Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Child Development Education

Program Code: 1304 - CHILD DEVELOPMENT AND EDUCATION

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
Yes

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Child Development and Education program provides students with competencies needed for employment as teacher assistants, teachers or directors in government-funded or private child development centers. CDE teaches a wide range of courses from foundation to transfer-level that are designed to acquaint students with theoretical knowledge and practical application in child development, curriculum design, parenting and the importance of family, community and schools on the developing child. Courses are also useful for parents and other adults interested in children's issues. All of our courses provide multicultural components and one course specializes in diversity and is entitled "The Child in Multicultural Society". We use an outcome-based learning curriculum to frequently assess the effectiveness of our courses.

Review Team Response
The review team is still unclear on if you are a CTE program. You refer to external regulations, advisory committees and the eligibility for VTEA/Perkins funding. Also, spelling and grammar need to be corrected throughout this review.
### Enrollment by Day, Evening, Online, Arranged (CDE)

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2679</td>
<td>2605</td>
<td>2404</td>
</tr>
<tr>
<td>Day</td>
<td>1841</td>
<td>1669</td>
<td>1386</td>
</tr>
<tr>
<td>Evening</td>
<td>758</td>
<td>850</td>
<td>935</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>80</td>
<td>86</td>
<td>83</td>
</tr>
</tbody>
</table>

### Measure

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>-2.76%</td>
<td>-7.72%</td>
</tr>
<tr>
<td>Day</td>
<td>-9.34%</td>
<td>-16.96%</td>
</tr>
<tr>
<td>Evening</td>
<td>12.14%</td>
<td>10%</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.
Overall enrollment has decreased by almost 3% because we have faced course cuts each semester for the past 4 semesters. We have specifically chosen to increase our late afternoon and evening offerings to accommodate student needs. Our students continue to request later classes to accommodate their work schedule. Our classes continue to have high enrollment at these later times. Child Development continues to be a predominately female profession and our enrollment patterns reflect this. We have actually seen an increase in our male population in the last several years, as some of our courses meet the general education requirement.

Retention
Retention Rate by Day, Evening, Online, Arranged (CDE)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>0.26%</td>
<td>0.47%</td>
</tr>
<tr>
<td>Day</td>
<td>0.44%</td>
<td>0.86%</td>
</tr>
<tr>
<td>Evening</td>
<td>-0.51%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>95.00</td>
<td>96.51</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.
Our retention rates continue to be high as we strive to provide students with the strategies to be successful. All full-time faculty implement Early Alert and regularly meet with DPS to provide appropriate accommodations for our students.

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>-1.12%</td>
<td>3.31%</td>
</tr>
<tr>
<td>Day</td>
<td>-2.77%</td>
<td>3.84%</td>
</tr>
<tr>
<td>Evening</td>
<td>-1.21%</td>
<td>1.18%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>86.25</td>
<td>94.19</td>
</tr>
</tbody>
</table>

### Raw Table

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Measure</td>
<td>71.74</td>
<td>70.94</td>
<td>73.29</td>
</tr>
<tr>
<td>Day</td>
<td>Measure</td>
<td>68.53</td>
<td>66.63</td>
<td>69.19</td>
</tr>
<tr>
<td>Evening</td>
<td>Measure</td>
<td>78.00</td>
<td>77.06</td>
<td>77.97</td>
</tr>
<tr>
<td>Online</td>
<td>Measure</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>Measure</td>
<td>86.25</td>
<td>94.19</td>
<td>89.16</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Although the success rate comparisons are very minor, we attributed a small change in success rates due to increased rigors of our courses and students entering with less academic preparedness. After a complete curriculum revision last year, we have implemented an increased quantity and quality of reading and writing. Our writing assignments include both analytical and theoretical application. Based on both empirical data presented by Institutional Research and our own observations, we noted that students are lacking basic reading and writing skills.

**Review Team Response**

The team commends the program on addressing under-prepared students and making curriculum changes based on empirical data and observation. Trends are interpreted properly and implications for the program are included.

Score: 3

**DEGREE/CERTIFICATE DATA**

<table>
<thead>
<tr>
<th>Term</th>
<th>Child Dev: Associate Teacher</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

Child Development Education has not offered any certificates since 2000 because the State of California offers a Child Development permit which is a much more viable certification in our field. Students have many more opportunities for employment with the State of California permit. The few certificates given in the past few years have been honored under the old catalogue.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

Although we have about 2,600 students, many of them are not Child Development majors and take our courses for General Education requirements. Granting 25 degrees is an appropriate number for our field. Child Development Education continues to promote the degree in Child Development to reflect the changes in our field and employment hiring qualifications. For example, Head Start now requires an A.A. degree at minimum for all of their entry-level teachers.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>08/09</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>09/10</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
Child Development has not offered this certificate since 2000.

**Review Team Response**
Program provided a good explanation on the number of degrees being granted vs. the number of students enrolled in CDE classes. The program did not address the 25% decrease in the number of degrees awarded from 08/09 to 09/10. Based on explanation given by program, one would expect an increase in degrees awarded rather than a significant decrease.

**STUDENT LEARNING OUTCOMES**
Design and demonstrate developmentally appropriate early childhood curriculum that supports children's cognitive, language, creative, physical, social, and emotional growth.

List, describe, and interpret NAEYC quality standards for early childhood programs.

Describe the importance of play.

**Discuss how the number, type, depth, and breadth of the courses support program SLO's.**
These program level SLO's reflect vital information about our field and are covered in varying degrees in every class that we teach.

**Discuss how courses in the program articulate with or complement each other.**
Our course curriculum is written so that each course builds upon the foundational knowledge of the core course offerings.

**Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).**
Child Development as a very specific program does not have cross-listed courses. A few of our courses offer content from psychology, sociology and wellness.

**How and when has your department assessed Program SLO's' and how have you responded to the results?**
Last semester we aligned our course SLO's with our program SLO's and our core competencies.

**What program or course changes have been made based on the result of the assessed outcome?**
We are in the process of compiling and sending data to IR for data analysis for three of our course offerings.

**Review Team Response**
Overall Program Level Implementation of SLOs is Awareness. Due to a lack of space in the team response box, the SLO Rubic and a detailed reader's report will be emailed to you and your dean.

**Discuss how your services help maintain a high level of student satisfaction.**
Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLOs and/or AUOs?

How has your program utilized SLO/AUO assessment results for program improvement?

**Review Team Response**

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDE 92A-H Special Topics: Child Development and Education - Active</td>
<td>03/26/2003</td>
</tr>
<tr>
<td>CDE 92LA-H Special Topics Laboratory: Child Development and Education - Active</td>
<td>03/26/2003</td>
</tr>
<tr>
<td>CDE 5 Health and Safety of the Young Child - Active</td>
<td>10/15/2009</td>
</tr>
<tr>
<td>CDE 23 Introduction to Children with Special Needs - Active</td>
<td>10/23/2009</td>
</tr>
<tr>
<td>CDE 1 Intro to Principles &amp; Practices in Early Childhood Education - Active</td>
<td>10/23/2009</td>
</tr>
<tr>
<td>CDE 8 Curriculum Development: Math and Sciences - Active</td>
<td>10/23/2009</td>
</tr>
<tr>
<td>CDE 430B Infant and Toddler: Group Caregiving II - Active</td>
<td>10/26/2009</td>
</tr>
<tr>
<td>CDE 451 Administration of Child Development Programs: Policy and Procedure - Active</td>
<td>04/28/2010</td>
</tr>
<tr>
<td>CDE 452 Administration of Child Development Programs: Personnel Supervision - Active</td>
<td>04/28/2010</td>
</tr>
<tr>
<td>CDE 430A Infant and Toddler: Group Caregiving I - Active</td>
<td>05/05/2010</td>
</tr>
<tr>
<td>CDE 6 The Child in a Multicultural Society - Active</td>
<td>10/15/2009</td>
</tr>
<tr>
<td>CDE 2 Child Growth and Development - Active</td>
<td>10/16/2009</td>
</tr>
<tr>
<td>CDE 416 Brain Research and the Implications for Classroom Teaching - Active</td>
<td>10/28/2009</td>
</tr>
<tr>
<td>CDE 7 Curriculum Development: The Creative Arts - Active</td>
<td>11/10/2010</td>
</tr>
<tr>
<td>CDE 26 Community Internship Seminar: Child Development and Education - Active</td>
<td>11/10/2010</td>
</tr>
<tr>
<td>CDE 24 Curriculum Theory I: Principles and Practices - Active</td>
<td>10/16/2009</td>
</tr>
<tr>
<td>CDE 3 Child Study and Observation - Active</td>
<td>10/16/2009</td>
</tr>
<tr>
<td>CDE 4 Child, Family, and Community - Active</td>
<td>10/16/2009</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
All of our courses have been updated within the previous academic year! The special topics courses have not been updated or deleted due to a directive by the Curriculum Chair.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Committees
Labor Market Studies/Projections

Briefly explain:
We meet with the college and the community bi-annually to seek input about emerging needs in our profession as they relate to employment, transfer and student success. Our members include representatives from Regional Occupational Programs, Community Care Licensing, Public and Private Child Development programs, University faculty from both public and private institutions, Chaffey Counselors and DPS.

Review Team Response
Satisfactory explanation on updating of curriculum. Program did not submit advisory committee minutes nor labor market studies/projections. Program indicates that they have satisfied external regulations but no regulation organization was listed nor when they were evaluated or any commendations or recommendations were given. (Note: had the program selected "CTE" in Program Overview, this information could have been attached.)

EXTERNAL REGULATIONS
Organization:
Last Review:
Recommendations:
Budgetary Recommendations:
Addressed Satisfactorily: Yes
Status of Recommendation:
Next Review:

Review Team Response
NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.) How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates,
scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:

1. Reexamine the major requirements for the Child Development A.S. Degree upon the recommendation of the Child Development Department Advisory Committee to include a course on child discipline and guidance.

To which planning direction does this goal apply?

Excellence in teaching and learning
Flexible and continuous student support
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:

The Department will restucture the degree by deleting one CDE course and replacing it with the new child discipline and guidance course.

Success will be achieved when the Course Outline of Record is developed and a previously taught course has been deleted from the curriculum.

Year 2 Steps to Success (activities) and VIP Assessment:

Submit the new child discipline and guidance course to curriculum for review and adoption.
Success will be achieved when the Curriculum Committee approves the new course.

Year Three Goal:
Align eight CDE courses to match the State-Wide Child Development Curriculum Alignment Project (CAPS). Submit the new child discipline and guidance course to curriculum for review and adoption.

To which planning direction does this goal apply?
Excellence in teaching and learning  
Flexible and continuous student support  
CTE pathway development  
Connectedness  
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Meet with regional Child Development CAP facilitator and prepare the curriculum to be submitted through Curriunet for review. Success will be achieved when the CAP curriculum has been approved by the Curriculum Committee.

Year 2 Steps to Success (activities) and VIP Assessment:
Upon approval, revise brochures and other CAP informational material to educate students about these curriculum changes. Success will be achieved when enrollment data reflects that students are enrolling in this curriculum.

Review Team Response
Although both VIP goals are clear, they seem to have the same outcome (revise curriculum to meet CAP guidelines). Further development of an assessment plan should be considered. Score: 2

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recently conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended SLO Flex Workshop</td>
<td>Attended workshop entitled &quot;The Impact of Poverty on Student Learning&quot;</td>
<td>Attended conference &quot;The effects of Empathy on the Developing Brain&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attended a workshop entitled &quot;How to respond effectively to Student Stress&quot;</td>
<td>Attended a conference entitled &quot;Brain Development in Infants&quot;</td>
<td>Attended a 2010 Transfer Symposium at Riverside County Child Care Consortium</td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
These professional activities have enhanced our understanding of the learning process, and differing learning styles. We have used this information to improve the development, implementation and presentation of our Student Learning Outcomes. We will continue to attend professional Development activities to further enhance our knowledge.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Alert Committee; Health and Safety Committee; Academic Standards Committee; Student Grievance;</td>
<td>We all participate every semester in Early Alert</td>
<td></td>
</tr>
<tr>
<td>One College: One Book;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
Engaging with the campus continues to prove beneficial to our program by connecting us with campus-wide resources such as Early Alert, DPS, the Counseling Department and the Transfer Center. We have opportunities to inform faculty, staff and students about our program and career opportunities in our field. Connecting with the campus improves collegiality and morale.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>Child Development and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
We have a diverse faculty in terms of service years.

Does your program anticipate retirements within the next 3 years?
We may have one retirement within the next three years.

Review Team Response
We commend the program for their varied continuing education and commitment to the Chaffey College community. Report did not
PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

Although we are eligible for VITEA funds, we have not used it this past cycle. The Department has received money from Chaffey College Associated Students to fund speakers and other projects which has allowed the VITEA money to be used in other departments.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
One Full Time Tenure Track Position

Hiring Criteria:

Institutional Level Considerations
Positions that support the assessed skills levels of our students given the number of students (98%) who are under prepared in either math, English, or reading and the 65% who are under prepared in all three.
Support efficiency over growth (# of sections remain the same)
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
New and emerging curriculum is necessary for student success (e.g., in Success Centers)
New and expanding student populations (e.g., Veteran’s, Early Alert)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Supports diversity of program and course offerings

Year 2:
One Full Time Tenure Track Position

Hiring Criteria:

Institutional Level Considerations
Positions that support the assessed skills levels of our students given the number of students (98%) who are under prepared in either math, English, or reading and the 65% who are under prepared in all three.
Support efficiency over growth (# of sections remain the same)
Supports diversity of college offerings
New and emerging curriculum is necessary for student success (e.g., in Success Centers)
New and expanding student populations (e.g., Veteran’s, Early Alert)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Supports retraining to help students become employed or promoted in their professions

**Department Concerns**
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Supports diversity of program and course offerings

**Year 3:**
One Full Time Tenure Track Position

**Hiring Criteria:**

**Institutional Level Considerations**
Positions that support the assessed skills levels of our students given the number of students (98%) who are under prepared in either math, English, or reading and the 65% who are under prepared in all three.
Positions that affect the availability of prerequisites (reading, math, English) should be given consideration, especially as more and more disciplines develop these requirements
Support efficiency over growth (# of sections remain the same)
Supports diversity of college offerings
New and emerging curriculum is necessary for student success (e.g., in Success Centers)
New and expanding student populations (e.g., Veteran’s, Early Alert)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Supports retraining to help students become employed or promoted in their professions

**Department Concerns**
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Supports diversity of program and course offerings

**STAFF**

**Year 1**
EQUIPMENT

Year 1
Two Faculty Office Laser Jet Printers. Two HP Color Laser Jet Printers (Model CP1518NI) for Faculty Offices. $509.00 each for a total of $1,018.00. It is difficult for faculty to implement curriculum, print relevant documents and provide written resources for students without office printers. Currently our department has three full-time faculty and one working printer.

TECHNOLOGY

SOFTWARE

Year 1
$1,000.00 for DVD's for the new curriculum developed in VIP. We are requesting these DVD's in the first year to help better prepare our curriculum. Although the primary intention is supplement instruction with them, they will be a beneficial resource in developing the curriculum we have established as one of our upcoming goals.

OTHER

Review Team Response
Faculty requests do not seem to align with stated VIP goals. Incomplete data provided on number of full-time faculty currently in the program. The PSR indicates one anticipated retirement but the program has requested three new full-time faculty members. Equipment needs and software requests are appropriate.
Review Team Response
While the document contains some areas that are unclear, overall the document would be useful for planning, supporting and improving student achievement and SLOs.