INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Child Studies***

2. Person(s) completing the questionnaire: *Leslie Pano*

3. Date of completion: *November 5, 2007*

4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☐ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☒ Occupational / Vocational Courses
- ☒ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The CHS department offers certificate and degree programs designed for students to fulfill their academic and career goals, meet employment requirements, prepare for transfer to 4-year universities, and seek further knowledge and skills in many facets of early childhood education and family development. CHS students develop academic skills as well as the competencies needed to advance professionally in their work with children and families both in the classroom and in community organizations. CHS students develop their own potential as they are engaged in a process of lifelong learning and pursuit of higher academic achievement.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Educational systems in California have been subjected to budget constraints and increases, legislation targeting systemic reform both statewide and nationally, and a shift in the development of standards for the best practices in program implementation, curriculum, assessment, and evaluation of early childhood educational programs and the public K-12 system. In essence, the educational requirements for employment, job skills, competencies, permit, and credentialing requirements have shifted dramatically in the past three or more years. There has just recently been an increase in the funding levels infused in the state funded pre-kindergarten programs. There is a statewide effort to move towards a society where universal preschool is available for all 4 year olds. As this idea matures and becomes a reality, the CA public school system will assume responsibility for delivering this to the community.

Consequently, resources and strategic planning efforts are being directed toward the development of an Early Learning Credential for pre-school teachers and for developing program and curriculum standards for pre-kindergarten classrooms.

There is an increase in demand for teachers with two and preferably four-year degrees. Early Childhood Education professionals are being encouraged to update their education, pursue higher degrees and to obtain a Child Development Permit from the Commission on Teacher Credentialing. Community college and four-year universities have been encouraged to articulate coursework and facilitate a smooth transition for students in early childhood education to transfer into Bachelor degree programs. Funding streams (both public and private) have moved in this direction as well.

The Child Studies Department plays an integral part in the community in the development and training of a highly qualified work force in Early Childhood Education. It is necessary for our Department to respond effectively to these statewide trends.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

CHS student counts have declined slightly since spring 2004, however we have experienced a recent increase. Headcount dropped from 442 in 2004 to 380 in spring 2007. For Fall 2007 it is 459. This matches the WVC campus numbers for an overall increased headcount. The CHS department currently has more students enrolled in more classes compared to data in 2004.

NAEYC accreditation now requires that teachers have at least an AA degree, preferably a BA degree by the year 2015. Jobs in our field that offer a higher salary and benefits package are requiring AA or BA degrees.

Early childhood professionals are being encouraged now (and will be required in the future) to increase their educational levels and pursue a four-year degree. It is necessary for the community colleges to develop programs that prepare students for this. Scheduling classes convenient for students who work full time is necessary. Also, providing student support services, such as counseling, tutoring, library hours, etc. in the evening and on weekends, is necessary. Currently student support services are rarely available for students taking one or two classes per semester in the evening or on weekends.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

CHS student demographic statistics are similar to averages for the WVC campus. Unduplicated headcount has fluctuated somewhat from 442 in spring 2004 to 459 in fall 2007, taking a couple of slight dips during this time period.

CHS students are mostly female (94%) ranging in age from under 21 to over 60. Approximately 51% of CHS students are between 18 and 25 years of age; 40% are between 26 and 50 years of age; and the remaining 9% are over 51 years of age. Careers in early childhood education remain a predominately female-oriented profession.

37% of CHS students take one class per semester. Approximately 34% take 3 to 11 units. 30% carry a full load each semester. There has been an increase in the number of students taking 12 or more units this semester. Full time enrollment has fluctuated from a high of 33% to a low of 23% over the past 8 semesters.

The ethnicity detail for CHS students is reflective of the WVC campus-wide distribution.

Generally CHS students are a bit younger than in the past and are taking fewer CHS classes each semester. There has been an increase in the number of jobs available to CHS students. With more students in the work force, we need to provide more opportunities for classes to be offered in a non-traditional format (more short-term, fast-track, Saturday and evening classes rather than day time block schedule format).

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Considering the data over the last 8 semesters, the success rate for CHS students has consistently improved each semester. In fall 2003 the success rate was 75%. These rates continued to steadily increase each semester up to an 80% high in fall 2005 and then decreased slightly with a 75% rate for spring 2007. These figures are significantly higher than the college average. These figures coincide with the implementation of First 5's CARES Program (Comprehensive Approaches to Raising Educational Standard) and the increase in CHS faculty efforts to meet with students and more clearly inform them of the appropriate educational requirements necessary for careers in education. These efforts include continued collaboration with Santa Clara County's six community colleges, San Jose State, CSU Monterey Bay, and other colleges in the bay area.

According to the data, the category of students that are most successful are those who are Asian or older than 30. This is reflective of the WVC campus-wide distribution.

Collaboration with other colleges and the county-wide development of a comprehensive plan to more clearly inform students about the academic pathways available for them was integral to sustaining the success rates over time. To continue this in the future, it is becoming important to work more closely with the Counseling Department and find ways to inform counselors of the wide variety of requirements infused into the academic and career pathways available to prepare students for the education field.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

The CHS department has 3 full time faculty and 5 associate faculty. Approximately 22 to 24 classes are offered each semester and 6 to 8 classes are offered in the summer session.

CHS full time faculty carry a course load as well as significant assigned time. A total of 1.60 FTE of full time faculty time is diverted to assigned time. One FT faculty member carries a 80% assigned time load as Program Director of the Child Development Centers and .2 assigned time as Department Chair. A second faculty member carries a 40% assigned time load as Administrative Director of the Child Development Centers. The third faculty member carries a 20% assigned time load as Grant Coordinator of the Child Development Centers.

The CHS department averages approximately 4.3 FTEf per semester. With the retirement of 1 full time faculty member, 1.4 FTE of full time faculty time is devoted to classes and student support with 2.9 FTEf assigned to associate faculty. 33% of the department's course load is carried by full time faculty and 67% by part time faculty. It will be essential that either the 1 full time faculty is replaced or a 12-month Program Director for the Child Development Centers is created to enable the current 10-month faculty to teach more courses.

It is also important for us to maintain an active and diverse pool of associate faculty in order to meet the needs of the CHS department.

The Department of Education, Title 5 and Community Care Title 22 licensing regulations mandate that there be a designated Program Director "on duty" during program operating hours. The Child Development Center's operating hours are from 7:45 am – 5:15 pm, 5 days a week, 12 months a year.

In the past, 10-month Child Studies faculty have donated their time in between semesters (specifically the months of June, July, August, and January) so that the Child Development Centers can operate 12 months a year, supporting our full time working families and student parents who are enrolled in classes as well as providing teacher training and observation site for Child Studies students. Approximately .60 FTE time is donated to this effort. Faculty are paid 10 month, however, are doing work for 4 months a year that is uncompensated.

Due to the budget crises a couple of years ago, 1 FTE in the form of a full time Child Development Center classroom teacher was lost. Since then, this staffing hole has been replaced by an ongoing revolving door of part time paid students and frequently, the presence of a full time faculty in order to fulfill adult-child staffing as required by licensing regulations. The stability and consistency represented by 1 full time adult cannot be replaced by a pool of part time adults.

This cannot continue as a regular way of work life for the 10 month faculty and will need to be addressed soon in the form of additional administrative staffing, FTE, or other compensation.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

We will continue to update CHS courses through revision of the Title 5 outline, addition of SLO's, attachment of recommended preparations, and alignment of courses with statewide requirements.

For the upcoming February 2008 curriculum submission deadline, we plan to:

1. Change prerequisites to recommended preparation for CHS 31 and 80.

2. Add Early Intervention and Inclusion competencies to CHS 63 and 35.

3. Delete Lab Hours by Arrangement from CHS 64.

4. Possibly deactivate the Family Child Care courses – CHS 55, 72, 73A, 73B.

5. Revise CHS 51.

Currently, we are waiting state approval of four new certificate programs approved by curriculum committee last year. We will make revisions as requested through this process.

Also, currently on the table for approval for second readings, are four, 1 unit courses – CHS 77A, 77B, 78A, and 78B. These courses were developed in collaboration with West Ed for the purposes of providing a more in-depth study of infant/toddler development in group care settings. These were added to the list of recommended electives for our Early Intervention Certificate of Achievement.

We are beginning to have discussions related to offering courses through distance education. Exactly which courses would best fit this format is yet to be determined.

We are working closely with a statewide group to identify a common set of 24 early childhood education units to be taken at the lower division level that will be articulated with four-year colleges and secure a more seamless transition from two-year to four-year degree programs. We will be adjusting our course offerings in response to recommendations made as a result of this work.

We anticipate the design of another two-year degree for CHS students that is aligned with the CSU transfer requirements and preparation for eventually entering a Credential program.

2. The attached document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

Possibly CHS 55, 72, 73A, 73B

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

Discussing and developing SLO's has brought clarity for the faculty in determining the knowledge and skills students should have acquired at the end of a course. This will be helpful as we develop a two-year recommended sequence of classes as a guide for students scheduling their coursework. It has also generated discussion regarding course assignments, how instructors convey their expectations to students, and how these assignments are assessed.

It has also been helpful in the area of establishing prerequisites – how certain courses become the foundation for others.

With the upcoming February 2008 curriculum deadline, SLO's will have to be developed in all of our coursework submissions and we will revisit the need to add/delete prerequisites from certain courses.

The development of curriculum is an opportunity for department collaboration however, it is a very time-consuming process. It is always a challenge to schedule a time for this level of work.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

The CHS department is heavily impacted by external influences stemming from the local community activities, Santa Clara County, the State of California, as well as nationally. Currently, CHS faculty must participate in and be informed about the work being conducted by the following groups:

*1) **First 5** (Commission on Children and Families): has state and county influence, funds several programs including:*

*The **CARES** program (Comprehensive Approaches to Raising Education) provides funding that is linked to increasing educational levels of ECE professionals including financial assistance, contract education courses, funding for student advising, and funding for collaborative partnerships with colleges and education agencies in the county. Approximately 60% of CHS students participate in this program. Therefore, the CHS department selects and schedules classes to coincide with the educational requirements set each year for the CARES program. Also the CARES program has funded several contract ed classes through the CHS department.*

*2) **California Community College Early Childhood Curriculum Alignment Project** (CCCECCAP) sponsored by California Community Colleges Early Childhood Educators (CCCECE):*

This is a statewide collaboration of community college ECE faculty to establish a core 24 semester units in ECE to be taken as lower division units and articulate these units with CSU/UC and private college ECE or Child Development degree programs.

*3) **The California Early Childhood Mentor Program** (CECMP):*

The largest mentoring program for child care professionals in the U.S. and one that links improved compensation with the Mentor's professional development. Advanced training is provided for experienced child care workers who wish to become Mentors to new practitioners. Selected Mentors are paid stipends for continuing in-service training, and for the supervision of student teachers who are assigned to the Mentors' classrooms. Those who are selected as Director Mentors are paid stipends for guiding and offering practical help to less experienced ("protégé") directors or site supervisors. The CHS department offers coursework that supports this program. Also, Mentor sites in the community provide support for CHS students participating in field experiences.

*4) **The Community College Personnel Preparation Project** (CCPPP):*

This project provides technical and fiscal support to community college child development programs to infuse early intervention competencies into the curriculum for child development program administrators, child development specialists, and early intervention assistants. The project is funded by the California Department of Developmental Services.

A comprehensive curriculum has been developed for students interested in working with infants, toddlers, and young children with special needs in a variety of settings. The CHS department has participated in this project for the past three years and has developed an Early Intervention Certificate of Achievement that is aligned with early intervention competencies. This certificate program is currently up for approval at the state level. Articulation agreements with four-year colleges and universities offering Early Intervention Special Education Credential and Certificate programs as well as related fields is a goal of this project and the CHS department will continue to participate in this endeavor. We will continue to allocate time and resources to this project as it becomes an integral part of the CHS program.

*5) **Child Development Training Consortium** (CDTC):*

This is a statewide program funded by the California Department of Education, Child Development Division (CDE/CDD) with federal Child Care and Development Quality Improvement funds. The program is administered by the Yosemite Community College District and serves all of California. The program was created to address the critical shortage of qualified child care professionals in the state of California. The demand for qualified workers continues to grow. The CDTC Community College Program is available to fund specific educational costs at 96 community colleges throughout California. The CHS department delivers these funds to students and aligns course selection and scheduling with the CDTC program goals.

*6) **Intersegmental Major Preparation Articulated Curriculum** (IMPAC):*

This project is a faculty-designed and faculty-run project that helps to ensure that students transferring from California community colleges to UC and CSU will be properly prepared for progressing in their chosen major immediately upon transfer (i.e. that they will not have to repeat any course work). CHS department faculty continue to participate in this on-going program and adjust CHS curriculum as needed.

*7) **National Association for the Education of Young Children** (NAEYC):*

*This is a professional association that administers a national accreditation program for early childhood programs. After 20 years, **NAEYC** has substantially revised their accreditation standards, particularly in the area of teacher qualifications and education. CHS coursework must be aligned with these standards. Our Child Development Centers on campus are currently accredited and must meet these new criteria. As we update our course curriculum, it will be necessary to infuse the revised NAEYC accreditation standards into course content as well.*

*8) **WestEd** & **Program for Infant/Toddler Care** (PITC):*

***WestEd** is a nonprofit research, development, and service agency which enhances and increases education and human development within schools, families, and communities. The Center for Child and Family Studies (CCFS) is part of WestEd and is dedicated to helping children get a healthy start in life. It does this by promoting the availability of research-based quality care for children birth to three; improving the effectiveness of supportive intervention for all children and families living in poverty; and influencing national, regional, and local policies and practices that have an impact on young children and their families.*

*The **Program for Infant/Toddler Care** is part of CCFS and is specifically dedicated provide training and support to those that work with children birth to three to ensure that they get a safe, healthy, emotionally secure and intellectually rich start in life. Our department is currently working with PITC to develop coursework which provides training in the PITC philosophies of relationship-based curriculum and the six essential program policies*

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

More courses are being offered in a fast track format and on Saturdays.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

The CHS department is an integral part of the West Valley College community. Enrollment has fluctuated due to the economy and changes within the child care and education delivery system in California. These fluctuations are consistent with the enrollment trends and labor market changes throughout California.

CHS students are primarily female students with a majority ranging in age between 18 and 40 years. This suggests that a majority of CHS students are working, have children and family responsibilities, and carry only a part time load of classes. CHS students benefit considerably from non-traditional approaches to scheduling of classes, instructional practices, and faculty/student contact. CHS students have increased the number of GE units they are successfully completing as well.

The CHS department has and will continue to substantially revise coursework, certificate and degree programs to meet the demands of the early childhood workforce. Current trends suggest that CHS students are best served when encouraged to pursue a Bachelor's degree. Therefore, providing students with information and opportunities to become "transfer ready" is necessary. The CHS faculty continue to participate in county wide and statewide programs that are working towards a solidly integrated system where students can more easily pursue AA and BA degrees that prepare them to work with young children and families in classrooms and in community service organizations.

2. Program Strengths:

The CHS department plays a key role in the training and development of highly qualified early childhood educators in Santa Clara County. We have a strong reputation for delivering course work that prepares students for gainful employment and for obtaining a Child Development Permit from the Commission on Teacher Credentialing from the State Department of Education. Our Certificate Programs are aligned with the current demands of the labor market and prepare students for multiple career options in the field of education and human services. CHS faculty are actively participating in multiple statewide programs that provide funding and support services for CHS students.

3. Program Challenges:

A majority of CHS students fall into the category of the non-traditional student. In order to increase enrollment and foster student success, more services are needed for students in the evenings, on weekends, and at off-campus sites such as Leigh High School. Students are often unable to access counselors, complete admissions and records paperwork, buy books on campus, etc. Because services are not easily accessible to students, CHS faculty are called upon frequently to assist students in navigating these college systems. This adds considerably to the time it takes to do a good job as an instructor.

The classrooms that CHS faculty use on-campus and off-campus are inadequately equipped for the use of newer technologies (DVD players, LCD projectors, internet connections, power point presentations, etc.) This prevents instructors from utilizing teaching strategies that could increase students' knowledge and skills in using technology as an effective tool. CHS instructors also are less likely to become technologically proficient as they are unable to reasonably access the equipment when teaching.

As stated above in Section B4, The Department of Education, Title 5 and Community Care Title 22 licensing regulations mandate that there be a designated Program Director "on duty" during program operating hours. The Child Development Center's operating hours are from 7:45 am – 5:15 pm, 5 days a week, 12 months a year.

In the past, 10-month Child Studies faculty have donated their time in between semesters (specifically the months of June, July, August, and January) so that the Child Development Centers can operate 12 months a year, supporting our full time working families and student parents who are enrolled in classes as well as providing teacher training and observation site for Child Studies students. Approximately .60 FTE time is donated to this effort. Faculty are paid 10 month, however, are doing work for 4 months a year that is uncompensated.

Due to the budget crises a couple of years ago, 1 FTE in the form of a full time Child Development Center classroom teacher was lost. Since then, this staffing hole has been replaced by an ongoing revolving door of part time paid students and frequently, the presence of a full time faculty in order to fulfill adult-child staffing as required by licensing regulations. The stability and consistency represented by 1 full time adult cannot be replaced by a pool of part time adults.

In addition, the 12 month Office and Enrollment Coordinator for the Child Development Centers is resigning November 2007. The responsibilities of this position will have to be divided between the full time CHS faculty until a replacement or substitute can be found.

This cannot continue as a regular way of work life for the 10 month faculty and will need to be addressed soon in the form of additional administrative staffing, FTE, or other compensation.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

The CHS department intends to increase the coursework offered in distance learning format. In addition, CHS faculty intend to forge stronger connections with a variety of departments on campus offering GE courses in an effort to further support CHS students becoming "transfer ready."

Continue with the revision and development of coursework in response to state wide trends.

Develop a two-year scheduling plan that can be used with students to plan an efficient course of study. Further investigate and test-run non-traditional scheduling options.

Coordinate efforts with student support services to better meet the needs of non-traditional students evenings and weekends who have limited access to reliable technology.

Either replace the 1 full time faculty or create a 12-month Program Director for the Child Development Centers.

Replace the 1 full time, 12 month Office Coordinator position.

Maintain faculty participation and continuous funding streams in the 8 programs listed in Section D above.

Apply time and resources to a coordinated effort to provide counselors in the counseling department, EOPS, ET, and DESP with more detailed information about the variety of educational requirements that are now a solid part of pathways to careers in education. The systems are elaborate and confusing so time for learning the systems is necessary as well as time to discuss the connection of these educational requirements with general education and degree requirements. We recommend developing relationships between CHS faculty and two or three counselors who can participate in the statewide meetings mentioned above and begin to build an expertise in advising students who are pursuing careers in education.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

The further development and understanding of distance education as it applies to our field and subsequent curriculum development are to be initiated and completed within the next two years.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

The development of a two-year scheduling plan, curriculum development, relationship building with counselors and support services, replacement of full time faculty or creation of Program Director position, replacement of Office Coordinator position, maintaining participation with the eight programs listed in Section D are to be initiated and/or completed in the coming year.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: 1 full time faculty replacement for Dr. Pirofski upon retirement in May 2007	☐ Yes ☒ No ☐ Partially
Associate faculty FTE:	☐ Yes ☐ No ☐ Partially
Classified Staff FTE:	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars):	☐ Yes ☐ No ☐ Partially
Administrative Staff FTE:	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): Upgrade wiring for classrooms and CHS offices for increased use of computers and computer equipment	☐ Yes ☒ No ☐ Partially
Equipment (brief narrative description with estimated total cost): Upgrade computers and printers for CHS faculty, acquire LCD projectors for regular use, acquire DVD players for regular classroom use	☐ Yes ☐ No ☒ Partially
Supplies (brief narrative description with estimated total cost):	☐ Yes ☐ No ☐ Partially
Staff Development (brief narrative description): Provide training opportunities for CHS faculty to increase competencies in teaching online classes	☐ Yes ☐ No ☒ Partially
Other (please specify):	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

I. RESOURCE REQUESTS 2007- 2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE:

Associate faculty FTE:

Classified Staff FTE: 1 full time replacement for the Office Coordinator upon resignation November 2007

Classified Hourly (in dollars): $3000.00

Administrative Staff FTE: 1 full time Program Director – Child Development Centers

Facilities (brief narrative description): in AAS 13, install LCD projector and internet access.

Equipment (brief narrative description with estimated total cost):

Supplies (brief narrative description with estimated total cost):

Staff Development (brief narrative description): provide training opportunities for CHS faculty and staff to develop the skills for creating and maintaining web sites to promote the department and the Child Development Centers.

Other:

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu