

Full Review

PALO VERDE COLLEGE

EARLY CHILDHOOD EDUCATION 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 Associate in Science in Early Childhood Education for Transfer focuses on high quality educational practices that emphasize interpersonal relationships, child and family diversity, developmentally appropriate curriculum, and professionalism. Associate in Science in Early Childhood Education for Transfer students will be trained to supervise and provide care and learning experiences for children from birth through age eight in a variety of early childhood settings.

The curriculum Early Childhood Education 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.

The Associate in Science in Early Childhood Education 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 Early Childhood Education or related field. Student learning outcomes are continuously evaluated in an effort to improve the Early Childhood Education program and provide students with a better understanding of the program requirements and transfer.

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

Several major changes that took place in Early Childhood Education’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.

Sixth, a Child Development-Infants and Toddlers Certificate of Career Preparation was created in the Fall of 2017. The certificate was offered to students in Fall 2019.

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

The Early Childhood Education 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 and Child Development-Infants and Toddlers Certificate of Career Preparation. 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 Full Review, providing evidence documenting such achievements.

No previous full reviews exist to date. This is a relatively new program.

- b. Explain modifications, if any, of goals outlined in the previous Full Review, providing evidence documenting such modifications.

No previous reviews exist to date. This is a relatively new program.

4. STRENGTHS, WEAKNESSES & NEW GOALS

- a. 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 and early childhood education 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. Certificate of Career Preparation with a focus on infants and toddlers has been added to the program.
- vii. Courses are provided in all modalities.

- b. 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.

- 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.

For future improvement and instruction, the primary recommendation is to improve upon the number of courses offered in both online and local correspondence modalities. There has been considerable improvement in offering online instruction for Early Childhood Education 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, enrollment 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 Early Childhood Education 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.

- d. 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 Early Childhood Education 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 Early Childhood Education 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 Early Childhood Education 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.

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 during the preceding eight (8) semesters.

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

- 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

6. COURSE SCHEDULING & AVAILABILITY

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

A 2-year schedule of Early Childhood Education was completed in Fall 2020. Classes will be provided as follows.

1. Fall Semesters

- a. CHD 101, CHD 102, CHD 103, and CHD 107

2. Spring Semesters

b. CHD 104, CHD 105, CHD 106, and CHD 108

Classes are offered in all three modalities for student access and bolster student success.

7. 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 Early Childhood Education							
Interpret the processes of child growth and development							
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%	-
Average % of Successful Students by Year	73.75%	73.7%	87.25%	-	100%	81.13%	81.8%

Average Percentage Program Learning Outcome #2 For Early Childhood Education							
Examine practices that respect and support inclusion							
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%	-

Average Percentage Program Learning Outcome #2 For Early Childhood Education							
Examine practices that respect and support inclusion							
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
Average % of Successful Students by Year	73.75%	73.7%	87.25%	-	100%	81.13%	81.8%

Average Percentage Program Learning Outcome #3 For Early Childhood Education							
Plan and demonstrate curriculum based on developmentally appropriate practice							
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%	-
Average % of Successful Students by Year	73.75%	73.7%	87.25%	-	100%	81.13%	81.8%

Average Percentage Program Learning Outcome #4 For 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 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%	-
Average % of Successful Students by Year	73.75%	73.7%	87.25%	-	100%	81.13%	81.8%

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 Early Childhood Education							
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	73.75%	73.7%	87.25%	-	100%	81.13%	81.8%
PLO #2	73.75%	73.7%	87.25%	-	100%	81.13%	81.8%
PLO #3	73.75%	73.7%	87.25%	-	100%	81.13%	81.8%
PLO #4	73.75%	73.7%	87.25%	-	100%	81.13%	81.8%
Average % of Successful Students by Year	73.75	73.7%	87.25%	-	100%	81.13%	81.8%

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	Improvement in SLO results	2014-15
All CHD programs	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	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		TBA, plan in action – need more time to analyze results	2015-16

			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.	students who wish to exercise this option.	Instruction office & Instructor		
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 why assessments 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.

8. 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

- 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.

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.

Course	Full-Time Only	Adjunct Only	Both Full-Time and 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

- 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 Early Childhood Education courses.

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

Not applicable

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.

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

1. Attended August Flex Days
2. Attended Senate Meetings
3. Institution Day
4. Attended Curriculum, SLO, TRC, and PVC CTA/CCA
5. 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 Early Childhood Education.

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

Not applicable

11. 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%

ECHE	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%

ECHE	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%	-

ECHE	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%

ECHE	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%	-

ECHE	2016
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Completion	2016FA	2017SP
CHD-101	64%	69%
CHD-102	66%	-
CHD-103	45%	-

ECHE	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-104	-	-	70%
CHD-105	-	-	71%
CHD-106	-	-	68%
CHD-107	-	-	55%
CHD-108	-	100%	-

ECHE	2017
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ECHE	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%

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%	-

ECHE	2018
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ECHE	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%

Completion			
	Corres	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%	-

ECHE	2019
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ECHE	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%

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%	-

Discussion

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.

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.

ECHE	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%

ECHE	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%	-

ECHE	2015
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Retention		
	2015FA	2016SP

ECHE	2015
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Retention			
	Corr.	F2F	Online

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-101	-	-	79%
CHD-102	-	-	85%
CHD-103	-	-	95%
CHD-104	-	-	96%
CHD-105	-	-	100%
CHD-106	-	-	93%
CHD-107	-	-	-
CHD-108	-	100%	-

ECHE	2016
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ECHE	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%

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%	-

ECHE	2017
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ECHE	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%

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%	-

ECHE	2018
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ECHE	2018
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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%

Retention			
	Corres	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%	-

ECHE	2019
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ECHE	2019
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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%

Retention	Corres	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%	-

Discussion

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.

No changes need to take place presently.

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

Name of Award	2016-17	2017-18	2018-19	2019-20
AST, Early Childhood Education for Transfer	1	1	1	-

The number of students who have completed the AST, Early Childhood Education for Transfer over the course of the past four years is small, unfortunately, and, over the course of the past year, has become smaller. Additional recruitment and encouragement for students to pursue an AST, Early Childhood Education for Transfer to ensure an increase in the number of degrees awarded by the next review.

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.

12. 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.

ECHE	2014
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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

ECHE	2014
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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	-

ECHE	2015
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Enrollment	2015FA	2016SP
CHD-101	49	26
CHD-102	26	-
CHD-103	22	-
CHD-104	-	28
CHD-105	-	19
CHD-106	-	15
CHD-107	-	-
CHD-108	-	15

ECHE	2015
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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	-

ECHE	2016
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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

ECHE	2016
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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	-

ECHE	2017
Year	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

ECHE	2017
Year	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	-

ECHE	2018
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Enrollment		
	2018FA	2019SP
CHD-101	35	30
CHD-102	27	-
CHD-103	21	-
CHD-104	-	27
CHD-105	-	25
CHD-106	-	25
CHD-107	19	-
CHD-108	-	15

ECHE	2018
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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	-

ECHE	2019
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Enrollment		
	2019FA	2020SP
CHD-101	26	29
CHD-102	29	25
CHD-103	24	-
CHD-104	-	19

ECHE	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-105	-	-	-
CHD-106	-	-	19
CHD-107	-	-	18
CHD-108	-	9	-

While there is a downward enrollment for one specific course, CHD 101, the enrollment numbers are relatively stable and consistent for all Early Childhood Education courses from 2014-2019. I believe once recruitment, partnership with Advisory Committee, and advisement for Early Childhood Education draws more students to the program, the enrollment number will also change. However, this is an ongoing process. Faculty will continue to monitor enrollment numbers to ensure they are satisfactory.

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

Subject'	CHD
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Row Labels	Source	Budgeted	Expended
2014-2015			
Overload Salaries	OVL/Overload	\$0.00	\$17,748.90
Overload Benefits	OVL/Overload	\$0.00	\$2,155.12
Benefits	CHD/Child Development Program	\$16,421.00	\$20,901.05

Salaries	CHD/Child Development Program	\$65,649.00	\$80,454.10
2015-2016			
Overload Salaries	OVL/Overload	\$16,000.00	\$5,431.50
Overload Benefits	OVL/Overload	\$2,243.00	\$764.06
Benefits	CHD/Child Development Program	\$18,183.00	\$26,934.08
	OBP/Obp/Retirement	\$0.00	\$5,450.00
Copying/Printing	LOT/Lottery	\$0.00	\$31.94
Equipment	CHD/Child Development Program	\$6,100.00	\$0.00
	CDC/Child Development Center	\$0.00	\$6,567.00
Salaries	CHD/Child Development Program	\$69,159.00	\$90,565.70
2016-2017			
Overload Salaries	OVL/Overload	\$4,610.70	\$4,610.70
Overload Benefits	OVL/Overload	\$729.08	\$729.08
Supplies	LOT/Lottery	\$4,787.57	\$4,787.57
Benefits	CHD/Child Development Program	\$31,203.16	\$31,203.16
Copying/Printing	LOT/Lottery	\$67.25	\$67.25
Salaries	CHD/Child Development Program	\$105,023.49	\$105,023.49
2017-2018			
Overload Salaries	OVL/Overload	\$0.00	\$5,886.00
Overload Benefits	OVL/Overload	\$0.00	\$1,035.29
Supplies	LOT/Lottery	\$5,000.00	-\$10.76
Benefits	CHD/Child Development Program	\$22,438.00	\$28,369.22
Copying/Printing	LOT/Lottery	\$120.48	\$182.74
Salaries	CHD/Child Development Program	\$107,171.00	\$109,008.82
2018-2019			

Overload Salaries	OVL/Overload	\$0.00	\$5,185.35
Overload Benefits	OVL/Overload	\$0.00	\$1,006.18
Benefits	CHD/Child Development Program	\$25,759.00	\$34,767.41
Copying/Printing	LOT/Lottery	\$49.14	\$49.14
Salaries	CHD/Child Development Program	\$90,306.00	\$129,060.56
2019-2020			
Overload Salaries	OVL/Overload	\$8,559.68	\$8,559.68
Overload Benefits	OVL/Overload	\$1,727.94	\$1,727.94
Benefits	CHD/Child Development Program	\$35,083.87	\$35,083.87
Copying/Printing	LOT/Lottery	\$33.41	\$33.41
Salaries	CHD/Child Development Program	\$84,052.28	\$84,052.28

14. 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.