Child Development Program Review
2012-2013

1. Program/Department Description

<u>1A. Description</u>

The Child Development Program prepares students for an Associate Degree in Child Development, Certificate of Achievement, and the California Child Development Permit levels of Assistant, Associate Teacher, Teacher, Master teacher, and Site Supervisor. Further, students develop knowledge of the subject matter and skills needed for success in transferring to a college or university.

<u>Degrees/Certificates</u>
Program's courses are designed to articulate to UC and CSU for transfer students.
Associate in Science Degree in Child Development
Associate in Science Degree in Early Childhood Education for Transfer
Certificate of Achievement – Child Development
Proficiency Awards – Child Care Center Director, Infant-Toddler Care Teacher, and Preschool Teacher (pending Ventura College Curriculum Committee and board approval)

<u>1B. 2012-2013</u> Estimated Costs (Certificate of Achievement ONLY)
Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees	$350	Enrollment Fees	$450	Enrollment Fees	$300	Enrollment Fees	$300
Books/ Supplies	$250	Books/ Supplies	$400	Book/Supplies	$150	Books/Supplies	$150
Total	$600	Total	$850	Total	$450	Total	$450

<u>1C. Criteria Used for Admission</u>
No prerequisites required other than those specific to college admission.

<u>1D. College Vision</u>
Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

<u>1E. College Mission</u>
Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive

values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1F. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

• Student Success	Innovation
• Respect	Diversity
• Integrity	Service
• Quality	Collaboration
• Collegiality	Sustainability
• Access	Continuous Improvement

1G. Program/Department Significant Events (Strengths and Successes)

Lab School relationship: Child Development, as a part of Career and Technical Education, provides actual training for immediate employment in addition to academically preparing students for a certificate, degree, and/or transfer. The Orfalea Child Development Center at Ventura College serves as a learning laboratory for students to observe and apply principles and practices of quality early childhood education. Throughout this document the term "lab school" will be used interchangeably with "Orfalea Child Development Center."   Each year approximately 140 students complete practicum experiences of over 5,000 hours in the lab school. Students use the lab school extensively in the curriculum classes (CD V11, CD V14, CD V19, CD V62 and CD V63) as they learn about and evaluate early childhood environments and teaching practices and/or prepare and implement curriculum with children. For example, students in CD V63 Introduction to Curriculum visit the lab at least twice a month to hone their skills in applying principles of curriculum development.

Community relationships:
The Child Development department chair maintains heavy involvement in the community by sitting on three advisory committees for the Ventura County Office of Education – Preschool Programs and for First 5 Ventura County. She chairs the ECE Professional Development Committee of the Ventura County Child Care Planning Council.

Child Development faculty members are involved in the following outreach activities within the community:
- Coordinating and facilitating monthly Directors meetings. Directors from Camarillo, Oxnard, Port Hueneme, Santa Paula, Fillmore, Ojai, and Ventura come together to further their expertise, awareness and skills in the field of early care and education and to support each other.
- Coordinating the Child Development Training Consortium, a statewide project funded by the CA State Department of Education, Child Development division, that supports students working in the field with stipends for college classes and attainment of the Child Development permits.
- Presenting workshops on current topics in conjunction with Ventura County Office of Education, Preschool Programs, to teachers working in the field of Early Care and Education.

- Facilitating Comprehensive Approaches to Raising Education Standards (CARES), a statewide quality initiative that targets students who are working in the field with children by providing them with stipends to work towards there A.S. and B.A. degrees.

Adjunct faculty: The Child Development department has one full time faculty member and twelve adjunct faculty. Many of the adjunct faculty have been extremely responsive, supportive and dedicated to the department and students. They willingly give of their time, with no compensation, to attend department meetings, trainings and meetings to develop Student Learning Outcomes, for program review, to learn about the California Early Learning system and the California Early Childhood Educator Competencies.

Dedicated classroom: The majority of the Child Development classes are taught in CDC-38, a space that has not thus far been utilized by any other disciplines. This dedicated classroom, housed in the same building as the Orfalea Child Development Center (lab school), provides consistent space for students with easy access to the lab school for classroom observations and hands-on experiences with children. Additionally, it houses various materials specific to the field that are used in classes and by students in their student teaching. This dedicated space also has allowed file drawer storage space for each faculty member.

East Campus course offerings: Child Development classes are offered at East Campus and at Fillmore High School each semester.

Teacher Tool Crib: A resource lending library of materials was created and is housed in the Child Development classroom, CDC-38, for students enrolled in CD V64B Practicum: Field experiences in Early Childhood Education. This "Teacher Tool Crib" was funded by the Carl Perkins grant in an effort to overcome one of the financial barriers to success of students.

Child Development Training Consortium: Ventura College is part of a quality improvement program of the CA Department of Education, Child Development Division. This improvement program comes in the form of a grant from Yosemite Community College, the fiscal agent for the grant. The CDTC grant provides a stipend of $20 – 25/qualifying college unit/student up to a maximum of 800 units per year. The student must be a Child Development major working on a Child Development certificate or degree and actively employed in the field working with children from birth through kindergarten or after school child care.

Commitment to Current and Best Practices: The curriculum content provided to students is cutting edge and brings the newest and latest information from the California Department of Education quickly to the students. Faculty have participated in CPIN (California Preschool Instructional Network), FIP (Faculty Initiative Project) and VCOE (Ventura County Office of Education) trainings. When possible, these trainings have been paid for out of the Carl Perkins Grant with the intention of providing students with the most current education and job training.

K. Organizational Structure

President: Robin Calote
    Executive Vice President: Ramiro Sanchez
       Dean: Dr. Kathleen Schrader
           Department Chair: Jennifer Parker

Instructors and Staff

Name	Jennifer Parker
Classification	Professor
Year Hired	1998
Years of Work-Related Experience	13 years
Degrees/Credentials	B.S., M.S.

2. Performance Expectations

2A.   Student Learning Outcomes

2A1. 2012-2013 - Institutional Student Learning Outcomes
1.   Communication - written, oral and visual
2.   Reasoning - scientific and quantitative
3.   Critical thinking and problem solving
4.   Information literacy
5.   Personal/community awareness and academic/career responsibilities

2A2. 2012-2013 - Program Level Student Learning Outcomes
For programs/departments offering degrees and/or certificates

Apply professional and ethical standards of behavior with children, families, and colleagues.

Examine aspects of early care and education from multiple perspectives and develop strategies that are in the best interests of children's development and in support of families.

Demonstrate and articulate intentional teaching skills consistent with developmentally appropriate practices.

2A3. 2012-2013 - Course Level Student Learning Outcomes
Attached to program review (See appendices).

2B. 2012-2013 Student SUCCESS Outcomes

The program will increase its retention rate from the average of the **program's** prior three-year retention rate.

The program will increase its retention rate from the average of the **college's** prior three-year retention rate.

The program will increase the student success rates from the average of the **program's** prior three-year success rates.

The program will increase the student success rates from the average of the **college's** prior three-year success rates.

Students will complete the program earning proficiency awards, certificates and/or degrees.

2C. 2012-2013 Program OPERATING Outcomes

The program will maintain WSCH/FTEF above the 500 goal set by the district.

Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.

2D. Mapping of Student Learning Outcomes - Refer to TracDat

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3. Operating Information

3A.   Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

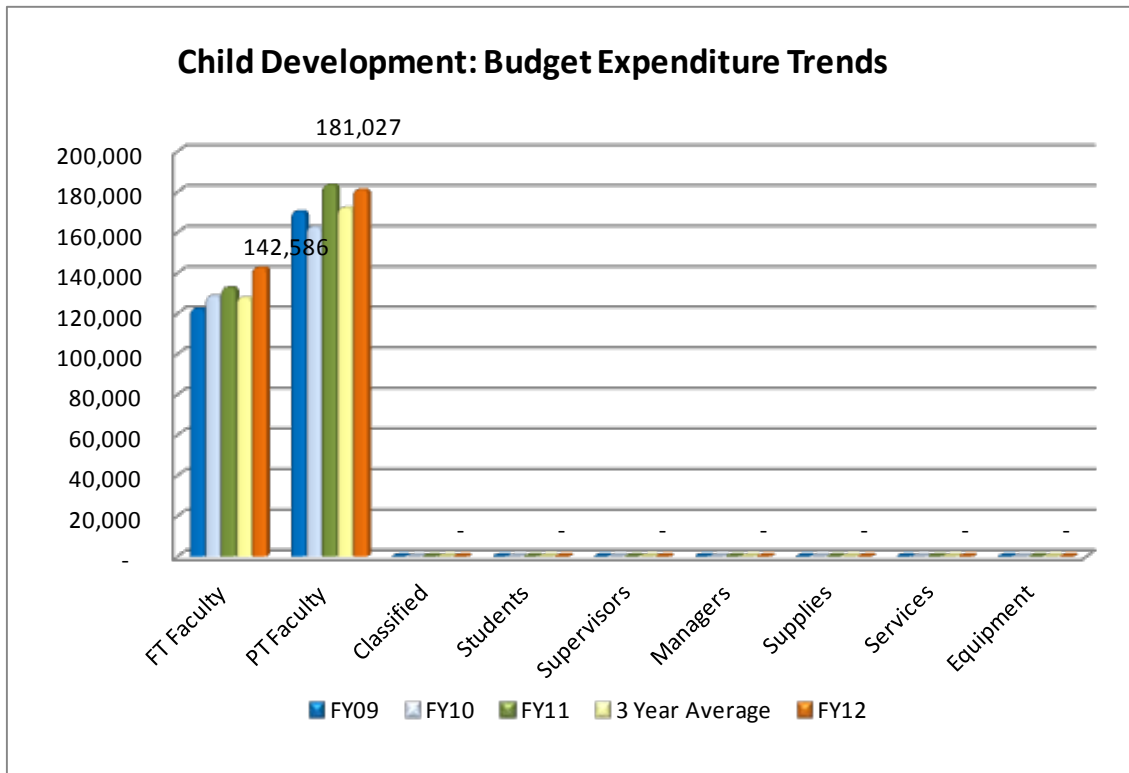**3B: Student Success Terminology**

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	122,239	128,603	132,662	127,835	142,586	12%	8%
2	PT Faculty	170,266	162,695	183,448	172,136	181,027	5%	-8%
3	Classified	-	-	-	-	-	0%	-7%
4	Students	-	-	-	-	-	0%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	-	-	-	-	-	0%	1%
8	Services	-	-	-	-	-	0%	2%
9	Equipment	-	-	-	-	-	0%	18%
	Total	**292,505**	**291,298**	**316,110**	**299,971**	**323,613**		**0%**

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Child Development: Budget Expenditure Trends

Chart values shown: 181,027 and 142,586

Categories: FT Faculty, PT Faculty, Classified, Students, Supervisors, Managers, Supplies, Services, Equipment

Legend: FY09, FY10, FY11, 3 Year Average, FY12

This report indicates that there is no supply budget yet there are supply needs within the department or institutional support for classified staff within the lab school (Orfalea Child Development Center) to support students in their practicum and fieldwork experiences.

1. *Financial support is needed for the lab school portion of what is required of students completing their fieldwork experiences as well as for materials for classroom experiences. This issue has been taken care of for the moment with the consolidation of programs within the CTE division and there is now a Trust and Agency account with available funds. Should these funds be swept into a district fund, not specific to child development, there will be an unmet financial need. In past years, grant funding provided these supplies. (See the Program Review 2011-2012 for the history of the grants.) There currently is no resource for replenishing these funds.*

2. *The lab school currently operates primarily on the tuition fees from parents and receives no operating funds from the college. Yet the lab school is the working lab for students completing student teaching experiences and as well as students who are learning about and applying aspects of the CA Early Learning System as they observe and work with children. This lab, much like any lab in the sciences, requires human resources and received some funding for 27 of its 38 years of operations. Additioanl operating funds for the lab school for a classified, master teacher, would provide more space for practicum students, provide them with needed feedback, and thereby increase performance on the PSLO #1, and increase the WSCH.*

3C2: Interpretation of the Program Inventory Information
The inventory for the Orfalea Child Development Center and the CDC-38 has not yet been updated. A visual inventory of CDC-38 indicates that the smart cart equipment and the projector need maintenance. The projector projects a statement about needing maintenance every time it is turned on.

3C3: Interpretation of the Program Productivity Information

Child Development: Productivity Changes							
Title	**FY09**	**FY10**	**FY11**	**3 Year Average**	**FY12**	**Program Change**	**College Change**
Sections	51	38	44	44	51	15%	-11%
Census	1,495	1,270	1,326	1,364	2	-100%	-8%
FTES	127	119	126	124	164	32%	-6%
FT Faculty	0.99	0.71	0.92	1	1.01	16%	10%
PT Faculty	2.78	2.52	2.67	3	3.55	34%	-12%
XL Faculty	0.05	0.15	0.10	0	0.10	0%	-24%
Total Faculty	3.82	3.37	3.69	4	4.66	28%	-5%
WSCH	1,905	1,785	1,890	1,860	2,460	32%	-6%
WSCH/Faculty	499	530	512	513	528	3%	-2%

The data continues to indicate the imbalance between full time and adjunct faculty. The total faculty has risen 28% to FTEF is 4.66, yet the program only has one full time faculty member. The data also has errors. For FY12 it is reports that we have a census of 2 in 51 sections. It appears that the program has grown from 44 to 51 sections, however, this report reflects the movement of Home Economics classes (HEC V23 and HEC V24) into Child Development (CD V02 and CD V03) where they actually belong. The WSCH has grown by 32% and the program now functions at a WSCH/Faculty level of 528, far above the district goal of 500. Another full time faculty member would increase access to students as they try to navigate through the certificate, transfer degree, and CD degree.   An additional faculty member would provide additional support to the department and the division in terms of being more available for campus committees and those within the community as well as in the completion of tasks such as course revisions and program review. The addition of a full time faculty member would also provide more support for the students who utilize the Orfalea Child Development Center for their lab experiences. This added faculty member would also enable the program to increase the course specific WSCH for lab courses that currently appear to underperform (CD V09, CD V64A and CD V64B.)

*   Note: The hiring of a faculty member was ranked 3rd by the Faculty Priorities Subcommittee of Academic Senate in Spring 2012.*

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3C4: Interpretation of the Program Course Productivity Information

| College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
CDV01	Careers in Child Development	286	511	509	435	468	33	500	94%
CDV02	Child Growth & Development	-	-	505	505	543	38	500	109%
CDV03	Human Development	-	-	-	-	544	544	500	109%
CDV05	Teaching in a Diverse Society	-	608	525	567	527	(40)	500	105%
CDV09	Field Work: Child Development	214	299	302	272	220	(52)	500	44%
CDV11	Language & Literacy in ECE	439	377	391	402	465	63	500	93%
CDV13	Social Studies: Young Children	480	-	-	480	-	(480)	500	0%
CDV14	Creative Arts: Early Child Ed	425	363	466	418	495	77	500	99%
CDV16	Behavior&Classroom Managem	454	-	-	454	-	(454)	500	0%
CDV17	Family & Parenting Involvemen	425	-	-	425	-	(425)	500	0%
CDV18	Special Needs Children	344	-	-	344	-	(344)	500	0%
CDV19	Math&Science: Early Childhood	398	555	-	477	521	45	500	104%
CDV24	Child Nutrition,Health&Safety	522	581	551	551	513	(38)	500	103%
CDV28	Programs:Infant & Toddler Care	420	494	345	420	570	150	500	114%
CDV29	Adult Supervision in Child Dev	401	571	293	422	-	(422)	500	0%
CDV30	The Process of Parenting	220	-	-	220	-	(220)	500	0%
CDV31	Parenting the Infant &Toddler	306	-	-	306	-	(306)	500	0%
CDV38	Small Business Management	900	495	629	675	553	(122)	500	111%
CDV40	Disabilities Awareness	-	-	-	-	-	-	500	0%
CDV42	Abuse in Young Children	690	-	-	690	-	(690)	500	0%
CDV60G	Puppet Construct:Lit/Language	-	-	-	-	-	-	500	0%
CDV61	Child, Family & Community	646	641	606	631	559	(72)	500	112%
CDV62	Programs in Early Childhood Ed	452	476	518	482	566	84	500	113%
CDV63	Curriculum Early Childhood Ed	-	440	525	483	528	46	500	106%
CDV64	Field Exper in Child Develpmnt	659	-	-	659	-	(659)	500	0%
CDV64A	Practicum: Observe and Assess	-	443	480	462	435	(27)	500	87%
CDV64B	Practicum: Field Experience	-	515	546	531	326	(205)	500	65%
CDV65	Admin Child Develop Programs	315	435	180	310	-	(310)	500	0%
CDV96	Child Developmnt Internship II	-	-	-	-	-	-	500	0%
TOTAL	**Annual College WSCH Ratio**	499	528	511	513	520	7	500	104%

There was an increase in the WSCH ratio from 102% to 104%. One factor leading to this result is not offering CD V29 and CD V65, two low performing classes that did not lead to a degree or certificate. These courses will be coming back as a part of proficiency awards that have not yet been completed and approved by the college curriculum committee. CD V29 is needed by students wishing to hold a master teacher permit and to work as site supervisors. CD V65 is a licensing requirement for anyone wanting to direct a child care program. Courses CD V01, CD V11, CD V14, CD V64A and CD V64B fell below the 500 goal. Three of these classes, CD V09, CD V64A and CD V64B include lab components and are therefore time intensive for the instructor. Currently there are only two faculty members who can teach these classes as they have current knowledge of the California Early Learning System and the Classroom Assessment Scoring System. One is the full time faculty member, the other is adjunct faculty who does not have daytime availability to teach at Ventura College. An addition full time faculty member could help the performance of these classes as he or she could supervise students in lab experiences. The 500 goal is unrealistic for these courses. CD V01, CD V11, and CD V14 are at 93% or higher and therefore do not indicate any significant problem.

3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
CD	FY09	659	262	173	8	60	141	-	155	1,458	1,303	1,102
CD	FY10	494	208	129	7	55	169	-	161	1,223	1,062	838
CD	FY11	604	268	172	12	49	114	-	107	1,326	1,219	1,056
CD	3 Year Avg	586	246	158	9	55	141	-	141	1,336	1,195	999
CD	FY12	644	342	246	6	76	156	-	202	1,672	1,470	1,238

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
CD	FY09	45%	18%	12%	1%	4%	10%	0%	11%	100%	89%	76%
CD	FY10	40%	17%	11%	1%	4%	14%	0%	13%	100%	87%	69%
CD	FY11	46%	20%	13%	1%	4%	9%	0%	8%	100%	92%	80%
CD	3 Year Avg	44%	18%	12%	1%	4%	11%	0%	11%	100%	89%	75%
CD	FY12	39%	20%	15%	0%	5%	9%	0%	12%	100%	88%	74%
College	**3 Year Avg**	**33%**	**19%**	**13%**	**4%**	**5%**	**10%**	**1%**	**15%**	100%	**85%**	**69%**
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%
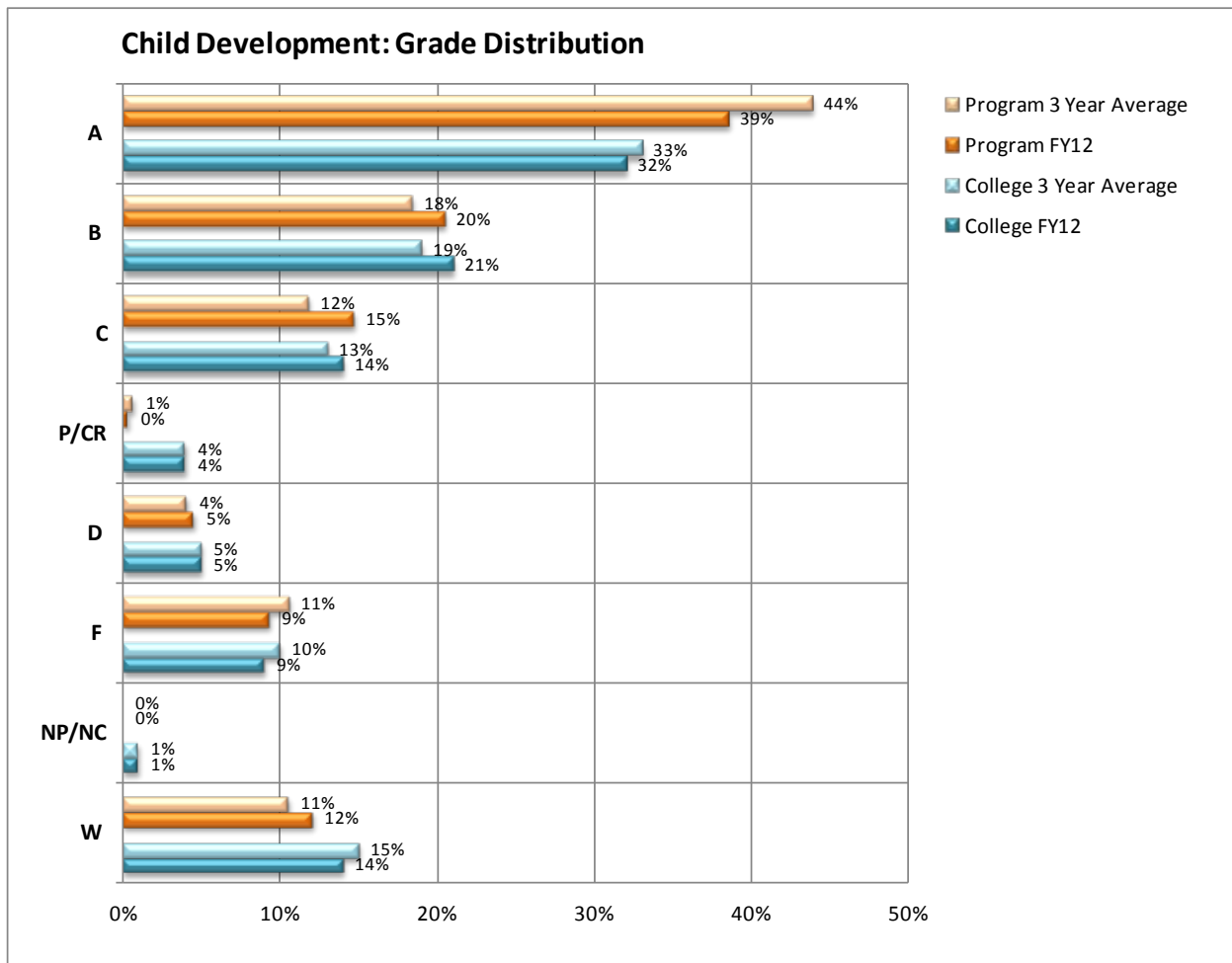
Student success and retention continue to be above the college averages however they are slightly lower than last year. The drop in both student success and retention could be attributed to two possible factors. One, the

data now reflects the performance of students in CD V02 and CD V03 (formerly HEC V23 and CD V24). These are two general education classes and CD V03 is preparation for the nursing program with significantly more academic rigo. The increase in withdrawals indicates that poor performing students may be self-selecting themselves out of the program.

The grade distribution does not follow the bell curve however there are fewer A's, more B's and C's. The percentage of D's is slightly higher, lower percentage of F's and a greater percentage of W's. These numbers suggest that greater emphasis on college level writing and increasing the rigor of courses to meet industry standards may be the cause of these downward shifts.

The high number of A and B grades are also reflective of the significant number of returning students or re-entry students with BA degrees that ten to perform at higher levels. This is also reflective of competency based grading which encourages students to resubmit work to get higher grades and demonstrate greater understanding.

3C6: Interpretation of the Program Completion Information

Child Development: Student Certificates and Degrees					
Program	**FY**	**Certificates**	**Degrees**	**Female**	**Male**
Child Development	FY09	15	25	39	1
Child Development	FY10	10	16	26	-
Child Development	FY11	24	19	43	-
Child Development	FY12	32	14	46	-
Total Awards in 4 Years		**81**	**74**	**154**	**1**
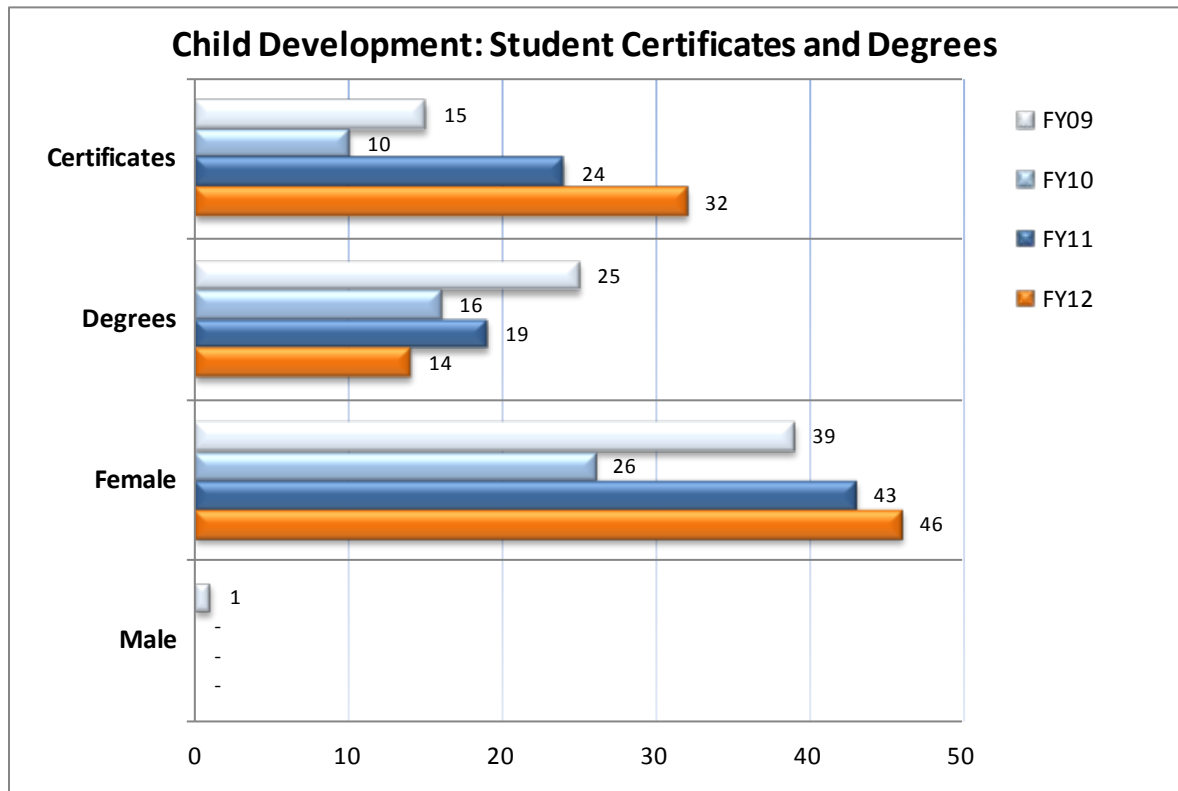
Child Development: Student Certificates and Degrees

There has been an increase in certificates awarded yet they are all to females. Men clearly continue to not be completers. Anecdotal information from instructors indicates that there are more men in the GE and CD classes and those that were Child Development majors tended to transfer to CSUCI before obtaining a certificate or degree at the community college level. The newly adopted transfer degree will hopefully better track and attract students (male and female) and encourage completion.
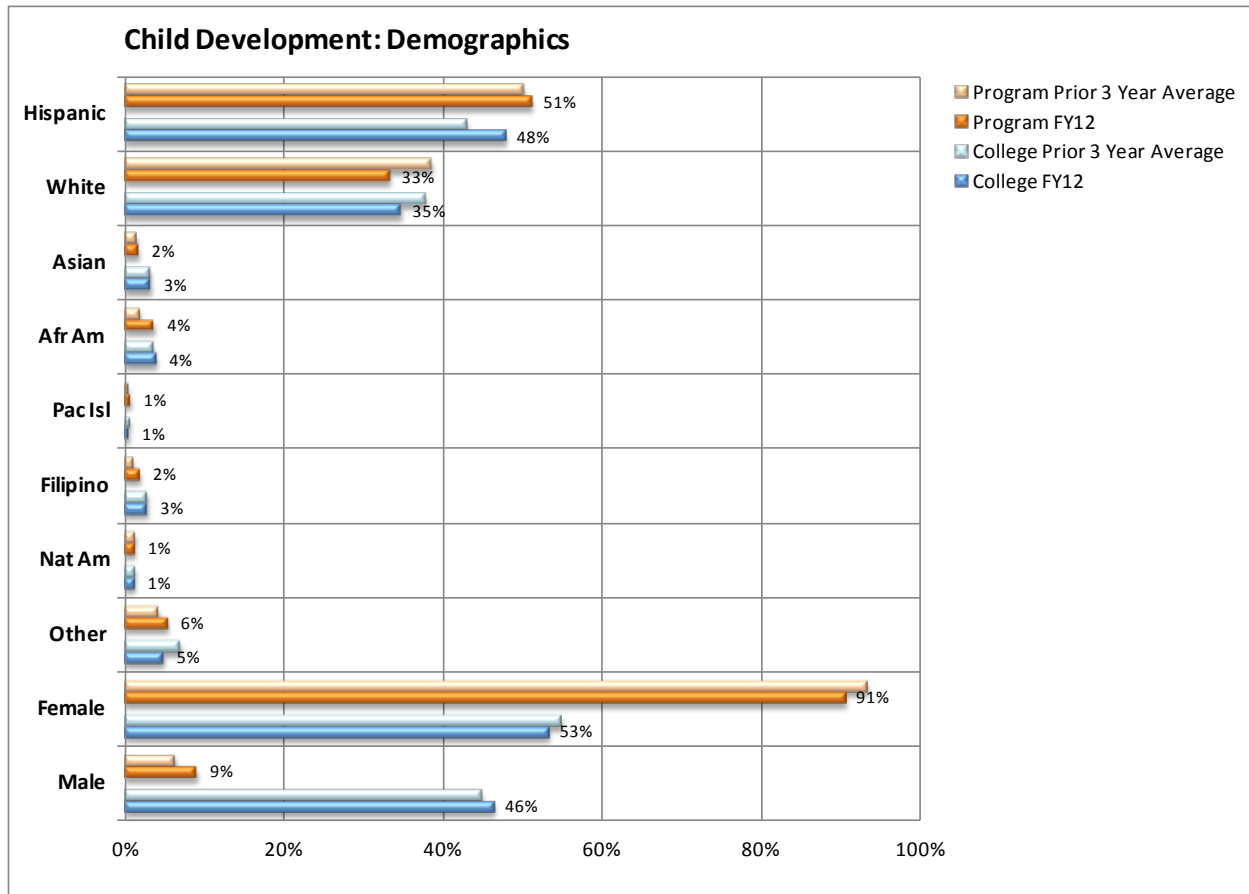
An additional factor affecting completion of certificates and degrees is jobbing out. The minimal requirements to work in a child care center are 12 ECE (Child Development) units. There are a number of students who come to the community college to obtain the minimum number of units needed to be employed. The implementation of proficiency awards specific to the required 12 ECE units will help the college better capture the success of these students.

Lastly, anecdotal information from instructors indicates that there are a number of students who have already obtained a B.A. degree in another discipline and are returning to the community college to obtain the required units to be employed in the field of Early Care and Education. Typically these students complete only 15 or 18 units and then obtain a Teacher Permit from the CA Department of Education and are fully qualified teachers to work in the field. The implementation of proficiency awards specific to the required 12 ECE units and those for the Teacher Permit will help the college better capture the success of these students.

3C7: Interpretation of the Program Demographic Information

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CD	FY09	725	578	20	24	9	10	20	72	1,360	96	2	32
CD	FY10	586	472	22	31	9	25	19	59	1,142	76	5	31
CD	FY11	700	499	24	26	3	11	19	44	1,238	88	-	29
CD	**3 Year Avg**	**670**	**516**	**22**	**27**	**7**	**15**	**19**	**58**	**1,247**	**87**	**2**	**31**
CD	FY12	856	558	31	64	14	34	23	92	1,514	154	4	28
College	**3 Year Avg**	**12,714**	**11,174**	**990**	**1,074**	**223**	**880**	**414**	**2,110**	**16,221**	**13,261**	**97**	**27**
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CD	FY09	50%	40%	1%	2%	1%	1%	1%	5%	93%	7%	0%	32
CD	FY10	48%	39%	2%	3%	1%	2%	2%	5%	93%	6%	0%	31
CD	FY11	53%	38%	2%	2%	0%	1%	1%	3%	93%	7%	0%	29
CD	**3 Year Avg**	**50%**	**39%**	**2%**	**2%**	**1%**	**1%**	**1%**	**4%**	**93%**	**6%**	**0%**	**28**
CD	FY12	51%	33%	2%	4%	1%	2%	1%	6%	91%	9%	0%	28
College	**3 Year Avg**	**43%**	**38%**	**3%**	**4%**	**1%**	**3%**	**1%**	**7%**	**55%**	**45%**	**0%**	**27**
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

Child Development: Demographics

Category	Values
Hispanic	51% / 48%
White	33% / 35%
Asian	2% / 3%
Afr Am	4% / 4%
Pac Isl	1% / 1%
Filipino	2% / 3%
Nat Am	1% / 1%
Other	6% / 5%
Female	91% / 53%
Male	9% / 46%

Legend:
- Program Prior 3 Year Average
- Program FY12
- College Prior 3 Year Average
- College FY12

The ethnic distribution mirrors the college as a whole with Child Development having slightly more people of Hispanic origin and fewer White. The number of men has increased to 9% yet is significantly lower than the college average. Closer examination of gender course by course would give a more accurate picture of the gender distribution and the ability to better interpret the data. For example, CD V03 (formerly HEC V24), a nursing prerequisite may have more men that other child development classes.

*   The Child Development department, as a CTE discipline, needs to further analyze the enrollment data to identify underrepresented populations. Marketing materials specific recruitment of these populations are also needed.*

4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	This ISLO will be evaluated in Fall 2012 in the general education classes that do not necessarily lead to degrees or certificates in Child Development.
Operating Information	

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Analysis – Assessment

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	This ISLO will not be evaluated in Child Development
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will be evaluated in Spring 2013.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will not be evaluated in Child Development
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	80% or more of students will perform at a satisfactory level (or higher)
Operating Information	
This ISLO was evaluated in Spring 2012 in CD V64B Practicum: Field Experience in ECE, in conjunction with PSLO 1 and will be evaluated again in Fall 2012.	
Analysis – Assessment	

74% of students demonstrated skills and strategies to self-manage their academic and career goals as demonstrated by consistent attendance, completion of assignments, preparation for fieldwork experiences, and collaborative interaction with their master teacher and colleagues. Students performing below satisfactory (26%) appeared to lack skills in self-management as demonstrated by poor attendance, punctuality, collaboration and interactions with master teachers and colleagues.

　Faculty discussion concluded that students needed more face-to-face time for communication and feedback about their performance and the expectations. Another full time faculty member is needed to be able to provide the recommended individualized time with students.

　Students will be provided with the rubric for this SLO and be encouraged to use it as a self-assessment tool.

　Other courses will be identified in which a portion of this ISLO can be evaluated.

4A2:   2012-2013 Program Level Student Learning Outcomes –
For programs/departments offering degrees and/or certificates

Program-Level Student Learning Outcome 1	Performance Indicators
Apply professional and ethical standards of behavior with children, families, and colleagues.	80% or more of students will perform at a satisfactory level (or higher)
Operating Information	
This PSLO was evaluated in Spring 2012 in CD V64B Practicum: Field Experience in ECE, in conjunction with ISLO 5 and will be evaluated again in Fall 2012.	
Analysis – Assessment	

Poor attendance followed by not completing lesson plans and necessary paperwork were the primary areas where students in the below satisfactory area failed to perform. Students with poor attendance also failed to demonstrate consistent professional classroom practices, were lee likely to demonstrate collaboration and professionalism. The majority of students (74%) demonstrated collaboration with teachers and colleagues, industry standard professional classroom practices and professionalism at the satisfactory level and above.

　Faculty discussion concluded that students needed more face-to-face time for communication and

feedback about their performance and the expectations. Another full time faculty member is needed to be able to provide the recommended individualized time with students.

   Students will be provided with the rubric for this SLO and be encouraged to use it as a self-assessment tool.

   Other courses will be identified in which a portion of this PSLO can be evaluated

Program-Level Student Learning Outcome 2	Performance Indicators
Examine aspects of early care and education from multiple perspectives and develop strategies that are in the best interests of children's development and in support of families.	80% of students will develop strategies that support the development of children and in support of families in CD V61, CD V63, CD V64B.
Operating Information	
This PLSO will be evaluated in Fall 2013. A rubric needs to be developed and a faculty discussion about how to measure this within the appropriate classes and how to correlate this with the State Competencies.	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
Demonstrate and articulate intentional teaching skills consistent with developmentally appropriate practices.	80% of students will articulate aspects of intentional teaching in CD V05, CD V11, CD V14, CD V19, CD V24, CD V28, CD V62, CD V63, CD V64A, CD V64B.
Operating Information	
This PLSO will be evaluated in Fall 2014. A rubric needs to be developed and a faculty discussion about how to measure this within the appropriate classes and how to correlate this with the State Competencies.	
Analysis – Assessment	

4A3: <mark>2012-2013</mark> **Course Level Student Learning Outcomes -** *Refer to TracDat*

4B: <mark>2012-2013</mark> **Student Success Outcomes**
(Specific course data has been taken from 3C5 Student Success Report, found on the VC website under program review.)

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the **program's** prior three-year retention rate.	The program will increase the retention rate by 2% or more above the average of the program's retention rate.
Operating Information	
The program retention rate of 88%, slightly lower than the 3 year average of 89% yet is a decrease from FY11 of 92%.	
Analysis – Assessment	
Specific courses falling below the three-year average both semesters are CD V02, CD V09, CD V38, CD V61, and CD V62. Courses taught only one semester that fell below the three-year average are CD V11, CD V14, CD V19 and CD V28. CD V38 is cross-listed with BUS V38 and taught in the business department. CD V02 and CD V61 are general education classes, one section of each is taught on line each semester. Analysis by section by section may be helpful in determining if the on-line sections are causing a decrease. CD V09 is designed for students to try out the field of Early Care and Education. They could benefit from more one on one support that is not yet available with only one full time faculty member. Further discussion and analysis by faculty teaching CD V62 is needed as well as CD V11, CD V14, CD V19, and CD V28.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the **college's** prior three-year retention rate.	The program will increase the retention rate by 2% or more above the average of the college retention rate for the prior three years.
Operating Information	
The program's retention rate of 88% exceeded the college three-year retention rate of 85% however it decreased from 92%.	
Analysis – Assessment	
Specific courses falling below the three-year average one or both semesters are CD V02, CD V09, CD V11, CD V14, CD V38, CD V61 and CD V62. CD V38 is cross-listed with BUS V38 and taught in the business department. CD V02 and CD V61 are general education classes, one section of each is taught on line each semester. Analysis by section by section may be helpful in determining if the on-line sections are causing a decrease. CD V09 is designed for students to try out the field of Early Care and Education. They could benefit from more one on one support that is not yet available with only one full time faculty member. Further discussion and analysis by faculty teaching CD V11, CD V14, and CD V62 is needed.	

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Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the program's prior three-year success rate.	The program will increase student success rate by 2% or more above the program's average student success rate for the prior three years.

Operating Information
The program's success rate of 74% is less than the three year average of 75%

Analysis – **Assessment**
Specific courses falling below 75% in one or both semesters are CD V02, CD V03, CD V09, CD V11, CD V19, CD V28, CD V38, CDV61, CD V62, CD V63. *CD V38 is cross-listed with BUS V38 and taught in the business department. CD V02 and CD V61 are general education classes, one section of each is taught on line each semester. Analysis by section by section may be helpful in determining if the on-line sections are causing a decrease. CD V09 is designed for students to try out the field of Early Care and Education. They could benefit from more one on one support that is not yet available with only one full time faculty member. Further discussion and analysis by faculty teaching CD V11, CD V14, CD V19, CD V28, CD V62and CD V63 is needed.*

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Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the college's prior three-year success rates.	The program student success rate will increase by 5% over the average of the college's student success rate for the prior three years.

Operating Information
The program's student success rate of 74% is 5% above the college prior three-year success rate of 69%.

Analysis – Assessment
Specific courses falling below the average of the college's prior three-year success rate for one or both semesters are: CD V09, CD V61, CD V62, and CD V63. CD V38 is cross-listed with BUS V38 and taught in the business department. CD V61 is a general education classes, one section of each is taught on line each semester. Analysis by section by section may be helpful in determining if the on-line sections are causing a decrease. CD V09 is designed for students to try out the field of Early Care and Education. They could benefit from more one on one support that is not yet available with only one full time faculty member. Further discussion and analysis by faculty teaching CD V62and CD V63 is needed.

Student Success Outcome #5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate to a minimum of 20% of the number of students enrolled in second-year courses.

Operating Information
The data provided does not indicate the number of students enrolled in their second year of courses. There was a 7% increase in certificates and degrees from FY11 to FY 12 and a28% increase over the last three years. The actual number of certificates and degrees for FY 12 was 46. Only women completed the rewards.

Analysis – Assessment
The increase in certificates may be due to the added emphasis in classes about students applying for the certificate. A bulletin board was created for students identify themselves as potential completers of the program and perhaps that was an incentive.

4C. 2012-2013 Program Operating Outcomes

1. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available. (FY11-12) *The inventory report for the Child Development Department and Orfalea Child Development Center has yet not been completed.*

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 500 goal set by the district.	The program will exceed the efficiency goal of 500 set by the district by 2%

Operating Information
The WSCH ratio for Child Development 0f 104% exceeded the efficiency goal of 500 by more than 2%.

Analysis – Assessment
Specific courses falling below the 500 level in FY12 are CD V01, CD V09, CD V11, CD V14, CD V64A and CD V64B.. Courses (CD V29 and CD V65) falling below in F11 were not offered in FY12. *CD V09 is designed for students to try out the field of Early Care and Education. They could benefit from more one on one support that is not yet available with only one full time faculty member. CD V09, CD V64A and CD V64B all require weekly lab experiences and the capacity for these experiences is limited due to the size of the lab school at the Orfalea Child Development Center at Ventura College and the time availability of the one full time faculty member who provides support for these students.   Further discussion and analysis by faculty teaching CD V01, CD V11, and CD V14.*

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over $5,000 will have a service contract. A schedule of service life and replacement of outdated equipment will reflect the total cost of ownership

Operating Information
The inventory report for the Child Development Department and Orfalea Child Development Center has yet not been completed.

Analysis – Assessment
The inventory list for the Child Development Center and the Child Development program is outdated.

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	**Interpretation**	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	5
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	5
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	3
Up to 4	Agreed-upon productivity rate	4
Up to 4	Retention rate	4
Up to 4	Employment outlook for graduates / job market relevance	3
Up to 3	Success rate (passing with C or higher)	3
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	**Interpretation**	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

Child Development Program Review
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5. Findings

2012-2013 - **FINDINGS**

Finding 1: There is insufficient faculty coverage for the task of supporting the large number of students in their lab experiences and to complete college related tasks. One more full-time faculty member is needed. The Priority Hiring Subcommittee of Academic Senate ranked Child Development 3rd in priority in Spring 2012. (Link to 3C3; 3C4; 4A2; 4B Student Success Outcomes 1, 2, 3, and 4; 4C Program operating outcome 1).

Finding 2: The Child Development Department uses consumable materials in teaching of classes as well as provides them for students completing their field work experiences. These funds cannot be procured by a materials fee and the previous grant funded resources for these (The Early Childhood Mentor Program) has been discontinued by the district. The CD Department needs a budget for supplies for students' use of the lab school (Orfalea Child Development Center) and supplies for consumable materials as needed for classroom experiences for students. (Link to 3C1)

Finding 3: The number of certificates and degrees does not appear to be sufficient given the number of students who enter the Child Development classes. The department needs to develop proficiency awards to capture the student success of students who are seeking the minimal education for employment and are jobbing out of the program. (Link to 3C6)

Finding 4: The Child Development Department relies heavily on the classified staff of the lab school as it is mandated that students be placed with a master teacher when completing their practicum experiences. It is also necessary that the students have a viable opportunity to work with a sufficient number of children when completing these experiences. The CD Department needs a classified person funded by Ventura College (Link to 3C1)

Finding 5: CDC-38 needs to be inventoried for the college cost of ownership and the projector needs maintenance. (Link to 3C2)

Finding 6: There is not sufficient, detailed data on the use of the lab school by Child Development Classes. (Link 1G, Lab School Relationship)

Finding 7: The Child Development does not reach a broad enough range of underrepresented populations, specifically men. One factor appears to be inaccurate reporting. The reporting process needs to be evaluated. Marketing materials are needed to reach underrepresented populations. (Link to 3C7)

Finding 8: Faculty discussions around student success and retention in specifically identified classes need to occur to identify strategies and techniques that can bring student success and retention up to the college three year average. (Link to 4B)
Initiatives

6A: 2011-2012 Initiatives

Initiative: Financially treat the lab for Child Development students as if it was any other lab on campus and fund at least one of the classified positions (associate teachers) or a portion of each of the three associate teacher positions.
Initiative ID CD1201 Lab support
Links to Finding 1: There is no institutional support for students' use of the lab school (Orfalea Child Development Center). (Link to A5 Program budget)
Benefits: Practicum students will have greater access to highly qualified teachers with dedicated time to coach students.
Request for Resources: Funding for a classified position for the lab school

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X

Initiative: Systematically document all student use of the Orfalea Child Development Center.
Initiative ID CD1202 Lab Documentation
Links to Finding 2: There has been limited documentation as to the extent of the use of the lab school. (Link to A5 Program budget)

Benefits: Future program reviews will be more complete due to more accurate data thus guiding the division in more informed budgeting decisions..

Request for Resources: No cost initiative

Initiative Install WiFi in the Child Development Center and/or CDC-38
Initiative ID CD1203 WiFi

Links to Finding 3 The equipment inventory for CDC-38 is not accurate. CDC-38 does not have Wi-Fi service.

Benefits Students can access internet services with their laptops or phones as needed to enhance the learning experiences in class. Wi-Fi service will also provide internet access to the department chair who spends most of her work time at the CDC center thus improving general communication with the division dean. The department chair is a part of the laptop program and Wi-Fi service would enhance feedback to students in fieldwork placements in the center.

Request for Resources   Funding for WiFi

Funding Sources
Please check one or more of the following funding sources.

Requires college equipment funds (other than computer related)	X

Initiative Repair or replace Hitachi projector in CDC-38.
Initiative ID CD1204 Hitachi

Links to Finding 4: The Hitachi projector in CDC-38 needs evaluation for repair or replacement. (CDC-38 is the room in which most of the classes are taught) (Link to B2 Program Inventory)

Benefits: Instructors would have access to current technology that consistently works and students can view projections with sufficient visual clarity.

Request for Resources: Replace or repair Hitachi projector

Funding Sources

Requires college equipment funds (other than computer related)	X

Initiative Hire a full time Child Development instructor
Initiative ID CD1205 Faculty

Links to Finding 5: The CD program operates above the district goal at 102% for CD classes and 131% for HEC classes that are a part of the CD program. The program functions with only one full time faculty member and a FTEF of 4.50. (Link to C4 Program productivity)

Benefits The addition of a full time faculty member would increase access to students as they try to navigate through the proficiency awards, certificate, transfer degree and degree. An additional faculty member could provide additional support to the department and the division in terms of being more available to for campus committees and those within the community as well as more timely completion of other tasks required of the college such as SLO reporting, curriculum revisions, and program review.

Request for Resources Fund hiring a full time faculty Child Development instructor

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X

Initiative: Coordinate with Oxnard College in yearly staggering the scheduling of lower performing classes
Initiative ID: CD1206 Collaboration

Links to Finding 6: CD V28, CD V29, and CD V65 are not operating at the district goal level.   (Link to D6 Program Course Productivity)

Benefits : Classes can reach the district goal level and students in the community will still have needed classes for employment available somewhere in the west county.

Request for Resources No cost initiative

Initiative: Examine possible solutions to assist potential on-line students of CD V65 who come from other colleges with prerequisite waivers.
Initiative ID CD1207   Waivers

Links to Finding 7: CD V28, CD V29, and CD V65 are not operating at the district goal level.   (Link to D6 Program Course Productivity)

Benefits The class CD V65 will increase its productivity level.

Request for Resources   No cost initiative

Funding Sources

No new resources are required (use existing resources)	x

Initiative Develop a department policy for grading all written assignments and a rubric for grading them that has a focus on college level writing.
Initiative ID CD1208 Writing

Links to Finding 8: There are a large number of high grades awarded and faculty suggested that one cause was a lack of consistency as how written work that was not college level writing was graded. (Link to E6 Program Retention, Student Success, and Grade Distribution)

Benefits Students will not be awarded high grades for coursework that does not demonstrate college level writing and as they transfer to the CSU's their grades will better reflect their performance.

Request for Resources   No cost initiative

Funding Sources

No new resources are required (use existing resources)	x

Initiative Market to attract more men into the field of Child Development
Initiative ID CD1209 Marketing

Links to Finding 9 There is a disproportionate number of women to men as compared to the college yet the ethnic distribution mirrors that of the college.   (Link to G Program Demographics)

Benefits: More men will enter the field and pursue careers working with children and/or in education related fields.

Request for Resources Carl Perkins

Funding Sources

Requires other resources (grants, etc.)	X

Initiative: Rewrite the PLSLO's and the course level SLO's with respect to the CA Early Childhood Educator Competencies.
Initiative ID CD1210   PLSLO

Links to Finding 10 The Program Level Student Learning Outcomes (PLSLO) are not yet linked to the recently released CA Early Educator Competencies (Link to Program Assessment)

Benefits: Student learning outcomes will more closely match those across California and will be in alignment with the CA Early Educator Competencies. Class content will be adjusted and students will receive education consistent with the competencies.

Request for Resources Carl Perkins (create incentives for adjunct faculty to collaborate for this project)

Funding Sources

Requires other resources (grants, etc.)	X

2011-2012 - FINAL Program Initiative Priority Ratings

Line Number	Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	Child Development	None	0				CD1202	Lab Documentation	Document use of lab school			-	
2	Child Development	None	0				CD1206	Collaboration	Collaborate with Oxnard College CD			-	
3	Child Development	None	0				CD1207	Waivers	Examine waiver process for on-line			-	
4	Child Development	None	0				CD1208	Writing	Dept. policy and writing rubric			-	
5	Child Development	Faculty	1	H	H		CD1205	Faculty	New full time faculty	108,000	108,000	108,000	FT
6	Child Development	Personnel	2	H		M	CD1201	Lab Support	Fund portion of lab school classified	40,000	40,000	148,000	
7	Child Development	Technology	3	H	H	H	CD1203	Wi-Fi	Install Wi-Fi	600	600	148,600	
8	Child Development	Equipment	4	H	M	M	CD1204	Hitachi	The Hitachi projector in CDC-38	2,000	-	148,600	
9	Child Development	Grants	5	H			CD1209	Marketing	Market to men			148,600	
10	Child Development	Grants	6	H			CD1210	PLSLO	Rewrite PLSLO and Course SLO	500		148,600	

6B: 2012-2013 **INITIATIVES**

Initiative ID CD1201 Lab support (Carryover initiative from 2011-2012)

Initiative: Financially treat the lab for Child Development students as if it was any other lab on campus and fund at least one of the classified positions (associate teachers) or a portion of each of the three associate teacher positions.
Links to Finding 4:   The Child Development Department relies heavily on the classified staff of the lab school as it is mandated that students be placed with a master teacher when completing their practicum experiences.   It is also necessary that the students have a viable opportunity to work with a sufficient number of children when completing these experiences. The CD Department needs a classified person funded by Ventura College (Link to 3C1)
Benefits: Practicum students will have greater access to highly qualified teachers with dedicated time to coach students.
Request for Resources: Funding for a classified position for the lab school

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X

Initiative ID CD1202 Lab Documentation (Carryover initiative from 2011-2012)

Initiative: Systematically document all student use of the Orfalea Child Development Center.
Links to Finding 6:   There is not sufficient, detailed data on the use of the lab school by Child Development Classes. (Link 1G, Lab School Relationship)
Benefits: Future program reviews will be more complete due to more accurate data thus guiding the division in more informed budgeting decisions..
Request for Resources: No cost initiative

Initiative ID CD1204 Hitachi (Carryover initiative from 2011-2012)

Initiative Repair or replace Hitachi projector in CDC-38.
Links to Finding 5: CDC-38 needs to be inventoried for the college cost of ownership and the projector needs maintenance. (Link to 3C2)
Benefits: Instructors would have access to current technology that consistently works and students can view projections with sufficient visual clarity.
Request for Resources: Replace or repair Hitachi projector
Funding Sources

Requires college equipment funds (other than computer related)	X

Initiative ID CD1205 Faculty (Carryover initiative from 2011-2012)

Initiative Hire a full time Child Development instructor

Finding 1: There is insufficient faculty coverage for the task of supporting the large number of students in their lab experiences. One more full-time faculty member is needed. (Link to 3C3; 3C4; 4A2; 4B Student Success Outcomes 1, 2, 3, and 4; 4C Program operating outcome 1) The Hiring Priority Subcommittee of Academic Senate ranked Child Development 3rd in priority in hiring a full time faculty member in Spring of 2012.

Benefits The addition of a full time faculty member would increase access to students as they try to navigate through the proficiency awards, certificate, transfer degree and degree. An additional faculty member could provide additional support to the department and the division in terms of being more available to for campus committees and those within the community as well as more timely completion of other tasks required of the college such as SLO reporting, curriculum revisions, and program review.

Request for Resources Fund hiring a full time faculty Child Development instructor

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X

Initiative for ID CD 1301 Materials Fund

Initiative: Create an ongoing fund for materials for the Child Development Department

Links to Finding 2: The Child Development Department uses consumable materials in teaching of classes as well as provides them for students completing their field work experiences. These funds cannot be procured by a materials fee and the previous grant funded resources for these (The Early Childhood Mentor Program) has been discontinued by the district. The CD Department needs a budget for supplies for students' use of the lab school (Orfalea Child Development Center) and supplies for consumable materials as needed for classroom experiences for students. (Link to 3C1)
Benefits: Students and faculty will have access to needed materials for appropriate student experiences as they work with children and families.
Request for Resources Fund an ongoing materials account
Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X

Initiative ID CD1302 Proficiency Awards

Initiative: Create proficiency awards for the minimal educational requirements for employment in the field of ECE
Finding 3: The number of certificates and degrees does not appear to be sufficient given the number of students who enter the Child Development classes. The department needs to develop proficiency awards to capture the student

success of students who are seeking the minimal education for employment and are jobbing out of the program. (Link to 3C6)

Benefit: Provides the Child Development Department and the college with more accurate data for reporting as well as identifying outcomes for Carl Perkins grant reporting.

Funding: No funding required.

Initiative ID CD1303 Underrepresented populations

Initiative: Evaluate reporting of and data collection of underrepresented populations and identify outreach and marking marketing to these populations as needed per the Carl Perkins Grant, core indicators

Links to Finding 7:   The Child Development does not reach a broad enough range of underrepresented populations, specifically men. One factor appears to be inaccurate reporting. The reporting process needs to be evaluated. Marketing materials are needed to reach underrepresented populations. (Link to 3C7)

Benefit: Potential increase in enrollment by underrepresented populations, improvement on core indicators for the Carl Perkins grant, and continued funding of the Carl Perkins Grant.

Funding: Carl Perkins Grant Funded.

Funding Sources

Requires other resources (grants, etc.)	x

Initiative ID CD1304 Evaluation of student success and retention

Initiative: Child Development faculty will identify barriers to student success and retention and identify strategies and techniques to improve student success and retention in courses that are falling below the college three-year average.

Links to Finding 8: Faculty discussions around student success and retention in specifically identified classes need to occur to identify strategies and techniques that can bring student success and retention up to the college three year average. (Link to 4B)

Benefit: Student success and retention rates in courses that are lower performing will increase.

Funding: No funding necessary

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2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
Child Development	4	Personal Classified	H				CD1201	Lab Support	Fund portion of lab school classified	40,000
Child Development	6	none					CD1202	Lab documentation	Document use of lab school	
Child Development	5	Equipment	H				CD1204	Hitachi	Hitachi projector in CDC-38	2,000
Child Development	1	Faculty	H				CD 1205	Faculty	New full time faculty	108,000
Child Development	2	Other	H				CD1301	Materials Fund	Ongoing fund for materials for CD	500 yearly
Child Development	3	none					CD1302	Proficiency awards	Development of Proficiency awards	
Child Development	7	Grants	H				CD1303	Underrepresented populations	Data collection and marketing to underrepresented populations	400
Child Development	8	None					CD1304	Evaluation of student success and retention	Faculty identification of barriers, techniques and strategies related to student success and retention	

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization
All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization
The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization
The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization
Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML**priority levels defined below.

> **R**: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
>
> **H**: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)
>
> **M**: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)
>
> **L**: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

7. Process Assessment and Appeal

7A.   Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B.   2012 - 2013 ASSESSMENT QUESTIONS

1.   Did you complete the program review process last year, and if so, did you identify program initiatives? *Yes the program review was completed last year.*

2a.Were the identified initiatives implemented?   *Some of the initiatives were implemented. Specifically, the development of documentation of the lab school use by students, the implementation of a writing rubric for Child Development classes, installation of Wi-Fi in the CDC-38, and the rewriting of the PSLOs to correspond to state competencies.*

2b.Did the initiatives make a difference? *Yes, the initiative made a difference. The actual process made a difference. It provided our department with a focus on what we needed to do and a venue for going about it. Some of the things we had talked about for years but never implemented. For example, we have talked about the poor writing skills of students yet never did anything discipline wide. The college rubric for written communication actually was adopted by the department and has been a guide for student writing. The installation of Wi-Fi has improved communication between faculty and the rest of the college and has assisted students in class. The rewriting of the PSLOs ultimately resulted in a connection to an ISLO. The creating of the rubric for the PSLO synthesized many discussions about the ultimate performance outcomes for students.*
    The documentation of the use of the lab aided us in our evaluation of the true nature of the connectedness between the lab school and the CD department in a numerical way and we discovered that we needed to refine our documentation process hence this initiative is being carried forward into 2012-2013.
    What did not make a difference were our unfunded initiatives, specifically, those of personnel needs. The department, like much of the college, is understaffed.

3.   If you appealed or presented a minority opinion for the program review process last year, what was the result? *No appeal*

How have the changes in the program review process worked for your area? *The process has provided a venue for the Child Development Department and the Orfalea Child Development Center to examine more closely their relationship as it pertains to student's needs, education and ultimately retention and success.   The review process is timely in that there are many changes happening in the field of Early Childhood Education and this process captures how those changes are reflected in the Child Development program.*

How would you improve the program review process based on this experience?

It really helped having the program review template populated for me. The instructions below are extremely confusing! On-line access to the other data was also helpful.   However, the inability to create supporting tables

from additional data was frustrating. Perhaps the data can be in a format that is more easily dropped into tables as needed for the report. And, perhaps when we have more time (Ha!) we could have a training on how to use the data more effectively in our reports.

7C.   Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.