

### **Section A - Enrollment and Demographics**

Examine the enrollment and demographic data in Section A of the datasheet.

- 1. Is your program's enrollment increasing, decreasing, or remaining constant? Remaining Constant
- 2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

  The consistent trend most likely is a result of the continuing employment demand and thoughtful scheduling of general education classes.

- 3. Are the demographics of students in your program similar to those of the College, as a whole? No
- 4. If no, please describe why they differ (600 characters max).

There is a slightly larger population of Hispanic students and a smaller percentage of Asian students. There is a significantlyl higher percentage of women than men in Child Development. Child Development traditionally attracts more women then men due to the stereotyping of men in child care/education as well as the low paying employment opportunities. Men in general education Child Development classes may be better attracted to the courses if there were men teaching them.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups? No



6. I	If no, please	describe why	your	program is	unable to	do this.	(600 characters ma	ıx).
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The Child Development department has no ability to influence the potential wage earning opportunities for graduates nor can it influence the general stereotyping within the community regarding men in the field. One male adjunct faculty member has been hired yet he is very low on the longevity list and is only available to teach evening classes. No specific data class section by section has been made available regarding the classes he teaches versus his female counterparts.

#### **Section B - Course Success Rate**

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

- 1. Was your program's course success rate in 2014 higher than the college standard of 66.7%? Yes
- 2. Was your program's course success rate in 2014 higher than the overall college success rate? Yes
- 3. Is your program's course success rate increasing, decreasing, or remaining constant? Increasing
- 4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?

Yes

5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

Upward trend is not statistically significant. Blacks falls below that of the overall college success rate. The success rate for males continues to fall below that of women and hovers around the college success rate level. Less than 2% of the Child Development student population are Black so it may be that this may not be statistically significant. Course section data on demographics is not available to further analyze student success.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?

Yes



7. If no, why not? (600 characters max)

Anecdotal observations indicate that black male athletes have enrolled in Child Growth &
Development, a late start, general education class. No analysis has been made to determine why this
class has been selected by the students. Additional analysis of class section by section
demongraphics is necessary to determine where the gaps are before the department can address
the gaps.

### **Section C - Productivity**

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

- 1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
  - Lower
- 2. Is your program's productivity increasing, decreasing, or remaining constant? Remaining Constant
- 3. Is your program's course fill rate increasing, decreasing, or remaining constant?

  Decreasing
- 4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

The district set productivity level for Child Development is 500 due to positive attendance labs . The program hovers around 511. There was a decrease in 2014 fill rate; anecdotal information- gen ed sections were added late in the schedule production process in an effort to increase overall college FTES. One lowly enrolled section/(14) not cancelled, not consistent with previous enrollment management decisions. Afternoon common start time (3:30) changed fill rates for classes (4:00) that had previously high fill rates. Late afternoon 2/day/week classes replaced popular 4-7 1/d/wk class.

5. Are you able to increase your productivity and/or course fill rate? Yes



6.	If no, why not? (600 characters max)
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ctio	n D - Degrees and Certificates Awarded
1.	Does your program offer a degree or certificate of achievement? Yes
	res
	If yes, please examine the degree and certificate data on Section D of the datasheet and answer
	the questions below. If no, skip to Section E.
	To satisfy an accreditation requirement, the college has set a standard to award a minimum of
	1,178 degrees and certificates each year.
2.	Briefly describe the trend in the number of degrees and certificates that your program has
	awarded over the last five years (600 characters max).
7	The number of degrees and certificates has increased slightly.

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years? No



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4.	If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.
5. 6.	Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates? Yes If yes, please describe the reasons for any gaps between demographic groups (600 characters
<u> </u>	max).
	Significantly more men than women and more Hispanic than other ethnicities earned degrees; ethnicity is nearly consistent with college student ethnicity.
7.	Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups? Yes
	If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

	If no, why not? (600 characters max)
ion	E - Student Learning Outcomes
	Are there any courses your program offers that have never been assessed?
	Yes If yes, why haven't they been assessed? (600 characters max)
	ew courses were approved by the curriculum committee as part of changes to the
	What percentage of your program's courses have assessed at least half of their SLO's?
4.	What percentage of your program's courses have assessed at least half of their SLO's? 100% Have you made any changes to courses based on the results of SLO assessment? Yes
4.   5.	100% Have you made any changes to courses based on the results of SLO assessment?
1.   5.   SL	100% Have you made any changes to courses based on the results of SLO assessment? Yes If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).
4.   5.   SL	100% Have you made any changes to courses based on the results of SLO assessment? Yes If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max). O process increased faculty conversations about course specific content. Emphasis on specific
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- 6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?
  - 5 Courses
- 7. How closely have you adhered to your SLO rotational plan? Partially
- 8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

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Time.	Facul	lty tim	e ava	ilable to	o supervis	se stud	ents in p	practicu	m classe	s greatly	exceeds a	allocated
paid t	ime, li	miting	g time	to wor	k with ad	junct fa	aculty o	n SLOs a	and work	on SLO	reporting.	. Some
classe	s are t	tier 2 d	or 3 a	nd were	e not offe	red cor	nsistent	ly or pro	edictably	to allow	adherend	e to
rotation	onal p	lan;										

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

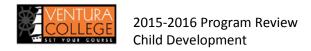
Communication ISLO rubric is imbedded into several CSLO rubrics however not assessed separately. Instititional rotation of ISLOs has not been matched well with imbedding into CSLOs.

- 10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?
  5
- 11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

  Yes



	If no, why not? (600 characters max)
	Have there been any significant changes in your program's budget over the past 3 years?
	How have these changes impacted student learning? (600 characters max)
As	department chair, I am not had training in understanding or information regarding the child evelopment
	velopment



### **Section G - Previous Year Initiatives**

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Child Developme nt	Classified	CD15	Reinstate Child Developmen t Associate to Full-time	Funding to increase lab afternoon time slots (currently have to close CDC in afternoon due to underfunding by college - CD Associate at 60%)	25,000		25,000	Н	L	L	L	No	Ongoing	See CD1201 below. Initiative has previously been given high priority and not funded;
Child Developme nt	Faculty	CD1501	Replacemen t - One (1) FT Faculty position	Replace one (1) retiring FT Faculty members (K. Karkos - Sp 15)	120,000		120,00 0	Н	Ι	Σ	М	Yes	Completed	
Child Developme nt	Computer	CD1502	Positive Attendance tracking	Computerized tracking system software to track positive attendance in lab	5,000		5,000	Н	M	M	M	No	Discontinued  - Select -	Created time cards and purchased time clock.

### Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected	Program Priority	Division Priority	Committee Priority	College Priority
Child Development	CD1610	Productivity	Modify course offering times for low enrolled classes	0	None	Other	Goal 1 Goal 2 Goal 3 Goal 4 Goal 5	Enrollment # Under- represented students Course Success Rate Productivity/ Fill Rate Degrees/ Certificates Close equity gaps	Req High Med Low	Req High Med Low	Req High Med Low	Req High Med Low
Child Development	CD1201	New Lab Tech	10 month Child Development Associate position to increase support for students and to increase lab time opportunities for students. Equivalent to the instructional lab tech position used in other instructional labs.	80,000	College Funds	Classified	Goal 1 Goal 2 Goal 3 Goal 4 Goal 5	Enrollment  # Under- represented students  Course Success Rate Productivity/ Fill Rate Degrees/ Certificates Close equity gaps	Req High Med Low	Req High Low	Req High Med Low	Req High Med Low



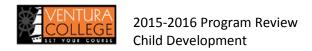
# 2015-2016 Program Review Child Development

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Child Development	CD 1611	SLO	Increase systematic reporting/record ing of SLOs	0	None	- Select -	Goal 1 Goal 2 Goal 3 Goal 4 Goal 5	Enrollment # Under- represented students Course Success Rate Productivity/ Fill Rate Degrees/ Certificates Close equity gaps	Req High Med Low	Req High Med Low	Req High Med Low	Req High Low
Child Development	CD1601	New - Office Assistant 0.60 FTE	Improve level of safety at CDC with front office coverage and support for CD students and center families.	60,000	College Funds	Classified	Goal 1 Goal 2 Goal 3 Goal 4 Goal 5	Enrollment # Under- represented students Course Success Rate Productivity/ Fill Rate Degrees/ Certificates Close equity gaps	Req High Med Low	Req High Med Low	Req High Med Low	Req High Med Low



# 2015-2016 Program Review Child Development

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected	Program Priority	Division Priority	Committee Priority	College Priority
Child Development	CD 1612	Lab Hours for faculty	Assessment of paid lab hours for faculty and problem solving with administration	0	None	- Select -	Goal 1 Goal 2 Goal 3 Goal 4 Goal 5	⊠Enrollment	Req High Low	Req High Med Low	Req High Med Low	Req High Med Low
Child Development	CD 1613	CD Student Connections	Create time and space for students to regularly connect with faculty and get academic support	0	None	- Select -	⊠Goal 1 ⊠Goal 2 □Goal 3 □Goal 4 □Goal 5	Enrollment # Under- represented students Course Success Rate Productivity/ Fill Rate Degrees/ Certificates Close equity gaps	Req High Med Low	Req High Med Low	Req High Med Low	Req High Low



### **Educational Master Plan Goals**

- **Goal 1:** Continuously improve educational programs and services to meet student, community, and workforce development needs.
- **Goal 2:** Provide students with information and access to diverse and comprehensive support services that lead to their success.
- **Goal 3:** Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.
- **Goal 4:** Continuously enhance institutional operations and effectiveness.
- **Goal 5:** Implement the Ventura College East Campus Educational Plan.



### <u>Section I – Process Assessment</u>

How have the changes in the program review process this year worked for your area?

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

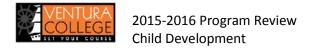
### **Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) 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.

Section I – Submission Verification
Preparer:
Dates met (include email discussions):
List of Faculty who participated in the program Review Process:
Preparer Verification:
☐ I verify that this program document was completed in accordance with the program review process.
Dean Verification:
I verify that I have reviewed this program review document and find it complete. <i>The dean may also provide comments (optional):</i>



#### **APPEAL FORM**

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (r	name and program)
Date:	
Category for appeal:	Faculty
	Personnel – Other
	Equipment- Computer
	Equipment – Other
	Facilities
	Operating Budget
	Program Discontinuance
	Other (Please specify)
Briefly explain the proce	ess that was used to prioritize the initiative(s) being appealed:
Briefly explain the ratio changed:	nale for asking that the prioritization of an initiative/resource request be
Appeals will be heard b	by the College Planning Council. You will be notified of your time to present.



### <u>Section I – Program Review Process Assessment and Submission Verification</u>

1. Program Name Child Development

	use; limiited space in areas resulted in limited responses. Questions did not lead us direngs we had concluded via our experience as being needed.
B. How wo	ould you improve the program review process? (600 characters max)
Process di changes, o addressed who job o	ection needed to fully address productivity. This would allow an analysis of the schedule id not clearly lead to an analysis for the need of more full time faculty, programmatic or equipment needed. Issues raised in previous program reviews continue to not be distributed the data. (# of students at multiple colleges, by gender and ethnicity; students but; # of students who do not have a degree/COA as a goal. Data is not able to address to no time for faculty across disciplines to come together to discuss and problem solve ssues.
nission Ver	ification
	r <mark>ification</mark> er: Jennifer Parker
Prepare	
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