

Child Development Program Review

2011-2012

1. Program Description

A. Description

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.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Analyze the psychological, physical, and cognitive influences of teaching and classroom practices on children's development.
2. Develop awareness of and skills in intentional teaching consistent with developmentally appropriate practices.
3. Demonstrate initiative through conducting research to learn whatever is necessary to provide high quality programming for children within specific philosophical guideline.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	\$1008
Books	\$800
Supplies	\$100
Total	\$1908

E. Criteria Used for Admission

No prerequisites required other than those specific to college admission.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

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

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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.

H. 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
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

Associate in Science Degree – Child Development

Associate in Science Degree – Child Development Transfer Degree (pending approval)

Certificate of Achievement – Child Development

Proficiency Awards – Child Care Center Director, Infant-Toddler Care Teacher, and Preschool Teacher (effective Fall 2012, pending curriculum and board approval)

J. Program Strengths, Successes, and Significant Events

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 in the lab school, over about 5,000 hours. 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

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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.

One of the adjunct faculty members volunteers her time to coordinate and facilitate 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.

One of the adjunct faculty members coordinates 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.

Two faculty members presented workshops at the annual national conference of NAEYC (National Association for the Education of Young Children) and the state conference of CAEYC (California Association for the Education of Young Children.)

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 discipline. This dedicated classroom, housed in the same building as the Orfaea Child Development Center (lab school), provides consistent space for students with easy access to the lab school for classroom observations and hands-on experiences during class time. 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.

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

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(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.

Education Enhancement Grant: The Child Development department in conjunction with the Orfalea Child Development Center, laboratory school, wrote and received a grant from the Ventura College Foundation to work with students to develop and implement a Science and Math Center and curriculum in the outdoor classroom.

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K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Karen Gorback

Department Chair: Jennifer Parker

Instructors and Staff

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

Name	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

Name	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

Name	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Analyze the psychological, physical, and cognitive influences of teaching and classroom practices on children's development.
2. Develop awareness of and skills in intentional teaching consistent with developmentally appropriate practices.
3. Demonstrate initiative through conducting research to learn whatever is necessary to provide high quality programming for children within specific philosophical guideline.

B. Student Success Outcomes

1. The program will maintain its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will maintain its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will maintain the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will maintain the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning proficiency awards, certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 500 goal set by the district.
2. 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.

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D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** in this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3
CD V01			I
CD V02	I		I
CD V05	I	P	M
CD V09			
CD V11	I	P	M
CD V13			
CD V14	I	P	M
CD V16			
CD V17			
CD V18			
CD V19	I	P	M
CD V24	I	P	M
CD V28	P	P	M
CD V29			M
CD V38			
CD V61	I	P	P
CD V62	I	P	P
CD V63	P	P	P
CD V64A	P	P	P
CD V64B	M	M	M
CD V65	M		M
CD V88			
CD V90			
CD V95			
CD V96	P	P	P

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3. Operating Information

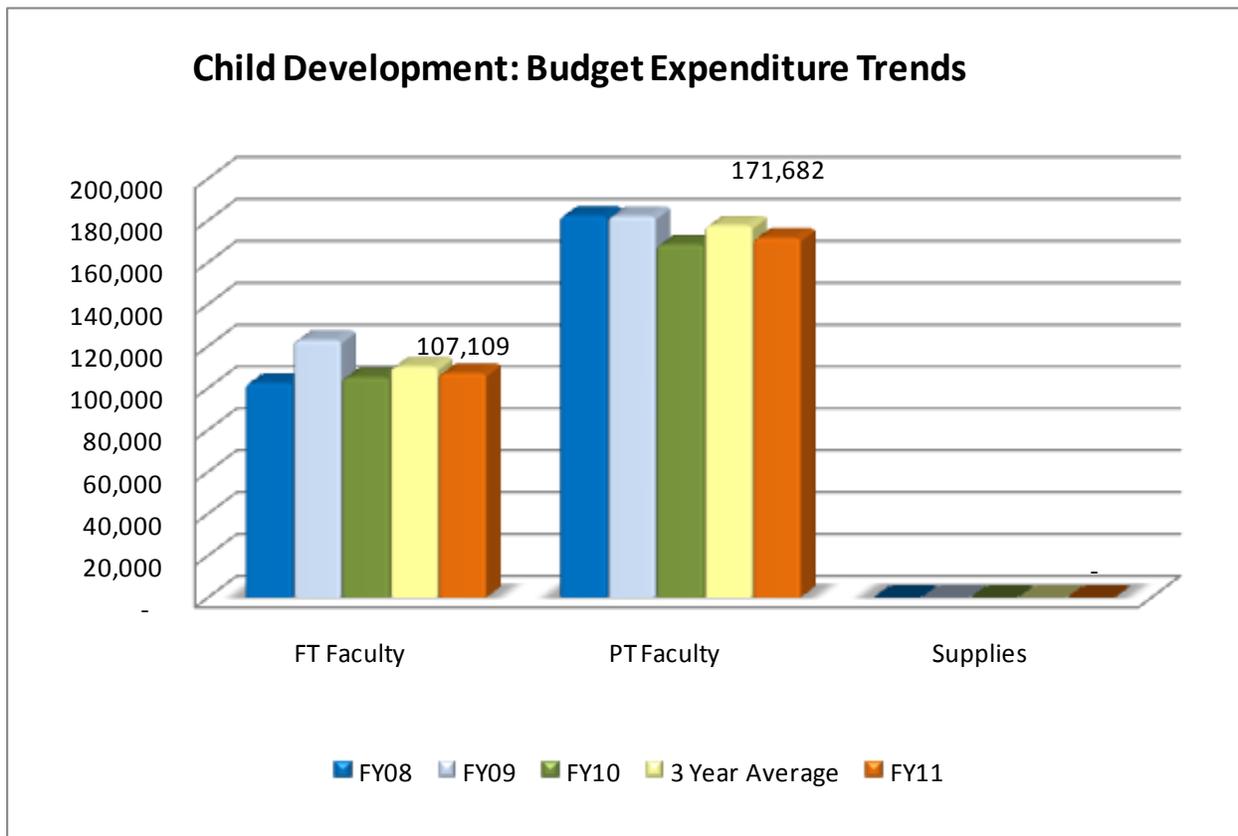
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	102,369	122,888	105,087	110,115	107,109	-3%	12%
2	PT Faculty	182,235	182,063	168,474	177,591	171,682	-3%	-10%
7	Supplies	-	-	-	-	-	100%	24%
	Total	284,604	304,951	273,561	287,705	278,791	-3%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

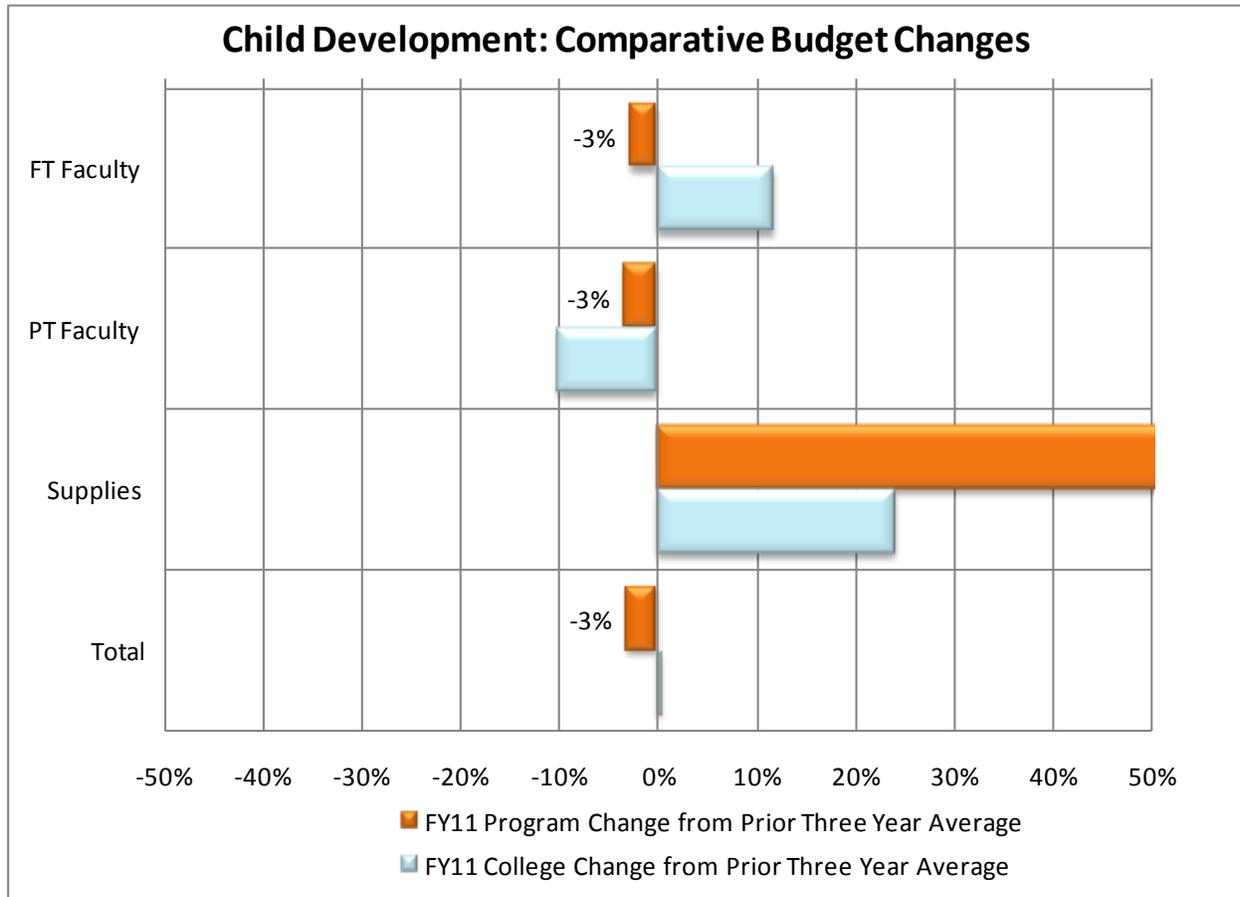


A3: Comparative Budget Changes Chart

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This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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A5: Interpretation of the Program Budget Information

The budget information as presented raises some questions that point to possible errors

- The full-time faculty noted in FY09 is approximately \$17,000 higher than in other years yet there is no change in the number of full time faculty nor the amount in which the full time faculty member could earn.
- The faculty information presented does not include the cost of part-time teaching faculty who taught HEC V23 and HEC V24, courses which were completely moved to the CD Department in Fall 2011.
- FY11 indicates supplies at 100% yet there was no supply budget. There are supply needs within the department.

RE: Supply Budget. 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. There currently is no resource for replenishing these funds.

To following is to capture the institutional history. In previous years there have been funds available to the Child Development Department through two grants from the CA Department of Education, Child Development Division. Specifically, Child Development Training Consortium(CDTC) and California Early Childhood Mentor Program (CECMP). Each of these programs provided a supply budget to the Child Development Department to support students in their classroom experiences. The CECMP funds were to provide materials to mentor teachers who worked with practicum students. In FY 2010-2011 CDTC was approved after the college purchasing period so no materials were purchased. The CECMP was not approved for FY 2010-2011 therefore there were no funds to support the teachers working with the student teachers.

In FY09-10, Ventura College had the CECMP and was able to provide the new *Developmentally Appropriate Practices* from NAEYC and the newly released materials from the CA Department of Education. In FY10-11, the CECMP program was not accepted by the college district and consequently, the master teachers at the Orfalea Child Development Center were not able to receive the newest materials from the CA Early Learning system in order to assist in guiding fieldwork students with use of the newest materials. The CECMP additionally provided some of the consumable materials needed by student teachers.

Additionally, CECMP provided Master teachers in the community who supervised college fieldwork students. The elimination of CECMP meant that students had to complete their fieldwork experiences at the lab school. Title 5 states that students in fieldwork experiences must be supervised by master teachers or master qualified teachers. The above budget does not include any institutional funds to support any cost of providing these master teachers for the students. The study of Child Development requires actual hands-on experiences with children, a quality environment, coaching from master teachers, and age appropriate materials. The Orfalea Child Development Center employees three master teachers who provide coaching and support for approximately 5,000 hours of student lab experience per academic year. Additionally, these three teachers maintain a high quality environment and model best practices for approximately an additional 1000 to 1500 student visits per academic year.

Financial support is needed for the lab school portion of what is required for students.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
CPU P4 3.2 GHz	Dell Computer C	30135	111	6/28/2005	6	1,653	N00011641	42KDR71
CPX444Ser Hitachi LCD Projector	Troxell Communi	37310	129	5/24/2007	4	990	N00018249	F7C015056
CPX444Ser Hitachi LCD Projector	Troxell Communi	37310	129	5/24/2007	4	1,070	N00018248	F7C014782
CPX444Ser Hitachi LCD Projector	Troxell Communi	37310	129	5/24/2007	4	1,070	N00018247	F7C0147
CPX444Ser Hitachi LCD Projector	Troxell Communi	37310	129	5/24/2007	4	1,070	N00018246	F7C014772
						5,853		

B2: Interpretation of the Program Inventory Information

The above inventory table is inaccurate in that it indicates there are 4 Hitachi LCD Projectors. CDC-38 houses one Hitachi LCD Projector. As this is mounted in the ceiling, it was not possible to determine the permanent inventory number or the serial number. Additionally, this projector displays a series of lines and poor quality pictures. Service repair by our college technicians has been ineffective.

Equipment requiring scheduled maintenance and replacement:

Equipment in the CDC-38 classroom smart box includes:

- Dell Computer (As noted in the inventory list)
- Sony DVD/VCR play
- Sherwood AM/PM stereo receiver AX4105

Equipment in the classroom include:

Lumen Visual Presenter Model PS660, Inventory #00018766, Serial # P04A02331

There is no Wi-Fi capabilities in CDC-38, a service available to students, staff and faculty throughout the rest of the campus.

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C1: 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 4 th 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 district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce 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. $(20 \times 40 \times 3) = 2,400$ 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 $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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C2: Productivity Summary Table

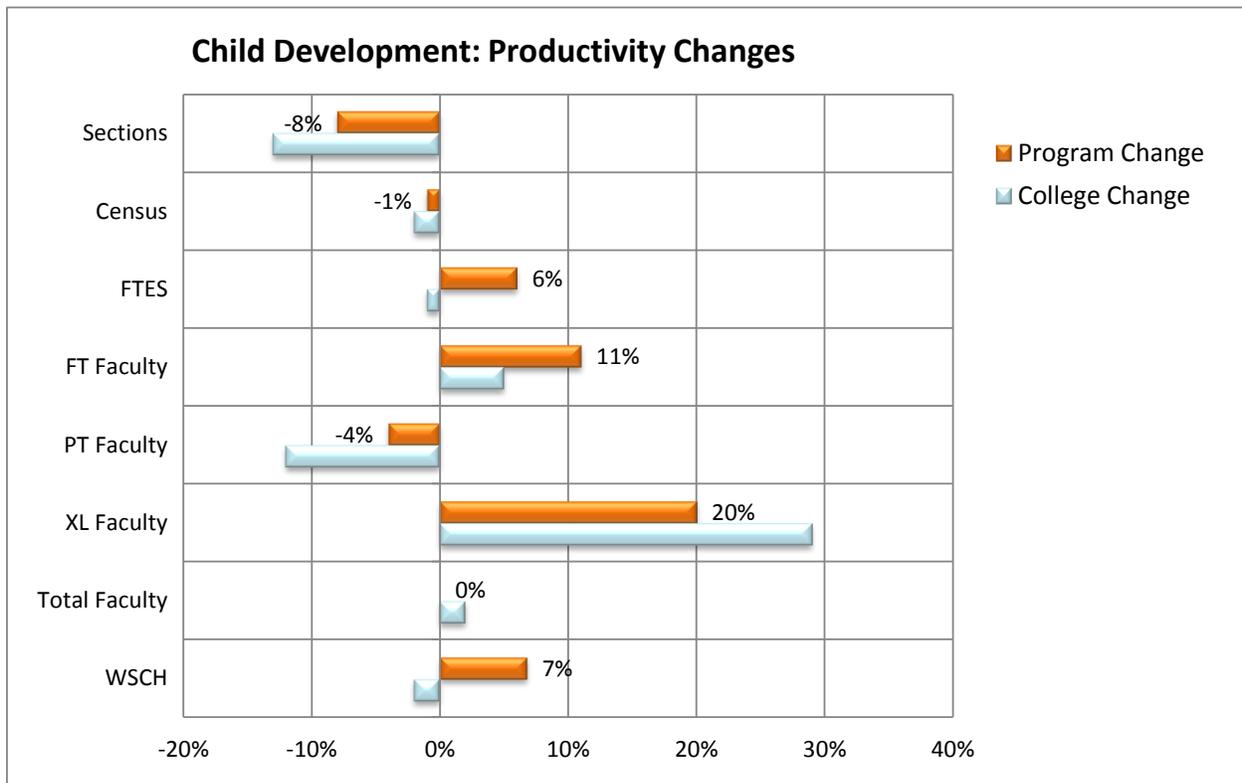
This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Child Development (CDVxx courses)

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	54	51	38	48	44	-8%	-13%
Census	1,255	1,495	1,270	1,340	1,326	-1%	-2%
FTES	109	127	119	118	126	6%	-1%
FT Faculty	0.80	0.99	0.71	0.83	0.92	11%	5%
PT Faculty	3.03	2.78	2.52	2.78	2.67	-4%	-12%
XL Faculty	0.05	0.05	0.15	0.08	0.10	20%	29%
Total Faculty	3.88	3.82	3.37	3.69	3.69	0%	2%
WSCH	421	499	530	480	512	7%	-2%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.

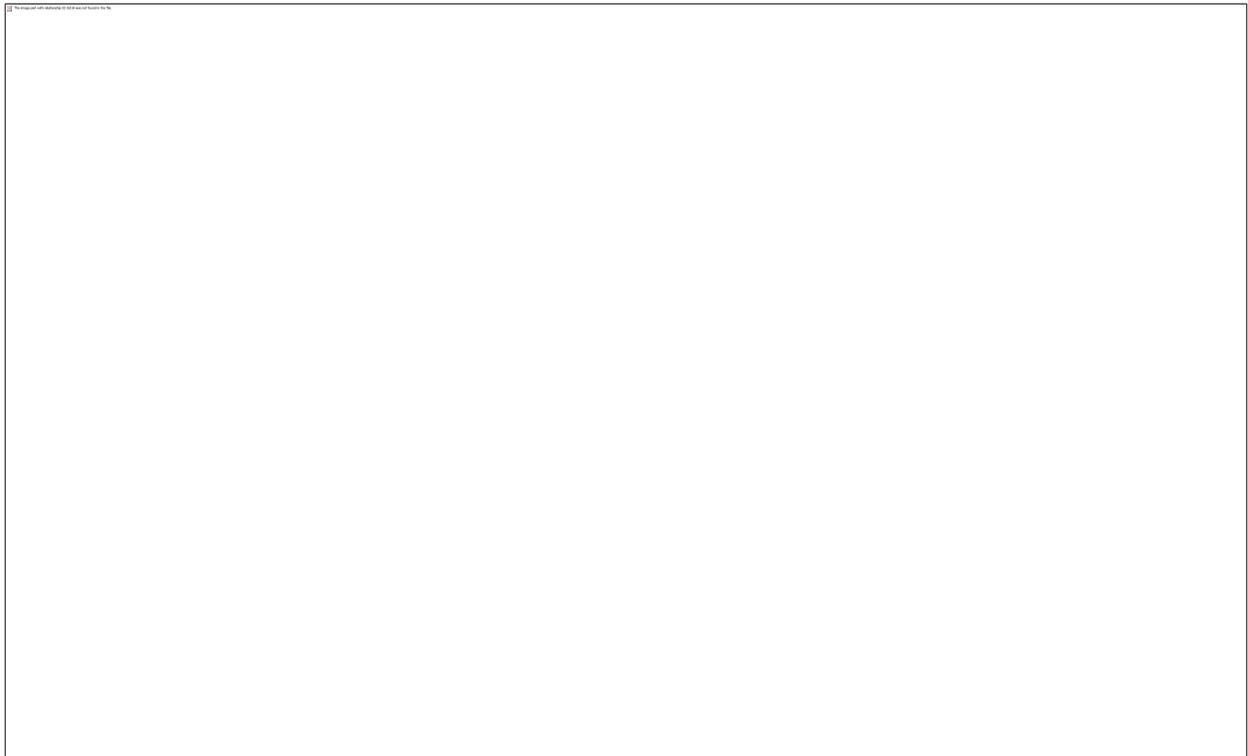


Child Development (HECV23 and HECV24)

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Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	13	16	12	14	12	-12%	-13%
Census	417	526	502	482	321	-33%	-2%
FTEs	41	52	49	47	32	-33%	-1%
FT Faculty	-	-	0.20	0.07	-	0%	5%
PT Faculty	1.30	1.60	1.00	1.30	0.81	-37%	-12%
XL Faculty	-	-	0.05	0.02	0.05	200%	29%
Total Faculty	1.30	1.60	1.25	1.38	0.86	-38%	2%
WSCH	473	488	588	511	558	9%	-2%



C4: Interpretation of the Program Productivity Information

The data does not fully portray an accurate picture of the productivity of Child Development however there is sufficient data to draw conclusions that are fairly accurate. Historically, Child Development had consisted of Child Development classes and two Home Economics classes, HEC V23 and HEC V24. Ideally the data generated by the HEC classes should be combined with the CD classes to give a true picture of the program productivity.

While the data herein does not show productivity for FY05 through FY07, it should be noted that the program did not run efficiently as it performed between 59% and 79% of the district goal in Child Development classes. Data for the specific HEC classes was unavailable for this report. In Spring of FY10, Ventura College had a 78 section decrease in the number of course offerings. The data shows that 17 of these sections came from CD and HEC V23 and HEC V24. Enrollment management of this nature appears to have been warranted and successful in increasing program productivity. In FY10 WSCH increased to 530 in CD and 588 in the two HEC classes bringing the WSCH well above the district goal.

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The data shows that the CD Program is operating efficiently with a 3 year average WSCH ratio of 102% of the district program goal of 500. If the HEC classes were added into this, the WSCH would be higher.

It should also be noted that since Fall 2005, the Child Development program has functioned with a total FTEF ranging from 3.20 to 3.82 with the last three years averaging 3.69 and FY11 is at 3.69. Also note, this does not include the adjunct faculty for the HEC V23 and HEC V24 classes which average an 1.3 FTEF and .81 for FY11. The combined FTEF for the actual Child Development program is 4.99 for a three-year average and 4.50 for FY11. The Child Development department only has one full time faculty member and HEC has none.

The WSCH data indicates that the program is operating efficiently above the district goal and that the total FTEF data suggests a need for additional full time faculty. Anecdotally, another 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.

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D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
CDV01	Careers in Childhood Education	226	286	511	341	509	49%	500	102%
CDV02	Child Growth & Development	-	-	-	-	505	0%	500	101%
CDV05	Teaching in a Diverse Society	-	-	608	608	525	-14%	500	105%
CDV09	Field Work: Child Development	201	214	299	228	302	32%	500	60%
CDV11	Lang Arts/Literacy: Children	206	439	377	341	391	15%	500	78%
CDV13	Social Studies: Young Children	315	480	-	427	-	-100%	500	0%
CDV14	Creative Arts: Young Children	295	425	363	370	466	26%	500	93%
CDV16	Behavior&Classroom Managem	327	454	-	390	-	-100%	500	0%
CDV17	Family & Parenting Involvement	288	425	-	357	-	-100%	500	0%
CDV18	Special Needs Children	234	344	-	292	-	-100%	500	0%
CDV19	Math&Science: Early Childhood	458	398	555	453	-	-100%	500	0%
CDV24	Child Nutrition,Health&Safety	465	522	581	519	551	6%	500	110%
CDV28	Curriculum:Infants & Toddlers	585	420	494	500	345	-31%	500	69%
CDV29	Adult Supervision	345	401	571	439	293	-33%	500	59%
CDV30	The Process of Parenting	416	220	-	312	-	-100%	500	0%
CDV31	Parenting the Infant & Toddler	424	306	-	367	-	-100%	500	0%
CDV38	Small Business Management	521	900	495	650	629	-3%	500	126%
CDV40	Disabilities Awareness	555	-	-	555	-	-100%	500	0%
CDV42	Abuse in Young Children	-	690	-	690	-	-100%	500	0%
CDV60G	Puppet Construct:Lit/Language	140	-	-	140	-	-100%	500	0%
CDV61	Child, Family & Community	533	692	778	651	708	9%	500	142%
CDV62	Programs in Child Development	357	452	476	428	518	21%	500	104%
CDV63	Child Development Curriculum	-	-	440	440	525	19%	500	105%
CDV64	Field Exper in Child Developmnt	463	659	-	560	-	-100%	500	0%
CDV64A	Practicum: Observe and Assess	-	-	443	443	480	9%	500	96%
CDV64B	Practicum: Field Experience	-	-	515	515	546	6%	500	109%
CDV65	Admin Child Develop Programs	345	315	435	365	180	-51%	500	36%
CDV96	Child Developmnt Internship II	-	-	-	-	-	0%	500	0%
TOTAL	Annual District WSCH Ratio	425	506	553	491	526	7%	500	105%

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D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



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District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
HECV23	Child Growth & Development	441	453	572	486	535	10%	450	119%
HECV24	Human Development	535	544	688	580	621	7%	450	138%
TOTAL	Annual District WSCH Ratio	477	487	611	520	588	13%	450	131%



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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
CDV01	Careers in Childhood Education	226	286	511	341	509	49%	500	102%
CDV02	Child Growth & Development	-	-	-	-	505	0%	500	101%
CDV05	Teaching in a Diverse Society	-	-	608	608	525	-14%	500	105%
CDV09	Field Work: Child Development	201	214	299	228	302	32%	500	60%
CDV11	Lang Arts/Literacy: Children	206	439	377	341	391	15%	500	78%
CDV13	Social Studies: Young Children	315	480	-	427	-	-100%	500	0%
CDV14	Creative Arts: Young Children	295	425	363	370	466	26%	500	93%
CDV16	Behavior&Classroom Management	327	454	-	390	-	-100%	500	0%
CDV17	Family & Parenting Involvement	288	425	-	357	-	-100%	500	0%
CDV18	Special Needs Children	234	344	-	292	-	-100%	500	0%
CDV19	Math&Science: Early Childhood	458	398	555	453	-	-100%	500	0%
CDV24	Child Nutrition,Health&Safety	465	522	581	519	551	6%	500	110%
CDV28	Curriculum:Infants & Toddlers	585	420	494	500	345	-31%	500	69%
CDV29	Adult Supervision	345	401	571	439	293	-33%	500	59%
CDV30	The Process of Parenting	416	220	-	312	-	-100%	500	0%
CDV31	Parenting the Infant & Toddler	424	306	-	367	-	-100%	500	0%
CDV38	Small Business Management	521	900	495	650	629	-3%	500	126%
CDV40	Disabilities Awareness	555	-	-	555	-	-100%	500	0%
CDV42	Abuse in Young Children	-	690	-	690	-	-100%	500	0%
CDV60G	Puppet Construct:Lit/Language	140	-	-	140	-	-100%	500	0%
CDV61	Child, Family & Community	507	646	641	589	606	3%	500	121%
CDV62	Programs in Child Development	357	452	476	428	518	21%	500	104%
CDV63	Child Development Curriculum	-	-	440	440	525	19%	500	105%
CDV64	Field Exper in Child Developmnt	463	659	-	560	-	-100%	500	0%
CDV64A	Practicum: Observe and Assess	-	-	443	443	480	9%	500	96%
CDV64B	Practicum: Field Experience	-	-	515	515	546	6%	500	109%
CDV65	Admin Child Develop Programs	345	315	435	365	180	-51%	500	36%
CDV96	Child Developmnt Internship II	-	-	-	-	-	0%	500	0%
TOTAL	Annual College WSCH Ratio	420	499	528	480	511	6%	500	102%

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D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



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College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
HECV23	Child Growth & Development	441	453	572	486	535	10%	450	119%
HECV24	Human Development	535	544	612	561	565	1%	450	125%
TOTAL	Annual College WSCH Ratio	477	487	587	514	554	8%	450	123%



D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

Eight of the nine the courses that are core in the degree pattern exceeded the district goal in FY11. The ninth class is at 96% of the goal. Courses that are options to the degree pattern were at 78% and 93% and below the district goal. The lowest productivity is found in CD V09, CD V28, CD V29 and CD V65 ranging from 36% to 93%. CD V28 is a licensing requirement for any one wishing to work with infants and toddlers and effective Fall 2011 it became part of the degree pattern. CD V09 and CD V29 are needed by students for Child Development permit levels. CD Permits are awarded by the credentialing office of the CA Dept. of Education. CD V65 is a licensing requirement for anyone wanting to direct a child care program. CD V65 is the only one of these classes that has prerequisites and is offered fully on-line. Some students requesting this on-line venue have prerequisites from other colleges have experienced difficulty in navigating the class waiver system for the prerequisites. CD V28, CD V29 and CD V65 are also offered at Moorpark and Oxnard colleges. Perhaps the scheduling of these classes can better be coordinated between the three campuses, and there can be further investigation as to how to more easily navigate the prerequisite waivers.

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Proficiency awards have been proposed through Curricunet to better address the licensing requirements and to better inform the students as to the requirements.

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th 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.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

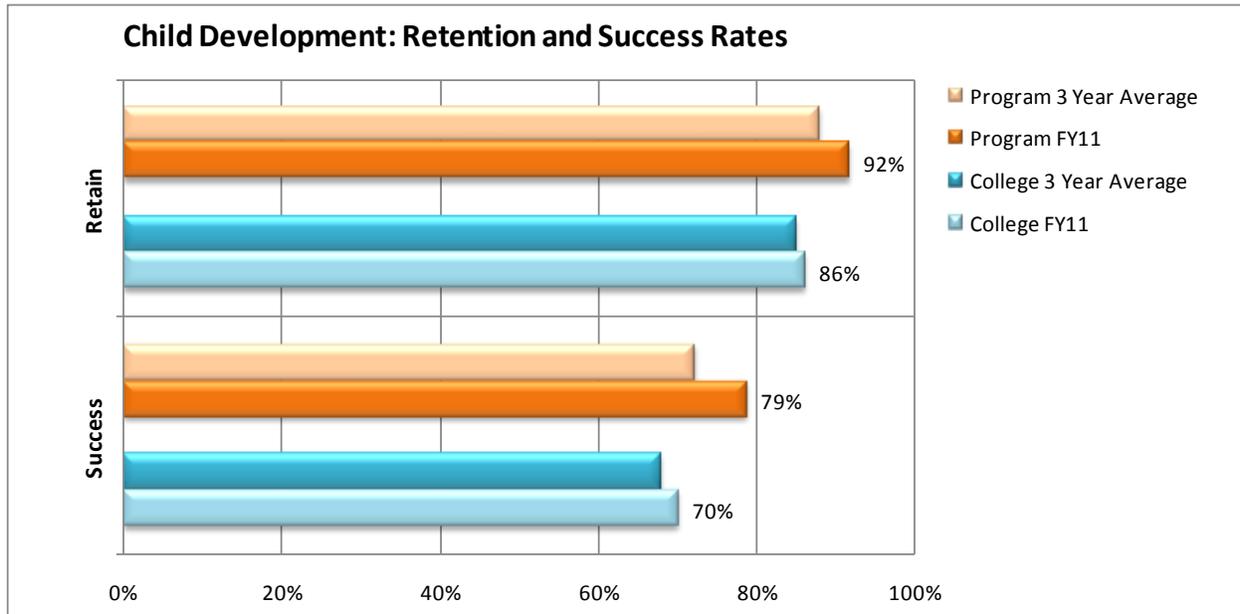
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
CD	FY08	553	179	120	11	52	134	155	-	1,204	1,049	863
CD	FY09	659	262	173	8	60	141	155	-	1,458	1,303	1,102
CD	FY10	494	208	129	7	55	170	161	-	1,224	1,063	838
CD	3 Year Avg	569	216	141	9	56	148	157	-	1,295	1,138	934
CD	FY11	601	265	169	8	41	111	107	24	1,326	1,215	1,043
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
CD	FY08	46%	15%	10%	1%	4%	11%	13%	0%		87%	72%
CD	FY09	45%	18%	12%	1%	4%	10%	11%	0%		89%	76%
CD	FY10	40%	17%	11%	1%	4%	14%	13%	0%		87%	68%
CD	3 Year Avg	44%	17%	11%	1%	4%	11%	12%	0%		88%	72%
CD	FY11	45%	20%	13%	1%	3%	8%	8%	2%		92%	79%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

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Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
HEC	FY08	157	87	63	-	13	42	59	1	422	363	307
HEC	FY09	196	118	78	-	25	38	54	-	509	455	392
HEC	FY10	148	109	65	-	31	85	57	-	495	438	322
HEC	3 Year Avg	167	105	69	-	23	55	57	-	475	419	340
HEC	FY11	95	88	57	-	20	28	23	2	313	290	240
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
HEC	FY08	37%	21%	15%	0%	3%	10%	14%	0%		86%	73%
HEC	FY09	39%	23%	15%	0%	5%	7%	11%	0%		89%	77%
HEC	FY10	30%	22%	13%	0%	6%	17%	12%	0%		88%	65%
HEC	3 Year Avg	35%	22%	15%	0%	5%	12%	12%	0%		88%	72%
HEC	FY11	30%	28%	18%	0%	6%	9%	7%	1%		93%	77%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



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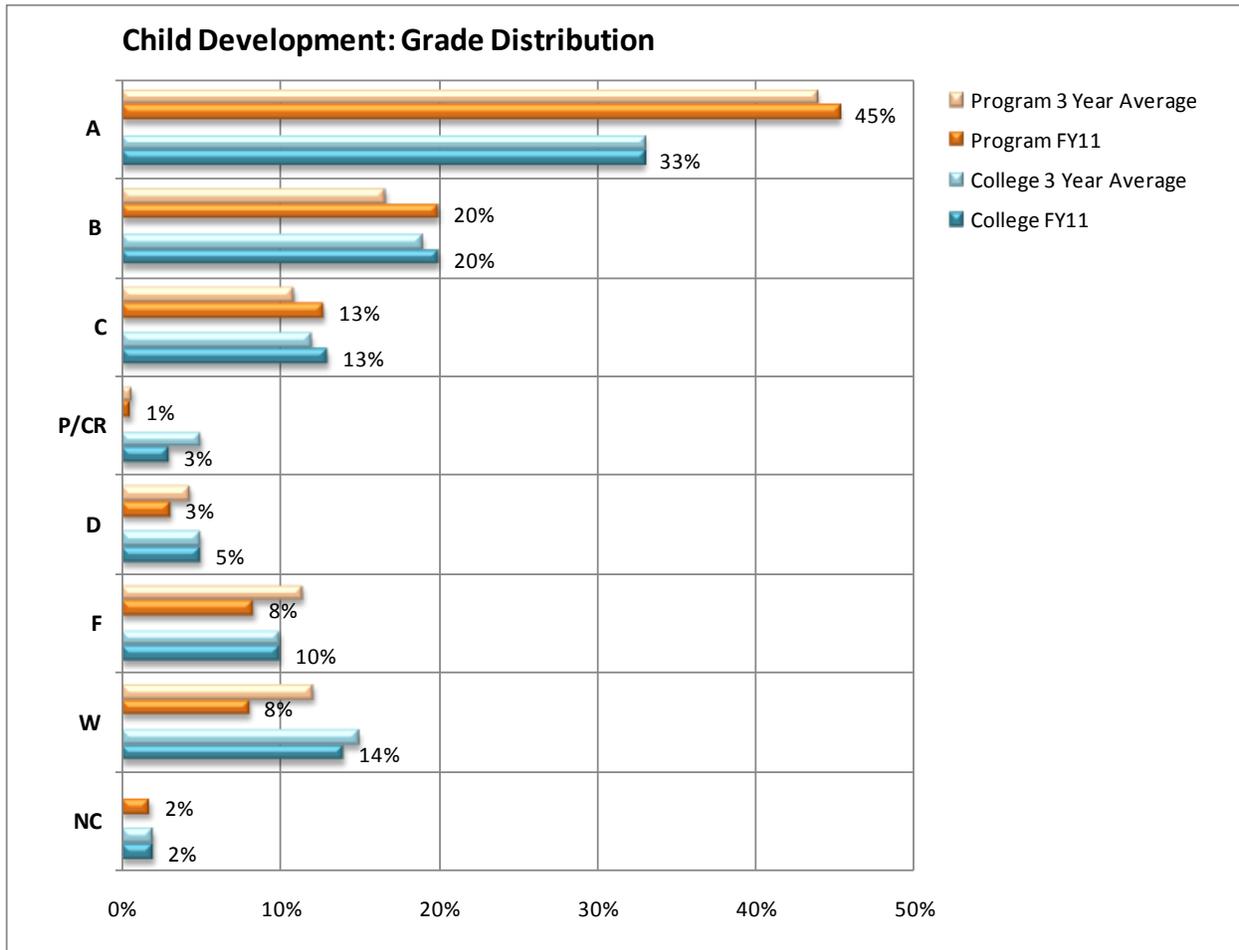


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E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



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E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District’s Banner Student System. The student success information includes all information associated with the program’s subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

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E6: Interpretation of Program Retention, Student Success, and Grade Distribution

FY11 7% increase in success over CD 3 year average, 11% above college 3 year average

FY11 5% increase in success over HEC 3 year average, 9% above college 3 year average

FY11 4% increase in retention over CD 3 year average, 7% above college 3 year average

FY11 5% increase in retention over HEC 3 year average, 8% above college 3 year average

The program retention and student success are above college averages. The grade distribution does not follow a bell curve. Department discussion attributed some of the grade distribution to:

- * Poor performing students self-selecting themselves out of the program
- * High grading on student work with disregard to college level writing
- * Competency based grading which encourages students to resubmit work to get higher grades and demonstrate greater understanding
- * Significant number of returning students or re-entry students with BA degrees who tend to perform at higher levels.

Faculty suggested that a department policy be adopted that requires a rubric be used to grade all written material in all classes. The availability of Proficiency awards will better track the re-entry students.

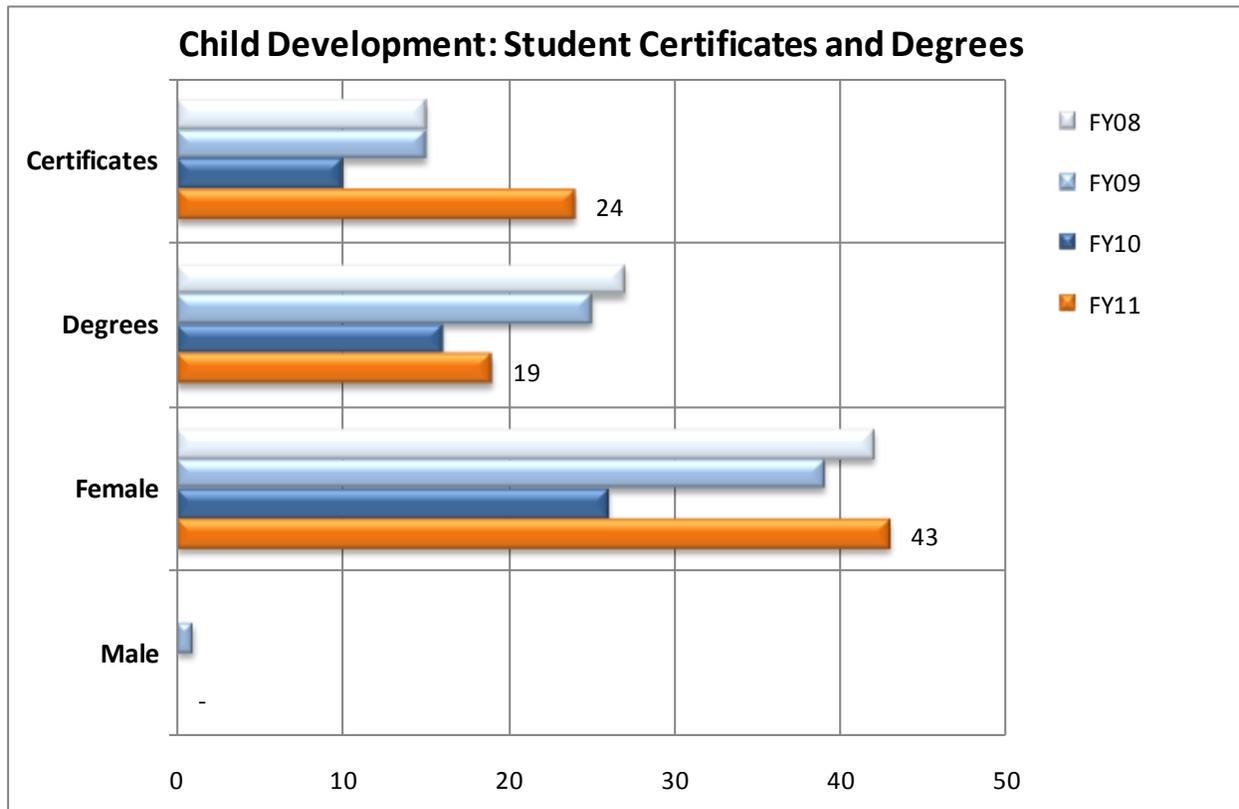
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F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Child Development/Early	FY08	15	27	42	-
Child Development/Early	FY09	15	25	39	1
Child Development/Early	FY10	10	16	26	-
Child Development/Early	FY11	24	19	43	-
Total Awards in 4 Years		64	87	150	1



F2: Interpretation of the Program Completion Information

Over the last four years there has been a fairly consistent number of certificates and degrees awarded. In all but one instance these were awarded to women.

Anecdotal information from instructors indicated that there are more men in the GE classes and those that were Child Development majors tended to transfer to CSUCI before obtaining a certificate or degree at the community college level. Additionally, the CARES project funded by First 5 has supported students in attaining a BA degree, encouraging students to transfer thus discouraging the attainment of a certificate or degree. The upcoming transfer degree will hopefully better track these students.

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G1: Student Demographics Summary Tables

These tables shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CD	FY08	579	496	13	31	10	3	18	54	1,123	75	6	32
CD	FY09	725	578	20	24	9	10	20	72	1,360	96	2	31
CD	FY10	587	472	22	31	9	25	19	59	1,140	79	5	30
CD	3 Year Avg	630	515	18	29	9	13	19	62	1,208	83	4	31
CD	FY11	700	499	24	26	3	11	19	44	1,238	88	-	28
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
HEC	FY08	195	164	11	9	4	8	3	28	383	37	2	30
HEC	FY09	259	166	7	19	2	18	4	34	444	63	2	27
HEC	FY10	248	161	12	23	4	15	6	26	425	69	1	25
HEC	3 Year Avg	234	164	10	17	3	14	4	29	417	56	2	27
HEC	FY11	147	105	9	7	1	14	5	25	255	58	-	26
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

These tables shows the program and college percentage of census enrollments for each demographic category.

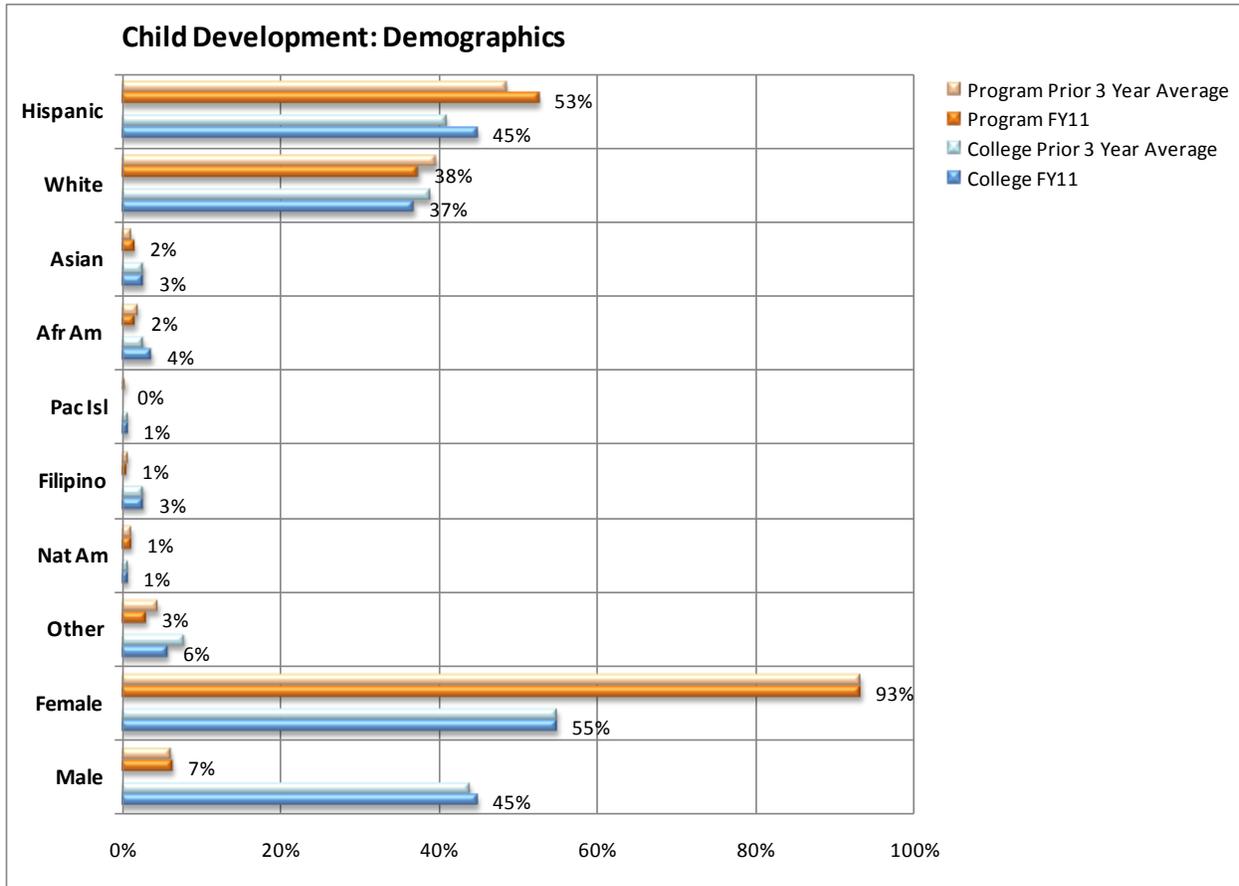
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CD	FY08	48%	41%	1%	3%	1%	0%	1%	4%	93%	6%	0%	32
CD	FY09	50%	40%	1%	2%	1%	1%	1%	5%	93%	7%	0%	31
CD	FY10	48%	39%	2%	3%	1%	2%	2%	5%	93%	6%	0%	30
CD	3 Year Avg	49%	40%	1%	2%	1%	1%	1%	5%	93%	6%	0%	31
CD	FY11	53%	38%	2%	2%	0%	1%	1%	3%	93%	7%	0%	28
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
HEC	FY08	46%	39%	3%	2%	1%	2%	1%	7%	91%	9%	0%	30
HEC	FY09	51%	33%	1%	4%	0%	4%	1%	7%	87%	12%	0%	27
HEC	FY10	50%	33%	2%	5%	1%	3%	1%	5%	86%	14%	0%	25
HEC	3 Year Avg	49%	35%	2%	4%	1%	3%	1%	6%	88%	12%	0%	27
HEC	FY11	47%	34%	3%	2%	0%	4%	2%	8%	81%	19%	0%	26
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

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G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



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G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District’s Banner Student System. The student demographic information includes all information associated with the program’s subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

The ethnic distribution mirrors the college as a whole yet there are significantly more women. 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. The number of re-entry students is above the college average. Anecdotally, it was reported that many women pursue a career and in later years retire and want to work with children in their churches and therefore return to college to obtain the necessary units for employment.

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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Analyze the psychological, physical, and cognitive influences of teaching and classroom practices on children's development.	90% of students in CD V64B will demonstrate abilities to analyze the development of children as influenced by teaching and classroom practices through a written evaluation of activity plans and how they impact children's development
Operating Information	
This has not yet been measured. A rubric needs to be developed. This will need to correlate with the Curriculum Alignment project and the State Competencies.	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Develop awareness of and skills in intentional teaching 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 has not been measured. A rubric needs to be developed. This will need to correlate with the Curriculum Alignment project and the State Competencies.	
Analysis – Assessment	

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Program-Level Student Learning Outcome 3	Performance Indicators
Demonstrate initiative through conducting research to learn whatever is necessary to provide high quality programming for children within specific philosophical guideline.	80% of students will demonstrate personal initiative in conducting research in curriculum development respective to each of the following classes: CD V05, CD V11, CD V14, CD V19, CD V24, CD V28, CD V62, CD V63, CD V64A, CD V64B
Operating Information	
This has not been measured. A rubric needs to be developed. This will need to correlate with the Curriculum Alignment project and the State Competencies.	
Analysis – Assessment	

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4B: Student Success Outcomes

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 retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the program's retention rate for the prior three years.
Operating Information	
FY 11 retention rate increased by 4% (88% to 92%)	
Analysis – Assessment	
We exceeded this goal.	

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 retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	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	
FY 11 retention rate for the CD program was 92%, college 3 year average was 85%	
Analysis – Assessment	
We exceeded this goal.	

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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 rates. The student success rate is the percentage of students at census who receive a grade of C or better.	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	
FY11 success was at 79%, a 5% increase from the three year average of 72%	
Analysis – Assessment	
We exceeded this goal.	

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 student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 5% over the average of the college's student success rate for the prior three years.
Operating Information	
FY success rate of 79% is 11% above the college three year average of 68%	
Analysis – Assessment	
We exceeded this goal.	

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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. 43 students earned a certificate or a degree	
Analysis – Assessment	
<p>“Second year courses” does not specifically apply to Child Development. It is not known as to the time frame for students seeking their educational goals and there is no specific sequence to taking courses. Degrees and certificates are not the best measure of student achievement given that some students also come for transfer or to get the minimum education for employment. It is proposed in FY 12 that these be measured through the addition of proficiency awards and a AS-T Transfer degree in CD.</p>	

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C. Program Operating Outcomes

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 CD program is at 526, 105% of the district goal. The HEC classes belonging to the Child Development program are at 588 and at 131% of the HEC district goal of 450.	
Analysis – Assessment	
The CD program exceeds the district goals	

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 \$5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	

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5. Findings

Finding 1: There is no budget for supplies or institutional support for students' use of the lab school (Orfalea Child Development Center). (Link to A5 Program budget)

Finding 2: There has been limited documentation as to the extent of the use of the lab school. (Link to A5 Program budget)

Finding 3: The equipment inventory for CDC-38 is not accurate. CDC-38 and the Child Development Center do not have Wi-Fi service. (Link to B2 Program Inventory)

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)

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)

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

Finding 7: There were 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)

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)

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

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6. 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
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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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

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Child Development Program Review

2011-2012

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.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

Child Development Program Review

2011-2012

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

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

Child Development Program Review

2011-2012

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
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Child Development Program Review

2011-2012

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

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Child Development Program Review

2011-2012

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
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Child Development Program Review

2011-2012

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
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Child Development Program Review

2011-2012

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

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	X

Child Development Program Review

2011-2012

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

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	X

Child Development Program Review

2011-2012

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	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	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	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	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

Child Development Program Review

2011-2012

Computer Equipment and Software

Equipment - Computer Related	Program	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	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	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	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	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	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Child Development Program Review

2011-2012

Other Resource Requests

Other Resources	Program	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	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: 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 (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

Child Development Program Review

2011-2012

6E: 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 following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

Child Development Program Review

2011-2012

7A: 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 form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.