

# CTE Full Review

PALO VERDE COLLEGE

## CHILD DEVELOPMENT REPORTING FALL 2014 TO SPRING 2020

### 1. PURPOSE OF THE PROGRAM

“Palo Verde College provides opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.” PVC Mission Statement 02/2019

- a. Describe the purpose of program and its mission.

The Child Development program is designed for students who are interested in working with young children as preschool teachers, daycare providers, and/or other child development careers. The Child Development program provides students with a background of knowledge and skills in child growth and development.

The Associate in Science in Child Development for Transfer supports the mission of Palo Verde College by providing students with a comprehensive degree program that promotes student success, educational advancement, a multitude of career opportunities, and transfer to a CSU in Child Development or related field. Student learning outcomes are continuously evaluated in an effort to improve the Child Development program and provide students with a better understanding of the program requirements and transfer.

- b. How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

Over the course of the past two years, a few minor changes took place in Child Development’s overall program include:

First, CHD 150 has been removed as an elective for the Child Development Program.

Second, CHD 120 was added as an elective for the Child Development Program.

Additionally, several major changes that took place in Child Development’s overall program include:

First, an Administration Certificate of Career Preparation, which was created in and received board approval in 2017, completed articulation in 2019. The certificate was offered to students in Fall 2019.

Second, an Assistant Certificate of Career Preparation, which was created in and received board approval in 2017, completed articulation in 2019. The certificate was offered to students in Fall 2019.

Third, a Special Needs Certificate of Career Preparation, which was created in and received board approval in 2017, completed articulation in 2019. The certificate was offered to students in Fall 2019.

Forth, the Child and Adolescent Development AA Degree for Transfer was created in the Fall of 2019. It received board approval in Spring 2020 and is expected to commence in the Fall of 2021.

Fifth, a Child Development Teaching Certificate of Career Preparation, which was created in and received board approval in 2017, completed articulation in 2019. The certificate was offered to students in Fall 2019.

- c. How does the program support the College Mission?

The Childhood Development program provides an exemplary learning environment through teaching, field trips and field experiences in live Child Development Centers, giving students tools for success on the job. Students can earn a Certificate of Career Preparation – Assistant and Associate Teacher that will help them continue their studies towards the Certificate of Achievement – Teacher. This program promotes lifelong learning through developmental courses for those already working in the profession and promotes community development through the offering of certificates and a degree for those who want to enter the profession.

## **2. POPULATION(S) SERVED**

- a. Describe the populations served by the program, identifying special populations, if any.

Students in the Blythe area include Ehrenberg, AZ students, and those in the Needles Center may include students from Mohave County, AZ, and from Native American Reservations.

The majority of students enroll with plans to become employed as Child Care Providers while others are currently employed and going to school while finishing a certificate or degree. A few students are enrolled to explore career options or to learn more about raising their own children. As students continue in their studies, it is not uncommon to see them expand their goals to higher educational levels.

In addition to the traditional face-to-face student, other populations served include local correspondence and online students, students from Needles via ITV, DSPS, and EOPS students.

- b. Describe other populations that should be served by the program and identify plans for serving them in the future.

Although no other populations have been identified, the program would like to continue increasing the availability of online courses, in order to better serve students with issues related to transportation and/or distance.

### **3. ACCOMPLISHMENTS IN ACHIEVING GOALS**

- a. Describe progress in achieving each goal outlined in the previous CTE Update, providing evidence documenting such achievements.
  - i. Students continue to participate in program classes preparing for certification and employment, in a highly technical, in-demand. This is evidenced by students receiving State approved Permits.
    - 1. Goal Met: Faculty continuously improved upon quality educational programs, emphasized student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.
  - ii. The Child Development fulltime faculty continues to be flexible and adaptable, to students and employer needs. Evidenced by the Child Care Employers participating in the Advisory Committee process.
    - 1. Goal Met: Faculty continuously assessed student learning and support needs, as well as community needs, and make improvements to College educational and support services, as necessary.
  - iii. The program continues to be sequenced to a reasonable timeline. This is evidence in Advisory Committee minutes
    - 1. Goal Met: Develop two-year course planning and scheduling procedures to minimize conflicts that delay students' progress toward program completion. This goal was met with the completion of the campus-wide 2-year schedule.
  - iv. Child Development courses continue to be directed toward Child Development Certificates, Degree and Professional Development for Child Care Employees. This is evidenced in the list of courses offerings
    - 1. Goal Met: Develop two-year course planning and scheduling procedures to minimize conflicts that delay students' progress toward program completion. This goal was met with the completion of the campus-wide 2-year schedule.
  - v. Course Outlines continue to be updated on a regular basis to meet the industry standards. This is recorded in the Catalog.

1. Goal Met: Faculty delivered and continuously improved upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.
  - vi. Advisory Committee meetings continue to be held regularly. Agenda and minutes are kept in the CHD department.
    1. Goal Met: Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services, as necessary.
  - vii. Enrollments continue to meet community needs. Evidenced as shown in this report, under enrollments.
    1. Goal Met: Faculty continuously monitored enrollment patterns and trends in order offer optimally scheduled combinations of courses as to semester rotation, days of the week, number and type of sections, day vs. evening and mode of delivery. Delivery was expanded through the implementation of different course modalities, such as local correspondence and distance education through online courses.
  - viii. Course outlines are kept current and recorded.
    1. Goal Met: Faculty provided quality student support services to a diverse student population, providing opportunities for student success.
  - ix. Counselors continue to meet the needs of the Child Development students. Evidenced through counseling records and EOPS and DSP&S records.
    1. Goal Met: Faculty and administration provided counseling and guidance to ensure students declare a program of study and are informed of career and continuing education opportunities.
  - x. On-line courses are available to students via ITV or in person. Evidence of the success is attendance and FORUM records.
    1. Goal Met: Support student learning was expanded through tutorial resources and other supportive educational services for all students needing these services.
- b. Explain modifications, if any, of goals outlined in the previous CTE Update, providing evidence documenting such modifications.

No Modifications

#### **4. DEMAND FOR THE PROGRAM**

- a. Is the demand for the program high, adequate, or low? Support your answer with labor market data, advisory input, etc.

Demand for the program is adequate. The labor market remains stable and the number of students completing program awards, as stated below, is also stable.

Name of Award	2016-2017	2017-2018	2018-2019	2019-2020
Child Development Associate of Science	5	3	1	3
Child Development - Teacher Certificate of Achievement	4	2	1	-
Child Development-Administration Certificate of Career Prep	-	1	-	2
Child Development Assistant Cert of Career Prep	18	12	12	11
Child Development Associate Teacher Cert of Career Prep	6	10	7	3
Child Development-Special Needs Cert of Career Prep	-	-	1	-

## 5. EXTERNAL ISSUES, STRENGTHS, WEAKNESSES

- a. Cite relevant legislation, Chancellor’s Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors for the program. Explain each mitigating factor and the impact on the program.

The ability to serve Child Development students has been recently affected by legislative actions that were directed by the current governor of California, Governor Newsome. Newsome was instrumental in the creation of and signing into law the AB1645 legislation. This legislation requires all community colleges in the state of California to provide services for undocumented students in the effect of ensuring all community colleges assign staff and a Dream Resource Center to aid undocumented students in attending community college. Legislation such as AB1645 may aid in increasing enrollment in the Child Development program; however, many faculty and administration across the state are concerned that such legislation could affect the funding of programs like Child Development in the future. Funding concerns are the direct result of the how few community colleges in California have previously instituted programs and services for undocumented students prior to the signing of this legislation. Of the 115 California community colleges across the state, only 19 have previously institute programs set in place for undocumented students, and Palo Verde College is not one of the 19 aforementioned institutions. As a direct consequence, it is uncertain how this legislation will impact the financial future of Child Development’s academic program.

In 2017 the legislative action of AB 19, otherwise known at the California College Promise program, was signed, and placed into effect. The original focus of AB 19 was to provide aid to first-time, full-time students in the outcome of a tuition waiver. Recently, however, the law was modified to ensure colleges had more freedom in the use of those funds. This modification was instituted so students could make more effective use of the \$46 million allocated for community colleges. Such freedoms have benefited the Child

Development program by allowing students to cover the burdensome cost of technology, textbook fees, and other funds associated with the completion of their practicum requirements.

Finally, CalWORKs has been instrumental in ensuring Palo Verde students have access to basic needs. CalWORKs is a program that provides assistance in the form of cash aid and needed services to disadvantaged families. Eligible families receive financial support each month to aid in the payment of housing, food, utilities, and childcare. Many Palo Verde students, some of whom are in the Child Development program, are disadvantaged parents. Given the burden of attending college while trying to provide one's family with basic needs, many students would otherwise be unable to attend classes and provide a better future for their families without the positive impact of CalWORKs.

- b. List and comment on the major strengths of the program.
  - i. The program continues to offer a wide variety of classes that meet the needs of child development professionals.
  - ii. All of the classes offered can be used for specific professional development, build towards a certificate or degree, or transfer to a four-year institution.
  - iii. Courses have been revised or updated to meet state standards in all certificate, degree, and transfer areas
  - iv. All of the "CORE of 8" course outlines have been updated to reflect transferability with other California Community Colleges and Universities that participate.
  - v. PLO's are now included with the Degree and Certificates in the Catalog
  - vi. Four Certificate of Career Preparation has been added to the program.
  - vii. Courses are provided in all modalities.
  
- c. List and comment on the major weaknesses of the program.

One central weakness of the program is accessibility, ensuring that all students-in both Blythe and Needles-are able to take the required courses and complete the program. This poses a challenge given many factors, including students' access to internet, Needles students' access to student services, and Needles students' access to face-to-face courses.

## 6. CURRICULUM HISTORY

- a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

### CHD : Successful Section Offerings

**Legend: in the following table, an x demarcates courses that were successfully offered.**

	2014FA	2015SP	2015FA	2016SP	2016FA	2017SP	2017FA	2018SP	2018FA	2019SP	2019FA	2020SP
CHD-101	X	X	X	X	X	X	X	X	X	X	X	X
CHD-102	X		X		X		X		X		X	X
CHD-103	X		X		X		X		X		X	
CHD-104		X		X		X		X		X		X
CHD-105	X			X		X		X		X		
CHD-106		X		X		X		X		X		X
CHD-107	X				X		X		X		X	
CHD-108	X	X		X		X		X		X		X
CHD-130						X			X			X
CHD-131	X				X							
CHD-135		X										
CHD-145	X							X				
CHD-205							X				X	X
CHD-215					X						X	
CHD-216						X						X
CHD-220											X	
CHD-221							X					X
CHD-250			X						X			
CHD-251				X						X		X
ENG-100											X	X
ENG-101	X	X	X	X	X	X	X	X	X	X	X	X
HEA-140	X	X	X	X	X	X	X	X	X	X	X	X
HIS-130	X	X	X		X		X		X		X	
HIS-140	X	X		X		X		X		X		X
MAT-095											X	X
POS-145	X	X	X	X	X	X	X	X	X	X	X	X
PSY-101	X	X	X	X	X	X	X	X	X	X	X	X

- b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success or explain why they should not be removed from the program.

Not applicable

## 7. COURSE SCHEDULING AND AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success.

A 2-year schedule of Child Development courses was completed in Fall 2020. Classes will be provided as follows. Fall Semesters:

- i. CHD 101, CHD 102, CHD 103, and CHD 107
  - ii. A rotating cycle of CHD 130, CHD 216, and CHD 250 are available every other Fall semester
- b. Spring Semesters:
- i. CHD 104, CHD 105, CHD 106, and CHD 108
  - ii. CHD 120, CHD 135, CHD 145, CHD 251, CHD 205, CHD 216, and CHD 221 are available every other Spring semester

Classes are provided in various modalities to bolster student success.

## 8. STUDENT LEARNING OUTCOMES (SLO)

### SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % of Successful Students for the CLOs that map to PLO #1. Do the same for each PLO within the program.

Average Percentage Program Learning Outcome #1 For CHILD DEVELOPMENT							
Acquired fundamental grounding in communications, science, mathematics, humanities, the social sciences, and self-development in preparation for an occupation, and possible transfer to a four-year institution.							
Course IDs within the Program that map to PLO#1	% Successful Students ACADEMIC YR 2014	% Successful Students ACADEMIC YR 2015	% Successful Students ACADEMIC YR 2016	% Successful Students ACADEMIC YR 2017	% Successful Students ACADEMIC YR 2018	% Successful Students ACADEMIC YR 2019	% Successful Students ACADEMIC YR 2020
CHD 101	61%	68.5%	100%	-	-	74.5%	-
CHD 102	75%	86%	-	-	-	75%	-
CHD 103	64%	92%	-	-	100%	-	-
CHD 104	-	55%	75%	-	-	-	82.35%
CHD 105	-	-	85%	-	-	-	-
CHD 106	-	67%	89%	-	-	-	81.25%
CHD 107	95%	-	-	-	-	71%	-
CHD 108	-	-	-	-	-	100%	-
CHD 120	-	-	100%	-	-	-	-
CHD 130	-	-	-	-	100%	-	-
CHD 145	-	-	-	-	-	-	-
CHD 150	100%	100%	100%	-	-	-	-
CHD 216	-	-	-	-	-	-	100%



CHD 220	-	-	-	-	-	89.33%	-
Average % of Successful Students by Year	79%	78%	91.5%	-	100%	94.33%	87.87%

Average Percentage Program Learning Outcome #2 For CHILD DEVELOPMENT							
Acquired knowledge and skill in the professional care of children.							
Course IDs within the Program that map to PLO#1	% Successful Students ACADEMIC YR 1	% Successful Students ACADEMIC YR 2	% Successful Students ACADEMIC YR 3	% Successful Students ACADEMIC YR 4	% Successful Students ACADEMIC YR 5	% Successful Students ACADEMIC YR 6	% Successful Students ACADEMIC YR 7
CHD 101	61%	68.5%	100%	-	-	74.5%	-
CHD 102	75%	86%	-	-	-	75%	-
CHD 103	64%	92%	-	-	100%	-	-
CHD 104	-	55%	75%	-	-	-	82.35%
CHD 105	-	-	85%	-	-	-	-
CHD 106	-	67%	89%	-	-	-	81.25%
CHD 107	95%	-	-	-	-	71%	-
CHD 108	-	-	-	-	-	100%	-
CHD 120	-	-	100%	-	-	-	-
CHD 130	-	-	-	-	100%	-	-
CHD 145	-	-	-	-	-	-	-
CHD 150	100%	100%	100%	-	-	-	-
CHD 216	-	-	-	-	-	-	100%
CHD 220	-	-	-	-	-	89.33%	-
Average % of Successful Students by Year	79%	78%	91.5%	-	100%	94.33%	87.87%

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes For PROGRAM NAME							
PROGRAM LEARNING OUTCOME	% Successful Students ACADEMIC YR 2014	% Successful Students ACADEMIC YR 2015	% Successful Students ACADEMIC YR 2016	% Successful Students ACADEMIC YR 2017	% Successful Students ACADEMIC YR 2018	% Successful Students ACADEMIC YR 2019	% Successful Students ACADEMIC YR 2020
PLO #1	79%	78%	91.5%	--	100%	94.33%	87.87%
PLO #2	79%	78%	91.5%	-	100%	94.33%	87.87%
<b>Average % of Successful Students by Year</b>	<b>79%</b>	<b>78%</b>	<b>91.5%</b>	<b>-</b>	<b>100%</b>	<b>94.33%</b>	<b>87.87%</b>

## SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be identified in the Program Level CLO Worksheets.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
<b>All CHD programs</b>	All PLOs	CHD 101	Only 61% of students met the baseline	Instructor will reduce the # of sections of this course in the next Fall	Instructor	Improvement in SLO results	2014-15
<b>All CHD programs</b>	All PLOs	CHD 103	This class falls during the 2-4:50 time frame in the afternoon, and this is a difficult time for students in this course, because the majority of the students have children they need to pick up during this time, or they work in a child development center where the children are being picked up during this time frame.	In the future this course will be taught online and a study hall will be provided for in person contact with the professor for those students who wish to exercise this option.	Instruction office & Instructor	TBA, plan in action – need more time to analyze results	2015-16
<b>AST; AS; Certificate, Teacher; Certificate, Assistant</b>	All PLOs	CHD 106	Only 67% of students met the baseline	Unsure why this happened – but in the future SLO tests will be administered		TBA	2015-16

				and taken on the Bridge (or other course management system) where data can be analyzed better.	The Bridge		
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- a. List courses for which CLOs have not been assessed. Provide an explanation why assessment of these CLOs have not been performed.

All courses noted have been assessed.

- b. Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.

No

- c. Provide specific examples of course improvements resulting from the assessment of course SLOs.

Faculty maintain current and updated records of all course SLOs to ensure no revisions are needed. If student performance routinely drops below 70% in the context of SLOs, faculty revise SLOs to accommodate subpar student performance.

- d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

None identified

- e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).

This is an ongoing area that is increasing in attention. To date, there are too few differences in modalities (for example, most courses evaluated were face-to-face) to determine statistical differences based on modalities.

**9. COURSE CURRENCY**

- a. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

Course	Title	Date Approved
CHD 101	Child Growth & Development	06/2019
CHD 102	Child, Family & the Community	06/2019
CHD103	Introduction to Curriculum	6/2019
CHD 104	Principles and Practices of Teaching Young Children	6/2019
CHD 105	Observation and Assessment	6/2019
CHD 106	Health, Safety and Nutrition	6/2019
CHD 107	Teaching in a Diverse Society	6/2019
CHD 108	Practicum - Field Experience	6/2019
CHD 130	Art for Early Childhood	6/2019
CHD 131	Music for Early Childhood	6/2019
CHD 135	Literature for Early Childhood	6/2019
CHD 145	Child Abuse & Neglect	6/2019
CHD 205	Adult Supervision	1/2020
CHD 215	Supervision & Administration I	1/2020
CHD 216	Supervision & Administration IIs	1/2020
ENG 101	Reading & Composition	1/2019
HEA 140	Health Education	1/2020
MAT 095	Pre-College Algebra	4/2020
POS 145	American Political Institutions	4/2020
HIS 130	American History I	4/2020
HIS 140	American History II	4/2020
PSY 101	General Psychology	5/2020

- b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

There are no current plans to revise courses that have not be reviewed or approved by the Curriculum Committee within the 4 years preceding this program review.

## 10. PROGRAM AND COURSE COVERAGE

- a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
<b>CHD-101</b>			x
<b>CHD-102</b>			x
<b>CHD-103</b>			x
<b>CHD-104</b>			x
<b>CHD-105</b>			x
<b>CHD-106</b>			x
<b>CHD-107</b>			x
<b>CHD-108</b>			x
<b>CHD-130</b>			x
<b>CHD-131</b>			x
<b>CHD-135</b>			x
<b>CHD-145</b>			x
<b>CHD-205</b>			x

CHD-215			X
CHD-216			X
CHD-220			X
CHD-221			X
CHD-250			X
CHD-251			X
ENG-100			X
ENG-101			X
HEA-140			X
HIS-130			X
HIS-140			X
MAT-095			X
POS-145			X
PSY-101			X

- b. Explain how effectively the program is served with the current coverage.

Over the course of the past 7 years, the division has maintained successful coverage of child development courses.

- c. Describe plans to correct deficiencies, if any, in course and program coverage.

Not applicable

## 11. PROFESSIONAL DEVELOPMENT

- a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years, and explain how such activities benefited the program and supported and facilitated student learning outcomes.

Full-time faculty partook in the following professional development and/or activities:

- i. Attended August Flex Days
- ii. Attended Senate Meetings
- iii. Institution Day
- iv. Attended Curriculum, SLO, TRC, and PVC CTA/CCA
- v. Attend departmental meetings

Active participation in the activities and workshops aided in engaging with faculty, leaning new curriculum changes that may affect SLOs, and determine where financial support may be met.

Additionally, faculty are allotted funds for workshops, conferences, and professional development. Faculty will continue to partake in professional development, workshops, and conferences to enhance their knowledge of the field and learn new developments in Child Development.

- b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

Not applicable

## 12. STUDENT SUCCESSFUL COMPLETION & RETENTION

*Note: the Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP. **Retention** is defined as number of grades of A,B,C,D,F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP*

- a. Assess semester-by-semester course completion performance in each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set standards.

**The Current Institutional Set Standard is: 73.5**

CHD	2014
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Completion	2014FA	2015SP
CHD-101	52%	36%
CHD-102	75%	-
CHD-103	64%	-
CHD-104	-	52%
CHD-105	80%	-
CHD-106	-	61%
CHD-107	90%	-
CHD-108	100%	64%
CHD-130	-	-
CHD-131	100%	-
CHD-135	-	-
CHD-145	89%	-
CHD-205	-	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	-	-
CHD-250	-	-
CHD-251	-	-
ENG-100	-	-
ENG-101	52%	58%
HEA-140	54%	46%
HIS-130	65%	69%
HIS-140	72%	79%
MAT-095	-	-
POS-145	71%	87%
PSY-101	68%	50%

CHD	2014
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Completion	Corr.	F2F	Online
CHD-101	-	-	46%
CHD-102	-	75%	-
CHD-103	-	64%	-
CHD-104	-	-	52%
CHD-105	-	80%	-
CHD-106	-	-	61%
CHD-107	-	90%	-
CHD-108	-	69%	-
CHD-130	-	-	-
CHD-131	-	100%	-
CHD-135	-	-	-
CHD-145	-	89%	-
CHD-205	-	-	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	-
CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	-	-	-
ENG-101	54%	59%	33%
HEA-140	50%	45%	-
HIS-130	67%	67%	-
HIS-140	72%	80%	76%
MAT-095	-	-	-
POS-145	78%	87%	-
PSY-101	56%	64%	-

CHD	2015
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Completion	2015FA	2016SP
CHD-101	53%	69%
CHD-102	62%	-
CHD-103	73%	-
CHD-104	-	61%
CHD-105	-	68%
CHD-106	-	80%
CHD-107	-	-
CHD-108	-	87%
CHD-130	-	-
CHD-131	-	-
CHD-135	-	-
CHD-145	-	-
CHD-205	-	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	-	-
CHD-250	72%	-
CHD-251	-	95%
ENG-100	-	-
ENG-101	64%	59%
HEA-140	58%	57%
HIS-130	88%	-
HIS-140	-	74%
MAT-095	-	-
POS-145	54%	80%
PSY-101	73%	71%

CHD	2015
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Completion	Corr.	F2F	Online
CHD-101	-	-	59%
CHD-102	-	-	62%
CHD-103	-	-	73%
CHD-104	-	-	61%
CHD-105	-	-	68%
CHD-106	-	-	80%
CHD-107	-	-	-
CHD-108	-	87%	-
CHD-130	-	-	-
CHD-131	-	-	-
CHD-135	-	-	-
CHD-145	-	-	-
CHD-205	-	-	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	-
CHD-250	-	-	72%
CHD-251	-	-	95%
ENG-100	-	-	-
ENG-101	59%	68%	-
HEA-140	59%	40%	-
HIS-130	86%	92%	-
HIS-140	71%	81%	-
MAT-095	-	-	-
POS-145	74%	50%	-
PSY-101	70%	76%	-

CHD	2016
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Completion	2016FA	2017SP
CHD-101	64%	69%
CHD-102	66%	-
CHD-103	45%	-
CHD-104	-	70%
CHD-105	-	71%
CHD-106	-	68%
CHD-107	55%	-
CHD-108	-	100%
CHD-130	-	75%
CHD-131	75%	-
CHD-135	-	-

CHD	2016
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Completion	Corr.	F2F	Online
CHD-101	-	-	67%
CHD-102	-	-	66%
CHD-103	-	-	45%
CHD-104	-	-	70%
CHD-105	-	-	71%
CHD-106	-	-	68%
CHD-107	-	-	55%
CHD-108	-	100%	-
CHD-130	-	75%	-
CHD-131	-	75%	-
CHD-135	-	-	-

CHD-145	-	-
CHD-205	-	-
CHD-215	83%	-
CHD-216	-	67%
CHD-220	-	-
CHD-221	-	-
CHD-250	-	-
CHD-251	-	-
ENG-100	-	-
ENG-101	48%	70%
HEA-140	58%	66%
HIS-130	90%	-
HIS-140	-	79%
MAT-095	-	-
POS-145	91%	79%
PSY-101	78%	81%

CHD-145	-	-	-
CHD-205	-	-	-
CHD-215	-	83%	-
CHD-216	-	67%	-
CHD-220	-	-	-
CHD-221	-	-	-
CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	-	-	-
ENG-101	62%	64%	33%
HEA-140	63%	54%	-
HIS-130	92%	87%	-
HIS-140	82%	69%	-
MAT-095	-	-	-
POS-145	83%	93%	-
PSY-101	74%	89%	-

CHD	2017
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CHD	2017
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Completion		
	2017FA	2018SP
CHD-101	58%	48%
CHD-102	71%	-
CHD-103	84%	-
CHD-104	-	64%
CHD-105	-	68%
CHD-106	-	71%
CHD-107	80%	-
CHD-108	-	100%
CHD-130	-	-
CHD-131	-	-
CHD-135	-	-
CHD-145	-	95%
CHD-205	79%	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	81%	-
CHD-250	-	-
CHD-251	-	-
ENG-100	-	-
ENG-101	64%	60%
HEA-140	65%	66%
HIS-130	80%	-
HIS-140	-	88%
MAT-095	-	-
POS-145	88%	86%
PSY-101	82%	86%

Completion			
	Corr.	F2F	Online
CHD-101	-	-	53%
CHD-102	-	-	71%
CHD-103	-	-	84%
CHD-104	-	-	64%
CHD-105	-	-	68%
CHD-106	-	-	71%
CHD-107	-	-	80%
CHD-108	-	100%	-
CHD-130	-	-	-
CHD-131	-	-	-
CHD-135	-	-	-
CHD-145	-	95%	-
CHD-205	-	79%	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	81%
CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	-	-	-
ENG-101	68%	55%	-
HEA-140	67%	58%	-
HIS-130	80%	87%	73%
HIS-140	85%	100%	78%
MAT-095	-	-	-
POS-145	86%	-	90%
PSY-101	85%	81%	-



CHD	2018
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Completion	2018FA	2019SP
CHD-101	66%	53%
CHD-102	59%	-
CHD-103	67%	-
CHD-104	-	70%
CHD-105	-	84%
CHD-106	-	88%
CHD-107	79%	-
CHD-108	-	87%
CHD-130	95%	-
CHD-131	-	-
CHD-135	-	-
CHD-145	-	-
CHD-205	-	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	-	-
CHD-250	77%	-
CHD-251	-	88%
ENG-100	-	-
ENG-101	52%	46%
HEA-140	71%	61%
HIS-130	84%	-
HIS-140	-	79%
MAT-095	-	-
POS-145	85%	85%
PSY-101	76%	74%

CHD	2018
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Completion	Corr.	F2F	Online
CHD-101	-	-	60%
CHD-102	-	-	59%
CHD-103	-	-	67%
CHD-104	-	-	70%
CHD-105	-	-	84%
CHD-106	-	-	88%
CHD-107	-	-	79%
CHD-108	-	87%	-
CHD-130	-	95%	-
CHD-131	-	-	-
CHD-135	-	-	-
CHD-145	-	-	-
CHD-205	-	-	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	-
CHD-250	-	-	77%
CHD-251	-	-	88%
ENG-100	-	-	-
ENG-101	49%	45%	-
HEA-140	69%	44%	-
HIS-130	87%	100%	71%
HIS-140	89%	81%	60%
MAT-095	-	-	-
POS-145	93%	-	72%
PSY-101	73%	79%	-

CHD	2019
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Completion	2019FA	2020SP
CHD-101	54%	55%
CHD-102	66%	64%
CHD-103	83%	-
CHD-104	-	74%
CHD-105	-	-
CHD-106	-	68%
CHD-107	72%	-
CHD-108	-	89%
CHD-130	-	-
CHD-131	-	-
CHD-135	-	-

CHD	2019
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Completion	Corr.	F2F	Online
CHD-101	-	-	55%
CHD-102	-	-	65%
CHD-103	-	-	83%
CHD-104	-	-	74%
CHD-105	-	-	-
CHD-106	-	-	68%
CHD-107	-	-	72%
CHD-108	-	89%	-
CHD-130	-	-	-
CHD-131	-	-	-
CHD-135	-	-	-

CHD-145	-	-
CHD-205	100%	89%
CHD-215	69%	-
CHD-216	-	100%
CHD-220	82%	-
CHD-221	-	-
CHD-250	-	-
CHD-251	-	-
ENG-100	24%	18%
ENG-101	50%	55%
HEA-140	62%	71%
HIS-130	89%	-
HIS-140	-	69%
MAT-095	13%	12%
POS-145	85%	61%
PSY-101	74%	90%

CHD-145	-	-	-
CHD-205	-	90%	-
CHD-215	-	69%	-
CHD-216	-	100%	-
CHD-220	-	-	82%
CHD-221	-	-	-
CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	21%	21%	-
ENG-101	49%	59%	48%
HEA-140	67%	53%	-
HIS-130	91%	83%	90%
HIS-140	52%	-	89%
MAT-095	-	13%	-
POS-145	87%	-	60%
PSY-101	81%	85%	-

### Discussion

CHD 101: Overall completion rate average is 56.41%. I am not happy with the results and believe actions must be taken to increase the completion rate of CHD 101.

CHD 102: The average completion rate for CHD 102 is 66.14%. While better than the results of CHD 101, I am not pleased with the results and believe actions should take place to improve the completion rate.

CHD 103: The overall completion rate average is 69.33 %. I am not pleased with the results and believe actions should be taken to improve the completion rate.

CHD 104: The average completion rate for CHD 104 is 65.17%. I am not pleased with the results and believe actions should be taken to improve the completion rate.

CHD 105: I am pleased with the completion rates for CHD 105.

CHD 106: I am pleased with the results for CHD 106.

CHD 107: I am pleased with the results for CHD 107.

CHD 108: I am pleased with the results for CHD 108.

CHD 130: I am pleased with the results for CHD 130 .

CHD 131: I am pleased with the results for CHD 131.

CHD 145: I am pleased with the completion rate for CHD 145.

CHD 205: I am pleased with the results for CHD 205.

CHD 215: I am pleased with the results for CHD 215.

CHD 216: I am pleased with the results for CHD 216.

CHD: 220: I am pleased with the results for CHD 220.

CHD 221: I am pleased with the results for CHD 221.

CHD 250: I am pleased with the results for CHD 250.

CHD 251: I am pleased with the results for CHD 251.

ENG 100: I am not pleased with the results for ENG 101; however, changes must be taken in the English department.

ENG 101: I am not pleased with the results for ENG 101; however, changes must be taken in the English department

HEA 140: I am not pleased with the results for HEA 140; however, changes must be taken in that respective department.

HIS 130: I am pleased with the results.

HIS 140 I am pleased with the results for HIS 140.

MAT 095: I am not pleased with the results; however, changes must be taken in the Math department.

POS 145: I am pleased with the results.

PSY 101: I am pleased with the results for PSY 101.

Overall, changes must be taken to positively alter the completion rates for the following courses: CHD 101, CHD 102, CHD 103, and CHD 104. I would recommend faculty consider changes to course instruction and modality of instruction.

In consideration to course modality, completion percentages were lower for online courses in 2014, but as one draws closer to 2019, the difference becomes smaller and performance in all modalities is nearly equal.

- b. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

CHD	2014
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Retention	2014FA	2015SP
CHD-101	83%	69%
CHD-102	95%	-
CHD-103	96%	-
CHD-104	-	95%
CHD-105	96%	-
CHD-106	-	83%
CHD-107	95%	-
CHD-108	100%	93%
CHD-130	-	-
CHD-131	100%	-
CHD-135	-	-
CHD-145	94%	-
CHD-205	-	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	-	-
CHD-250	-	-
CHD-251	-	-
ENG-100	-	-
ENG-101	72%	74%
HEA-140	87%	83%
HIS-130	73%	72%
HIS-140	88%	90%
MAT-095	-	-
POS-145	71%	93%
PSY-101	85%	79%

CHD	2014
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Retention	Corr.	F2F	Online
CHD-101	-	-	78%
CHD-102	-	95%	-
CHD-103	-	96%	-
CHD-104	-	-	95%
CHD-105	-	96%	-
CHD-106	-	-	83%
CHD-107	-	95%	-
CHD-108	-	94%	-
CHD-130	-	-	-
CHD-131	-	100%	-
CHD-135	-	-	-
CHD-145	-	94%	-
CHD-205	-	-	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	-
CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	-	-	-
ENG-101	64%	88%	58%
HEA-140	84%	86%	-
HIS-130	72%	78%	-
HIS-140	84%	93%	90%
MAT-095	-	-	-
POS-145	79%	100%	-
PSY-101	78%	88%	-

CHD	2015
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Retention	2015FA	2016SP
CHD-101	73%	88%
CHD-102	85%	-
CHD-103	95%	-
CHD-104	-	96%
CHD-105	-	100%
CHD-106	-	93%
CHD-107	-	-
CHD-108	-	100%
CHD-130	-	-
CHD-131	-	-
CHD-135	-	-

CHD	2015
-----	------

Retention	Corr.	F2F	Online
CHD-101	-	-	79%
CHD-102	-	-	85%
CHD-103	-	-	95%
CHD-104	-	-	96%
CHD-105	-	-	100%
CHD-106	-	-	93%
CHD-107	-	-	-
CHD-108	-	100%	-
CHD-130	-	-	-
CHD-131	-	-	-
CHD-135	-	-	-

CHD-145	-	-
CHD-205	-	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	-	-
CHD-250	84%	-
CHD-251	-	95%
ENG-100	-	-
ENG-101	83%	76%
HEA-140	88%	88%
HIS-130	93%	-
HIS-140	-	84%
MAT-095	-	-
POS-145	74%	88%
PSY-101	90%	83%

CHD-145	-	-	-
CHD-205	-	-	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	-
CHD-250	-	-	84%
CHD-251	-	-	95%
ENG-100	-	-	-
ENG-101	76%	89%	-
HEA-140	89%	84%	-
HIS-130	89%	100%	-
HIS-140	81%	94%	-
MAT-095	-	-	-
POS-145	83%	81%	-
PSY-101	88%	83%	-

CHD	2016
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CHD	2016
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Retention	2016FA	2017SP
CHD-101	86%	97%
CHD-102	97%	-
CHD-103	90%	-
CHD-104	-	96%
CHD-105	-	100%
CHD-106	-	91%
CHD-107	93%	-
CHD-108	-	100%
CHD-130	-	100%
CHD-131	92%	-
CHD-135	-	-
CHD-145	-	-
CHD-205	-	-
CHD-215	100%	-
CHD-216	-	87%
CHD-220	-	-
CHD-221	-	-
CHD-250	-	-
CHD-251	-	-
ENG-100	-	-
ENG-101	74%	84%
HEA-140	90%	92%
HIS-130	94%	-
HIS-140	-	87%
MAT-095	-	-
POS-145	95%	87%
PSY-101	95%	92%

Retention	Corr.	F2F	Online
CHD-101	-	-	91%
CHD-102	-	-	97%
CHD-103	-	-	90%
CHD-104	-	-	96%
CHD-105	-	-	100%
CHD-106	-	-	91%
CHD-107	-	-	93%
CHD-108	-	100%	-
CHD-130	-	100%	-
CHD-131	-	92%	-
CHD-135	-	-	-
CHD-145	-	-	-
CHD-205	-	-	-
CHD-215	-	100%	-
CHD-216	-	87%	-
CHD-220	-	-	-
CHD-221	-	-	-
CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	-	-	-
ENG-101	78%	84%	72%
HEA-140	91%	92%	-
HIS-130	96%	91%	-
HIS-140	86%	92%	-
MAT-095	-	-	-
POS-145	88%	100%	-
PSY-101	91%	97%	-

CHD	2017
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Retention	2017FA	2018SP
CHD-101	85%	88%
CHD-102	100%	-
CHD-103	100%	-
CHD-104	-	88%
CHD-105	-	92%
CHD-106	-	95%
CHD-107	95%	-
CHD-108	-	100%
CHD-130	-	-
CHD-131	-	-
CHD-135	-	-
CHD-145	-	100%
CHD-205	100%	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	95%	-
CHD-250	-	-
CHD-251	-	-
ENG-100	-	-
ENG-101	85%	79%
HEA-140	92%	94%
HIS-130	88%	-
HIS-140	-	92%
MAT-095	-	-
POS-145	93%	91%
PSY-101	93%	91%

CHD	2017
-----	------

Retention	Corr.	F2F	Online
CHD-101	-	-	86%
CHD-102	-	-	100%
CHD-103	-	-	100%
CHD-104	-	-	88%
CHD-105	-	-	92%
CHD-106	-	-	95%
CHD-107	-	-	95%
CHD-108	-	100%	-
CHD-130	-	-	-
CHD-131	-	-	-
CHD-135	-	-	-
CHD-145	-	100%	-
CHD-205	-	100%	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	95%
CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	-	-	-
ENG-101	86%	77%	-
HEA-140	94%	89%	-
HIS-130	90%	87%	82%
HIS-140	85%	100%	91%
MAT-095	-	-	-
POS-145	90%	-	97%
PSY-101	91%	95%	-

CHD	2018
-----	------

Retention	2018FA	2019SP
CHD-101	89%	83%
CHD-102	85%	-
CHD-103	95%	-
CHD-104	-	93%
CHD-105	-	96%
CHD-106	-	96%
CHD-107	95%	-
CHD-108	-	100%
CHD-130	95%	-
CHD-131	-	-
CHD-135	-	-

CHD	2018
-----	------

Retention	Corr.	F2F	Online
CHD-101	-	-	86%
CHD-102	-	-	85%
CHD-103	-	-	95%
CHD-104	-	-	93%
CHD-105	-	-	96%
CHD-106	-	-	96%
CHD-107	-	-	95%
CHD-108	-	100%	-
CHD-130	-	95%	-
CHD-131	-	-	-
CHD-135	-	-	-

CHD-145	-	-
CHD-205	-	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	-	-
CHD-250	86%	-
CHD-251	-	100%
ENG-100	-	-
ENG-101	77%	65%
HEA-140	93%	88%
HIS-130	97%	-
HIS-140	-	87%
MAT-095	-	-
POS-145	91%	89%
PSY-101	91%	93%

CHD-145	-	-	-
CHD-205	-	-	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	-
CHD-250	-	-	86%
CHD-251	-	-	100%
ENG-100	-	-	-
ENG-101	68%	69%	-
HEA-140	92%	85%	-
HIS-130	100%	100%	93%
HIS-140	89%	89%	80%
MAT-095	-	-	-
POS-145	95%	-	83%
PSY-101	91%	94%	-

CHD	2019
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CHD	2019
-----	------

Retention		
	2019FA	2020SP
CHD-101	77%	86%
CHD-102	79%	84%
CHD-103	96%	-
CHD-104	-	89%
CHD-105	-	-
CHD-106	-	84%
CHD-107	94%	-
CHD-108	-	89%
CHD-130	-	-
CHD-131	-	-
CHD-135	-	-
CHD-145	-	-
CHD-205	100%	100%
CHD-215	77%	-
CHD-216	-	100%
CHD-220	89%	-
CHD-221	-	-
CHD-250	-	-
CHD-251	-	-
ENG-100	54%	71%
ENG-101	69%	87%
HEA-140	92%	96%
HIS-130	93%	-
HIS-140	-	95%
MAT-095	65%	53%
POS-145	89%	76%
PSY-101	89%	96%

Retention			
	Corr.	F2F	Online
CHD-101	-	-	82%
CHD-102	-	-	81%
CHD-103	-	-	96%
CHD-104	-	-	89%
CHD-105	-	-	-
CHD-106	-	-	84%
CHD-107	-	-	94%
CHD-108	-	89%	-
CHD-130	-	-	-
CHD-131	-	-	-
CHD-135	-	-	-
CHD-145	-	-	-
CHD-205	-	100%	-
CHD-215	-	77%	-
CHD-216	-	100%	-
CHD-220	-	-	89%
CHD-221	-	-	-
CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	63%	59%	-
ENG-101	78%	74%	52%
HEA-140	94%	88%	-
HIS-130	91%	92%	94%
HIS-140	95%	-	94%
MAT-095	-	60%	-
POS-145	94%	-	69%
PSY-101	92%	90%	-

## Discussion

Interdepartmental courses (courses that are in the HSBS division's control to adjust, should the need arise):

CHD 101: I am pleased with the retention rate for CHD 101.

CHD 102: I am pleased with the retention rate for CHD 102.

CHD 103: I am pleased with the retention rate for CHD 103.

CHD 104: I am pleased with the retention rate for CHD 104.

CHD 105: I am pleased with the retention rates for CHD 105.

CHD 106: I am pleased with the results for CHD 106.

CHD 107: I am pleased with the results for CHD 107.

CHD 108: I am pleased with the results for CHD 108.

CHD 130: I am pleased with the results for CHD 130 .

CHD 131: I am pleased with the results for CHD 131.

CHD 145: I am pleased with the retention rate for CHD 145.

CHD 205: I am pleased with the results for CHD 205.

CHD 215: I am pleased with the results for CHD 215.

CHD 216: I am pleased with the results for CHD 216.

CHD: 220: I am pleased with the results for CHD 220.

CHD 221: I am pleased with the results for CHD 221.

CHD 250: I am pleased with the results for CHD 250.

CHD 251: I am pleased with the results for CHD 251.

HIS 130: I am pleased with the results for HIS 130.

HIS 140 I am pleased with the results for HIS 140.

POS 145: I am pleased with the results for POS 145.

PSY 101: I am pleased with the results for PSY 101.



Courses outside the scope of the HSBS division (courses that are not in the control of HSBS for SLO adjustment):

ENG 100: I am not pleased with the results for ENG 100; however, changes must be taken in the English department.

ENG 101: I am pleased with the results for ENG 101.

HEA 140: I am pleased with the retention rate for CHD 140.

MAT 095: I am not pleased with the results; however, changes must be taken in the Math department.

Overall, changes should take place to account of the retention rate in two courses: MAT 095 and ENG 101; however, changes should take place in the English and Math departments.

Retention is slightly lower for correspondence courses as opposed to those that are face-to-face or online, but the differences is negligible. This difference will be monitored in the future.

- c. Based on the number of annual awards over the preceding four (4) years, assess trends in the number of program certificates and degrees awarded.

<b>Name of Award</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Child Development Associate of Science	5	3	1	3
Child Development - Teacher Certificate of Achievement	4	2	1	-
Child Development-Administration Certificate of Career Prep	-	1	-	2
Child Development Assistant Cert of Career Prep	18	12	12	11
Child Development Associate Teacher Cert of Career Prep	6	10	7	3
Child Development-Special Needs Cert of Career Prep	-	-	1	-

### Discussion

I am pleased with the number of annual awards over the past four years; however, I believe there is room for improvement, especially for the Child Development-Administration Certificate of Career Prep and Child Development-Special Needs Certificate of Career Prep. I believe with encouragement of student-body and increase in advisement to Child Development students; the number can increase over the course of the next four years. I also believe that with partnership with Palo Verde College programs such as Advisory Committees, will aid in developing the program. Advisor Committee aids in developing outreach to high school students to increase pathways for enrollment. Through a developing partnership with Advisory Committee, along with recruitment on campus and in the community, the enrollment numbers for the Child Development program will increase.

Further, faculty will encourage students who may be struggling with coursework due to non-academic concerns (i.e., transportation, food security, childcare, to name a few) to apply for program such as: CALWORKS, transportation assistance, and Pirate's Chest.

### 13. ENROLLMENT TRENDS

Note: the Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.

CHD	2014
-----	------

Enrollment	2014FA	2015SP
CHD-101	64	39
CHD-102	20	-
CHD-103	25	-
CHD-104	-	21
CHD-105	25	-
CHD-106	-	23
CHD-107	21	-
CHD-108	2	14
CHD-130	-	-
CHD-131	15	-
CHD-135	-	-
CHD-145	18	-
CHD-205	-	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	-	-
CHD-250	-	-
CHD-251	-	-
ENG-100	-	-
ENG-101	130	142
HEA-140	156	192
HIS-130	26	29
HIS-140	32	29
MAT-095	-	-
POS-145	38	45
PSY-101	88	78

CHD	2014
-----	------

Enrollment	Corr.	F2F	Online
CHD-101	-	-	103
CHD-102	-	20	-
CHD-103	-	25	-
CHD-104	-	-	21
CHD-105	-	25	-
CHD-106	-	-	23
CHD-107	-	21	-
CHD-108	-	16	-
CHD-130	-	-	-
CHD-131	-	15	-
CHD-135	-	-	-
CHD-145	-	18	-
CHD-205	-	-	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	-
CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	-	-	-
ENG-101	154	106	12
HEA-140	292	56	-
HIS-130	46	9	-
HIS-140	25	15	21
MAT-095	-	-	-
POS-145	68	15	-
PSY-101	89	77	-

CHD	2015
-----	------

Enrollment	2015FA	2016SP
CHD-101	49	26

CHD	2015
-----	------

Enrollment	Corr.	F2F	Online
CHD-101	-	-	75

CHD-102	26	-
CHD-103	22	-
CHD-104	-	28
CHD-105	-	19
CHD-106	-	15
CHD-107	-	-
CHD-108	-	15
CHD-130	-	-
CHD-131	-	-
CHD-135	-	-
CHD-145	-	-
CHD-205	-	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	-	-
CHD-250	25	-
CHD-251	-	22
ENG-100	-	-
ENG-101	126	122
HEA-140	232	207
HIS-130	40	-
HIS-140	-	68
MAT-095	-	-
POS-145	35	50
PSY-101	70	69

CHD-102	-	-	26
CHD-103	-	-	22
CHD-104	-	-	28
CHD-105	-	-	19
CHD-106	-	-	15
CHD-107	-	-	-
CHD-108	-	15	-
CHD-130	-	-	-
CHD-131	-	-	-
CHD-135	-	-	-
CHD-145	-	-	-
CHD-205	-	-	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	-
CHD-250	-	-	25
CHD-251	-	-	22
ENG-100	-	-	-
ENG-101	168	80	-
HEA-140	396	43	-
HIS-130	28	12	-
HIS-140	52	16	-
MAT-095	-	-	-
POS-145	69	16	-
PSY-101	97	42	-

CHD	2016
-----	------

Enrollment		
	2016FA	2017SP
CHD-101	28	29
CHD-102	32	-
CHD-103	29	-
CHD-104	-	23
CHD-105	-	21
CHD-106	-	22
CHD-107	29	-
CHD-108	-	3
CHD-130	-	8
CHD-131	12	-
CHD-135	-	-
CHD-145	-	-
CHD-205	-	-
CHD-215	12	-
CHD-216	-	15
CHD-220	-	-
CHD-221	-	-

CHD	2016
-----	------

Enrollment			
	Corr.	F2F	Online
CHD-101	-	-	57
CHD-102	-	-	32
CHD-103	-	-	29
CHD-104	-	-	23
CHD-105	-	-	21
CHD-106	-	-	22
CHD-107	-	-	29
CHD-108	-	3	-
CHD-130	-	8	-
CHD-131	-	12	-
CHD-135	-	-	-
CHD-145	-	-	-
CHD-205	-	-	-
CHD-215	-	12	-
CHD-216	-	15	-
CHD-220	-	-	-
CHD-221	-	-	-

CHD-250	-	-
CHD-251	-	-
ENG-100	-	-
ENG-101	124	152
HEA-140	210	204
HIS-130	49	-
HIS-140	-	63
MAT-095	-	-
POS-145	57	53
PSY-101	78	88

CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	-	-	-
ENG-101	169	89	18
HEA-140	364	50	-
HIS-130	26	23	-
HIS-140	50	13	-
MAT-095	-	-	-
POS-145	81	29	-
PSY-101	102	64	-

CHD	2017
-----	------

Enrollment		
	2017FA	2018SP
CHD-101	26	25
CHD-102	24	-
CHD-103	19	-
CHD-104	-	25
CHD-105	-	25
CHD-106	-	21
CHD-107	20	-
CHD-108	-	3
CHD-130	-	-
CHD-131	-	-
CHD-135	-	-
CHD-145	-	20
CHD-205	14	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	21	-
CHD-250	-	-
CHD-251	-	-
ENG-100	-	-
ENG-101	136	112
HEA-140	215	193
HIS-130	88	-
HIS-140	-	75
MAT-095	-	-
POS-145	56	44
PSY-101	102	97

CHD	2017
-----	------

Enrollment			
	Corr.	F2F	Online
CHD-101	-	-	51
CHD-102	-	-	24
CHD-103	-	-	19
CHD-104	-	-	25
CHD-105	-	-	25
CHD-106	-	-	21
CHD-107	-	-	20
CHD-108	-	3	-
CHD-130	-	-	-
CHD-131	-	-	-
CHD-135	-	-	-
CHD-145	-	20	-
CHD-205	-	14	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	21
CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	-	-	-
ENG-101	129	119	-
HEA-140	351	57	-
HIS-130	51	15	22
HIS-140	27	25	23
MAT-095	-	-	-
POS-145	70	-	30
PSY-101	162	37	-

CHD	2018
-----	------

Enrollment		
	2018FA	2019SP
CHD-101	35	30

CHD	2018
-----	------

Enrollment			
	Corr.	F2F	Online
CHD-101	-	-	65

CHD-102	27	-
CHD-103	21	-
CHD-104	-	27
CHD-105	-	25
CHD-106	-	25
CHD-107	19	-
CHD-108	-	15
CHD-130	22	-
CHD-131	-	-
CHD-135	-	-
CHD-145	-	-
CHD-205	-	-
CHD-215	-	-
CHD-216	-	-
CHD-220	-	-
CHD-221	-	-
CHD-250	22	-
CHD-251	-	8
ENG-100	-	-
ENG-101	128	328
HEA-140	239	181
HIS-130	69	-
HIS-140	-	84
MAT-095	-	-
POS-145	47	46
PSY-101	117	174

CHD-102	-	-	27
CHD-103	-	-	21
CHD-104	-	-	27
CHD-105	-	-	25
CHD-106	-	-	25
CHD-107	-	-	19
CHD-108	-	15	-
CHD-130	-	22	-
CHD-131	-	-	-
CHD-135	-	-	-
CHD-145	-	-	-
CHD-205	-	-	-
CHD-215	-	-	-
CHD-216	-	-	-
CHD-220	-	-	-
CHD-221	-	-	-
CHD-250	-	-	22
CHD-251	-	-	8
ENG-100	-	-	-
ENG-101	335	121	-
HEA-140	379	41	-
HIS-130	23	18	28
HIS-140	28	36	20
MAT-095	-	-	-
POS-145	57	-	36
PSY-101	228	63	-

CHD	2019
-----	------

Enrollment		
	2019FA	2020SP
CHD-101	26	29
CHD-102	29	25
CHD-103	24	-
CHD-104	-	19
CHD-105	-	-
CHD-106	-	19
CHD-107	18	-
CHD-108	-	9
CHD-130	-	-
CHD-131	-	-
CHD-135	-	-
CHD-145	-	-
CHD-205	1	9
CHD-215	13	-
CHD-216	-	7
CHD-220	28	-
CHD-221	-	-

CHD	2019
-----	------

Enrollment			
	Corr.	F2F	Online
CHD-101	-	-	55
CHD-102	-	-	54
CHD-103	-	-	24
CHD-104	-	-	19
CHD-105	-	-	-
CHD-106	-	-	19
CHD-107	-	-	18
CHD-108	-	9	-
CHD-130	-	-	-
CHD-131	-	-	-
CHD-135	-	-	-
CHD-145	-	-	-
CHD-205	-	10	-
CHD-215	-	13	-
CHD-216	-	7	-
CHD-220	-	-	28
CHD-221	-	-	-

CHD-250	-	-
CHD-251	-	-
ENG-100	71	68
ENG-101	333	187
HEA-140	206	169
HIS-130	96	-
HIS-140	-	39
MAT-095	23	17
POS-145	54	41
PSY-101	144	123

CHD-250	-	-	-
CHD-251	-	-	-
ENG-100	100	39	-
ENG-101	351	140	29
HEA-140	343	32	-
HIS-130	23	24	49
HIS-140	21	-	18
MAT-095	-	40	-
POS-145	53	-	42
PSY-101	226	41	-

While there is a downward enrollment for one specific course, CHD 101, the enrollment numbers are relatively stable and consistent for all Child Development courses from 2014-2020. I believe once recruitment of and advisement for Child Development increases, draws for more students to the program will take effect and enrollment number will also change. However, this is an ongoing process. Faculty will continue to monitor enrollment numbers to ensure they are satisfactory.

## 14. QUALITY OF THIS PROGRAM

List core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, and refer back your responses in sections 5 – 13 to give a complete analysis of the quality of this program.

Overall, based on the data and the number of students completing the degree and/or certificate, Child Development is performing well. I would like to improve upon the number of students who complete the degree over the course of the next four years, but I believe the course is a quality program that allows students to pursue competitive employment opportunities in Child Development.

Child Development has developed a stable enrollment and retention rate, but the completion numbers need improvement for the following courses: CHD 101, CHD 102, CHD 103, and CHD 104. Possible changes to the method of instruction and/or changes in the mode of instruction (in which modality the course is offered) will hopefully aid in increasing the completion number for those four courses. However, the completion numbers for most of the Child Development courses are respectable and does not need improvement.

Funds to provide the prospect for full-time instructors to attend and present at professional conferences would benefit the program. By encouraging faculty to learn the newest methods of instruction and observe changes in their respective fields, it will afford them the opportunity to improve upon and develop a better rubric for Child Development instruction.

## 15. FINANCIAL TRENDS

Comment on annual budgeted-vs.-actual program expenditures for each of the preceding five (5) years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures.

Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

In the previous budget there were funds solely allotted for instruction, faculty benefits, and supplies. Fortunately, this is no longer the case, and Child Development has seen strides for increases in its budget. During the course of the current review period the yearly expenditure of Child Development salaries increased considerably, from \$65,649.00 in 2014 to \$84,052.28 in 2019. An additional \$35,083.87 was allotted to Child Development faculty for benefits, along with an average of \$8,559.68 afforded for overload salaries in 2019, while budgeted benefits for Child Development in 2014 were \$16,421.00 and the amount available for overload salaries was \$0.00. For more detailed changes in Child Development's financial expense over from the years 2014-2019 at Palo Verde College, please observe the chart below.

<b>Subject'</b>	<b>CHD</b>
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<b>Row Labels</b>	<b>Source</b>	<b>Budgeted</b>	<b>Expended</b>
<b>2014-2015</b>			
<b>Overload Salaries</b>	OVL/Overload	\$0.00	\$17,748.90
<b>Overload Benefits</b>	OVL/Overload	\$0.00	\$2,155.12
<b>Benefits</b>	CHD/Child Development Program	\$16,421.00	\$20,901.05
<b>Salaries</b>	CHD/Child Development Program	\$65,649.00	\$80,454.10
<b>2015-2016</b>			
<b>Overload Salaries</b>	OVL/Overload	\$16,000.00	\$5,431.50
<b>Overload Benefits</b>	OVL/Overload	\$2,243.00	\$764.06
<b>Benefits</b>	CHD/Child Development Program	\$18,183.00	\$26,934.08
	OBP/Obp/Retirement	\$0.00	\$5,450.00
<b>Copying/Printing</b>	LOT/Lottery	\$0.00	\$31.94
<b>Equipment</b>	CHD/Child Development Program	\$6,100.00	\$0.00
	CDC/Child Development Center	\$0.00	\$6,567.00
<b>Salaries</b>	CHD/Child Development Program	\$69,159.00	\$90,565.70
<b>2016-2017</b>			
<b>Overload Salaries</b>	OVL/Overload	\$4,610.70	\$4,610.70
<b>Overload Benefits</b>	OVL/Overload	\$729.08	\$729.08
<b>Supplies</b>	LOT/Lottery	\$4,787.57	\$4,787.57

<b>Benefits</b>	CHD/Child Development Program	\$31,203.16	\$31,203.16
<b>Copying/Printing</b>	LOT/Lottery	\$67.25	\$67.25
<b>Salaries</b>	CHD/Child Development Program	\$105,023.49	\$105,023.49
<b>2017-2018</b>			
<b>Overload Salaries</b>	OVL/Overload	\$0.00	\$5,886.00
<b>Overload Benefits</b>	OVL/Overload	\$0.00	\$1,035.29
<b>Supplies</b>	LOT/Lottery	\$5,000.00	-\$10.76
<b>Benefits</b>	CHD/Child Development Program	\$22,438.00	\$28,369.22
<b>Copying/Printing</b>	LOT/Lottery	\$120.48	\$182.74
<b>Salaries</b>	CHD/Child Development Program	\$107,171.00	\$109,008.82
<b>2018-2019</b>			
<b>Overload Salaries</b>	OVL/Overload	\$0.00	\$5,185.35
<b>Overload Benefits</b>	OVL/Overload	\$0.00	\$1,006.18
<b>Benefits</b>	CHD/Child Development Program	\$25,759.00	\$34,767.41
<b>Copying/Printing</b>	LOT/Lottery	\$49.14	\$49.14
<b>Salaries</b>	CHD/Child Development Program	\$90,306.00	\$129,060.56
<b>2019-2020</b>			
<b>Overload Salaries</b>	OVL/Overload	\$8,559.68	\$8,559.68
<b>Overload Benefits</b>	OVL/Overload	\$1,727.94	\$1,727.94
<b>Benefits</b>	CHD/Child Development Program	\$35,083.87	\$35,083.87
<b>Copying/Printing</b>	LOT/Lottery	\$33.41	\$33.41
<b>Salaries</b>	CHD/Child Development Program	\$84,052.28	\$84,052.28



## 16. REVENUE AND EXPENSES

- a. State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.

### CHD

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Term	FTEs
2014FA	23.19
2015SP	10.57
2015FA	12.33
2016SP	12.16
2016FA	14.42
2017SP	12.83
2017SU	0.80
2017FA	12.47
2018SP	12.53
2018FA	14.31
2019SP	16.77
2019FA	13.97
2020SP	13.13
	169.48

- b. State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

As noted in the financial information provided in section 15, the Child Development program has grown over the course of the past two years. This is resulted in an increase in salaries, contracts, and supplies. At this time, the program is financially stable.

- c. State the dollar value of in-kind contributions of time and/or resources during the preceding two academic years.

There have not been any in-kind donations or contributions of time and/or resources provided to the Child Development program during the course of this review.

## 17. FACILITIES AND EQUIPMENT

- a. Are current facilities, such as classrooms, offices, and equipment adequate to support the program? Explain.

The current facilities, such as classrooms, offices, and equipment have been more than adequate to support the program. While face-to-face enrollment numbers are low, faculty have the opportunity to use ITV for expanding face-to-face offerings at the Needles facility, as well as at Blythe.

- b. Describe plans for future changes in facilities or equipment that would better support the program.

There are no current plans to change facilities or equipment for the program. All equipment and facilities currently used support the program accordingly.

## 18. TWO YEAR PLAN

- a. List recommendations, project future trends, personnel and equipment needs, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

For future improvement and instruction, the primary recommendation is to improve upon the number of courses offered in both online and correspondence modalities. There has been considerable improvement in offering online instruction for Child Development courses, but, currently, there is room for improvement, especially in the correspondence modality. By offering courses in increasing numbers to all three modalities, the retention numbers and completion numbers will hopefully increase by the next full review of the program.

Additional recruitment at student activities and campus programs is warranted to increase the number of students who will, hopefully, complete a degree in Child Development by the time the next review takes place.

Developing a partnership with Advisory Committee for outreach to high school students and the community at large would benefit the enrollment numbers for Child Development. Faculty should play an active role in the development of this partnership

Finally, I believe active and ongoing communication with the Student Success and Support program will aid Child Development students. Many students who are part of the program are confronted with challenges out of the scope of academia. For example, students are frequently confronted with transportation hardships, food insecurity, and childcare concerns. By actively communicating with the Student Success and Support team, faculty can ensure that their students meet not only their academic needs, but also their basic needs for student success.

- b. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.

Palo Verde College's Child Development program continues with the objective of gaining more new students, supporting their progress, and aiding them in gainful employment once their tenure at Palo Verde College is complete. This goal will be accomplished through increasing in recruitment programs, for example, presenting information about the program, its usefulness, and its ability to obtain employment at college events and programs.

The goal is to continue offering the certificates currently available to students, in addition to the transferable degree so students have the opportunity to gain the fundamental skill they need to complete a four-year degree, should they choose to do so, or successfully join the marketplace after completion.

As an integral part of the History, Social and Behavioral Sciences, the Child Development program continues to provide a learning environment that is inclusive, strives for a more equitable and diverse future, enhances community outreach, and fosters student success. The primary objective of Child Development is to ensure that all its students obtain a well-rounded educational experience while instilling in its students a sense of community, not solely on campus, but also in the real world.