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## I. Department/Program Mission

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| 1. State the department name and everyone who participated in creating the comprehensive program plan. | Child Development—Jeanne Thomas and Marian Browning   |
| 2. State the program's mission. If you don't have one, create one.                                     | The CHLD mission is to prepare students with the knowledge, theory, and practical experience necessary to plan, implement and evaluate developmentally appropriate experiences for young children and their families in a variety of settings. The well-rounded curriculum leads to educated individuals who are responsible lifelong learners and take an active interest in the world around them. The program offers a career certificate ladder and a pathway which culminates in the AA degree and/or transfer to a college or university program. |
| 3. Explain how the program/department mission is aligned with the college mission?                     | The CHLD mission aligns with the Foothill College mission in that it meets the needs of our diverse population through enhancing basic skills, prepares for career entry in the early care and education field, develops a workforce that values lifelong learning, and guides our students to career opportunities and transfer options.   |

| <b>II. Department and Program Description &amp; Data</b>   |  |  |  |   |
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| 1. What are your hours of operation?   | Department Chair office hours at 5-6pm TWTh at Middlefield; Part-time faculty may establish individual office hours.   |  |  |   |
| 2. What types of classes do you offer, at what locations, and at what times?   | Times offered:<br><input checked="" type="checkbox"/> Morning (6AM-12PM)<br><input checked="" type="checkbox"/> Afternoon (12PM-4PM)<br><input checked="" type="checkbox"/> Evening (4PM-10PM) | Locations offered:<br><input type="checkbox"/> FH Main Campus<br><input type="checkbox"/> Middlefield<br><input type="checkbox"/> Off campus | Types Offered:<br><input type="checkbox"/> In Person<br><input type="checkbox"/> Hybrid<br><input type="checkbox"/> Distance   | Status Offered:<br><input type="checkbox"/> Credit<br><input type="checkbox"/> Non-credit |
| 3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names). |  |  |  |   |
| Faculty Positions by Discipline  | Full-time Headcount  | Part-time Headcount  | Brief Description of duties  |   |
| Jeanne Thomas  | 1  | 0  | Department Chair & Instructor-teaches Child Development courses, coordinates curriculum, advises students, certifies substitutions, updates curriculum sheets and major requirements, coordinates projects such as SLOs, course development/revision, Program Review, develops content and maintains CHLD website, develops CHLD marketing materials, provides input to Dean regarding CHLD course scheduling, Perkins grant development, and public representation of the CHLD Program. |   |
| Lori Adams-Chabay  |  | 1  | Instructor   |   |

|                                 |                       |                        |   |  |
|---------------------------------|-----------------------|------------------------|---|--|
| Marian Browning                 |                       | 1                      | Instructor/Santa Clara County CARES Representative/Foothill College |  |
| Chris Carducci                  |                       | 1                      | Instructor  |  |
| Maryam Daha                     |                       | 1                      | Instructor  |  |
| Ruth Jones                      |                       | 1                      | Instructor  |  |
| Martina Kaumbulu                |                       | 1                      | Instructor  |  |
| Claire Koukoutsakis             |                       | 1                      | Instructor/Coordinator: CDTC and CA Mentor Teacher program          |  |
| Gayle Mayekawa                  |                       | 1                      | Instructor  |  |
| Sandy McKeithan                 |                       | 1                      | Instructor  |  |
| Lisa Medoff                     |                       | 1                      | Instructor  |  |
| <b>Student Worker Positions</b> | <b>Hours per Week</b> | <b>Months per Year</b> | <b>Brief Description of duties</b>                                  |  |
| None                            |                       |                        |   |  |

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| 4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department? | CHLD FTES experienced a significant increase of 24% in 06-07 compared to 05-06. CHLD enrollment continued to be strong in 07-08 increasing by 23% and 36% increase in 08-09. Productivity increased in 06-07 with slight decrease in 07-08 due to experimentation with class offerings and times based on a student survey. There was a 25% increase in 08-09 attributed to CARES advising, annual conference, student broadcasts and community outreach. Our projection for 09-10 and 10-11 is very favorable based on a growing understanding of students scheduling needs received from CARES advising and student input. CHLD collects registered student emails from rosters and broadcasts newsletters quarterly to students. In 9/09 a review of collected registered student emails showed an increase of 167 new student emails which were added to our email bank. Class sizes vary from 20-50 students. In Fall quarter 09-10, our classes filled more quickly than previous quarters probably due to state budget concerns about classes being closed but also because of student response to the email broadcast. |  |
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| <p>5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?</p> | <p>Reviewing the retention and withdrawal data, several things stand out. In the last 3 years success rates have remained high with percentages of 90% in 06-07, 89% in 07-08 and 86% in 08-09. Retention rates are also high with rates of 95% in 06-07, 95% in 07-08 and 95% in 08-09. Students initially enroll in CHLD courses to earn the 18 quarter units needed to be qualified to work in the child development field. The number of degrees and certificates earned has been low. We are encouraging degree and certificate attainment more widely and expect to see a significant rise in the number earned. There have been increased expectations at Federal, State and employer levels that teachers should obtain a bachelor's degree.</p>  |  |
| <p>6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?</p>                 | <p>Men are underrepresented in our student population which is similar to the early care and education field. This is due to low compensation and career advancement opportunities. As the professionalism of the field advances we expect to see systemic changes that will promote higher salaries and more men will be attracted to the field.</p> <p>Another area underrepresented is students beginning child development coursework directly from high school. Promotion of the CHLD program to high school students is done through the outreach efforts of the Career and College Connections located at Middlefield Campus. We are also beginning talks with Palo Alto Unified School District to collaborate with their ROP program and a preschool located on the Cubberly Community Center (MC) site.</p> |  |

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| 7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?                | Our FTES continue to increase resulting in a need for increased FTEFs. Data shows an FTES of 174 students which are being taught by one full-time faculty (1.02) and an equivalent of 2.85 part-time faculty for a total FTEF of 3.88. In order to continue the present momentum of growth, it is imperative that the CHLD receives an additional FTEF in 2010-2011.  |  |
| 8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses. | Our first distance learning class, "Building Collaborative Learning Communities," was taught in Spring 2009 and was met with great enthusiasm by 23 students. The retention was 83% and the success rate was 74%. Discussions have begun to determine which courses are best suited for future online classes. Anecdotal information from our students reflects strong and continued requests for online classes. |  |

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| 9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data). | <p>Few Foothill students had participated in CARES until a Foothill faculty member became the CARES representative in 2007-2008. Santa Clara CARES is funded by First 5 Santa Clara County, First 5 California, the California Department of Education-Child Development Division, and is facilitated by the E3 Institute. Santa Clara CARES (Comprehensive Approaches to Raising Educational Standards) is a financial stipend program designed to encourage and reward educational attainment for early care and education professionals. The CARES Representative at Foothill College, Marian Browning, developed Professional Development and Education Plans (PDEPs) for 123 students in 2008-2009 and students received stipends ranging from \$100 to \$1400. Participants in the CARES incentive program must hold a valid California Child Development permit issued by the California Commission on Teacher Credentialing. The CARES representative reviewed and signed off 56 permits during 2008-2009 and 67 students worked toward maintaining and upgrading their existing permits.</p> |  |
| 10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.     | <p>A student questionnaire conducted in Spring 2008 (118 responses) showed a high demand for Saturday classes and a fast track format. As a result of this questionnaire, Saturday classes have been increased. Future considerations will include a fast track format of two evenings per week for six weeks.</p>  |  |

| <b>Summary of Planning Goals &amp; Action Plans</b>  |  |                            |   |                            |
|--|--|----------------------------|---|----------------------------|
| 11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations. |  |                            |   |                            |
| <b>Department Operational Goals</b>  | <b>College Strategic Initiatives</b>   |                            |   |                            |
| Identify 3-6 operational goals   | Building a Community of Scholars   | Putting Access into Action | Promoting a Collaborative Decision-making Environment | Operations Planning        |
| Grow in enrollment, faculty, course offerings, success rate, retention and transfer                                  | x <input type="checkbox"/>   | x <input type="checkbox"/> | x <input type="checkbox"/>                            | x <input type="checkbox"/> |
| Develop leadership development opportunities for students to recognize themselves as a professional                  | x <input type="checkbox"/>   | x <input type="checkbox"/> | x <input type="checkbox"/>                            | <input type="checkbox"/>   |
| “Customer” Service Approach to meet unique needs of our students   | x <input type="checkbox"/>   | x <input type="checkbox"/> | <input type="checkbox"/>                              | x <input type="checkbox"/> |
| 12. What is your plan for accomplishing your goals?  |  |                            |   |                            |
| <b>Department Operational Goals</b>  | <b>Activities</b>  |                            |   |                            |
| CHLD growth as a department  | Continue to reach out to students through the annual conference “Painting the Future,” CARES outreach, and continued work with the Career and College Connections at Middlefield. Students to have access to academic counseling and a student department faculty advisor. |                            |   |                            |

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| "Customer" Service Approach | <p>Anecdotal feedback indicates that CHLD faculty provide support services that students do not find at other colleges. Experiences mentioned are faculty availability, prompt response to students concerns, and going the extra mile to support student learning by ensuring books are on reserve, easy access to bluebooks and Scantrons, and providing Saturday faculty office hours. Middlefield's similar "customer service" approach helps CHLD meet this goal. (easy access computer lab, student lounge, onsite bookstore, free parking, friendly service)</p> <p>Continue to seek funding for student expenses such as the book voucher program in Spring 2009, CDTC reimbursement program and CARES cash stipend program. Make students aware of Child Development grants through the Financial Aid Office.</p> |  |
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| 13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource. |  |  |
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| Identified Resource   | Purpose  | If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>  |
| Additional FTEF   | To provide coursework instruction, increased student support, increased CHLD presence in local, regional and state initiatives, and delegation of departmental tasks during continued growth of CHLD | Currently one full-time instructor and several part-time instructors perform the tasks required in the department (advising students, curriculum development, SLO development, program review, preparation for accreditation, outreach to facilitate a bachelor degree on the Middlefield Campus, community outreach to local child care facilities, annual regional conference design and implementation—"Painting The Future,"—and seeking funding sources for students. |

| <h3 style="text-align: center;">III. Curriculum</h3>   |   |
|--|---|
| <p style="text-align: center;"><b><i>Curriculum Overview</i></b></p>                           |   |
| <p>1. How does your curriculum address the needs of <a href="#">diverse learners</a>?</p>      | <p>Use a variety of evaluation techniques, teaching strategies (class lecture, small &amp; large groups, etc.)<br/> Create a comfortable environment where students are motivated to learn despite the fact that they are English language learners, re-entering college or first time college students<br/> Diverse learning modalities and abilities.<br/> Create/demonstrate/present/project a positive attitude towards all learners.</p>   |
| <p>2. How does your curriculum respond to changing community, student, and employer needs?</p> | <p>Faculty attend meetings such as California Community College Early Childhood Education, Early Childhood Development and Professional Education Collaborative, Child Development Training Consortium, Comprehensive Approaches to Raising Educational Standards Round Table, and California Mentor Program. Through participation in community conversations and round tables within the community and state-level agencies we gain information that informs our curriculum revisions.<br/> Curriculum is re-evaluated and modified to meet the changing needs of students and employers.</p> |
| <p>3. How does your curriculum support the needs of other certificates or majors?</p>          | <p>CHLD 11 Affirming Diversity in Education Area VI and CHLD 55 Child Growth and Development Area IV are GE courses.<br/> CHLD students must take GE courses to progress on the CA Teacher Permit matrix and also earn other career certificates.</p>   |
| <p>4. Do your courses for the major align with transfer institutions?</p>                      | <p>Yes, the major core courses all align with transfer institutions.</p>  |

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| <p>5. Do your courses have appropriate and necessary <a href="#">prerequisites</a>? Identify any challenges and plans to address the challenges.</p>  | <p>Many CHLD students are predominately English Language Learners and/or do not qualify for college level English. Some courses need to be evaluated to determine if prerequisites are appropriate. As courses and certificates are evaluated we will address possible prerequisites. CHLD courses have advisories but not prerequisites. A challenge is if we include prerequisites, the enrollment may go down. If we require only advisories some students are not prepared with the appropriate foundations to be successful in the courses.</p>   |  |
| <p>6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <a href="#">Title V</a>, <a href="#">course deactivation</a>, updated <a href="#">prerequisites</a>, <a href="#">cross-listed courses</a>, measuring <a href="#">student learning outcomes</a>, <a href="#">curriculum sheets</a>, <a href="#">certificates</a> and <a href="#">degrees</a>).</p> | <p>There are 16 courses that need to be updated (last done in 2004). It has been difficult for the only full-time instructor to update these courses in a timely fashion due to teaching responsibilities and other departmental work. In addition, the collegial decision making process which the CHLD values requires there be discussion and review, and in some cases revision, by part-time faculty before decisions are made. This process proved successful in 2007 when a number of courses were updated. Time constraints and a single full-time faculty impede the process. In addition, CHLD plans to align its courses to meet the State Curriculum Alignment Project (CAP) which is intended to facilitate student transfer to CA colleges and universities. Much work is needed to revamp the curriculum sheets, the certificates, and the degree.</p> <p>CHLD has completed 100% of Student Learning Outcomes and will have assessed all courses offered in the last year by the end of winter quarter 2010.</p> |  |
| <p>7. Does your program offer <a href="#">distance education</a> courses?</p>   | <p>Yes</p>   |  |
| <p>8. If you offer <a href="#">distance education</a> courses, list one or two short examples of how your <a href="#">distance education</a> courses provide for effective interaction between students and faculty.</p>  | <p>CHLD has developed and offered one distance learning class, "Developing Collaborative Learning Partnerships," taught in Spring 2009 and was very successful. Student evaluations of the course indicated they felt the instructor provided excellent facilitation, responded quickly to student questions and concerns and engaged with them in valuable exploration of the topic.</p>  |  |

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| 9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.                           | Effective student contact is provided in several ways. Weekly announcements are sent out through the ETUDES site to remind students of assignments, discussion topics, or other relevant information. The CHLD course syllabus has the length of time that it will take the course instructor to respond to students (usually a maximum of 24 hours during the week). The online class utilizes the discussion area of the ETUDES site to encourage participation and provide the students and instructor a venue for discussion and debate. Additionally, students may contact the instructor individually and confidentially through the ETUDES site 'private messages' or the instructor's personal email. All students are encouraged to set up a Skype or video chat account to have visual access as well. |  |
| <i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>   |  |  |
| 10. What <a href="#">college skills</a> should a student have before entering your program?   | College level writing, reading and math  |  |
| 11. Given the data, comment on the effectiveness of the <a href="#">assessment</a> and <a href="#">placement</a> of college skills students into your program. (For MATH, ENGL and ESL only). | CHLD students are usually already working in the field full-time and do not participate in the assessment process; however, they would greatly benefit from these assessments.   |  |
| 12. In what ways are you addressing the needs of the <a href="#">college skills</a> students in your program?   | We have discussed the possibility of an English Language Learner class/lab to support CHLD students while enrolled in classes. A recently approved non-credit class titled Pre-Math Your Way will be offered in the near future and should benefit CHLD students.  |  |
| 13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?   | Students are advised by the CARES Representative (funded by the College and First 5) to take placement tests, basic skills classes and to seek the help of an academic counselor to develop an education plan. The CARES Representative develops an overall plan for CHLD courses and helps students set goals to graduate, obtain a permit or certificate, and transfer to colleges and universities.   |  |
| <i>Program Mapping</i>  |  |  |
| 14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.   | Students should begin with Core courses then choose from Support and Elective courses as outlined on curriculum sheet. This path will lead them to a certificate and/or AA degree or transfer.   |  |

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| 15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.                                | The course sequence is built into CHLD certificate programs. Certificates are designed so that the student begins with 15 core units and then chooses an age focus specialization that determines the support and elective courses to be completed. All of our certificates are aligned with the CA Child Development Permit Matrix. Attaining a Child Development Permit is a measure of success in the early care and education field. |  |
| 16. If applicable, describe any <a href="#">capstone course</a> , <a href="#">signature assignment</a> (project, <a href="#">service learning</a> , portfolio), or <a href="#">exam</a> that demonstrates knowledge, skills, and abilities, indicating successful program completion? | Each CHLD course includes a capstone experience such as a project, assignment, presentation, reflection, exam, that demonstrates knowledge, skills, and abilities. These are usually based on student learning outcomes.   |  |

| <i>Course Scheduling &amp; Consistency</i>  |   |
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| 17. Given available data, describe the <a href="#">trends</a> in the scheduling of <a href="#">morning</a> , <a href="#">afternoon</a> , and <a href="#">evening</a> classes, as well as Friday, <a href="#">Weekend</a> , and <a href="#">distance education</a> classes. Comment on the feasibility of offering classes at non-standard times.                | <p>Data available (2008-2009) indicates 409 students in daytime (21%) and 1467 students in night time (79%) courses. Based on our student questionnaire of 2006 CHLD offered classes mid-day, Friday nights and weekends. The Saturday classes proved to be a viable way to meet the needs of students.</p> <p>Ongoing discussion will determine which CHLD courses will be taught online.</p>  |
| 18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <a href="#">prescribed length of time</a> ? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain. | <p>Unfortunately it is difficult to schedule the required courses in an appropriate sequence to permit students to complete the program in a desirable length of time. When classes are scheduled each quarter we attempt to offer each class, offer duplicates of core classes and offer additional courses as FTEFs allow. The current financial status has exacerbated the difficulty of offering classes more frequently.</p> <p>Anecdotally, the goal of most of our students is to obtain an associate degree and/or transfer to a bachelor program. Currently, due to the FTEF limitations a student entering in Fall 2009 would be unable to attain an associate degree in two years.</p> <p>In addition, the majority of our students attend classes at Middlefield Campus and need specific GE classes (English 1A, Psych 14, Psych1, Math 105, Anthropology, Sociology) that are not frequently offered on the campus most convenient to them.</p> |
| 19. How does the department determine that classes are taught consistently with the <a href="#">course outline of record</a> ?  | BSS has established a part-time faculty evaluation system. All faculty have current course outlines, and regular staff meetings are conducted.  |

| Summary of Planning Goals and Action Plans  |  |  |
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| 20. What are your goals with respect to curriculum and how will those goals be measured?  |  | The curriculum goals are to develop courses that reflect best practices, respond to work force development needs, allow students to view themselves as lifelong learners, and to prepare students to become transfer-ready and/or provide skills needed to enter the early care and education workforce. The goal is measured by data collected during the SLO process. An important additional goal includes the ability to write, critique, and analyze, |
| 21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource. |  |  |
| Identified Resource   | Purpose  | If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>   |
| Funding for Student Support   | Maintain current resources to support students (i.e., CDTC reimbursement, book vouchers, CARES stipends) and identify additional resources that will promote more successful outcomes. | Students working in early care and education lack salaries which would provide for textbooks ranging from \$80-\$150 each. Money is a significant deterrent in successfully completing coursework. Financial support is critical.  |
| Additional FTEF   | Course development and revisions   | One additional FTEF would allow CHLD to more thoroughly and efficiently address students' needs thus "building a community of scholars."   |
| Writing Lab, Assessment Tests, counselors, tutors, GE classes on Middlefield Campus   | Help students become successful—college-wide not just within CHLD department   | Full time faculty release time or part-time faculty stipends to interface with appropriate departments to champion these ideas for better student access and success.  |

| IV. Student Learning Outcomes   |         |  |
|---|---------|--|
| <i>Student Learning Outcome Assessment</i>  |         |  |
| <p>1. Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.</p> <p>2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.</p> |         |  |
| Identified Resource   | Purpose | If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b> |
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| V. Departmental Engagement  |   |
|---|---|
| 1. What standing committees, if any, does your department maintain? What are the committee charges and membership?  | <p>CDTC Advisory Committee: Advise coordinator on issues related to the specifics of the student reimbursement. Coordinator advises faculty of new policies and procedures.</p> <p>Annual Conference Committee: Committee consists of faculty and representatives from the community that plan the event.</p> <p>Curriculum Committee(s): part-time and full time faculty meet to write and update courses.</p> |
| 2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?   | <p>BSS Division, Curriculum Committee, College Non-Credit Course Curriculum Committee, Career &amp; College Connections, Transitions Fair, Counseling</p>   |
| 3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community? | <p>Annual "Painting the Future" Conference, CARES outreach to child development centers, field trips to local programs, teacher panel, director panel, CPIN, E3 collaboration, The Provider Connection, CCCECE, CAP meetings, communicate with local colleges regarding curriculum issues, SamCARES.</p>  |
| 4. In what ways if any are you or have you worked with area high schools to align curriculum from the high school to your course?   | <p>Look forward to meeting with Palo Alto Unified School District to develop CHLD cohorts for high school students that will allow them to jumpstart into college and workforce.</p>  |

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| <p>5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a>?</p> | <p>Attend California Community College Early Childhood Educators (CCCECE) meetings focusing on Curriculum Alignment Project (CAP) to begin the process of aligning our courses with CSU/UC. Met with Pacific Oaks College to further CHLD transfers to their BA program and update our articulation agreement with them.</p>  |  |
| <b>Summary of Planning Goals and Action Plans</b>  |   |  |
| <p>6. What are your goals with respect to departmental engagement and how will those goals be measured?</p>  | <p>Increase CHLD's footprint by participation in local/regional/state initiatives. Continue talks with Pacific Oaks College to start a BA cohort in Human Development on the Middlefield Campus. Coordinate efforts with Palo Alto Unified School District for CHLD classes for high school students. Continue to reach the regional professional community by coordinating and hosting the annual conference "Painting the Future." Continue outreach to local child development centers to attract students.</p> <p>The goals will be measured by increased enrollment, increased degrees and certificates, transfers, and workforce development.</p> |  |

| 7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource. |  |  |
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| Identified Resource  | Purpose  | If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.  |
| Release Time for FT faculty  | Provide time to market and build the department.                                   | Develop a stronger presence in the early care and education community through participation in conferences, local and state initiatives, and workforce development.  |
| Stipends   | Provide part-time faculty compensation.  | To seek grant funding, initiate projects, write proposals and manage monies once received; market and build the department. Formation and oversight of a child development club which could become the strongest advocate for the program as it provides enhanced opportunities for networking, will strengthen cohort ties, develop leadership and organizational skills. |
| Additional FTEFs   | Provide additional time to market and build CHLD. Meet students' needs more fully. | Provide additional student support, increase, CHLD presence in the community and on campus, and share department workload.   |
| Additional Conference Funding  | To expand and enhance the conference.  | Reach more students, build community, increasing CHLD's presence and name recognition for Foothill and CHLD.   |

| <b>VI. Professional Development</b>   |  |
|---|--|
| 1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years. | Membership and Attendance at national and state conferences (National Association for the Education of Young Children and California Association for the Education of Young Children), conference and in-service presentations, degree attainment, Train the Trainer Conferences, ECERS-R Training, SLO training, Foothill New Faculty workshops, North American Reggio Emilia Alliance (NAREA)- Member, Reggio Emilia Study Tour 2007 Delegate, Innovative Teacher Project, Council of Exceptional Children (member), Program for Infant Toddler Care (PITC) - Certified Institute Graduate, Beginning Together Infant Specialist Trainer, (CDTC) Child Development Training Consortium College Coordinator, CARES Round Table, California Early Childhood Mentor Program College Coordinator, members (CCCECE) California Community College Early Childhood Education Association, audited classes on ethnic identity development and acculturation at Stanford, attended workshops on race, ethnic studies, multicultural education, conflict resolution, Conference: The Future of Media in Children's Education: A Focus on Tweens Future, developed and facilitate a quarterly multicultural support group, developed and hosted Foothill CHLD's "Painting the Future" Conference in 07-08-09, CHLD faculty workshop presentations at Painting the Future Conferences. |

| 2. What opportunities does your department take to share professional development experiences with colleagues?   | Quarterly department meetings; ad-hoc faculty meetings, curriculum committee meetings   |  |
|--|---|--|
| 3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?   | Strategies and techniques learned at professional development activities are shared informally among colleagues and formally at quarterly meetings. Information from SLO convocations shared at department SLO training session.  |  |
| 4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?        | Used information gained at CCCECE meeting to write and enhance rubrics for SLOs. Share with each other literature and research obtained from conferences and professional activities. There is a need to spend time together in collegial and professional development opportunities such as a professional growth retreat. |  |
| 5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources. | We have a need to meet together as a faculty to establish a vision and share pedagogy. We are beginning discussion of a 2 day retreat including opportunities for collegial discussion, goal setting, and curriculum development.   |  |
| <b>Summary of Planning Goals and Action Plans</b>  |   |  |
| 6. What are your goals with respect to professional development and how will those goals be measured?  | To provide a rich learning environment for faculty (full time and part-time) professional growth and development in which participation is compensated fairly.  |  |
| <b>7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</b>                           |   |  |
| Identified Resource  | Purpose   | If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.  |
| Retreat Funding  | Professional growth opportunities for faculty   | Promote a collaborative decision-making environment which results in course development and updating and results in continued motivation of faculty. |

| <h2 style="text-align: center;">VII. Support Services</h2>   |   |   |
|--|---|---|
| <p style="text-align: center;"><i>Support Services</i></p>   |   |   |
| <p><b>Consider the support services needed by your program when reflecting over the following questions</b></p>          |   | <p><b>Comments or explanations of barriers and solutions.</b></p>   |
| 1. Is there adequate clerical or administrative support for this program?  | Yes   <span style="background-color: red; color: white; border: 1px solid black; padding: 2px;">No</span> | Needed for coordination of outreach efforts, maintaining the website, managing grants, other tasks related to growth of CHLD which are now done by full time and volunteer part time faculty.   |
| 2. Are there sufficient college and departmental computer labs available to support this program?                        | <span style="background-color: red; color: white; border: 1px solid black; padding: 2px;">Yes</span>   No |   |
| 3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?     | Yes   <span style="background-color: red; color: white; border: 1px solid black; padding: 2px;">No</span> | The majority of our courses are held at the Middlefield campus and the main support is located on the Main campus.  |
| 4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?             | <span style="background-color: red; color: white; border: 1px solid black; padding: 2px;">Yes</span>   No |   |
| 5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines? | <span style="background-color: red; color: white; border: 1px solid black; padding: 2px;">Yes</span>   No |   |
| 6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?       | Yes   <span style="background-color: red; color: white; border: 1px solid black; padding: 2px;">No</span> | Accommodations at Middlefield campus are limited (i.e, test readers are not available). Faculty training and support dealing with needs of students with disabilities is needed at the Middlefield Campus as well as the Main Campus. |
| 7. Are general tutorial services adequate?   | Yes   <span style="background-color: red; color: white; border: 1px solid black; padding: 2px;">No</span> | Not available at Middlefield Campus at convenient times for CHLD students.  |
| 8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?  | Yes   <span style="background-color: red; color: white; border: 1px solid black; padding: 2px;">No</span> | A full-time counselor is needed at the Middlefield Campus. Although counselors are enthusiastic, the availability is limited (times they are not available to working CHLD students)  |

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| 9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?  | Yes   <span style="background-color: red; color: white; padding: 2px 5px;">No</span> | At Middlefield Campus, despite best efforts (due to budget constraints), students have limited access to reserve books due to staffing cuts. There is a well maintained computer lab, recent installation of wireless, (students and faculty need instruction on accessing wireless network)    |  |
| 10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?  | <span style="background-color: red; color: white; padding: 2px 5px;">Yes</span>   No |   |  |
| <b><i>Marketing &amp; Outreach</i></b>  |  |   |  |
| 11. What impact do you feel the <a href="#">college catalog</a> , <a href="#">class schedule</a> , and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available? |  | Significant positive impact; good coverage in The Heights.  |  |
| 12. What impact does the college or departmental website have on marketing your program?  |  | The CHLD website is in its infancy; however, students are beginning to access it for current information and the culture of the department.   |  |
| 13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.   |  | The marketing department greatly enhanced our "Painting the Future" conference advertising and professional identification in the region by developing an excellent brochure and poster. We are very pleased with the support CHLD receives in developing its department brochure for students. |  |
| 14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?   |  | We hope to continue to collaborate with the College and Career Connections at Middlefield to reach new students in the community.   |  |
| <b><i>Programs, clubs, organizations, and special activities for students</i></b>   |  |   |  |
| 15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.   |  | Although there is no child development club at present, students and faculty recognize the need and discussion has begun.   |  |
| 16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.  |  |   |  |
| <b><i>Summary of Planning Goals and Action Plans</i></b>  |  |   |  |
| 17. What are your goals with respect to support services and how will those goals be measured?  |  | Our goal is to market, outreach and build the department. The goal will be measured by increased enrollment.  |  |

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| 18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource. |                |  |
| <b>Identified Resource</b>  | <b>Purpose</b> | <b>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</b> |
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| VIII. Career and Technical Education Programs   |  |
|---|--|
| <i>Response to Labor Market Demand</i>  |  |
| 1. How does your program meet labor market demand? Cite specific examples and sources.  | <p>CHLD has three major responsibilities: academic preparation, workforce development and leadership. We provide students with academic courses based on child development theory and best practices in early care and education. We provide students with courses that orient them to the field of early care and education, providing the opportunity to develop the knowledge, skills and abilities to be successful in the workforce. CHLD faculty engages in leadership through collaboration with educational, community, industry, state and federal partners.</p> <p>Our Core units are designed to prepare students to be minimally qualified to enter the child development field. Combing the Core, support sand elective courses leads students to career certificate and a state permit issued by the California Commission on Teacher Credentialing. Completion of general education courses in combination with CHLD classes leads to an associate degree and/or transfer to a bachelor degree program.</p> |
| 2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates? | <p>The occupational projections of employment for early care and education teachers indicate an increase from 55,100 in 2006 to 65,900 by the year 2016 state-wide.</p> <p>CHLD has successfully been growing and we anticipate continued growth only stunted by the current budget constraints.</p>   |
| 3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?  | <p>The job market has been growing steadily. According to EDD information for San Jose-Sunnyvale-Santa Clara there is an expected increase of 7.8% more jobs for preschool teachers and 5.6% for administrators during 2006-2016.</p>  |

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| 4. What is the average starting salary a student can expect to make after completing a certificate or degree?   | Statistics from EDD for Santa Clara County shows an aide has a salary starting at \$9.31 per hour; a preschool school teacher's salary begins at \$13.47 per hour; and, an administrative position begins at \$22.60 per hour.   |  |
| 5. What is the projected average percentage of salary increase in 2 years? 4 years?   | Due to the diversity of program types: private, state-funded, corporate owned, religious, military, and family child care facilities, it is difficult to project salary increases unlike the salaries for K-12 teachers. Anecdotally the early care and education field has shown a 0-10% increase based on units, degree attainment and permit level. |  |
| <b><i>Response to Program Credibility/Viability</i></b>   |  |  |
| 6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees? | There is movement toward requiring an advanced degree in the field. Currently all of our courses are USC transferrable. We are beginning the Curriculum Alignment Project which promotes state-wide articulation between and among secondary programs, community colleges and 4-year institutions.   |  |
| 7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.  | See above.   |  |

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| <p>8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?</p> | <p>Yes, the Commission on Teaching Credentials has a requirement to continue coursework and workforce improvement courses to maintain permits. (105 hours every 5 years for permit renewal)</p> <p>The California Community College Early Childhood Curriculum Alignment Project is developing course competencies that will be recognized state-wide.</p> <p>Faculty professional development contributes to the students' understanding of current trends and research.</p> <p>The early care and education field continues to develop types of jobs/careers that will become available to our students. One career identifier is the recent increase in special education/inclusion programs and Preschool For All sites which require a general understanding of child development and then completion of specialized courses to meet the demands of working with families/children.</p> |  |
| <p>9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?</p>   | <p>The most obvious example is that the CHLD program feeds into preparation for the elementary teacher career and the benefit that early grade elementary school teachers receive by a thorough understanding of child development. Other careers with a foundation from child development include child psychologist, pediatric nurse, parent-adult educator, speech therapist, early interventionist, community college instructor, opening a new child care business, and educational consulting opportunities.</p>   |  |

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| <p>10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?</p>  | <p>Non-credit courses offered each quarter target parents and potential students who learn about the field and are informed about our program.</p> <p>The College and Careers Connection provides an outreach to potential community and high school students.</p> <p>Preliminary talks with Palo Alto Unified School District have begun to work with Junior and Senior high school students to understand child development educational pathways and careers and prepare for the workforce.</p> |  |
| <p>11. How does this program prepare students for competitive employment?</p>   | <p>In the last four years there has been an increase in the number of local employers who refer their employees to Foothill CHLD rather than De Anza due to positive Department exposure in the field. Although anecdotal, this information is supported by the work done by the CARES representative at Foothill.</p>  |  |
| <b><i>Advisory Board</i></b>  |   |  |
| <p>12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.</p> | <p>Currently we do not have an advisory board. This is a goal for 09-10.</p> <p>The CHLD department faculty continues to participate in state-wide, regional and local meetings to infuse our program with current trends and best practices. Examples: CARES Round Table, First 5 meetings, CCCECE, CDTC, and California Mentor Program.</p>   |  |
| <p>13. List the dates and number of members attending of your most recent advisory board meetings.</p>  | <p>NA</p>   |  |
| <p>14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?</p>   | <p>NA</p>   |  |
| <b><i>Program Accreditation</i></b>   |   |  |

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| 15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?  | A future goal of the CHLD is voluntary accreditation by the National Association for the Education of Young Children (NAEYC). NAEYC accredits high-quality Associate Degree Programs that prepare early childhood educators.  |  |
| 16. What is the program's accreditation status?  | NA  |  |
| 17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review. | NA  |  |
| 18. Provide a brief analysis of student performance on licensure or board exams on first attempt.  | NA  |  |
| 19. What indicators does your program use to determine success of our students after completion?   | Through CARES and work by the CARES Representative records are kept showing progress on degree attainment and permit status.  |  |
| 20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.   | No  |  |
| 21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?  | The job market has been growing steadily. According to EDD information for San Jose-Sunnyvale-Santa Clara there is an expected increase of 7.8% more jobs for preschool teachers and 5.6% for administrators in 2006-2016. Therefore, the department's analysis of labor market demand reflects the data supporting need for continued growth in the career and technical education programs. |  |
| 22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.  | Yes, all issues have been addressed in the action plans.  |  |

| Summary of Planning Goals and Action Plans   |  |
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| 23. What are your 4-year goals based on areas identified in the <a href="#">Career and Technical Education</a> section of the program plan and how will those goals be measured? | To increase the number of course offerings to expedite student completion of certificates and/or degree thus increasing the labor force and meeting the demands of employers.<br><br>Identify stakeholders for an advisory board.<br><br>Identify and track obstacles for student success.<br><br>Establish relationship with area high schools. |

| 24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource. |   |  |
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| Identified Resource  | Purpose   | If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b> |
| Additional FTEF, Release Time for current FTEF or stipends for Part-Time faculty   | <p>Form a CHLD advisory board to coordinate, articulate and communicate common needs, current practices and changing opportunities within the college service area.</p> <p>Establish relationship with high school in the area to feed into the program to increase workforce development and CHLD enrollment.</p> <p>Increase the number of course offerings to expedite students' degree attainment, transferability and workforce development in a timely matter.</p> <p>Identify and track obstacles for student success to better understand challenges facing students and employers in the labor market.</p> | Support student learning and facilitate reaching the goal of building a community of scholars that meets both career goals and workforce development.      |

| IX. Resource Planning: Personnel, Technology, Facilities, and Budget   |  |
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|  | <b>Faculty</b>   |
| 1. How does your <a href="#">PT/FT ratio</a> impact the program?   | <p>Data shows an FTES of 174 which is being taught by one full-time faculty (1.02) and an equivalent of 2.85 part time faculty for a total FTEF of 3.88.</p> <p>Course updates are delayed; CHLD can not fully engage in Curriculum Alignment Project; community outreach does not fully reach the service area; the growing student base needs faculty who are available to meet and advise them. This is not possible with 1 FTEF.</p> <p>The single FT faculty has unrealistic workload which is frustrating and not productive; time constraints often require decisions to be made by one person instead of collegially; best practices require collaborative decision making processes; full time faculty time for student advising is limited and new initiatives are rarely possible.</p> <p>Growth of CHLD and departmental tasks are heavily supported by volunteer hours of part-time faculty to do assignments normally given to full time faculty such as course revision and updating.</p> <p>Dedicated, enthusiastic and innovative FT and part time faculty is <u>CHLD's major resource</u>. The current practice depletes both energy and enthusiasm of faculty which CHLD cannot afford.</p> |
| 2. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program) | CHLD needs an additional FTEF immediately and a third FTEF within four years to sustain the growth it has been experiencing in the past four years. FT faculty needs release time now.   |

| <b>Classified Staff</b>  |  |
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| 3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program) | Faculty release time to handle community outreach, growth, marketing, and grant seeking/funding.   |
| <b>Technology and Equipment</b>  |  |
| 4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?  | <p><b>Instructional Equipment and Supplies:</b> Although additional smart classrooms have been developed at Middlefield, some classrooms used by CHLD are not fully equipped with technology needed (i.e., Room P3). Part-time faculty has limited access to computer, printer and mail at certain times during the week due to Middlefield main office hours and no computer in part-time office in J2. Additional computer/printer needed for part-time faculty office and an upgrade computer/printer/copier/scanner is needed in the CARES office. Reduction in staffing hours at the student center limits CHLD students' access to reserved books.</p> <p><b>Durable Equipment and Furniture:</b> Class size and use is sometimes limited because of classroom size and furniture. However, CHLD uses a dedicated room J2 for many of its classes which has been equipped with rolling tables that fold. This classroom with 3 adjoining offices, a sink, generous counter space and a lobby with seating has created sense of "place" for the department and the students. A job binder, bulletin boards and department literature provide important information for students. We believe it has contributed to our increased enrollment.</p> |
| 5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?  | Yes  |

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| 6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.  | ETUDES currently meets the necessary requirements for the nature and objectives of the courses offered in CHLD. If these course offerings expand, additional technologies may be necessary, although for the foreseeable future the current Course Management system will continue to meet requirements. |
| <b><i>Technology &amp; Equipment Definitions</i></b>   |  |
| <ul style="list-style-type: none"> <li>• <b>Non-instructional Equipment and Supplies:</b> includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> <li>• <b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> <li>• <b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> <li>• <b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul> |  |
| <b><i>Facilities</i></b>   |  |
| 7. Are your facilities accessible to students with disabilities?   | Yes  |
| 8. List needs for upgrades for existing spaces   | Any room used for CHLD classes should be equipped with a Smart classroom.  |
| 9. List any new spaces that are needed   | An additional CHLD dedicated classroom with fold-up tables to create room for a variety of classes/teaching formats.   |
| 10. Identify any long-term maintenance needs.  |  |
| 11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.   | Any room used for CHLD classes should be equipped with a Smart classroom. A larger classroom for music and large motor development activities is needed. Music and large motor activities are currently held outside which is a problem in inclement weather.  |
| 12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.   | Quick response time from City of Palo Alto to make repairs and/or rekey rooms/offices is lacking. Example: it took 5 months to obtain a key to the CARES office.   |
| <b><i>Budget</i></b>   |  |

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| 13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?  | A-budget is not sufficient to meet the student needs in the CHLD department. One additional faculty is needed now and another within the next four years.  |  |
| 14. Describe areas where your budget may be inadequate to fulfill program goals and mission.        | A-budget needs: FTEFS, release time and stipends<br>B-budget needs: computers, copier/printer/scanner  |  |
| 15. Are there ways to use existing funds differently within your department to meet changing needs? | No   |  |
| Summary of Planning Goals and Action Plans  |  |  |
| 16. What are your goals with respect to resource planning and how will those goals be measured?     | <p>We are requesting an additional FTEF and FT Faculty release time and stipends for Part-time faculty.</p> <p>We are requesting an additional Smart classroom at Middlefield, 1 computer/copier/printer/scanner for CARES office.</p> |  |

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| 17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource. |   |   |
| Identified Resource  | Purpose   | If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>  |
| One additional FTEF<br><br>Release time for full time instructor<br><br>Stipends for part-time faculty   | Updates courses, fully engage in Curriculum Alignment Project; compensate part time faculty for course revisions and development; increase community outreach to the service area; promote collaborative decision making, increase amount of student advising and increase response time to respond to students.<br><br>Increase opportunities to maximize the innovative and creative ideas to build the department. | Support student learning and facilitate reaching the goal of College initiative of building a community of scholars that meets both career goals and workforce development.<br><br>Putting access into action; thus enhancing the student experience whether their need is workforce development or degree attainment.<br><br>One additional FTEF would allow the department to more thoroughly and efficiently address students' needs thus "building a community of scholars."<br><br>Additional faculty would promote a more collaborative decision-making environment that would shape the direction and priorities of CHLD and is essential to CHLD's success. |
| Technology: Additional Smart Classrooms and part-time and CARES offices equipped with current computer hardware/software   | Keep current with the fast paced knowledge of technology our students bring to the classroom and research available on the internet. To allow CARES Rep to interface with E3 databases.   | It is essential that CHLD classrooms and CARES office have access and utilize the most current technological equipment, including Wi-Fi and other digital and audio presentation devices. Provide appropriate instructional delivery systems to further enhance student learning outcomes.<br><br>E3 continues to update their databases to track student progress and degree attainment. Without an upgrade the CARES Rep will be unable to meet the needs of students.  |

## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

Our major goal is to continue the building of the Child Development Department. Over the next four years, the Child Development Department will continue to provide courses educating students in the early care and education field through academic preparation, workforce development and leadership. Our goal is to expand collaborations with other colleges, organizations and participate in state, regional and local initiatives.

The Child Development Department will continue to develop new course offerings or to expand current course offerings to better serve students and to increase the number of students obtaining career certificates, graduating with associate degrees or transferring to colleges and universities with a major in Child Development.

Professional development for all members of the Child Development faculty will allow faculty access to current research and the ever changing needs of our students. Societal changes and challenges require us to regularly review, update, and develop new courses to reflect the needs of the field. The Child Development Department will continue to update courses to meet Title 5 requirements although progress is impeded by having only one FT Faculty. Child Development will continue to offer a blend of general education, career technical training and certificate attainment, and a transfer and degree program.

Given the state-budget crisis Child Development is severely restricted in its ability to offer the breadth of classes and student resources needed for students to complete certificates, degrees and/or transfer requirements in a two-year timeframe. Challenges to Child Development's progress include only one full-time, tenure-tracked faculty and no faculty release time to complete the numerous projects and tasks needed to develop the department goals and plans. Child Development is fortunate to have a very knowledgeable, dedicated and involved part time faculty. However, due to their other work commitments they have only limited time to volunteer to take on a portion of these unpaid tasks.

Ultimately, the immediate addition of one FTEF and an additional FTEF within the four-year plan would enable Child Development to meet the above goals. The lack of an additional full faculty member is the immediate constraint to growth.

| <p>2. Final Resource Request Summary: <b>When the program planning and review form is online – the section below will automatically fill in with your responses from each section.</b></p> |         |           |                        | Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above. |
|--|---------|-----------|------------------------|---|
| Resource   | Purpose | Rationale | Estimated Cost         |   |
|  |         |           |                        |   |
| <i>Supervising Administrator Signature</i>   |         |           | <i>Completion Date</i> |   |