Annual Program Review Update Form - Spring 2010

I. General Information

Date: 3-May-10

Program/Department: Child Development and Education Department

Authors of Report: Christina Lopez Morgan

II. Status Since Previous Program Review

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

In our comprehensive program review last year we addressed many critical changes the department had worked on in the previous year. I will address the three that I think are the most significant to our department. 1. As a department we have continued to work on implementing the next phase of the CDE Impact: Education and Success project. The project team composed of W. Hamilton, ESL faculty, N. Vargas, L. Sun and M. Cruz have revised the plan to link more closely with ESL coursework. Although, there have been some challenges the project is on track and Marya has secured continued Perkins Grant money to continue with implementing a pilot project in 2010-2011. There is considerable information I could share about the scope of the committees work but the highlights were revising curriculum, meeting with deans and holding stakeholders meetings. 2. We have continued to work on NAEYC Accreditation and have blended some aspects of our work on Key Assessments with the De Anza SLO process. This has worked successfully for some key assessments but not all. Trying to complete both processes has been very challenging given the time and the needs of the department. Work and time has been shifted away from the accreditation activities to trying to meet the demands of the SLO process and this has significantly delayed our work toward accreditation. 3. In our program review last year we recommended a reorganization to convert the CDE department into a program. The CDE department is far more complex in its functioning and responsibilities than other departments on campus. Being a program would better reflect the reality of what we do since our department manages grants, coordinates with the CD center, advises all our students on coursework and the California Matrix, actively engages with the community and maintains critical connections with organizations such as the California Community College Chancellors Advisory Committee. Currently the department chair is expected to teach a full time load, maintain all department responsibilities and meet the extensive additional requirements of our program. Having done this all year I can testify to the impassibleness of this position. I worked every evening and every week-end trying to keep up with my classes, department and program responsibilities for the whole year. I was still late on reports and could not follow through with essential responsibilities like holding an Advisory Committee meeting in Fall or work on NAEYC accreditation. I strongly recommend that the college revisit this proposal. At this time there is no single individual willing to take on the responsibility of department chair by themself for next year. The SLO assessments have reinforced the work we had already begun under Accreditation. They provided a college managed system for connecting course content to teaching strategies to assessments of student learning. We have worked on perfecting our assessments, being more aware of these critical connections and seeing how this increased awareness supports and enhances our teaching and students learning. As we have less full time faculty it has made us acutely aware of the importance of involving all of our adjunct faculty in this process if we are going to create consistent standards of performance for students.

III. SLO Information

	Total courses offered 2010 to Spring 2011	SLOs Written	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
Courses in Program	62	62	9	23	23	
Percent		100%	15%		37%	0%

		Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion

Full-time Faculty in Program	5	5	4	5	3
Percent		100%	80%	100%	60%
Part-time Faculty in Program	15	3	0	12	2
Percent		20%	0%	0%	13%

SLOAC means: a complete SLO Assessment Cycle includes writing an SLO, assessing the SLO and the assessment reflection and enhancement phase.

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

Four faculty evaluated SLO in four of our core courses. Each instructor used different methods of assessing the success of student achievement of the SLO's and different data collection. All faculty felt that they increased their awareness of the connection between the structuring of assignments and the effectiveness of rubrics in assessing performance. In our follow up discussions and reflections faculty talked about the importance of monitoring student performance in a variety of ways. For example regularly analyzing key exam questions that reflect specific SLO's and are targeted to assessing this learning. Through looking at actual student outcomes faculty also reinforced their understanding of the student's diverse needs. Some students require additional time for processing information and opportunities to redo work so that they can fully achieve the SLO. We also had considerable discussion about the rubric that we have developed for assessing performance of basic and advanced student competencies in our Student Teaching Practicum class. In Winter quarter we used this rubric in a more methodological way to see how well it actually measured this SLO. The supervising classroom teacher, the students and the instructor all used the rubric to guide students performance, standardize expectations and evaluations and clarify levels of mastery. The instructor was able to actually use videotapes of student's performance to relate it directly to the competencies on the rubric. In the discussion with practicum instructors we all agreed that the rubric has helped to establish clear, consistent methodology for this class. In the results for Winter quarter, seventy percent of students achieved success with fourteen percent demonstrating full mastery, fifty percent showing intermediate mastery and thirty-six percent showing emerging mastery. A number of our classes are part of the Civic Engagement Initiative with community service as part of their course requirements. In our reflection as a faculty we realized that many students, although successful in the experience do not fully understand how to apply the course concepts to the community service experience. We agreed that strengthening teaching strategies in clarifying how these experiences connect to and enhance course content would help students in fully achieving this SLO. Some suggestions were to connect the course content more explicitly when going over the guidelines and descriptions of community agencies. Also, allocating time in class for small groups to check in with each other. Students can report their progress and reflect on how this experience is connecting to the work they are doing in class. We as a faculty have been engaged in many conversations on how to improve the professionalism of our students. In our introductory course students work on a portfolio of their work during the quarter. In Winter quarter the assessment of the portfolio was revised and tested to see if it was clear and understandable to students. Results showed that most students did well in 7 out of 9 areas of the portfolio. However, there were some sections where students missed the target, and did not fully understand the expectation. Strategies that we came up with were to revise these areas so that they were clearer and provide some writing samples to help students understand the expectation. The larger discussion in our reflection was about how the portfolio needs to be interwoven into more of the departments core classes so that students are continuing to gain breathe and depth of understanding about what professionalism means in a variety of their classes. We have identified these core courses and are beginning to construct the assignments and rubrics to accomplish this next year. Overall, through the SLOAC process we have heightened awareness of the importance of consistently monitoring the connections between what we teach and what students learn. We have developed a greater appreciation for the value of qualitative and quantitative data to document this connection.

Suggestions for the SLOAC Discussion & Analysis:

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

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

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

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

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

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

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

Program/Department: Child Development and Education Department

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

		Cost estimate
Item Name:	Compensation for part time faculty to participate in the SLOAC Process - we are asking for $150 per part timer for each class they do for 13 faculty.	**2,250**
Item Name:	Hand held video cameras for student teaching classrooms to record students- 7 @ $129.00 each	**903**
Item Name:		

What SLO Assessment findings, if any, support and guide the resource request?	The department teaches a variety of courses, many of them specialized and taught only by part timers. We have been reduced by one full time faculty when Paul Chesler's position was frozen, and will be further reduced next year when Christina Lopez Morgan's position is frozen. An analysis of the courses we will be teaching next year shows that 13 of the 22 courses we will be using for the SLOAC process will be taught by part timers. This means that 59% of the courses will be taught by part timers. It is not reasonable to expect part time instructors to donate this amount of additional work. The cameras will assist with the student teaching by allowing teachers to record activities and use in their conversations with students performance. This will greatly enhance the effectiveness by increasing feedback to students on their performance.
How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve	Involving part timers in the SOLAC process is essential since they are becoming a larger part of the department. In order for the SLOAC process to be useful and meaningful we must include the individuals who are teaching our classes. This is will create consistency throughout our curriculum; will improve student learning and will increase achievement because we are all using the same expectations

student learning and achievement?	on teaching and assessing students learning.
How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?	This will definitely fit into the NAEYC Accreditation process which believes strongly that adjunct faculty must be closely connected to curriculum, assessments and student expectations. Completing the Accreditation process is one of our strategic goals. This also meets the college's goals of retention and student success because this improved methodology will make learning more useful and meaningful for students.
Other information that may be important to support your request?	I believe my introductory comments about the relationship of this process to our strategic goals discussed in last year's program review clearly articulates why this is absolutely essential.
If applicable, please describe why you do not have enough funding within your current budget allocation for this request.	The department has no additional funding. The Perkins Grant money that we will be receiving is all earmarked for activities related to the CDE Impact: Education and Success Program. There are no additional funds available from this grant for this purpose.