A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other ______________)

1. Internal factors
   Strengths: 1. Enthusiastic, contributing, and knowledgeable faculty who are committed to their discipline and to student learning and success; 2. commitment to meet the needs of a diverse student population; 3. Child Development Training Consortium (CDTC) grant that provides students with funds to defray expenses; 4. Revamped curriculum that includes five career-ladder certificates (Child Care Assistant, Associate Teacher, Teacher, Master Teacher, and Site Supervisor) that provide the course-related requirements to meet state teaching permits.

   Weaknesses: 1. No full-time faculty member/members to coordinate and champion the program; 2. No onsite Child Care facility to allow students to engage in instructor-supervised child care training; 3. Only two courses specifically geared to “school-aged children,” a growing area of need in the region.

2. External factors
   Strengths: 1. Working with Foothill College’s articulation officer, several Child Development courses are now directly articulated with four-year institutions (see below); 2. as a consequence of the CDTC grant, the program has an established Advisory Board that meets several times each year to review program and student needs;

   Weaknesses: 1. Although the region has increased job opportunities for Child Development students, the pay rate for workers in the industry is still very low.

   Opportunities: 1. Funding from CARES of Santa Clara for advising Child Development Students and funding directly to students

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other ______________)

The Child Development enrollment continues to grow to the point that during the current year (2002/2003) we were not able to accommodate all students wanting to enroll in our courses.

There is a direct correlation between students enrolled in the CDTC Grant and students receiving Child Development certificates.

There has been a steady progression of students climbing the Child Development Certificate ladder thus attaining a higher level of education and permit. (ex. Snapshot of certificates from 02W to 03W, 18 individuals received certificates; 25 certificates were given; 6 individuals received 2 or more levels of certificates (ie. Assistant, Associate, Teacher certificates); and of the 18 individuals 11 participated in the CDTC program)

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (References:}
D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program's goals related to these documents. (Examples: “The number of students issued a Career Certificate will increase by five over last year's figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:
The goals for the majority of students enrolled in this program are to obtain a certificate and be able to pass the state requirements to work in the industry. It is therefore critical that our classes meet the standards required by the California Commission on Teacher Credentialing (CCTC). In addition to our classes, students are required to perform an internship. Not having a child-care facility on campus is a drawback; however, we could work more closely with De Anza to use their facility for our students.

2. Other Program Improvement Plans:
Continue to work closely with the CDTC organization and to begin participating with the CARES organization to receive additional funds for a dedicated advisor to the Child Development program to aid students in their educational goals and permit requirements.

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other ________________)

1. Enrollment has had a steady increase - 1999/2000 (521); 2000/2001 (544); 2001/2002 (546); 2002/2003 (682)

2. WSCH has had a steady increase - 1999/2000 (1693.85); 2000/2001 (1741.13); 2001/2002 (1701.67); 2002/2003 (2189.45)

We need more commitment to the program to aggressively recruit students and continue to build enrollment. This is a critical field for the California economy as childcare workers enable single parents as well as dual-income families to become a productive part of the workforce and pay much needed taxes in California.

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren't granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS: Program needs and requests at least one full-time faculty member (currently, it has none).

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION: Funds for advertising the program.

Evaluation of academic year 2002-02. Date of evaluation:
List names of participants assisting in this program review.
Primary program contact person: Sharon Hack Phone or email address: hacksharon@fhda.edu
Full-time faculty: none
Part-time faculty: Claire Koukoutsakis, Maryam Daha-Salimian, Ruth Jones, Jeanne Thomas. Laverne Hall, Chris Carducci. Donna Freedell
Administrators: Sharon Hack
Classified staff: Deborah Borelli
Students:
### PROGRAM MISSION AND OUTCOMES:

**DIRECT OUTCOMES:** Program-Specific Outcomes and Attributes Desired of Program Graduates

<table>
<thead>
<tr>
<th>PROGRAM CONTENT PROFICIENCIES/COMPETENCIES</th>
<th>BEHAVIORS: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand child behavior patterns</td>
<td>Be able to discuss major theories and concepts re child behavior</td>
<td>CHLD 50, 50A, 50B, 55, 56N, 59, 79, 88B, 90B</td>
<td>Students must earn a “C” or better</td>
</tr>
<tr>
<td>Understand how children learn and grow</td>
<td>Be familiar with the timeframe of developing physical, emotional, cognitive, speech, and social development in a child.</td>
<td>CHLD 50, 50A, 50B, 55, 63N, 72, 79, 85, 90B</td>
<td>Students must earn a “C” or better</td>
</tr>
<tr>
<td>Recognize individual differences and needs of children</td>
<td>Be able to recognize and work with special need children including learning disabilities and ADD.</td>
<td>CHLD 50, 50A, 53NP, 79, 90B</td>
<td>Students must earn a “C” or better</td>
</tr>
<tr>
<td>Develop observation techniques</td>
<td>Know the various methods of collecting observational data on children and be able to analyze and interpret data</td>
<td>CHLD 55, 56, 76</td>
<td>Students must earn a “C” or better</td>
</tr>
<tr>
<td>Plan creative art and drama activities for children</td>
<td>Be familiar with multiple art projects that are age appropriate and foster creativity in children</td>
<td>CHLD 63N, 71, 82, 85, 89</td>
<td>Students must earn a “C” or better</td>
</tr>
<tr>
<td>Plan music and dance lessons for children</td>
<td>Be able to understand and evaluate music and dance materials for use in the classroom</td>
<td>CHLD 73, 89</td>
<td>Students must earn a “C” or better</td>
</tr>
<tr>
<td>Plan science and nature curriculum</td>
<td>Be familiar with scientific materials that will interest children and increase their awareness of the world around them</td>
<td>CHLD 74, 89</td>
<td>Students must earn a “C” or better</td>
</tr>
</tbody>
</table>

### CORE COMPETENCIES:

**CORE COMPETENCIES:** Outcomes and Attributes Distinct to This Program

<table>
<thead>
<tr>
<th>CORE COMPETENCIES</th>
<th>BEHAVIORS: Outcomes and Attributes Distinct to This Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Read, interpret and discuss major theories of child development</td>
</tr>
<tr>
<td>Computation</td>
<td>Work with graphs and observation data</td>
</tr>
<tr>
<td>Creative, Critical &amp; Analytical Thinking</td>
<td>Learn observation techniques, how to interpret them, and how to develop programs that will increase a child’s development into a strong, healthy adult.</td>
</tr>
<tr>
<td>Community/Global Consciousness &amp; Responsibility</td>
<td>Learn to design, start and administer a child care facility that protects and develops a child’s well being</td>
</tr>
</tbody>
</table>