



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 significantly higher percentage of women than men in Child Development. Child Development traditionally attracts more women than 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

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.



6. If no, please describe why your program is unable to do this. (600 characters max).

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

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.



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 demographics 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

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.



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

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?
Yes

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).

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



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. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?

Yes

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters 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.



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

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?

Yes

2. If yes, why haven't they been assessed? (600 characters max)

New courses were approved by the curriculum committee as part of changes to the degree/certificate. The degree/certificate is not yet approved, hence, the courses have not been offered.

3. What percentage of your program's courses have assessed at least half of their SLO's?

100%

4. Have you made any changes to courses based on the results of SLO assessment?

Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

SLO process increased faculty conversations about course specific content. Emphasis on specific course content resulted in increase of student success on related SLOs



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)

Time. Faculty time available to supervise students in practicum classes greatly exceeds allocated paid time, limiting time to work with adjunct faculty on SLOs and work on SLO reporting. Some classes are tier 2 or 3 and were not offered consistently or predictably to allow adherence to rotational plan;

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. Institutional 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 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.



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

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
No
2. 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 development



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 Development	Classified	CD15	Reinstate Child Development 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	H	L	L	L	No	Ongoing	See CD1201 below. Initiative has previously been given high priority and not funded;
Child Development	Faculty	CD1501	Replacement - One (1) FT Faculty position	Replace one (1) retiring FT Faculty members (K. Karkos - Sp 15)	120,000		120,000	H	H	M	M	Yes	Completed	
Child Development	Computer	CD1502	Positive Attendance tracking	Computerized tracking system software to track positive attendance in lab	5,000		5,000	H	M	M	M	No	Discontinued	Created time cards and purchased time clock.
												- Select -	- Select -	



Section H – 2015-2016 Initiatives

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	CD1610	Productivity	Modify course offering times for low enrolled classes	0	None	Other	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Degrees/ Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Degrees/ Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> 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/recording of SLOs	0	None	- Select -	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> 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 1612	Lab Hours for faculty	Assessment of paid lab hours for faculty and problem solving with administration	0	None	- Select -	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> 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 -	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> 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.



Section I – Process Assessment

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. *The dean may also provide comments (optional):*



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: (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 process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.



Section I – Program Review Process Assessment and Submission Verification

1. Program Name Child Development
2. Please assess the changes made to this year's program review process. (600 characters max)

Easier to use; limited space in areas resulted in limited responses. Questions did not lead us directly to the things we had concluded via our experience as being needed.

3. How would you improve the program review process? (600 characters max)

Data by section needed to fully address productivity. This would allow an analysis of the schedule. Process did not clearly lead to an analysis for the need of more full time faculty, programmatic changes, or equipment needed. Issues raised in previous program reviews continue to not be addressed through the data. (# of students at multiple colleges, by gender and ethnicity; students who job out; # of students who do not have a degree/COA as a goal. Data is not able to address the limited or no time for faculty across disciplines to come together to discuss and problem solve mutual issues.

Submission Verification

1. Preparer: Jennifer Parker
2. Dates met (include email discussions): We have frequent discussions throughout every week. No specific dates noted.
3. List of Faculty who participated in the program Review Process:

Jennifer Parker, Deanna Hall, Robin Doublas



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. *The dean may also provide comments (optional): (600 characters max)*

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 (available on VC Program Review 2015-2016 website) that explains and supports your position.

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