Employment (CTE Only)

Labor Market

- Questions for Analysis:
  - Are current labor market openings in the area served by the program sufficient for sustainability?
  - Do the labor market data indicate future trends, opportunities, challenges?

Employment

- Present Perkins Core Indicator Data for Employment.
- Questions for Analysis:
  - What strengths, weaknesses, opportunities, or challenges are presented by the data?
  - Are an appropriate number of completing students getting jobs or securing promotions? Are employers recognizing the value of the certificate or degree by giving promotions or paying wage differentials?

Employer Relationships

- Questions for Analysis:
  - If a program is being offered in close cooperation with one or more specific employers, describe the relationship. For example: Does the program use that employer's facilities as training sites? Is the program structured to meet the recruitment or upgrade training needs of the employer?
  - Is the employer relationship appropriately representative throughout the service area?
  - How is the employer relationship maintained?
  - Does the program participate in employer summits?

Advisory Committee

- In Supporting Documentation,
  - Provide a list of the program's advisory committee membership, including names, job titles, affiliations.
  - Attach minutes of the advisory committee meetings.
- Questions for Analysis:
  - Does the advisory committee represent the service area? How does the program recruit members for the advisory committee?
  - Is the advisory committee a shaping force in the design of the curriculum? What role does the advisory committee play in determining student learning outcomes?
  - How well does the advisory committee members represent those within the industry who hire graduates of the program?

Part 2: Outcomes

Overview of Outcomes

Culture of Outcomes

- Questions for Analysis:

- Describe how PLOs and SLOs are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency. Describe the culture of assessment within the department and how adjuncts are involved in this dialog. How extensive is the dialogue about student learning outcomes in the department?

Institutional and General Education Learning Outcomes

- Use the following accessible table to provide the ILO/GELO matrix. Delete or add columns or rows, as needed. For additional certificates, copy and paste this table along with the caption. Use table headings to differentiate the matrices for different awards.

Program Learning Outcomes

List of Program Learning Outcomes

- Provide the current PLOs from the catalog or eLumen.
- Questions for Analysis:
  - Are students prepared to transfer or enter the workforce with the knowledge and skills identified in the PLOs? How do you know?
  - Do the PLOs sufficiently capture the key knowledge and skills expected of students exiting the program?
  - Are the PLOs realistic, achievable, and measurable?

Course Matrix

- Use the following accessible table to provide the program matrix. Delete or add columns or rows, as needed. For additional certificates, copy and paste this table along with the caption. Use table headings to differentiate the matrices for different awards.

Matrix of Courses and Program Learning Outcomes Alignment

Course	PLO A	PLO B	PLO C	PLO D	PLO E

- Questions for Analysis:
  - Do the course offerings provide a clear path to achieving the program learning outcomes?
  - Does the successful completion by students of the set of courses required for the program enable them to fulfill the program objectives and meet the program objectives?
  - Is the program well designed so the courses complement each other? Does each class have a specific role to play in helping students achieve the PLOs? Is unnecessary duplication of knowledge and/or skills avoided?
  - How has the department structured the relationship between SLOs and competency levels for degrees, certificates, programs, and courses?

Assessment History

- For each program learning outcome, use the following tables to provide the PLO language target level of performance, assessment method, date of assessment and recent assessment results. Delete the sample information and add your information. Copy and paste the table along with the caption for each PLOs.

PLO 1 Assessment Results

Target:	
Assessment Method:	
Assessment Date:	
Recent Results:	

PLO 2 Assessment Results

Target:	
Assessment Method:	
Assessment Date:	
Recent Results:	

PLO 3 Assessment Results

Target:	
Assessment Method:	
Assessment Date:	
Recent Results:	

PLO 4 Assessment Results

Target:	
Assessment Method:	
Assessment Date:	
Recent Results:	

PLO 5 Assessment Results

Target:	
Assessment Method:	
Assessment Date:	
Recent Results:	

PLO Assessment History Summary

SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
PLO 1	85%	FA14	No	FA15	TBD		
PLO 2	85%	FA14	Yes	FA14			
PLO 3	85%	FA14	Yes	FA14			
PLO 4	85%	SP15	Yes	SP14			

Evaluation of Program Learning Outcomes

- Questions for Analysis:
  - For each PLO where the target was not met, identify what the department determined was the reason for the gap, describe the intervention applied to improve the outcome, when the outcome was reassessed, and the reassessment's result.
  - Overall, how well are students achieving the stated learning outcomes?
  - What significant patterns exist in learning outcomes?
  - Were any changes to curriculum or instruction recommended or made even if the targets have been met?
  - Have the right assessment artifacts been chosen to measure the PLOs?

Course Student Learning Outcomes

Assessment History

- Provide a list of every SLO for each course in the program in the appendix.
- Use the following table to include all courses (required or elective) for the program. Delete the sample data and add your data. Add rows as needed. If an SLO has been assessed more than 3 times, indicate only the last 3 times it was assessed.

SLO Assessment 5-Year History

Course	SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
ABCD C101	SLO 1	75%	FA13	No	SP14	Yes	FA14	Yes
	SLO 2	75%	FA13	Yes	FA14	Yes		
	SLO 3	75%	FA13	Yes	FA14	Yes		
ABCD C201	SLO 1	85%	SP10	Yes	SP14	Yes		
	SLO 2	85%	SP10	Yes	SP14	Yes		
	SLO 3	85%	SP10	Yes	SP14	No	SP15	Yes

Evaluation of Student Learning Outcomes

- Questions for Analysis:
  - Summarize student performance in achieving the stated student learning outcomes at the course level. Overall, how well are students achieving the stated learning outcomes for the courses.
  - What significant patterns exist in the learning outcomes among these courses?
  - Gaps and Improvements: For each outcome that did not meet its target:
    - List the course and SLO as identified in the appendix, the target, and the result.
    - Identify what the department determined was the reason for the gap, describe the intervention applied to improve the outcome, when the outcome was reassessed, and the result of the reassessment.

Planning

Planned Assessment Cycles for PLOs and SLOs

- Use the following table to indicate when each PLO and SLO will be assessed in the next Program Review cycle. Delete the sample data and add your data. Add rows as needed to accommodate all PLOs and SLOs for the program.

PLO Assessment Cycle

	FA 2022	SP 2023	FA 2023	SP 2024	FA 2024	SP 2025	FA 2025	SP 2026
PLO 1								
PLO 2								
PLO 3								
PLO 4								

SLO Assessment Cycle

	FA 2022	SP 2023	FA 2023	SP 2024	FA 2024	SP 2025	FA 2025	SP 2026
ABC C101								
SLO 1								
SLO 2								
SLO 3								
ABC C102								
SLO 1								
Etc…								

- Note:
  - At a minimum, PLOs must be assessed in Year 4, which is the year prior to the next Program Review being due.
  - It is recommended that SLOs be assessed in Years 1 and 2. If SLO targets are not met, there is still ample opportunity in Years 2 and 3 to initiate improvement strategies and reassess. (Make sure you document your strategies!)
  - There is the institution expectation that if outcomes are not met, improvements are made, and the outcome is reassessed as soon as possible.
  - Year 5 of the Program Review cycle is when the Program Review is written. There will not be assessment in Year 5.

Part 3: Trends

Student Experience and Trends

Student Majors

- Use the following table to indicate the number of students who have selected this program as a major over the last five years. (link to data)

Unduplicated Headcount

		2016-17	2017-15	2018-19	2019-20	2020-21
Headcount	Total					

1.4.4 Advisory Committee

The Child Development Advisory Committee (CDAC) meets at least once a semester to review the Program, discuss area needs (scheduling courses and consideration for new courses/programs). Currently, all communities in our service area are represented on the CDAC as well as members from the main employers and organizations associated with the early education profession in our communities as well as additional areas we have partnered with (see Appendix). The program actively recruits members from employers and related industry organizations, as well as including CHDV students on the CDAC.

CDAC members provide faculty and college administration with valuable input from the field, helping identify areas of needed professional development, which then informs curriculum. The CDAC has provided guidance related to the department's goals, pursuit of zero cost textbooks, how content is offered (i.e., exposing students to the DRDP, ECERS-R, etc.), input on long-term scheduling, particularly related to the specializations, and identified the need for additional specializations (i.e., Dual /Multi-Language Learners, Trauma Informed Care, etc.). The CDAC was a critical partner in identifying and supporting student and workforce needs during COVID.

We use Zoom to bring the communities together into one CDAC meeting instead of having isolated meetings in each community. CDAC participation has been sporadic, with stronger attendance in some areas over the last few years. COVID was especially difficult for the ECE workforce and programs throughout the service area are reporting a need in filling positions and building a pool of qualified substitute teachers. There is a continual need for qualified early childhood educators at all levels throughout the service area. Employers often solicit faculty and support from the Career Center for recommendations for openings in their programs.

Minutes of the CDAC meetings area attached (see Appendix).

Part 2: Outcomes

2.1 Overview of Outcomes

The department routinely reviews alignment, rigor, and academic integrity of all courses in the department. In this Program Review Cycle, the department has designated the three full-time faculty members as faculty leads over the nineteen courses, CHDV has just hired a 4th full-time faculty member who will be rotated into the review of courses for the next cycle. The faculty leads work with adjuncts to revise courses, review and revise assessment assignments, and provide assessment support as needed. Adjunct faculty are integral participants throughout the process. SLO assessment data is reviewed every semester during regularly scheduled department meetings; and strategically uses SLO assessment data and process to improve instruction and increase student success and outcomes. Additionally, SLO data is discussed annually during regularly scheduled advisory committee meeting in the fall when the AUP is shared. PLOs are reviewed a minimum of every program review cycle. When course objectives and/or SLOs are revised the department evaluates the changes in context of the current PLOs, course mapping and ensures alignment. PLOs are also discussed during regularly scheduled department and advisory committee meetings.

CHDV values learning assessment as integral to reflective teaching and a natural extension of instruction. Courses have SLOs and layered under each SLO are connected objectives. As a department we require students to complete observations and interactions in every course to give them more opportunities to practice the practical application of developmental theory. Students have varied and multiple opportunities to explore, practice, and integrate the concepts through various interactions,

discussions, and assignments that serve as formative assessments. These formative assessments are unique to each instructor; however, the purpose and intent is consistent across the department: to provide instructors information on potential gaps in understanding and an opportunity to circle back on topics either as an entire class, small group, or individual basis. Additionally, these formative assessments provide students the opportunity to practice and apply their current understanding of the concepts and receive timely feedback. In this way students learning is scaffolded throughout the course with opportunities to revisit topics as needed.

Over the past five years the department has revamped summative assessments to reflect the project orientation of our courses and are now aligned in a more authentic, competency-based approach. All assessments now provide opportunities for students to employ and connect the learning objectives throughout the course in culminating summative assessments that include curriculum projects, analysis of case studies, evaluation and analysis of observations, and presentations on culminating concepts.

2.2 Course Student Learning Outcomes
2.2.1 Assessment History

SLO Assessment 5-Year History

Course	SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?	Semester	Met?
CHDV C100	SLO 1	70%	Sp 19	Yes						
	SLO 2	70%	Sp 19	Yes						
	SLO 3	70%	Sp 19	Yes						
CHDV C102	SLO 1	70%	Sp 19	Yes						
	SLO 2	70%	Sp 19	Yes						
	SLO 3	70%	Sp 19	Yes						
CHDV C104	SLO 1	70%	Sp 19	Yes	Fall 20	Yes	Fall 21	Yes		
	SLO 2	70%	Sp 19	Yes	Fall 20	Yes	Fall 21	Yes		
	SLO 3	70%	Sp 19	Yes	Fall 20	Yes	Fall 21	Yes		
CHDV C105	SLO 1	70%	Sp 20	Yes						
	SLO 2	70%	Sp 20	Yes						
	SLO 3	70%	Sp 20	Yes						
CHDV C106	SLO 1	70%	Sp 19	Yes	Fall 21	Yes				
	SLO 2	70%	Sp 19	Yes	Fall 21	Yes				
	SLO 3	70%	Sp 19	Yes	Fall 21	Yes				
CHDV C107	SLO 1	70%	Fall 19	Yes						
	SLO 2	70%	Fall 19	Yes						
	SLO 3	70%	Fall 19	Yes						
CHDV C111	SLO 1	70%	Fall 19	Yes						
	SLO 2	70%	Fall 19	Yes						
	SLO 3	70%	Fall 19	Yes						
CHDV C121	SLO 1	70%	Sp 19	Yes			Fall 20	Yes	Fall 21	Yes
	SLO 2	70%	Sp 19	Yes	Fall 19	Yes	Fall 20	Yes	Fall 21	Yes
	SLO 3	70%	Sp 19	NO	Fall 19	Yes	Fall 20	Yes	Fall 21	Yes
CHDV C125	SLO 1	70%	Sp 19	Yes						
	SLO 2	70%	Sp 19	Yes						
	SLO 3	70%	Sp 19	Yes						

CHDV C141	SLO 1	70%	Fall 20	Yes							
	SLO 2	70%	Fall 20	Yes							
	SLO 3	70%	Fall 20	Yes							
CHDV C145	SLO 1	70%	Sp 20	Yes							
	SLO 2	70%	Sp 20	Yes							
	SLO 3	70%	Sp 20	Yes							
CHDV C149	SLO 1	70%	Fall 19	Yes							
	SLO 2	70%	Fall 19	Yes							
	SLO 3	70%	Fall 19	Yes							
CHDV C200	SLO 1	70%	Sp 19	Yes							
	SLO 2	70%	Sp 19	Yes							
	SLO 3	70%	Sp 19	Yes							
CHDV C203	SLO 1	70%	Sp 19	Yes							
CHDV C203	SLO 2	70%	Sp 19	Yes							
CHDV C203	SLO 3	70%	Sp 19	Yes							
CHDV C205	SLO 1	70%	Sp 22	Yes							
	SLO 2	70%	Sp 22	Yes							
	SLO 3	70%	Sp 22	Yes							
CHDV C207	SLO 1	70%	Sp 20	Yes							
	SLO 2	70%	Sp 20	Yes							
	SLO 3	70%	Sp 20	Yes							
CHDV C241	SLO 1	70%	Sp 21	Yes							
	SLO 2	70%	Sp 21	Yes							
	SLO 3	70%	Sp 21	Yes							
CHDV C251	SLO 1	70%	Fall 20	Yes							
	SLO 2	70%	Fall 20	Yes							
	SLO 3	70%	Fall 20	Yes							
CHDV C252	SLO 1	70%	Fall 20	Yes							
	SLO 2	70%	Fall 20	Yes							
	SLO 3	70%	Fall 20	Yes							
CHDV C281	SLO 1	70%	Fall 20	Yes							
	SLO 2	70%	Fall 20	Yes							
	SLO 3	70%	Fall 20	Yes							
	SLO 4	70%	Fall 20	Yes							

Overall students are achieving the stated student learning outcomes at the course level.

In Spring 2019, the Child Development Department responded to a gap identified in one of the CHDV C121 SLO Assessment Assignments. Through dialogue with the instructors who teach the course it was determined that the assignment and rubric needed to be adjusted to overtly prompt students to address the required content and include related citation where appropriate. Additionally, instructors included more explicit instruction and course content related to the key concepts in the SLO. The SLO was reassessed in fall 2019, fall 2020 and fall 2021 with students meeting and exceeding the target each time.

In AY 2020-2021 one or more SLO assessment assignments in CHDV C111, C241, and C106 were revised to complete the departments work in creating authentic based summative projects.

The department uses the same assessment assignment in all sections of a course. Some of the course SLO assessment assignments include evaluating early childhood environments. Beginning in spring 2020 and continuing into spring 2022 some course assessment assignments were not able to be used due to COVID and related program closures or restrictions. Assessment assignments were adjusted and utilized videos whenever possible.

CHDV C203 was especially impacted by COVID. Students were actively engaged in completing their practicum supervised field experience hours in ECE programs when the "Stay Home" order came into effect. ECE programs throughout the state were forced to close or eliminate "non-essential" individuals. Our students were displaced and unable to physically continue their field experience in the classroom setting. The majority of our students were able to remain with the same supervising teacher and join them on this virtual teaching journey. The department ensured students were able to meet the SLOs focusing on students gaining real life experience, working virtually with cooperating teachers who were adapting in creative ways to meaningfully connect with children and families in a virtual environment. The CHDV Department firmly believes it is best practice for students to complete their field experience in an actual classroom, participating with children and other ECE professionals in face-to-face situations. This was a temporary accommodation due to the unprecedented and extraordinary circumstances caused by COVID-19.

2.3 Program Learning Outcomes

2.3.1 List of Program Learning Outcomes

Program	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Associate Teacher COA	Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.	Identify one's own values, experiences, and philosophies and how they guide and inform practices.			
Teacher COA	Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.	Identify one's own values, experiences, and philosophies and how they guide and inform practices.	Integrate understandings of children's development and needs to maintain healthy, safe, supportive, and challenging learning environments that demonstrate culturally relevant, inclusive, age-appropriate, and anti-bias approaches respectful of children, families, and early learning professionals.		
Early Childhood	Examine teaching and care practices that provide a	Identify one's own values, experiences,	Integrate understandings of children's development		

Education AS-T	developmentally appropriate program to support children's growth, development, and learning.	and philosophies and how they guide and inform practices.	and needs to maintain healthy, safe, supportive, and challenging learning environments that demonstrate culturally relevant, inclusive, age-appropriate, and anti-bias approaches respectful of children, families, and early learning professionals.		
Master Teacher COA	Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.	Identify one's own values, experiences, and philosophies and how they guide and inform practices.	Integrate understandings of children's development and needs to maintain healthy, safe, supportive, and challenging learning environments that demonstrate culturally relevant, inclusive, age-appropriate, and anti-bias approaches respectful of children, families, and early learning professionals.	Develop professional expertise in a specialized area of knowledge.	
Site Supervisor COA	Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.	Identify one's own values, experiences, and philosophies and how they guide and inform practices.	Integrate understandings of children's development and needs to maintain healthy, safe, supportive, and challenging learning environments that demonstrate culturally relevant, inclusive, age-appropriate, and anti-bias approaches respectful of children, families, and early learning professionals.		Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.

The CHDV Certificates progressively prepare students and focus on key knowledge and skills for each level within the CHDV /ECE workforce. At this time the department believes the PLOs sufficiently capture the key knowledge and skills expected of students exiting the program and are realistic and achievable. They are measured through the assessments used for the student learning outcomes (SLO's).

The department participates in the Curriculum Alignment Project (CAP) and AS-T to ensure certificates and degrees appropriately prepare students for the workforce and supports transfer and curriculum consistency. Each program's PLOs align with state standards and competencies and are the culmination of course objectives and SLOs. Students completing the various programs are prepared to enter, or when applicable advance in the workforce.

Currently, the department is engaged in the Early Childhood Education Child Development Permit Pilots under the PDG-Grant. Teacher performance expectations and teacher performance assessments are currently in the pilot phase through California Teacher Credentialing. Over the next few years, the department will review and evaluate each of our programs to ensure continued alignment and preparation of students for the changing landscape of the ECE workforce.

2.3.2 Course Matrix

Associate Teacher COA

Matrix of Courses and Program Learning Outcomes Alignment

Course	PLO 1	PLO 2
CHDV C100	SLO #1, 2, 3	SLO #2
CHDV C102	SLO #1, 3	SLO #2
CHDV C104	SLO #1, 2, 3	SLO #1, 2
CHDV C106	SLO #1, 2, 3	SLO #2, 3

Teacher COA

Matrix of Courses and Program Learning Outcomes Alignment

Course	PLO 1	PLO 2	PLO 3
CHDV C100	SLO #1, 2, 3	SLO #2	
CHDV C102	SLO #1, 3	SLO #2	
CHDV C104	SLO #1, 2, 3	SLO #1, 2	
CHDV C106	SLO #1, 2, 3	SLO #2, 3	
CHDV C121	SLO #1		SLO #1, 2, 3
CHDV C125	SLO #1, 2	SLO #3	SLO #1, 2
CHDV C200	SLO #1	SLO #3	SLO #1, 2, 3
CHDV C203		SLO #3	SLO #1, 2, 3

Master Teacher COA

Matrix of Courses and Program Learning Outcomes Alignment
While the first three PLOs also connect to the Master Teacher COA, the department focuses on the Master Teacher Specializations and the PLO that specifically connects to the specialization courses.

Course	PLO 1	PLO 2	PLO 3	PLO 4
CHDV C100	SLO #1, 2, 3	SLO #2		
CHDV C102	SLO #1, 3	SLO #2		
CHDV C104	SLO #1, 2, 3	SLO #1, 2		
CHDV C106	SLO #1, 2, 3	SLO #2, 3		
CHDV C121	SLO #1		SLO #1, 2, 3	
CHDV C125	SLO #1, 2	SLO #3	SLO #1, 2	
CHDV C200	SLO #1	SLO #3	SLO #1, 2, 3	
CHDV C203		SLO #3	SLO #1, 2, 3	
CHDV C105				SLO # 1, 2, 3
CHDV C205				SLO # 1, 2, 3
CHDV C107				SLO # 1, 2, 3
CHDV C207				SLO # 1, 2, 3
CHDV C111				SLO # 1, 2, 3
CHDV C145				SLO # 1, 2, 3
CHDV C149				SLO # 1, 2, 3

				SLO #4
CHDV C281				SLO #4

Site Supervisor COA

Matrix of Courses and Program Learning Outcomes Alignment
While the first three PLOs also connect to the Site Supervisor COA, the department focuses on the PLO that specifically connects to the Site Supervisor courses.

Course	PLO 1	PLO 2	PLO 3	PLO 5
CHDV C100	SLO #1, 2, 3	SLO #2		
CHDV C102	SLO #1, 3	SLO #2		
CHDV C104	SLO #1, 2, 3	SLO #1, 2		
CHDV C106	SLO #1, 2, 3	SLO #2, 3		
CHDV C121	SLO #1		SLO #1, 2, 3	
CHDV C125	SLO #1, 2	SLO #3	SLO #1, 2	
CHDV C200	SLO #1	SLO #3	SLO #1, 2, 3	
CHDV C203		SLO #3	SLO #1, 2, 3	
CHDV C251				SLO #1, 2, 3
CHDV C252				SLO #1, 2, 3
CHDV C281				SLO #1, 2, 3, 4

Early Childhood Education AS-T

Matrix of Courses and Program Learning Outcomes Alignment

Course	PLO 1	PLO 2	PLO 3
CHDV C100	SLO #1, 2, 3	SLO #2	
CHDV C102	SLO #1, 3	SLO #2	
CHDV C104	SLO #1, 2, 3	SLO #1, 2	
CHDV C106	SLO #1, 2, 3	SLO #2, 3	
CHDV C121	SLO #1		SLO #1, 2, 3
CHDV C125	SLO #1, 2	SLO #3	SLO #1, 2
CHDV C200	SLO #1	SLO #3	SLO #1, 2, 3
CHDV C203		SLO #3	SLO #1, 2, 3

The CHDV certificates and degree provide clear paths to achieving the PLO's and the design of the program where certificates are stacked is intentional for that purpose. The certificate levels are aligned with the statewide curriculum as part of the California Community College Curriculum Alignment Project (CAP) and AS-T (C-ID) alignment. The Child Development/Early Childhood Education PLOs demonstrate the development of skills as students achieve higher level certificates that ultimately lead to the AS-T in Early Childhood Education.

Anecdotally we know that students are prepared to transfer or enter the workforce with the knowledge and skills identified in the PLO's. The department has had several ECE programs send multiple employees through our program and continue to recommend our classes to their staff. A majority of CHDV students are currently working in the field and students have reported successful transfer experiences. Assessing transfer and workforce success is an area that is needed in CHDV to fully understand the impact the program is having on students.

Courses complement each other with both unique and scaffolded knowledge and skills. Common threads such as developmentally appropriate practices, diversity, and building relationships are woven throughout, often examined through differing perspectives. Reinforcement of knowledge and skills is present, while avoiding unnecessary duplication. Specific attention has been given to the structuring of the certificates and degree to be aligned with the Curriculum Alignment Project (CAP) and the Permit

Matrix (Appendix A). There is a clear path for students to develop the necessary skills and knowledge required in the field. We have intentionally aligned the CHDV program with statewide standards to ensure that students are fulfilling student learning and program learning outcomes. Core courses and specialization courses have been kept to a minimum to clearly communicate the statewide standards for the Permit Matrix and to avoid confusion.

2.3.3 Assessment History

PLO 1 Assessment Results: Associate COA, Teacher COA, Master Teacher COA, Site Supervisor COA, AS-T

PLO 1	Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.
Target	70%
Assessment Method	Associate Teacher Certificate: this SLO will be assessed by SLO data from CHDV C100, C102, C104, and C106. Teacher Certificate and Early Childhood Education AS-T: this outcome will be assessed by SLO data from CHDV C100, C102, C104, C106, C121, C125, and C200. Each course's SLOs have been mapped to the related PLO. Results are aggregated. Refer to the SLO-PLO Map in Supporting Documentation.
Assessment Date	Spring 2022
Recent Results	Associate Teacher COA 90.9% Teacher COA 90.4 % Early Childhood Education AS-T 90.4 % Master Teacher COA 90.4% Site Supervisor COA 90.4%

PLO 2 Assessment Results: Associate COA, Teacher COA, Master Teacher COA, Site Supervisor COA, AS-T

PLO 2:	Identify one's own values, experiences, and philosophies and how they guide and inform practices.
Target	70%
Assessment Method	Associate Teacher Certificate: This outcome will be assessed by SLO data from CHDV C100 and C104. Teacher Certificate and Early Childhood Education AS-T: This outcome will be assessed by SLO data from CHDV C100, C104, C125, C200, and C203. Each course's SLOs have been mapped to the related PLO. Results are aggregated. Refer to the SLO-PLO Map in Supporting Documentation.
Assessment Date	Spring 2022
Recent Results	Associate Teacher COA 90 % Teacher COA 90.3 % Early Childhood Education AS-T 90.3 % Master Teacher COA 90.3% Site Supervisor COA 90.3%

PLO 3 Assessment Results: Teacher COA, Master Teacher COA, Site Supervisor COA, AS-T

PLO 3	Integrate understandings of children's development and needs to maintain healthy, safe, supportive, and challenging learning environments that demonstrate culturally relevant, inclusive, age-appropriate, and anti-bias approaches respectful of children, families, and early learning professionals.
Target	70%
Assessment Method	Teacher Certificate and Early Childhood Education AS-T: This outcome will be assessed by SLO data from CHDV C121, C125, C200, and C203.

	Each course's SLOs have been mapped to the related PLO. Results are aggregated. Refer to the SLO-PLO Map in Supporting Documentation.
Assessment Date	Spring 2022
Recent Results	Teacher COA 90 % Early Childhood Education AS-T 90 % Master Teacher COA 90% Site Supervisor COA 90%

PLO 4 Assessment Results: Master Teacher COA

PLO 4	Develop professional expertise in a specialized area of knowledge.
Target	70%
Assessment Method	The SLO assessment results for each of the courses related to the specializations are aggregated with the addition of CHDV C281. Infant Care Specialization: CHDV C105 and C205; School-Age Care Specialization: CHDV C107 and C207; Children with Exceptional Needs Specialization: CHDV C141 and C241; Curriculum Specialization: CHDV C111 and C145 or C149; Dual Language Learner Specialization: CHDV C156 and C256 (new fall 2022).
Assessment Date	Spring 2022
Recent Results	Master Teacher COA 95% Infant Toddler Specialization 95.6% School-Age Specialization 94% Special Needs Specialization 93.6% Curriculum Specialization 96% Dual Language Learner Specialization (new beginning fall 2022- no assessment data)

PLO 5 Assessment Results: Site Supervisor COA

PLO 5	Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.
Target	70%
Assessment Method	The SLO assessment results for CHDV C251, C252, and C281 are aggregated.
Assessment Date	Spring 2022
Recent Results	Site Supervisor COA 96.4%

PLO Assessment History Summary

PLO #	Target	Semester	Met?
PLO 1	70 %	Sp 22	Yes
PLO 2	70 %	Sp 22	Yes
PLO 3	70 %	Sp 22	Yes
PLO 4	70 %	Sp 22	Yes
PLO 5	70 %	Sp 22	Yes

2.3.4 Evaluation of Program Learning Outcomes

Overall, students are achieving the PLOs and exceeding the department's target.

Comparison to previous PR PLO data:

PLO 1 Associate Teacher COA increase from 79% to 90%

PLO 2 Associate Teacher COA increase from 76% to 90%; Teacher COA and AS-T drop from 94% to 90%. The drop may be attributed to a variety of variables including: 1) Slight change to SLO in CHDV C102 that was made in the middle of Program Review Cycle which may not have been fully reflected in the data; 2) COVID has created a strain on student's cognitive load with more exhaustion evident. Additionally, students have had less opportunity to engage and interact with professionals, and in ECE programs, which directly relates to their ability to reflect on their own values, experiences, and philosophies.

PLO 3 Teacher COA and AS-T increase from 88% to 90%

PLO 4 Master Teacher COA increase: Infant Toddler Specialization 74% to 95.6%, School-Age Specialization 75% to 94%, Special Needs Specialization 82% to 93.6%, and Curriculum Specialization 81% to 96%.

PLO 5 Site Supervisor COA 82% to 96.4%

We believe that the increase in PLO achievement is a result of several variables including: COVID's impact on student's needs, adjustments for assignments/assessments, faculty being more flexible to accommodate, and the move to OER has prompted more intentional teaching with greater scaffolding and connections from one week to the next.

2.3.5 Institutional Learning Outcomes

Matrix of Program Learning Outcomes and Institutional Learning Outcomes Alignment

SLO	Program	ILO A (Communication)	ILO B (Information Competency)	ILO C (Critical Thinking)	ILO D (Citizenship)
CHDV C104 Describe socialization of the child focusing on the interrelationship of family, culture, teachers, and community.	Associate Teacher COA Teacher COA AS-T ECE				X
CHDV C104 Describe strategies for collaboration with families to support children's development and learning that are respectful, reciprocal, and engaging.	Associate Teacher COA Teacher COA AS-T ECE	X			
CHDV C106 Identify cultural, economic, political, and historical contexts that impact children's development.	Associate Teacher COA Teacher COA AS-T ECE			X	
CHDV C106 Apply knowledge of development and major theoretical frameworks to child observations.	Associate Teacher COA Teacher COA AS-T ECE		X		
CHDV C111 Use positive guidance in speech and action when working	Master Teacher COA	X			

with young children, including I-messages, reflective listening, and social problem-solving.					
CHDV C121 Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.	Associate Teacher COA Teacher COA AS-T ECE	x			
CHDV C125 Identify the influence of teachers' own culture and life experiences on teaching approaches and interactions with children and families.	Associate Teacher COA Teacher COA AS-T ECE				x
CHDV C145 Analyze children's literature for qualities associated with language and literacy development.	Master Teacher COA		x		
CHDV C149 Analyze various developmental theories in terms of play and how to extend and enrich children's development of meaning.	Master Teacher COA			x	
CHDV C200 Complete systematic observations and assessments of children's development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum.	Teacher COA AS-T ECE		x		
CHDV C205 Evaluate infant and toddler curriculum and environments based on observation, documentation, and reflection.	Master Teacher COA		x		
CHDV C207 Apply developmentally appropriate principles and teaching strategies to positively influence school-aged children's development and	Master Teacher COA			x	

SLO	COA				
learning in out-of-school programs.					
CHDV C241 Evaluate program, educational, and professional policies based on special education laws and evidence-based practices.	Master Teacher COA		X		
CHDV C241 Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.	Master Teacher COA	X			
CHDV C251 Apply administrative skills in various types of early care and education programs.	Site Supervisor COA			X	
CHDV C251 Evaluate components of quality programs, facilities, and operations.	Site Supervisor COA		X		
CHDV C252 Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.	Site Supervisor COA	X			
CHDV C281 Examine systems of change and the role of advocacy to support teachers' development as professionals.	Master Teacher COA Site Supervisor COA		X		X

ILO Assessment History Summary

The department does not directly participate in the actual ILO assessment process; however, the department has met the target for all course SLOs that have been identified as mapping to the ILOs for each Child Development program. As part of the program review process the department has reviewed the current mapping and finds it to be accurate and appropriate. Several course SLOs connected to the Associate Teacher COA, Teacher COA and ECE AS-T were revised and as a result the updated SLOs have been integrated into the map above.

The following changes were made in mapping SLOs in the Master Teacher COA:

CHDV C111 SLO was added to the map further connecting the Master Teacher Certificate to the ILOs:

- CHDV C111 Principles of Child Guidance, SLO: Use positive guidance in speech and action when working with young children, including I-messages, reflective listening, and social problem-solving. Mapped to ILO: Communication.

CHDV C141 SLOs were removed and replaced with SLOs from CHDV C241.

- CHDV C241 Curriculum and Strategies for Children with Special Needs, SLO: Evaluate program, educational, and professional policies based on special education laws and evidence-based practices. Mapped to ILO: Information Competency.
- CHDV C241 Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists. Mapped to ILO: Communication.

The following change was made in mapping SLOs in the Teacher COA and ECE AS-T:

CHDV C200 SLO was added to the map further connecting the Teacher COA and ECE AS-T to ILOs:

- CHDV C200 Complete systematic observations and assessments of children's development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum. Mapped to ILO: Information Competency.

2.4 Planning

2.4.1 Planned Assessment Cycles for PLOs and SLOs

PLO Assessment Cycle

	FA 2023	SP 2024	FA 2024	SP 2025	FA 2025	SP 2026	FA 2026	SP 2027
PLO 1							X	
PLO 2							X	
PLO 3							X	
PLO 4							X	
PLO 5							X	

SLO Assessment Cycle
All SLOs will be assessed when the course is scheduled.

	FA 2023	SP 2024	FA 2024	SP 2025	FA 2025	SP 2026	FA 2026	SP 2027
CHDV C100	X							
CHDV C102	X							
CHDV C104					X			
CHDV C105			X					
CHDV C106					X			
CHDV C107						X		
CHDV C111			X					
CHDV C121				X				
CHDV C125		X						

Course								
CHDV C141		X						
CHDV C145				X				
CHDV C149			X					
CHDV C156			X					
CHDV C200		X						
CHDV C203		X						
CHDV C205				X				
CHDV C207						X		
CHDV C241		X						
CHDV C251					X			
CHDV C252					X			
CHDV C256			X					
CHDV C281					X			

Part 3: Trends

3.1 Student Experience and Trends

3.1.1 The Student Experience

As an entirely online program the student experience is unique, and while several supports and resources are in place, the online experience at Cerro Coso is not completely comparable. In the past two years great strides have been made with improved strategies in support services such as library workshops and tutoring now regularly offered through Zoom.

Child Development students are invited to join the CHDV Facebook page, facilitated by full-time faculty, Tyrone Ledford. This page is an opportunity to connect and build community. The FB page was started as a pilot initiative just before COVID, and invitation was limited as a result. The department needs to discuss the vision for online community, including FB and develop a strategic plan to enhance the student experience and affinity with the CHDV department and Cerro Coso as a college.

Several faculty utilize embedded librarians, providing students with timely support and resources for APA citation, reference, and research strategies. Additionally, the library has provided a CHDV specific handout on APA and several LibGuides have been developed. In many instances the OERs the department has chosen are available in both English and Spanish. Currently for those students who wish to purchase a print copy, there is an issue in equitable pricing between the English and Spanish versions. This issue is being investigated and the department is committed to continue advocating for all our students.