

CHILD DEVELOPMENT  
PROGRAM REVIEW  
PRESENTED BY Dr. B. WALLACE  
PERIOD REVIEWED: FALL 2011-SPRING 2014

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***Executive Summary***

*The Child Development Program is made up of courses from the Child Development Department. 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 Program offers an A.S. Degree, Teacher Certificate of Achievement, Associate Teacher Certification of Career Preparation and Assistant Teacher Certification of Career Preparation.*

**1. Support of the College Mission**

**a. Purpose of the Program**

*The curriculum in Child Development studies is designed to meet certification requirements established by the Commission for Teacher Preparation and Licensing for the Children's Center Permit and field work experience as described by the Commission. The curriculum also offers students training in the necessary understanding, knowledge, practice, and skills to qualify for the occupations of teacher and teacher aide.*

**b. Unique Institutional Goal**

**Deliver and continuously improve 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.**

**1. Deliver and continuously improve upon quality educational programs;**

*Met by: Updating the course outlines to meet the latest industry standards.*

**2. Emphasizing student learning leading to certification;**

*Met by: Developed an AS-T Degree for CHD Transfer.*

**3. Conferral of associate degrees;**

*Met by: Encouraging students to complete associate degrees. Developing brochures showing courses leading to the degrees.*

**4. Transfer to four-year institutions; and,**

*Met by: Giving information to students about transfer opportunities and developing a CHD Transfer Degree.*

**5. Personal growth and career enhancement.**

*Met by: Supporting student employment with job announcements, working with employers who have job opportunities, giving references and career advice.*

**c. Support of the Overall 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. Populations Served**

### **a. Describe Populations**

*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.*

### **b. Other Populations**

*Although no other populations have been identified, the program would like to increase the availability of online courses, in order to better serve students with issues related to transportation and/or distance. As we move ahead in that modality, faculty training for teaching online is highly desired.*

## **3. Accomplishments in Achieving Previous Goals, from the 2011-12 CHD CTE UPDATE:**

### **a. Describe progress in achieving each goal outlined in the previous CTE Update, providing evidence documenting such achievements.**

*Achievements in the Child Development Program have gone beyond those outlined in the last program review. One goal mentioned previously was to integrate the iStart Smart computer learning system with appropriate child development course curricula. This has been accomplished with the development of a new course called Digital Learning in the Preschool Classroom, CHD 260. The program also has the ability to integrate both English and Spanish activities. Palo Verde College has the distinction to be the first college in the nation to develop this relationship with Hatch Computers.*

*The other goal was to offer courses such that Needles students will be included either through ITV, face-to-face or a combination of acceptable teaching methods. All course outlines have been rewritten to accomplish this goal and all classes are now available to Needles students. Courses are now taught on-line but offer a study hall each week for face-to-face discussion.*

#### ***i. Offer courses in such a way that Needles students can take them simultaneously with Blythe students.***

*Met by: Offering on-line courses through the ITV system.*

#### ***ii. Originate classes from Needles in order to generate FTES from Needles and to make sure Needles students get the classes they need.***

*Met by: Changed the origin of the classes from Blythe to Needles.*

#### ***iii. Integrate iStart Smart by Hatch, a touchscreen computer learning system, with the PVC Child Development Center. This system is integrated with the National Association for the Education of Young Children (NAEYC) and Head Start framework.***

*Met by: Continuous coordination with Hatch Learning Systems and Palo Verde College along with the purchase of enough iPads for the program to succeed.*

**b. Explain modifications, if any, of goals outlined in the previous CTE Update, providing evidence documenting such modifications.**

No modifications.

**4. Strengths, Weaknesses and New Goals**

**a. Major Strengths**

- 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. *A pre-requisite has been established for CHD 108, Practicum, so that students cannot take the course without the proper preparation.*
- vi. *SLO's are now included with the Degree and Certificates in the Catalog.*
- vii. *One Certificate of Career Preparation has been added to the program.*

**b. Major Weaknesses**

*One of the requests asked of the division was to make available to all students in both Blythe and Needles, and other locations via on-line offerings, the total program in Child Development. This has been accomplished in the various modalities of ITV, alternating teaching locations, and more recently on-line.*

*We are constantly searching for the best practices in teaching and have developed a way for on-line presentations to be as hands-on as possible by offering a Study Hall via ITV in conjunction with these classes.*

**c. List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.**

- i. *Students continue to participate in program classes preparing for certification and employment, in a highly technical, in-demand, and career. This is evidenced by students receiving State approved Permits.*
- ii. *The Child Development fulltime faculty continues to be flexible and adaptable, to students and employer needs. Evidenced by the Child Care Employers participating and the Advisory Committee process.*
- iii. *The program continues to be sequenced to a reasonable time line. This is evidence in Advisory Committee minutes.*
- 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.*
- v. *Course Outlines continue to be updated on a regular basis to meet the industry standards. This is recorded in the Catalog.*
- vi. *Advisory Committee meetings continue to be held on a regularly. Agenda and minutes are kept in the CHD department.*
- vii. *Enrollments continue to meet community needs. Evidenced as shown in this report, under enrollments.*
- viii. *Course outlines are kept current and recorded.*

- ix. *Counselors continue to meet the needs of the Child Development students. Evidenced through counseling records and EOPS and DSP&S records.*
- x. *On-line courses are available to students via ITV or in person. Evidence of the success is attendance and FORUM records.*

**d. Alignment between program goals and institutional goals and objectives:**

New Program Goals	Institutional Goal/Objective
<p><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.</i></p>	<p>Goal 1: Deliver and continuously improve 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.</p>
<p><i>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.</i></p>	<p>Goal 1, Objective 1.5: Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary.</p>
<p><i>The program continues to be sequenced to a reasonable time line. This is evidence in Advisory Committee minutes.</i></p>	<p>Goal 1, Objective 1.2: Develop two-year course planning and scheduling procedures to minimize conflicts that delay students' progress toward program completion.</p>
<p><i>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</i></p>	<p>Goal 1, Objective 1.2: Develop two-year course planning and scheduling procedures to minimize conflicts that delay students' progress toward program completion.</p>
<p><i>Course Outlines continue to be updated on a regular basis to meet the industry standards. This is recorded in the Catalog.</i></p>	<p>Goal 1: Deliver and continuously improve 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.</p>

New Program Goals	Institutional Goal/Objective
<i>Advisory Committee meetings continue to be held regularly. Agenda and minutes are kept in the CHD department.</i>	Goal 1, Objective 1.5: Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary.
<i>Enrollments continue to meet community needs. Evidenced as shown in this report, under enrollments.</i>	Goal 1, Objective 1.8: Continuously monitor 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
<i>Course outlines are kept current and recorded.</i>	Goal 2: Provide quality student support services to a diverse student population, providing opportunities for student success.
<i>Counselors continue to meet the needs of the Child Development students. Evidenced through counseling records and EOPS and DSP&amp;S records.</i>	Goal 2, Objective 2.4: Provide counseling and guidance to ensure students declare a program of study and are informed of career and continuing education opportunities.
<i>On-line courses are available to students via ITV or in person. Evidence of the success is attendance and FORUM records.</i>	Goal 1, Objective 1.4: Support student learning by expanding tutorial resources and other supportive educational services for all students needing these services.

## 5. 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 between Fall 2011 and Spring 2014 with a \* symbol.

Course	Title
CHD 101	Child Growth and Development
CHD 102	Child, Family, and the Community
CHD103	Introduction to Curriculum
CHD 104	Principles and Practices of Teaching Young Children
CHD 105	Observation and Assessment

Course	Title
CHD 106	Health, Safety and Nutrition
CHD 107	Teaching in a Diverse Society
CHD 108	Practicum - Field Experience
CHD 130	Art for Early Childhood
CHD 131*	Music for Early Childhood
CHD 135	Literature for Early Childhood
CHD 145*	Child Abuse & Neglect
CHD 150	Infants and Toddlers
CHD 205	Adult Supervision
CHD 215	Supervision & Administration I
CHD 216	Supervision & Administration IIs
ENG 101	Reading & Composition
HEA 140	Health Education
MAT 086	Intermediate Algebra
MAT 088	Intermediate Algebra with Lab
POS 145	American Political Institutions
HIS 130	American History I
HIS 140	American History II
PSY 101	General Psychology

- 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.**

*The elective courses CHD 131 and CHD 145 were not offered during the preceding six (6) semesters but CHD 131 was offered one semester before this period and CHD 145 was offered three semesters before.*

*The elective courses appeal mostly to Child Development employees who are renewing their State Permits and need State Approved credits periodically. These credits must be different than other ones they have taken before. This necessitates offering a wide variety of courses over a wide period of time to a select few students who may participate. Careful analysis and research of community need by visiting Child Development Centers and listening to the CHD Advisory Committee Members is considered before courses are offered.*

No change is advised, but there will be additional elective courses developed and offered in the future as identified by the State and thus the offering of these courses may be even less often than now while providing the community with a rich depth of choice.

## 6. Course Scheduling and Availability

### a. How Scheduling Optimizes Class Availability

Currently, CHD courses are offered face-to-face at varying times, some are offered online and ITV.

### b. How Scheduling Optimizes Student Learning

CHD students consistently receive high quality instruction as indicated by favorable faculty evaluations. The availability of courses ensures that students with issues related to transportation or distance can enroll. Recently, an institutional protocol for evaluating courses taught by both FT and part-time faculty was updated, and their implementation will assist in evaluating the learning experiences of students more effectively in the future.

## 7. Student Learning Outcomes

### SLO QUANTITATIVE DATA

Associate of Science for Transfer, Early Childhood Education

Average Percentage Program Learning Outcome #1 Associate of Science for Transfer, EARLY CHILDHOOD EDUCATION		
Interpret the processes of child growth and development.		
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2014	% Successful Students Spring 2015
CHD 101	61%	52%
CHD 102	75%	-
CHD 103	64%	-
CHD 106	-	67%
CHD 107	95%	-
Average % of Successful Students by Term	74%	60%

Average Percentage Program Learning Outcome #2 Associate of Science for Transfer, EARLY CHILDHOOD EDUCATION		
Examine practices that respect and support inclusion.		
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2014	% Successful Students Spring 2015
CHD 101	61%	52%
CHD 102	75%	-
CHD 103	64%	-
CHD 106	-	67%
CHD 107	95%	-
Average % of Successful Students by Term	74%	60%

Average Percentage Program Learning Outcome #3 Associate of Science for Transfer, EARLY CHILDHOOD EDUCATION		
Plan and demonstrate curriculum based on developmentally appropriate practice.		
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2014	% Successful Students Spring 2015
CHD 101	61%	52%
CHD 102	75%	-
CHD 103	64%	-
CHD 106	-	67%
CHD 107	95%	-
Average % of Successful Students by Term	74%	60%

Average Percentage Program Learning Outcome #4 Associate of Science for Transfer, EARLY CHILDHOOD EDUCATION		
Model ethical practices with children, families, colleagues and communities as stated in the NAEYC Code of Ethical Conduct.		
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2014	% Successful Students Spring 2015
CHD 101	61%	52%
CHD 102	75%	-
CHD 103	64%	-
CHD 106	-	67%
CHD 107	95%	-
Average % of Successful Students by Term	74%	60%

Average Percentage for all Program Learning Outcomes Associate of Science for Transfer, EARLY CHILDHOOD EDUCATION		
PROGRAM LEARNING OUTCOME	% Successful Students Fall 2014	% Successful Students Spring 2015
PLO #1	74%	60%
PLO #2	74%	60%
PLO #3	74%	60%
PLO #4	74%	60%
Average % of Successful Students by Year	74%	60%

Associate of Science, Child Development

Average Percentage Program Learning Outcome #1 Associate of Science, 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 Fall 2014	% Successful Students Spring 2015
CHD 101	61%	52%
CHD 102	75%	-
CHD 103	64%	-
CHD 106	-	67%
CHD 107	95%	-

Average Percentage Program Learning Outcome #1 Associate of Science, 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 Fall 2014	% Successful Students Spring 2015
Average % of Successful Students by Term	<b>74%</b>	<b>60%</b>

Average Percentage Program Learning Outcome #2 Associate of Science, CHILD DEVELOPMENT		
Acquired knowledge and skill in the professional care of children.		
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2014	% Successful Students Spring 2015
CHD 101	<b>61%</b>	<b>52%</b>
CHD 102	<b>75%</b>	-
CHD 103	<b>64%</b>	-
CHD 106	-	<b>67%</b>
CHD 107	<b>95%</b>	-
Average % of Successful Students by Term	<b>74%</b>	<b>60%</b>

Average Percentage for all Program Learning Outcomes Associate of Science, CHILD DEVELOPMENT		
PROGRAM LEARNING OUTCOME	% Successful Students Fall 2014	% Successful Students Spring 2015
PLO #1	<b>74%</b>	<b>60%</b>
PLO #2	<b>74%</b>	<b>60%</b>
<b>Average % of Successful Students by Year</b>	<b>74%</b>	<b>60%</b>

Certificate of Achievement, Child Development - Teacher

Average Percentage Program Learning Outcome #1 Certificate of Achievement, CHILD DEVELOPMENT – TEACHER		
Met the course requirements for the Child Development Permit Matrix.		
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2014	% Successful Students Spring 2015
CHD 101	<b>61%</b>	<b>52%</b>
CHD 102	<b>75%</b>	-
CHD 103	<b>64%</b>	-
CHD 106	-	<b>67%</b>
CHD 107	<b>95%</b>	-
HIS 130	<b>88%</b>	<b>90%</b>
HIS 140	<b>82%</b>	<b>79%</b>
POS 145	<b>100%</b>	<b>93%</b>
PSY 101	<b>88%</b>	-
Average % of Successful Students by Term	<b>82%</b>	<b>76%</b>

## Certificate of Career Preparation, Child Development – Associate Teacher

Average Percentage Program Learning Outcome #1 Certificate of Career Preparation, Child Development – Associate Teacher		
Acquired competency to qualify for the Child Development Associate Teacher Certificate.		
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2014	% Successful Students Spring 2015
CHD 101	61%	52%
CHD 102	75%	-
CHD 103	64%	-
Average % of Successful Students by Term	67%	52%

## Certificate of Career Preparation, Child Development - Assistant

Average Percentage Program Learning Outcome #1 Certificate of Career Preparation, Child Development – Assistant		
Acquired competency to qualify for the Child Development Permit Matrix: Assistant Permit.		
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2014	% Successful Students Spring 2015
CHD 101	61%	52%
CHD 102	75%	-
CHD 103	64%	-
CHD 106	-	67%
CHD 107	95%	-
Average % of Successful Students by Term	74%	60%

## 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
All CHD programs	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	TBA, by the time these results were analyzed the Spring schedule had already been set.	2014-15
All CHD programs	All PLOs	CHD 103	This class falls during the 2-4:50 time frame in the	In the future this course will be taught online and a study hall will	Instruction office & Instructor	TBA, plan in action – need more	2015-16

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
			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.	be provided for in person contact with the professor for those students who wish to exercise this option.		time to analyze results	
AST; AS; Certificate, Teacher; Certificate, Assistant	All PLOs	CHD 106	Only 67% of students met the baseline	Unsure why this happened – but in the future SLO tests will be administered and taken on the Bridge (or other course management system) where data can be analyzed better.	The Bridge	TBA	2015-16

a. **List courses for which CLOs have not been assessed. Provide an explanation.**

*CHD 104, CHD 105, CHD 108, CHD 130, CHD 131 (not offered in the past six terms), CHD 135, CHD 145 (not offered in the past six terms), CHD 205, CHD 215, CHD 216 have not been assessed. This is because the CLO assessment tool was not in place campus wide at this time. Correct data had not been collected yet.*

- 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 CLOs / PLOs were changed as a results of assessments.*

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

*To understand the results of this assessment, one must understand why students take specific CHD courses. Courses CHD 101, 102, 103, & 104 are the industry standard courses that students typically need to get their first employment in a child development center. Some courses were not represented in this assessment because of the cycle they were taught, but aside from that, you can see that the assessment scores in these courses combined, are collectively lower than all the other courses taught during this assessment period. These courses typically include students who are not employed and many do not go on to employment.*

*All the other courses referred to are numbered CHD 105 and higher or are not even CHD courses, but courses in the General Education group. Students do not need these courses to obtain the first level of employment, but once students are employed or start showing persistent interest in taking more courses, their assessment scores are collectively higher.*

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

*None at this time.*

## 8. Course Currency

- a. **Courses in program, year COR approved by Curriculum Committee**

Course	Title	Date Approved
CHD 101	Child Growth and Development	06/2014
CHD 102	Child, Family, and the Community	06/2014
CHD103	Introduction to Curriculum	06/2014
CHD 104	Principles and Practices of Teaching Young Children	06/2014
CHD 105	Observation and Assessment	06/2014
CHD 106	Health, Safety and Nutrition	06/2014
CHD 107	Teaching in a Diverse Society	06/2014
CHD 108	Practicum - Field Experience	06/2014
CHD 130	Art for Early Childhood	06/2014
CHD 131	Music for Early Childhood	06/2014
CHD 135	Literature for Early Childhood	06/2014
CHD 145	Child Abuse & Neglect	06/2014
CHD 150	Infants and Toddlers	05/2014
CHD 205	Adult Supervision	12/2014
CHD 215	Supervision & Administration I	12/2014
CHD 216	Supervision & Administration IIs	12/2014

Course	Title	Date Approved
ENG 101	Reading & Composition	12/2014
HEA 140	Health Education	12/2014
MAT 086	Intermediate Algebra	12/2014
MAT 088	Intermediate Algebra with Lab	12/2014
POS 145	American Political Institutions	12/2014
HIS 130	American History I	12/2014
HIS 140	American History II	12/2014
PSY 101	General Psychology	05/2014

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

*All CORs are up-to-date, there are no planned revisions at this time.*

**9. 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.

	Full-Time Only	Adjunct Only	Both FT & Adjunct
CHD 101	X		
CHD 102			X
CHD 103	X		
CHD 104	X		
CHD 105		X	
CHD 106			X
CHD 107			X
CHD 108		X	
CHD 135	X		
CHD 130		X	
CHD 150	X		
CHD 205		X	
CHD 215		X	
CHD 216		X	

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

The program is served very well with the coverage provided. The staff and Advisory Committee Members meet yearly to adjust the schedule to the needs of the communities, students, and state requirements.

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

No deficiencies noted.

**10. 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.

*Instructors routinely participate in professional development in terms of continuing professional education and seminars. Dr. B. Wallace has completed additional coursework in the subject area of Digital Learning for Pre-school Children with Hatch. This training has allowed for skills updates in an ever-challenging computerized method of assessment of children and allowing preschool providers the ability to use cutting-edge technology.*

*Dr. B. Wallace participates in College Flex Day activities, Sexual Harassment awareness training, College seminars, and Career Day activities. He and Ms. J. Johnson, the Secretary from the Needles campus, develop a brochure each semester for students attending Career Day.*

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

*It would help if adjunct faculty were given a little more opportunity to learn the value of a well-constructed syllabus as well as gaining information about the college policies and procedures.*

## 11. Student Successful Completion and Retention

- a. Course Completions

SUCCESSFUL COMPLETIONS						
	2011FA	2012FA	2012SP	2013FA	2013SP	2014SP
<b>CHD-101</b>	-	-	84%	-	65%	56%
<b>CHD-102</b>	86%	87%	-	76%	-	-
<b>CHD-103</b>	100%	83%	-	89%	-	-
<b>CHD-104</b>	-	-	79%	-	82%	83%
<b>CHD-105</b>	-	-	100%	-	73%	-
<b>CHD-106</b>	-	-	98%	-	78%	71%
<b>CHD-107</b>	87%	82%	33%	83%	-	-
<b>CHD-108</b>	-	-	70%	-	71%	100%
<b>CHD-130</b>	56%	-	-	77%	-	-
<b>CHD-135</b>	-	-	-	-	70%	-
<b>CHD-150</b>	-	95%	-	-	-	-
<b>CHD-205</b>	90%	-	-	-	100%	100%
<b>CHD-215</b>	70%	-	-	88%	-	-
<b>CHD-216</b>	-	-	93%	-	-	92%
<b>HIS-130</b>	70%	90%	78%	80%	77%	72%
<b>HIS-140</b>	83%	58%	64%	50%	75%	88%
<b>POS-145</b>	70%	79%	85%	64%	94%	62%
<b>PSY-101</b>	67%	59%	57%	57%	75%	55%

- b. Course Retentions

*Retention rates seem to be better in the major course area than in the Gen Ed. course area. This may be due to the fact that vocational students historically like to take*

*courses related to work. This could be an argument to offer shorter programs that lead to work quicker.*

COURSE RETENTIONS						
	2011FA	2012FA	2012SP	2013FA	2013SP	2014SP
<b>CHD-101</b>	-	-	100%	-	84%	86%
<b>CHD-102</b>	100%	97%	-	97%	-	-
<b>CHD-103</b>	100%	100%	-	93%	-	-
<b>CHD-104</b>	-	-	100%	-	89%	100%
<b>CHD-105</b>	-	-	100%	-	82%	-
<b>CHD-106</b>	-	-	100%	-	100%	100%
<b>CHD-107</b>	100%	93%	67%	92%	-	-
<b>CHD-108</b>	-	-	83%		100%	100%
<b>CHD-130</b>	78%	-	-	91%	-	-
<b>CHD-135</b>	-	-	-	-	83%	
<b>CHD-150</b>		95%	-	-	-	-
<b>CHD-205</b>	100%	-	-	-	100%	100%
<b>CHD-215</b>	100%	-	-	94%	-	-
<b>CHD-216</b>	-	-	100%	-	-	100%
<b>HIS-130</b>	90%	90%	90%	89%	91%	82%
<b>HIS-140</b>	98%	75%	90%	86%	93%	96%
<b>POS-145</b>	88%	88%	97%	80%	98%	77%
<b>PSY-101</b>	89%	83%	87%	85%	81%	77%

**c. Degrees – type and number of annual awards**

CHILD DEVELOPMENT AWARDS	2011	2012	2013	2014	Total
AS, Child Development	3	3	3	1	10
Certificate, Child Development-Assistant	35	16	19	15	85
Certificate, Child Development-Associate Teach	21	18	14	8	61
Certificate, Child Development-Teacher	1	1	1		3
Certificate, Child Development-Teacher				1	1

**12. Enrollment Trends - Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment.**

Enrollment trends are steady. If classes are offered too often, they do not fill. Not all classes are in demand at the same rate as others due to influences from the job market, while other classes are in demand because they may count as credit for other campus programs.

Enrollments							
Prefix	Sect	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP
<b>CHD-101</b>	<b>01</b>		38		29		32
	<b>02</b>				28		30
<b>CHD-101 Total</b>			38		57		62
<b>CHD-102</b>	<b>01</b>	29		31		29	
<b>CHD-102 Total</b>		29		31		29	

Enrollments							
Prefix	Sect	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP
CHD-103	01	30		30		27	
<b>CHD-103 Total</b>		30		30		27	
CHD-104	01		24		28		18
<b>CHD-104 Total</b>			24		28		18
CHD-105	01				22		
	CX		1				
	IS		1				
<b>CHD-105 Total</b>			2		22		
CHD-106	01		22		18		21
	IS		1				
<b>CHD-106 Total</b>			23		18		21
CHD-107	01	23	9	28		24	
<b>CHD-107 Total</b>		23	9	28		24	
CHD-108	01		23		7		
	IS						2
<b>CHD-108 Total</b>			23		7		2
CHD-130	01	9				22	
<b>CHD-130 Total</b>		9				22	
CHD-135	01				23		
<b>CHD-135 Total</b>					23		
CHD-150	01			19			
<b>CHD-150 Total</b>				19			
CHD-205	01	10			5		10
<b>CHD-205 Total</b>		10			5		10
CHD-215	01	10				16	
<b>CHD-215 Total</b>		10				16	
CHD-216	01		14				12
<b>CHD-216 Total</b>			14				12
HIS-130	01	24	20	23	12	18	18
	02	29	26	24	29	26	18
	03				24	25	14
	04				17		
<b>HIS-130 Total</b>		53	46	47	82	69	50
HIS-140	01	20	17	12	16		
	02	22		12		14	26
	03		10		13		
<b>HIS-140 Total</b>		42	27	24	29	14	26
POS-145	01	21	26	13	19	15	12
	02	19	28	22	25	21	17
	03			13			
<b>POS-145 Total</b>		40	54	48	44	36	29
PSY-101	01	34	45	29	27	29	24
	02	14	29	16	5	4	27
	03	28		32	36	26	15
	04	24				28	
<b>PSY-101 Total</b>		100	74	77	68	87	66

13. Financial Trends – Comment on annual planned vs. actual program expenditures for each of the preceding three academic 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.**

*Salaries are a matter of the contract in place at the time. Any deviation in what shows below could be due to part of the full-time instructor's salary being taken from another subject area of teaching. Another factor is that there has been a wide range in the number of adjuncts teaching. This should prove to have stabilized in the next Program Review period. Also, the Parenting courses may have been adjusted to reflect the need for only one section and one instructor's wages in the future PR.*

*Benefits are negotiated.*

*This teaching program has few requirements for supplies that are not provided outside a budget.*

*The actual budget of \$563.84 was copying that was done before the Bridge was available where Dr. Wallace could administer weekly tests in all CHD courses.*

Salaries						
Department	2011-12		2012-13		2013-14	
	Budget	Actual	Budget	Actual	Budget	Actual
CHD	88,376	84,757	85,150	81,772	75,836	77,500

Benefits						
Department	2011-12		2012-13		2013-14	
	Budget	Actual	Budget	Actual	Budget	Actual
CHD	21,042	22,777	19,148	21,244	20,971	18,964

Supplies						
Department	2011-12		2012-13		2013-14	
	Budget	Actual	Budget	Actual	Budget	Actual
CHD	300	563.84	0	0	0	0

**14. Facilities and Equipment**

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

*Facilities, such as classrooms and offices are somewhat adequate overall at this point. During this review, many Instructors have embraced and utilized the course management system. It is likely a new system will be in place soon, training and maintenance of the system will be required to show improvement over the current system.*

*ITV has been upgraded. Dedicated personnel are needed to ensure quality implementation. Campus Wi-Fi has been unreliable at times.*

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

*Dr. B. Wallace was asked by the Vice President of Instruction if he would teach from the Needles facility in order to help with the enrollments there. As long as he can teach his classes on-line where students can access them on the Bridge, he can make the program viable. The staff at Needles have been very supportive and professional in assisting with the maintenance of computers, the ITV equipment, and all other supportive arrangements that help the Child Development program be a success.*

*The new Canvas learning management system will be a great improvement over the existing system.*