



Child Development Program Review

2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

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

Initiative: Systematically document all student use of the Orfalea Child Development Center.

Individual students utilizing the center sign in and out on various logs that have been created.

Initiative ID CD1302 Proficiency Awards:

Initiative: Create proficiency awards for the minimal educational requirements for employment in the field of ECE.

The proficiency awards have been developed and submitted to Curricunet. They were presented to the Child Development Advisory board and recommendations for changes were made. This initiative will be carried forward in 2013-2014 so the proficiency awards can be revised and again presented to the Child Development Advisory Board for review and approval. (This will be a carryover initiative.)

Initiative ID CD1303 Underrepresented populations:

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

The reporting process has not been evaluated, as thus far, the division had not been able to determine how reports for VTEA (Carl Perkins) funding purposes are generated. Brochures of both the Child Development Department and the Orfalea Child Development Center have been created and are distributed throughout campus. These brochures depict men in early childhood settings with young children. (Funded by Carl Perkins Grant). Other barriers have not been specifically identified per Carl Perkins Grant, core indicators. Barriers for student success are detailed later in this report in response to Performance Data – Success.

Initiative ID CD1304 Evaluation of student success and retention:

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

Dialogue with faculty and students identified barriers to academic success across the curriculum. It was noted that the data does not delineate success and retention for distance education classes separately from on-ground classes. Enstat data throughout the year indicates that retention in distance education classes was lower than in on-ground classes. Additionally, some on-ground courses with lower than the college three-year average were offered only in one section per semester or once per year. It was not deemed that there were sufficient offerings of those courses to clearly define the barriers.

Faculty implemented a variety of strategies and it is too early to determine the outcomes of these strategies. Details of these strategies are described later in the section on Performance Data – Success.



Child Development Program Review

2013-2014

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

Initiative: Financially treat the lab for Child Development students as if it was any other lab on campus and fund at least one of the classified positions (associate teachers) or a portion of each of the three associate teacher positions.

The CTE division has made this initiative a high priority in the last two program reviews (FY11/12 and FY12/13). The Child Development Department Chair and the lab school supervisor were not invited to any meeting or provided an opportunity to provide input to the Classified Staffing Priorities Committee in either of these fiscal years. (This will be a carryover initiative.)

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

Initiative: Repair or replace Hitachi projector in CDC-38.

The projector screen was cleaned and vertical blinds were installed in the classroom. These two things seem to have been sufficient to create effective viewing of visual projections.

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

Initiative Hire a full time Child Development instructor

Kimberly Karkos was hired and transferred from Oxnard College into the Child Development department effective Fall semester 2013.

Initiative for ID CD 1301 Materials Fund

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

An ongoing fund has been created of \$750 for the fiscal year 2013-2014 and \$500 for subsequent years.



Child Development Program Review

2013-2014

A. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

From FY12-13 report: *"The lab school currently operates primarily on the tuition fees from parents and receives no operating funds from the college. Yet the lab school is the working lab for students completing student teaching experiences and as well as students who are learning about and applying aspects of the CA Early Learning System as they observe and work with children. This lab, much like any lab in the sciences, requires human resources and received some funding for 27 of its 38 years of operations. Additional operating funds for the lab school for a classified, master teacher, would provide more space for practicum students, provide them with needed feedback, and thereby increase performance on the PSLO #1 and increase the WSCH."*

The above narrative was a primary finding in last year's report highlighting the lack of operating funds from the college to support the lab school. The lab school has experienced significant funding and personnel cuts in recent years causing a direct impact on the success rates and completion rates of Child Development students. The enrollment of children in the lab school significantly decreased over the last five years because of cuts to the hours of operation, cuts to the classified supervisor, and cuts to the classified staff. This decrease of fewer children has directly impacted class availability and performance of the practicum students (CD V64A and CD V64B) who use the lab. The lab school is now operating fewer hours daily and has not been permitted to offer an early summer program, two factors that inhibit community families from enrolling their children.. Families from the community generally need the program to run through mid-June to correlate with the local school schedule. Consequently, fewer community families and children are enrolling in the center. The classified supervisor was cut from 12 to 10 months and therefore is not available to enroll families through the summer months. The office manager was transferred to another department and replaced with someone in a lower job classification who is struggling with the demands of the job and completely unable to manage the traffic of the students through the center or answer questions related to the center. Some of the gap has been filled through the use of student workers. However, student workers are only sporadically available to help at the front desk due to a significant reduction in federal work study funding. Associate and assistant teachers have had their hours cut and are therefore less available for students. The federal CCAMPIS (Child Care Access Means Parents in School) grant that paid 50% of childcare fees for about 20% of the families ended and the culture of the district office did not support renewing the grant. That coupled with an increase in the cost of tuition and textbooks has made it impossible for many students to enroll their children in the center. The result is fewer children and a decrease in opportunities for students to complete their observations of children as required in CD V64A and student teaching for CD V64B.

A student success goal of last year's report was to increase the number of completers to 20% of enrolled Child Development students. More limited lab space and fewer available hours have created a delay for some students in completing the Child Development degree. Students have gone to other community colleges for some of the Child Development classes, changed their educational emphasis General Studies and graduated with an AA degree, or simply become GE certified and transferred. The instructor for the lab classes has doubled the student placements in each lab classroom in an effort to meet student needs. This has put added strain on the classified staff that supervise these students. Without changes to the structure of the Orfalea Child Development Center as a lab, there is no room to



Child Development Program Review

2013-2014

increase the success rates and completion rates of the students in Child Development and may actually decrease. The center needs to be treated like a lab with institutional financial support and be allowed to have operating hours that support an increase in enrollment of children (Carryover initiative CD1201 Financial support for lab; new initiative CD1401 Extend academic year of the Orfalea Child Development Center).

Section II - Description

A. Description of Program/Department

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.

Degrees/Certificates

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

Associate in Science Degree in Child Development

Associate in Science Degree in Early Childhood Education for Transfer

Certificate of Achievement – Child Development

Proficiency Awards – Child Care Center Director, Infant-Toddler Care Teacher, and Preschool Teacher (pending Child Development Advisory Committee, Ventura College Curriculum Committee and board approval)

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

As a result of the program review process and a subsequent presentation made to the Faculty Hiring Priorities committee, a recommendation was made to hire a second full-time instructor in Child Development. Ventura College administration concurred with this recommendation. A faculty member of Oxnard College interviewed and was provided the opportunity to transfer to Ventura College. She started at Ventura College effective Fall 2013.

There are federal, state and county changes in the field of Early Care and Education that are affecting the Child Development program. Primarily there are demands for higher quality care and education for all children from birth through five. This is coming in the form of a Quality Rating Improvement System (QRIS), and Race-to-the-Top initiatives and grants. Additionally, the California Department of Education has released the California Early Childhood Educator Competencies and the California Early Learning System. These changes are impacting the professional development needs of our faculty and the classified staff at the Orfalea Child Development Center. Components of the QRIS are requiring that more early childhood teachers have associates and/or bachelors degrees, and familiarity with the California Early Learning System. It is expected that the impact of QRIS and Race-to-the-Top initiatives will increase the completion of the A.S. in Child Development and the AS-T Early Childhood for Transfer degrees.

C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY



Child Development Program Review

2013-2014

	Cost		Cost		Cost		Cost
Enrollment Fees	\$350	Enrollment Fees	\$450	Enrollment Fees	\$300	Enrollment Fees	\$300
Books/Supplies	\$250	Books/Supplies	\$400	Book/Supplies	\$200	Books/Supplies	\$200
Total	\$600	Total	\$850	Total	\$500	Total	\$500

D. Criteria Used for Admission

No prerequisites required other than those specific to college admission.

E. College Vision

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

F. College Mission

At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. College Core Commitments

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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Student Success • Respect • Integrity • Quality • Collegiality • Access | <ul style="list-style-type: none"> • Innovation • Diversity • Service • Collaboration • Sustainability • Continuous Improvement |
|--|---|

H. Organizational Structure

President: Greg Gillespie

Executive Vice President:

Dean: Dr. Kathleen Schrader

Department Chair: Jennifer Parker

Faculty/Staff:

Name	Jennifer Parker
Classification	Professor
Year Hired	1998



Child Development Program Review

2013-2014

Years of Work-Related Experience	28
Degrees/Credentials	B.S., M.S.

Name	Kimberly Karkos
Classification	Professor
Year Hired	2013
Years of Work-Related Experience	40
Degrees/Credentials	B.S., M.S.

Section IIIa – Data and Analysis

A. SLO Data

Primary findings from last year's assessment and discussions centered around five issues:

- 1) The strain on the Orfalea Child Development Center (lab school) and its limitations for providing what students need. (Carryover initiative CD1201; new initiatives CD1401, CD1402, CD1403)*
- 2) Barriers to student success and program completion. (Initiative CD1404, CD1405, CD1406, CD1407, CD1408, CD1409)*
- 3) Insufficient exploration and subsequent documentation of student's educational and career goals (Initiatives CD1302, CD1407, CD1408, CD1409)*
- 4) Insufficient academic counseling and guidance of students in attaining educational and career goals (Initiative CD1407)*
- 5) Lack of clear education and career paths for students wanting to work with children older than age 5. (Carryover Initiative CD1302; new initiatives CD1405, CD1406, CD1407, CD1408, CD1409)*

The rotational plan has been delayed in TracDat due to the release of the California Early Childhood Educator Competencies. The CSL's and PSLOs, rubrics and mapping will be revised this academic year to match these competencies followed by the creation of a rotational plan. (Initiative CD1410)

B. Performance Data

1. Retention – Program and Course

The Child Development FY13 retention of 86% matches that of the college FY13 and 3 yr retention rate of 86%. There has been a decline in student retention over the last three years. However, the data for FY11 does not include two classes (HEC V23 and HEC V24) that are now CD V02 and CD V03. Thus, the 3-year average for Child Development does not accurately depict the actual retention average of students because of the lack of information for FY11. The slightly overall decrease in retention is not surprising, as we have eliminated classes that are taught bilingually. F11 was the last year classes were offered in Spanish. The college level writing and performance expectations for Child Development students have increased in most classes and may have resulted in students dropping from the program. Lastly, there is attrition from the program as students become more discerning about their career and educational goals and/or change their goals as they struggle to include the



Child Development Program Review

2013-2014

practicum classes into their educational plan and personal timelines. (See initiatives CD1201, CD1405, CD1406, CD1407, CD1408, CD1409)

The disaggregated data by ethnicity shows that Hispanic (84%), African American (82%) and Asian (81%) students are below the college average of 86%. Further analysis indicates that the below average retention is predominately in CD V02 and CD V61, two general education classes which each have sections taught fully through distance education. Data has not been provided on a section by section basis to determine if the delivery method is a factor in this below average retention for Hispanics. (See initiative CD1404)

Other courses that fall below the average retention rates are CD V11, CD V38, and CD V62. CD V38 is cross-listed with Child Development and taught in the Business department so any discussion of this course will be in the program review for Business. CD V11 was only offered in one section, in one semester, therefore there is not significant data to draw any conclusions. CD V62 is offered in only one section each semester. Further discussion and analysis by faculty teaching CD V62 is needed. It is noteworthy that this is generally the first class students take that is very discipline specific. And, it is possible that students drop the class when they realize that Child Development, specifically Early Childhood Education, is not the field for them or that this educational path does not lead them to their desired career. (See initiatives CD1406 Collaborate with Transfer & Career Center, CD1407 Increase communication with Counseling Department.) Currently there is no mechanism for identifying why a student drops or is dropped from a class.

2. Success – Program and Course

The success rate of the Child Development students has held steady at 74% over the last two years. Recall that data for the third year (FY11) is missing. This rate exceeds both the college FY 13 (71%) and the three-year average (71%) in student success.

A course by course analysis for FY13 indicates that CD V02, CD V14, CD V61 fall below the 74% success rate. CD V02 (69%) and CD V61 (65%) are general education classes and have sections taught fully through distance education. Anecdotally, students have reported that they failed to succeed because they did not have a computer at home, they did not have internet at home or the only internet access they had was on their telephones. There was only one section of CD V14 offered, thus not having a significant number to draw appropriate conclusions. One speculation is that the class was offered on a Friday morning. Traditionally, this time does not prove to be as successful as other time blocks.

A course by course analysis for FY13 by ethnicity indicates that a lower success rate for Hispanic students in CD V02 (69%), CD V03 (64%), CD V61 (58%), CD V62 (67%) and CD V63 (69%). Anecdotal information from instructors indicates the identified barriers of not having a textbook, home access to a computer, a printer, and/or the internet, and more limited skills in reading and writing English are impacting student success in their classes. It appears however that this gap needs to be addressed. Furthermore, the demographics of 89% female, coupled with 51% Hispanic yields a cadre of students with similar cultural values that can impact student success. Many individual conversations with Hispanic female students have indicated that studying for college classes has not been a priority in their families. They do not have dedicated time to study. One male Hispanic student reported that he had to miss classes when his mother was ill and could not work in the fields. He had to replace her. Additionally, students who were on CalWorks had to have 35 documented hours of activity (work, in-class time, and volunteer time) that did not include studying.



Child Development Program Review

2013-2014

CalWorks recipients are often single mothers with young children as well. CalWorks has changed their policy for this academic year and study time is allowable as a portion of the required student activity hours. One conclusion is that it is not so much what additional things we as instructors do in our classes that determine students' success, but what values, dispositions, and technology students need in order to be successful. (See initiative CD1404 Focus Group of Hispanic students)

California law for employment in the field of childcare requires completion of CD V02 and CD V61 plus two additional Child Development classes. Earning a grade of D or better is considered completion and this may be the academic goal of a student. However, this is not consistent with the college definition of student success or completion. It may be possible that we have a cadre of these students who are taking classes merely to meet minimum employment requirements. (See initiative CD1405 Survey of Students). It is further possible that students who are not Child Development majors enroll in these general education classes to complete courses needed for completing other degrees or to maintain fulltime status to enable them to be student workers on campus or retain their medical insurance. There is no systematic way to capture this data to determine its effect on retention, success or certificate/degree completion.

Lastly, it is not known how any students receive non-passing grades because of lack of attendance. There is no consistency within the Child Development department or the college as to whose responsibility it is for a student to drop a class. Is it the student's responsibility or that of the faculty. This lack of consistency has the potential of skewing both the retention student success numbers.

Identified barriers were:

- Students' lack of access to textbooks, and home access to internet, computers and printers*
- Students' lack of college level writing skills*
- Lack of student behaviors that lead to success such as completing assignments and consistent attendance*
- Students' personal lack of confidence and skills as needed to be competent in general education classes.*
- Students remaining in a class that the students deem to no longer be appropriate for their education and career goals. The student demonstrates diminished motivation and student success behaviors. (See initiatives CD1405, CD1406, CD1407, CD1408, CD1409)*

Strategies implemented, outcomes not yet known:

- * Faculty who teach distance education classes have had dialogue with the Distance Education team on campus, have had additional training for teaching distance education classes, and have consequently made some changes in their courses. The benefit of this is not yet known.*
- * Faculty continue to hold student's accountable for college level writing and refer more to the writing and tutoring centers.*
- * Two faculty met with a cadre of struggling students at the end of spring semester. Students*



Child Development Program Review

2013-2014

were individually coached in how to use campus resources such as instructional supports in classes and the tutoring center. They were encouraged to have dedicated time for their studies and to have dialogue with family members about their study needs.

- * Textbooks for all courses are available for 2-hour checkout in the Learning Resource Center. Some textbooks are now available for 2-day checkout. It is not yet known if these textbooks will make a difference in student success and retention.

3. Program Completion – for “Programs” with Degrees/Certificates Only

The number of certificates awarded has increased every year over the last four years and has more than doubled. The number of degrees awarded has fluctuated over the years with FY13 being the highest. More Hispanics receive the certificate than white students and FY13 was the first year that the number of white students receiving degrees exceeded the Hispanics. Few students of other identified ethnicities completed with degrees or certificates (3 in FY 13, 1 in FY11 and 1 in FY10). Only 1 male has completed the degree in four years yet the demographics indicate that the program consists of 10% men.

The completion rates are encouraging as they are increasing and yet inconclusive for a number of reasons. No new initiatives at the program level can be put into place to address any of the following:

- The AS-T Early Childhood Education degree for transfer was offered for the first time in Fall of 2012. No specific data has been provided about this degree. Additionally, the degree is not yet accepted by some California state universities and therefore may not be an educational goal of students. There is no mechanism to capture this data.
- Courses in Child Development lead students to their academic goal of transferring to a university but not necessarily to the completion of a degree or a certificate. Students may elect to merely become GE certified and transfer. There is no mechanism to capture this data.
- A degree or certificate in Child Development is not in the best interests of students who study Child Development yet seek careers in upper elementary, junior high, or high school teaching or other Child Development related careers. This has been especially noted for male students. The demographics indicate that 10% of the students are male yet, only one has completed the program in four years. Students will take a few classes in the department yet they are not completers. There is no mechanism to capture this data nor do we have the appropriate educational paths or degree options for these students who wish different careers with children other than Early Childhood. (Links to initiatives CD1405, CD1408, CD1409)
- Some students are taking Child Development classes only because they are legally required to for employment. Passing classes with a D is acceptable for employment. These students are not program completers. There is a carry-over initiative (CD1302) to implement proficiency awards in an effort to capture some of this data. It will still not be accurate as a grade of C is required for proficiency award.
- Some students enter the Child Development Program and change their educational plan and goals. (CD1405) Therefore it is unknown how many students who do not complete



Child Development Program Review

2013-2014

the program actually continue on to complete another program on campus. There is no mechanism to capture this data.

- *Some students come to the Ventura Child Development program from Oxnard College, Ventura colleges or other community colleges. They come to take classes that they are unable to get on their campuses due for a variety of reasons. There is no mechanism to capture the data of the students who do not intend to be completers on our campus yet may complete the degree program at another college.*

It is not uncommon for students to become employed in the field of childcare and then not be able to return to college to complete their degrees because of the fieldwork requirements that require use of the Orfaea Child Development Center at Ventura College. The hours that the center has children are the same hours that the students are working. Several years ago these students were accommodated through the California Early Childhood Mentor Program (CECMP). Due to changes at the Ventura Community College District level, all three community colleges Child Development departments were no longer permitted to a be part of this grant program. It should be noted that Ventura College district is the ONLY community college district in the state with a Child Development program that is not a part of CECMP. Currently all three of the district Child Development programs are seeking permission to reinstate the CECMP. Also see the Title 5 section on Supervision included at the end of this report, "Section 58055 of article 5 of subchapter 1 of chapter 9 of division 6 of title 5 of the California Code of Regulations," Mentor teachers in the CECMP meet this qualification. (Links to initiative CD1403 and program completion).

The completion of the Child Development program is being impacted by the capacity of the Orfaea Child Development Center at Ventura College. The center has limited capacity to serve the number of Child Development students who are seeking the classes needed to complete their degree for two primary reasons. First there is no more capacity for placement with the current childcare structure. (See carryover initiative CD1201) Secondly, there is not a sufficient number of children to accommodate more lab experiences for students. (CD1401) The three classified associate teachers, one who is full time and the other two part-time, serve not only the children and families, but the observing students and student teachers, about 65 per semester. Additionally, there are occasional observers from other Child Development, Sociology, and Psychology classes. Currently there is no institutional financial support for these lab experiences with the associate teachers. Addressing this inequity with other programs on campus that have labs has been an initiative for the last two program reviews. This issue is further addressed in the attached resolution, "Comprehensive Funding for Child Development Labs" from the statewide Academic Senate for California Community Colleges. Funding a classified position has been given high priority at the division level the last two years. No position as been funded. This continues to be high need and thus a carryover initiative.

The high numbers of observing students who are completing assignments for CD V02, CD V28, CD V62, and CD V64A are putting strain on the three associate teachers. Making the observation rooms more usable can alleviate some of this. There are no writing surfaces or chairs to accommodate students who must stand and write for 1.5 hours. (Initiative CD1402)



Child Development Program Review

2013-2014

Anecdotal information from individual students has shown that students begin in Child Development because they know they want to do something with children and/or families. As they pursue their degree and refine their career goals, some students may need to change their education plan and goals. They often complain that they did not get good academic counseling. Yet, upon further query it has been discovered that generally the students did not know the right questions to ask a counselor and they had not done any career exploration. (See initiatives CD1405, CD1405, CD1406.)

C. Operating Data

1. Demographics - Program and Course

Eight-nine percent of the Child Development students are female as compared to the college 54%. The data provided did not break down the demographics by course or age ranges.

2. Budget

Program members have reviewed the budget data.

Budget Comments:

It should be noted that account 12803-30135 has a budget of \$750 in Lottery for Child Development instructional purposes. This will be used for consumable materials that are needed by students completing their fieldwork experiences as well as consumables needed for classroom experiences that will teach students about appropriate curriculum for young children.

The Orfaela Child Development Center is a lab and is necessary for the students. Yet, unlike other labs on campus it receives no funding from the college to support its existence. Cuts to the classified staff and diminished operating hours have come at a time when there is increased enrollment in the department and increased demand in the community for degree completion and transfer to four-year universities.

3. Productivity – Program and Course

The district productivity goal for Child Development is 500. The FY13 productivity was 517. The district productivity level seems appropriate for the Child Development Program. The data indicates that the productivity for CD V64A and CD V64B is very low however that is probably due to confusion as to what hours need to be reported for these two labs. The hours reported were only for the lab portion of the class and not the lecture portion of the class. Enrollment for both of these classes is at maximum due to the current capacity of the Orfaela Child Development Center at Ventura College. CD V64A, with appropriate reporting will come close to the 500 productivity level, however CD V64B is instructor intensive as it is a student teaching experience for the students. This class will never come close to the 500 level as it holds a maximum of 25 students.



Child Development Program Review

2013-2014

The data provided does not indicate the relationship between actual enrollment at census, enrollment at the beginning of the semester, and the room capacity. The classroom used for most Child Development classes on campus is CDC-38 with a room capacity of 38. Four additional chairs have been added to the peripheral of the room with the expectation that students will drop within the first couple of weeks, thus allowing for the possibility that the class will be fully enrolled at census date. The classroom capacity at the Santa Paula site only holds 35 students. Thus, if there is an enrollment drop by census in those classes, there is a chance that they will not meet the productivity level.

D. Resources

1. Faculty

The FTEF for Child Development FY10 through FY12 was sufficient along with other program review findings in FY12 to request and be given the opportunity to increase the full time faculty from one to two in FY13. A new faculty was hired and began in Fall 2013.

The department has not needed to hire part-time faculty in recent years so the availability of qualified part-time faculty applicants is unknown.

2. Classified Staff

The department does not have classified staff however the Orfalea Child Development Center at Ventura College has three associate teachers who directly interface with the Child Development students. Cuts to the classified staff is in conflict with the increase in the numbers of Child Development students. Increasing the number of program completers is directly related to the capacity of the Child Development Center. (This was previously addressed in Section B2 Performance Data: Success – Program and Courses) (CD1201, CD1401)

3. Inventory

A partial inventory of the equipment in CDC-38 has been made. The errors and needed corrections in that report will be reported to the Vice President of Finance.

4. Facilities or other Resource Requests

The Child Development Center has three one-way windows for students observing children classrooms. Currently there are no chairs or writing surfaces for students who must complete 1.5 hour written observations weekly. (Initiative CD1402)

5. Combined Initiatives

Initiative CDC1201 for the Child Development Program correlate with initiative CD1202 for the Orfalea Child Development Center at Ventura College. CD1401 correlates with CDC1401.



Child Development Program Review

2013-2014

E. Other Program/Department Data

There are two resolutions from the statewide Academic Senate for California Community Colleges that were addressed in the Program Completion section of this report (p.12). These resolutions are attached to this report. One addresses the issue of providing institutional support for the lab schools equivalent to other academic labs on campus. The other addresses the requirement that master teachers supervising fieldwork students. It should also be noted that this is an auditable requirement. (CD1403 California Early Childhood Mentor Program, CD1201 Lab Support, CD1401 Reinstate the lab school academic year to include the summer program)

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals *None*

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

The program vitality score is 27, showing the program is current and vibrant. The score is at the low end of this category. It can improve slightly through completion of reporting in TracDat. A number of challenges of accurately reporting the retention, success and program completion have been highlighted throughout this report. The Orfalea Child Development Center is no longer able to adequately accommodate the needs of students as the program increases and support is needed. Lastly, there are a number of students who will never be program completers as is noted throughout this document.

Section V - Initiatives

A. Initiative: Lab Support (Carryover initiative from FY11-12)

Initiative ID: CD1201 (Collaborates with CDC1202)

Description: Fund one Child Development Associate position, 100%, 9 months (or partially fund each of the three Child Development Associate positions to the same level) – **this position is equivalent to an instructional lab tech paid for by the general fund in other instructional labs on campus.**

Cost: \$73,000 (\$41,000 salary + \$32,000 benefits)

Link to Data: Links to data on Student Success, specifically to numbers of program completers

Expected Benefits: Practicum students will have greater access to master teacher level teachers with dedicated time to coach students. Student will complete degrees and certificates with higher grades and have greater retention in CD V64B.

Goal: Increase student success and grades in CD V64A and CD V64B; increase number of program completers

Performance Indicator: An increase of 5% in student success and WSCH for CD V64A and CD V64B

Timeline: Within three years

Funding Resource Category: Staffing Funds

Ranking: High

B. Initiative: Proficiency Awards (Carryover initiative from FY12-13)

Initiative ID: CD1302

Description: Proficiency awards will better capture the success of students who are seeking the minimal education for employment and are jobbing out of the program.



Child Development Program Review

2013-2014

- Link to Data:** Links to data on Student Success, specifically to numbers of program completers
- Expected Benefits:** Students will complete their identified goals
- Goal:** Increase student success in FY15/16
- Performance Indicator:** Students will complete proficiency awards; and the program will have more accurate data on students.
- Timeline:** 2015-2016
- Funding Resource Category:** No new resources
- C. Initiative:** Reinstate the academic year Orfalea Child Development Center to include summer school
- Initiative ID:** CD1401 (Correlates with Orfalea Child Development Center CDC1401)
- Description:** Reinstate summer school as a part of the academic year of the Orfalea Child Development Center in an attempt to attract more community families and their children to the center
- Cost:** No cost to the college
- Link to Data:** Links to student retention and success in CD V02, CD V62, CD V64A and CD V64B; Increased demand for CD V64A and CD V64B has created a need for greater use of the Child Development Center.
- Expected Benefits:** Students will benefit from having a sufficient number of children in the classroom to observe and work with when completing practicum experiences.
- Goal:** Increase student success in FY15/16 and program completion in FY 16/17
- Performance Indicator:** A 2% Increase in student success and program completion
- Timeline:** 2016-2017 [Click here for options](#)
- Funding Resource Category:** No additional resources needed. Historically, the center has made money during summer school.
- D. Initiative:** Observation room equipment
- Initiative ID:** CD1402
- Description:** Equip existing observation rooms with chairs and writing surfaces so students can complete assignments. 5 tall chairs and 3 counter/writing surfaces
- Cost:** \$1600
- Link to Data:** Increased in course level enrollment (CD V64A) and course level completion has resulted in higher demand for the use of the Child Development Center. Inventory: There are no chairs or writing surfaces in these observation rooms.
- Expected Benefits:** Students will have an environment that can help them be successful as they complete assignments.
- Goal:** Decrease some of the strain on the Child Development Center while increasing the opportunities for students to successfully complete assignments for classes (CDV02, CD V62, CD V64A).
- Performance Indicator:** Increase in documented student use of the center
- Timeline:** 2015-2016
- Funding Resource Category:** Equipment fund
- Ranking:** High
- E. Initiative:** Reinstate California Early Childhood Mentor Program



Child Development Program Review

2013-2014

Initiative ID: CD1403

Description: Reinstate the California Early Childhood Mentor Program to provide more fieldwork placements for students.

Link to Data: Completion of CD V64B and Certificate and Degree completion

Expected Benefits: Students, especially those employed in child care settings, will be able to complete CD V64A and CD V64B and therefore complete their identified educational goal (Degree, permit and/or certificate)

Goal: Increase the number of program completers

Performance Indicator: Increase in WSCH for CD V64A and CD V64B, increase in program completion

Timeline: 2014-2015

Funding Resource Category No cost to the college

F. Initiative: Focus group of Hispanic students

Initiative ID: CD1404

Description: Create a focus group of Hispanic students in hopes of building trust and identifying what they need to be more successful in their Child Development courses.

Link to Data: Hispanics are below the college average in success, specifically in CD V02 and CD V61.

Expected Benefits: Barriers to success will be identified to better inform faculty and empower students

Goal: Success for Hispanic students in CD V02 and CD V61 will increase.

Performance Indicator: Students will succeed at the rate of the overall college level

Timeline: 2014-2015

Funding Resource Category No college funding needed

G. Initiative: Survey of students

Initiative ID: CD1405

Description: Survey students in all Child Development classes to gather additional information about their educational and career goals, and reasons for enrolling in each of their classes.

Link to Data: Retention and success data does not identify students who are not Child Development majors and may be enrolled in the classes for reasons other than becoming a Child Development degree completer.

Expected Benefits: Students can be given guidance in attaining their personal educational and career goal.

Goal: More information to better explain college data for program review

Performance Indicator: Data will be available for program review explanations for retentions, success, and course completion.

Timeline Surveys to be developed and distributed both semesters FY15

Funding Resource Category No college funding needed

H. Initiative: Collaborate with Transfer & Career Center

Initiative ID: CD1406



Child Development Program Review

2013-2014

Description: Meet with the Transfer & Career Center personnel to develop a plan for encouraging more students to access these resources so they can make better informed decisions about education pathways and potential careers.

Link to Data: Retention and success data does not identify students who are not Child Development majors and may be enrolled in the classes for reasons other than becoming a Child Development degree completer.

Expected Benefits: Students can be given guidance in attaining their personal educational and career goals.

Goal: More information to better explain college data for program review

Performance Indicator: Fewer students personally reporting struggles with their educational path; more actual Child Development majors enrolled in classes and fewer enrolled who belong on other educational paths.

Timeline Collaboration meeting in Spring 2014. Data for FY15 will ultimately be reported on in FY16.

Funding Resource Category No college funding needed.

I. **Initiative:** Increase communication with Counseling Department

Initiative ID: CD1407

Description: Meet with the counseling department to share program and degree requirements and discuss what student goals are or are not a fit with the Child Development program.

Link to Data: Retention and success data does not identify students who are not Child Development majors and may be enrolled in the classes for reasons other than becoming a Child Development degree completer.

Expected Benefits: Students can be given guidance in attaining their personal educational and career goals.

Goal: Improve data on completers by directing students appropriately

Performance Indicator: Fewer students personally reporting struggles with their educational path; more actual Child Development majors enrolled in classes and fewer enrolled who belong on other educational paths.

Timeline Collaboration meeting in Spring 2014. Data for FY15 will ultimately be reported on in FY16.

Funding Resource Category No college funding needed

J. **Initiative:** AS-T for Teacher Preparation for Elementary School Teachers

Initiative ID: CD1408

Description: Develop and submit the AS-T for Teacher Preparation for Elementary School Teachers to the Curriculum Committee

Link to Data: Retention and success data does not identify students who are not Child Development majors and may be enrolled in the classes for reasons other than becoming a Child Development degree completer.

Expected Benefits: Students will have a more appropriate degree option that better matches their career goals.

Goal: Improve data on completers by directing students appropriately

Performance Indicator: Fewer students personally reporting struggles with their educational path; more actual Child Development majors enrolled in classes and fewer enrolled who belong on other educational paths



Child Development Program Review

2013-2014

Timeline Submission to curriculum committee in Spring 2014. First offering of the program will probably not be until Fall 2015.

Funding Resource Category No college funding needed other than that to actually put this program in place.

K. Initiative: AS-T Child and Adolescent Development

Initiative ID: CD1409

Description: Develop and submit the AS-T for Child and Adolescent Development to the Curriculum Committee.

Link to Data: Retention and success data does not identify students who are not Child Development majors and may be enrolled in the classes for reasons other than becoming a Child Development degree completer.

Expected Benefits: Students will have a more appropriate degree option that better matches their career goals.

Goal: Improve data on completers by directing students appropriately

Performance Indicator: Fewer students personally reporting struggles with their educational path; more actual Child Development majors enrolled in classes and fewer enrolled who belong on other educational paths

Timeline Submission to curriculum committee in Fall 2014. First offering of the program will probably not be until Fall 2015

Funding Resource Category No college funding needed other than that to actually put this program in place.

L. Initiative: CA Early Childhood Educator Competencies

Initiative ID: CD1410

Description: Rewrite the CSLOs and PSLOs that incorporate the CA Early Childhood Educator Competencies

Link to Data: The SLO/CSLO/PSLO, mapping and 5 year plan are not complete in TracDat

Expected Benefits: Students will be evaluated on the Competencies as part of their coursework

Goal: The Child Development program SLOs/CSLOs/PSLOs will incorporate the ECE Competencies

Performance Indicator: Revisions will be uploaded to TracDat and requirements for TracDat will be completed

Timeline Spring 2014

Funding Resource Category No college funding required.

Section VI – Process Assessment

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

This report took more time to complete as compared to the completion rate of last year's report. It was helpful to have the data readily available. It was more difficult moving back and forth through the report and referring to various content areas when writing the initiatives. The format change also made it difficult to review last years report and use it as reference for this years report. It is difficult having the program review reporting format change so much each year. This particular form was difficult to work with as the formatting kept changing.



Child Development Program Review

2013-2014

It has become abundantly clear that the data needed in Child Development is not available. There are a variety of reasons why students do not complete the program. This discovery made this a good process, sparked lots of discussion, and resulted in initiatives that should help the department and the college have a better understanding of who the student is who is enrolling in Child Development classes

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

1. *Include additional data that disaggregates student retention and success for on-line as compared to on-ground classes.*
2. *Include additional data that shows student retention and success for declared Child Development majors as compared to those who are not declared Child Development majors. (Every student should be required to update their major when registering for classes.)*
3. *It appears that there may be data missing that could help departments determine where they are failing to support students in retention and/or success.*
 - a. *Currently there is no mechanism for identifying why a student drops or is dropped from a class. The retention and success rates lead us as faculty to believe we are fully responsible for students retention and success. While it appears that we play a factor, there are circumstances having nothing to do with the instructor or the learning environment that cause a student to leave his/her classes.*
 - b. *It is unknown as to what affect the learning environment, on-ground vs. distance education, has on student retention and success. Data has not been provided on a section by section basis or delineating distance education class from on-ground classes.*
4. *Require students to update their major when registering for classes in order to provide more accurate reporting of retention and success of actual Child Development majors.*
5. *Develop mechanisms to capture data on the following. Hopefully the new Student Success Scorecare will help identify enrolled students who:*
 - a. *Are planning on completing a degree or program at another college*
 - b. *Are taking the minimum classes so they can be employed*
 - c. *Discover they are on the wrong educational path for their desired career goal and changed their educational goals*
 - d. *Are returning degreed students who are taking a few classes to upgrade their employment skills or to attain a higher level of the Child Development Permit (Note: The Child Development Permit is not issued by Ventura College and we have no data on this.)*
 - e. *Are taking classes because they have to be full time students and need a class that fits into their schedule, even though it is not part of their educational path.*
 - f. *Are failing to succeed as a result of their own life circumstances having nothing to do with the teaching strategies or the class itself.*
 - g. *Are taking classes merely because they are interested in the subject and have no expectations of completing a degree or certificate.*
 - h. *Left Ventura College because they got a job (Jobbing out)*
 - i. *Left Ventura College because they no longer have the job that was requiring them to take the classes.*



Child Development Program Review

2013-2014

- j. *Are taking Child Development classes to fulfill General Education certification for transfer or General Education requirements for another degree on campus.*
 - k. *Able to be successful with a grade of D if it is allowed for their degree or employment. These grades should then be reflected positively in terms of students who succeed in a given class.*
4. *Initiatives were hard to write. Some of the elements appeared to be redundant. I missed the findings that were created in last year's program review that led directly to the initiatives and were developed from the data. This seemed like an important piece in the program review.*
 5. *Drop down menus do not work on a MAC computer.*
 6. *Include actual economic employment outlook for CTE. This is needed to accurately score the rubric*

C. 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.

VII – Submission Verification

Program/Department: Child Development

Preparer: Jennifer Parker

Dates met (include email discussions): October 14, 2013; October 9, 2013; September 15, 2013; via email week of October 7, 2013 through October 14, 2013; weekly informal discussions about aspects of student success between Department Chair and various adjunct faculty (not documented)

List of Faculty who participated in the program Review Process:

Jennifer Parker, Kimberly Karkos, Robin Douglas

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. Dean may also provide comments (optional):



Child Development Program Review
2013-2014

Program Review Process Map

I . **Status report and accomplishments from prior year**

II. **Description**

[Empty rounded rectangular box for description]

III(b). **Other program goals and initiatives**

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. **Program vitality-(Academic Senate rubric)**

V. **Summary of initiatives and requests**
Minority reports if any

VI. **Process assessment**

VII. **Verification of review**



Child Development Program Review

2013-2014

Appendix-B

The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiative

The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The "Who to Contact" column lists who to contact when the resources or services are needed.		
Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vcccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.



Child Development Program Review

2013-2014

Appendix-C

Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.

<p>Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.</p>		
Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/ Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.



Child Development Program Review

2013-2014

Appendix-D

Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand / Fill rate ¹	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	5
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
Up to 3	Sufficient capital / human resources to maintain the program, as defined by:	
	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	2
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

¹ Enrollment demand is determined by the ability to fill classes.

² Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



Child Development Program Review

2013-2014

A "0" would indicate that a program is at less than 70% of its productivity rate.	
---	--

Up to 3	Program Completion	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	3
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	Employment Outlook for Students/Job Market Relevance	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	2
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	Success rate³	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	Course completion rate⁴	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

³ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

⁴ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."



Child Development Program Review

2013-2014

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	2
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

The score of 26 indicates that the Child Development program needs strengthening. The initiatives contained within this report address issues of success and completion and they can be addressed by faculty and supporting administrative decisions regarding resources. It also highlights barriers that are beyond the scope of what the college can provide for students.

Score interpretation, academic programs:

- 27-32** Program is current and vibrant with no further action recommended
- 22-26** Recommendation to attempt to strengthen program
- Below 22** Recommendation to consider discontinuation of the program



Child Development Program Review

2013-2014

APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

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 on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.



Child Development Program Review

2013-2014

Initiatives

Counseling

Lab school support

Child Development club

Materials at east campus)?)

Offer full classes for employment (CD V65)



Child Development Program Review

2013-2014

Board of Governors California Community Colleges

July 13-14, 2009 REVISIONS TO WITHDRAWAL AND REPETITION SECTIONS IN CHAPTER 6 OF TITLE 5 AND TO IMMEDIATE SUPERVISION IN CHAPTER 9

Section 58055 of article 5 of subchapter 1 of chapter 9 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 58055. Immediate Supervision.

(a) For the purposes of health sciences education programs in community colleges, “immediate supervision” means student participation in such programs wherein the person to whom the student is required to report for training, counseling, or other prescribed activity shares the responsibility for the supervision of the students in clinical activities with academic personnel of the district. In all such cases the person to whom the pupil is required to report and who is not an academic district employee shall possess a valid certificate or license to practice a healing art in California.

(b) For the purposes of educational programs sponsored by the California Firefighter Joint Apprenticeship Program, the term “immediate supervision” as used in section 58051 means, in the context of classes conducted at the workplace, student participation in classes instructed by a person who is qualified, by means of education or experience, as a journeyman, and shares the responsibility for supervision of the students participating in the classes with academic personnel of the district.

(c) For the purposes of early childhood education programs in community colleges, “immediate supervision” means student participation in such programs wherein the person to whom the student is required to report for training, counseling, or other prescribed activity shares the responsibility for the supervision of the students in student teaching activities with academic personnel of the district. In all such cases the person to whom the student is required to report and who is not an academic district employee shall possess at a minimum a Master Teacher Child Development Permit issued by the California Commission on Teacher Credentialing, or the equivalent.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.



Child Development Program Review

2013-2014

05.01 COMPREHENSIVE FUNDING FOR CHILD DEVELOPMENT LABS

Spring

2010

Contact:

Patty Dilko, Cañada College

Topic:

Budget and Finance

Status:

Completed

Whereas, The crisis in the California State budget and its implications for the California Community College System has considerably reduced funding to colleges for programs and support services to students and is currently threatening to close or reduce services at many campus child development lab-schools and children's centers;

Whereas, Campus child development lab-schools and children's centers serve as instructional support in that they serve as state-of-the-art venues for supervised student teaching and child/classroom observation assignments within the community college system's core 24 unit Early Childhood Education/Child Development (ECE/CD) course requirements, and if such centers are diminished or closed, students could be forced to complete assignments in a variety of private and not-for-profit child care centers which do not meet the standards of a college laboratory or ECE/CD programs would be forced to eliminate the student teaching requirement all together;

Whereas, These centers also serve as student support services by providing exemplary child care and pre-school education to children birth to five, supporting the participation of a diverse population of individuals who have young children and who might otherwise be unable to attend college; and

Whereas, The Early Learning Quality Improvement System (EL QIS) Advisory Committee, which was formed in response to the passage of SB1629 (2009), has been charged with developing the policy and implementation plan for California's Early Learning Quality Improvement System, and California's community college child development centers are well-positioned to play a critical role as the EL QIS considers how to best allocate funds to promote the development of quality programs for young children and effective workforce development throughout the state;

Resolved, That the Academic Senate for California Community Colleges recognize college lab-schools and children's centers as academic laboratories linked to the Early Childhood Education/Child Development programs and strongly support the optimal systemwide and institutional funding of these programs in the same manner that science labs, vocational labs, and learning centers are funded; and



Child Development Program Review

2013-2014

Resolved, That the Academic Senate for California Community Colleges encourage the California Community College Chancellor's Office, the State Department of Education Child Development Division, and the Early Learning Quality Improvement Advisory Committee to work together to ensure that the California community college child development labs and children's centers are adequately funded through State Department of Education grants to fulfill their role as optimal training sites for California's early childhood workforce.

MSC Disposition: Local Senates, Chancellor's Office, Department of Education, Early Learning Quality Improvement Advisory Committee

Assigned To:

President

Status Report:

Senate continues to advocate for principles noted in this resolution during conversations about funding and other related topics.