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| **Discipline: Child Development (CHDV)** | **Date:** **9/28/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Jenny Fererro, Laurel Anderson** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/GRobertson/Productivity%20Metric%20Summary.aspx)   + [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/GRobertson/Success%20and%20Retention.aspx)   + [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/GRobertson/Degrees%20and%20Certifications.aspx)   The data shows an increase in our enrollment, WSCH, and FTES from the prior year. Our overall enrollment numbers are lower this year, which has been a point of discussion in the department and with our dean. We are working on scheduling shifts for Spring 2016 and Fall 2016 to address these dips in enrollment (including FT2 and Saturday classes) and have a solid plan moving forward to hopefully increase our completion rates and enrollment. One concern raised by our dean is the large number of single-section classes our department offers. This, combined with our eight programs, is concerning to administration, although we feel it best meets the diverse knowledge base needed by students in our field. We have discussed potential changes to our program structure, including deactivation of certain courses (rolling that content into other courses) and streamlining of our programs, however we are not planning on implementing those changes immediately. We want to wait and see how scheduling changes might positively address concerns before making large-scale curricular changes to our programs. Our department has discussed ways that our practicum classes (CHDV 201, 202/203/204) could be scheduled to hopefully increase completion of programs- we do have many students who complete all courses needed for the degree or certificate with the exception of the practicum classes. While there is only so much we can do to facilitate student enrollment in these classes before we begin compromising the quality of our programs, we have been proactive in making adjustments to hopefully address this area of need. We do need more mentor teacher placements in the field, which would allow us to enroll more students in our lab classes. Enrollment in those classes is currently limited by the number of lab placements with mentor teachers we have available each semester. As a department, we feel strongly that we offer a comprehensive and valuable program, but we are aware of the enrollment concerns and are working to creatively address them without compromising our rigor, expectations, or philosophy.We continue to consider ways to help retain men in the program, as this is a wider sociological trend that impacts the field. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   In the fall of 2015, 22 Student Learning Outcomes (SLO) were assessed as were two program goals. This spring, we will be assessing 18 SLOs and one program goal. The SLOs that were assessed can be found on Tracdat, and the results reveal that the majority of students attending and participating in the course are passing the SLO assessments.  The CHDV Department discusses the SLO results and assessment measures at each semester meeting. In the fall of 2015, seven Child Development instructors met to discuss Child Development 100 Student Learning Outcomes.  Overall discussions indicate that we have numerous students who are enrolled at census, but there are far fewer students being assessed. Student attrition and lack-of-participation were discussed. Throughout our conversation, we looked for ways to build on student commitment and success.  **Developmental Analysis and Development Milestones**  Discussing these SLOs and assessments, we looked at the department rubric for the observations. The rubric is helpful, but it became clear—through our discussion—that we need to develop well-defined rubrics for each of our assignments. Our students need to see how they will be graded on their assignments (PLUS, it is easier to grade when we’ve supplied detailed rubrics). Additionally, it was discussed that the students are struggling with connecting the theory and concepts to their observation notes. Having a checklist or simple list of terminology to use when completing the observation may assist with this issue.  **Developmental Characteristics (Typical/Atypical)**  While discussing the department handout for this assessment, it was advised to make sure that the students have worked with a handout like this prior to the assessment, to give practice questions or examples so the students are familiar with determining typical/atypical developmental characteristics. We will be looking at additional ways to assess this SLO, as well.  This particular SLO generated additional conversation with regards to student engagement. Through our discussion, it became apparent that students who are engaged and able to utilize the material in meaningful ways are those who are taught by instructors who are equally engaged and enthusiastic about the instruction. When instructors are committed to making the classroom a vibrant learning environment, the students, in turn, are more passionate about their learning. We shared ways WE stay positive and enthusiastic about the content—and, we shared some of the hurdles there are IN being motivated to be energetic and excited about the curriculum.  As an outcome from our dialogue, we determined that instructors who are encouraged, enthusiastic, and energetic better serve our students. THEREFORE, we will be adding energizing practices and discussion to our department meeting in January. Dave Burgess’ *Teach Like a Pirate* book will lead some of this dialogue and we will assess further needs at this meeting.  **Cultural Analysis and Theoretical Frameworks** These two SLOs and assessments were discussed and analyzed. There will be nominal changes made to the SLO instruments and the updated versions will be available for spring semester. Additional conversation about student attrition was discussed and conversation led back to teacher accountability—organization (i.e. Students knowing when assignments are due, what will be discussed in class, and how to prepare for each class), feedback (i.e. Rubric use and returning work as soon as possible), and role-modeling (i.e. We are prepared for class, we are on-time, we hold class the entire session, and we do “our work” accurately and timely) engaging classes (i.e. Making class meaningful each session for the duration of the session).  In conclusion—this meeting was very valuable as we make strides to increase student participation and motivation while adhering to best andragogical practices. We will meet again to further discuss our SLOs, our assessments, our students and our programs.  The CHDV department will continue to use quantitative and qualitative data to compile data for discussion. The instructors submit numerical data to substantiate the percentage of students’ proficiency in the SLO assessment. The instructors also complete a reflection including the following: “The assessment revealed… (address what you learned as a result of the assessment)” and “For future classes, I will…(address what actions plan you may take as a result of the information you gained in this assessment cycle).” This information sets the foundation for discussion about the SLOs, courses and programs. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**        None.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   By cutting some historically low enrolled classes, we hope to adjust enrollment statistics favorably for our department. As stated in last year’s PRP, we take our responsibility to our students very seriously- as a department, we work hard to make sure that our students have appropriate options, are given variety and appropriate workforce preparation, in addition to maintaining stringent academic expectations. We continue to feel that our CHDV 99- Preparation for Child Development Majors class, our orientations, and our Student Success Guide are important factors that influence student success and retention. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**       As always, there is no shortage of jobs in our field (early childhood education and childcare). This field has a traditionally high turn-over rate, leading to many job opportunties for students at all levels of education and experience. The field is primarily dominated by females, and we look to ways to encourage and support our male students in entering the field. According to the Labor Market Information, all careers listed in our field have increased projected employment and thousands of projected job openings in the state over the 10 year period predicted. We anticipate no real changes in our programs as a result of this data, as the increases and projections are in line with the typical needs and opportunities present in our field. Jobs explored in the Labor Market Data include: Childcare Workers, Preschool and Childcare Administrators, Preschool Teachers, Special Education Preschool Teachers, and Teacher Assistants. All show increased projected employment ranging from an increase of 9.3% to an increase of 15.9%. Jobs projected in California in the fields for 2010-2020 range from 9,800 to 158,300, for a total of 374,600 positions. Information compiled by the California Community Colleges Chancellor's Office also show that students who complete a certificate in special education (such as our Early Inclusion Teacher certificate/degree) experience a tripling in salary from earning their certificate. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   In last year’s PRP, we discussed the opening of the new lab school and our hopes for the project, as well as the goal continued partnerships with SDSU and CSUSM, and the goal of improving communication with counseling related to accurate advising of CHDV students.   1. No resources were allocated to our department in the last PRP. 2. In addition to the aforementioned scheduling changes, we are on track for the opening of the new lab school in March 2016, and look forward to the opportunities the new location will offer to students, while also recognizing the limitations of the new space compared to our old outdoor facilities. Dependent on approval of a department staffing position, we are optimistic that the move to the new lab school will provide ease of observation and other student work at the facility. We also expect to be able to offer classes for parents and community members through the lab school. 3. We would like to see our enrollment increase, but we feel that district departments other than instruction hold some responsibility for this issue. We would like to increase our presence in the community through our new lab school site, and develop strong parent-child programs through the lab school. 4. None. |

**STEP III. Resources Requested for FY 2015-16:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  | **600010** |  |  |  |  |
| **a2.** |  | **600010** |  |  |  |  |
| **a3.** |  | **600010** |  |  |  |  |
| **a4.** |  | **600010** |  |  |  |  |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** |  | **600010** |  |  |  |  |
| **b2.** |  | **600010** |  |  |  |  |
| **b3.** |  | **600010** |  |  |  |  |
| **b4.** |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.** |  | **400010** |  |  |  |  |
| **c2.** |  | **400010** |  |  |  |  |
| **c3.** |  | **400010** |  |  |  |  |
| **c4.** |  | **400010** |  |  |  |  |
| **c5.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.** |  | **500010** |  |  |  |  |
| **d2.** |  | **500010** |  |  |  |  |
| **d3.** |  | **500010** |  |  |  |  |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** |  | **500010** |  |  |  |  |
| **e2.** |  | **500010** |  |  |  |  |
| **e3.** |  | **500010** |  |  |  |  |
| **e4.** |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  | **230010** |  |  |  |  |
| **f2.** |  | **230010** |  |  |  |  |
| **f3.** |  | **230010** |  |  |  |  |
| **f4.** |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
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| **30.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Office Specialist/Site Supervisor- CHDV Department office specialist working at the Early Childhood Education Lab Schoo** | **3** | **1** | **1** | See Department resource request summary for all details. |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
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| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**