjunct professors at the main and external campuses, teaching a variety of loads. We lost two full-time professors to retirement and had a full-time temporary position in 08-09. Two of these three vacancies were replaced, one by the District fund and one by BSI fund. We have one less teaching professor than during 2008-2009 and we need that position to be replace to meet the staffing demand.

Student Learning Outcomes: As of Spring 2008, we had the then required one SLO for all of the math curriculum. At the moment we have the required one SLO per credit unit for all of our courses with the exception of Math 150, Math 170, Math 210, and Math 220. With the exception of Math 150, these courses are offered only in the spring semester and will be addressed this coming spring. We began collecting data this fall for the original one SLO in each course offered this fall. By the Fall of 2010 we will have sufficient data to make decisions about the effect of the SLO on our curriculum.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

The economy is affecting the department in a number of ways. We are unable to offer as many sections of the Math 90 as we would like. We are also seeing a spike in advanced students as well, as the economy drives them back home. The opening day turnout the last two years has forced us to consider whether we need to offer two sections of Math 192 and Math 194. We have had a turnout of over 50 students. That is border line. If we get the turnout numbers in the 60 range then it is clear that we need two sections. We simply do not have the staffing to handle this.

As we move into the 2700 building we have improved our infrastructure a great deal. A lot depends on access to classrooms in the building. The Math Department was informed by the Vice President for Academic Services that the Math Department has the second priority to use the classrooms in the new science building and the Science Department has the first priority. So since the Math Department has adequate access to those classrooms, we will have sufficient technological capabilities for the foreseeable future.

3. List any significant issues or problems that the program is immediately facing.

The major issues facing the department at this time are:

1. Another full-time tenure-track professor to return to department to its 2008-2009 staffing levels.
2. Moving the Math Lab to a centralized location.
3. Adding a designated classroom for Computer Science and hybrid math classes.
4. Upgrading computers (desktop or laptop) for the full-time staff.
5. Increasing contact hours for students in our developmental courses.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

1. Develop and offer a third basic skills course featuring basic mathematics.

a. Develop the course in 2010-2011, including changes in the course outline of our pre-existing Math 70.
b. Offer the course, beginning in the Fall of 2011.

2. Add a mandatory one unit lab component to all non-transferable courses.

a. Develop the course in 2010-2011, including changes in the course outline of our pre-existing Math 70.
b. Offer the course, beginning in the Fall of 2011.

3. Expand access to courses for IVC students.

a. Hire an additional full-time tenure-track instructor to serve basic skills and transfer level classes by Fall 2011.

4. Expend or locate a dedicated classroom for Computer Science and hybrid math classes.

   a. To open in 2011-2012.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Beginning in the Spring of 2010, we will be collecting data on all of the SLOs we have created. Beginning in the Fall of 2010, we will be assessing and evaluating the data and making recommendations for modifications of curriculum based on SLO data.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Adding a unit to the developmental courses will add approximately 50 semester hours to our schedule. That is the equivalent of 3 fulltime professors. This is wildly unreasonable in this economy. At some time we will have to bite the bullet. We are trying to offer developmental classes with 1-2 semester hours per class less than the state average.

4. Identify any outside factors that might influence your program during the next three years.

The economy, the economy, the economy. We most likely will be unable to change our staffing levels and unable to significantly alter our curriculum in the developmental classes (i.e. add units) during this time frame. In the current budget scenario, it is unlikely that we can meet all of our identified community needs, but instead will have to make tough but intelligent choices about priorities.