

# Program Review & Planning (PRP)

## PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

<b>Discipline Name:</b>	Child Development
<b>Department Name:</b>	Child Development
<b>Division Name:</b>	Social and Behavioral Sciences

Please list all participants in this Program Review:

Name	Position
Jenny Ferrero	Department Chair/Associate Professor
Diane Studinka	Professor
Laurel Anderson	Associate Professor

<b>Number of Full Time faculty</b>	4	<b>Number of Part Time Faculty</b>	17
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Please list the Classified positions (and their FTE) that support this discipline:

Kelly Donaghy, ADA, 60%

What additional hourly staff support this discipline and/or department:

none

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The Child Development Department at Palomar College is dedicated to providing a wide variety of courses related to child development and early childhood education, focusing on children ages birth to eight. We are committed to teaching our students evidence-based, developmentally appropriate practices enabling them to provide respectful, child-directed care and education to the children they work with. We are focused on instilling respect for children and their developmental needs and stages, while expecting best practices in early care and education. We are a department with an eclectic array of expertise and backgrounds, all joining together in our universal belief in the importance of respectful, responsive, and

reciprocal relationships as a means to understanding and supporting the development of young children.

**List any new degrees and certificates offered within this discipline since your last comprehensive review:**

AA-T: Child and Adolescent Development (began being offered Fall 2017)

**Discipline Level Data:** <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

## PART 2: PROGRAM REFLECTION

### 1. Program Analysis:

**Reflect upon and provide an analysis of your summary data.**

There was a slight increase in enrollment, and our efficiency rate remains steady at 80% overall. We did see a big increase in WSCH and in our WSCH/FTEF ratio. Honestly, with such a short amount of time having transpired since completing our comprehensive PRP last spring, it is hard to see any statistically significant changes that are attributable to any one thing. One possibility could be from our increased involvement with our community partners this past year and adding classes to meet their needs.. The vast majority of the analysis we did on our comprehensive PRP last spring remains true- we have nearly half of our FTEF out on release time and a quarter out on sabbatical each semester this year. We have increased our number of part-time faculty and continue pursuing our many projects, community outreach initiatives, and curriculum evolvment while managing many other projects through shared governance.

### 2. Standards:

**ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.**

**Discipline Level Course Success Rate:**

- A. The College's institutional standard for course success rate is 70%.**
- B. Review your discipline's course success rates over the past five years.**
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success**

**Standard for Discipline Course Success Rate:**

**70%**

**Why?**

We feel that the College standard is acceptable as a goal. We are now meeting this, as our current success rate overall is 70.3%. This is an improvement over the past several years. We do need to consider our online success rate, which although it exceeds the College online success rate, is still under 70%. We are pleased with our progress here- our in person success and retention rates have improved, even as we have increased rigor, especially in our online courses and among our part-time instructors. We attribute this improved success to several things, including our CHDV 99: Preparation for Child Development Majors course, which started in Fall 13, and the development of our Student Success Guide. We have seen improvements each year since that time. We have also worked closely with our previous Dean on building our community partnerships and building enrollment from the current workforce.

### 3. Program Update:

**Describe your proudest moments or achievements related to student success and outcomes.**

In 2013 we added the COR requirement of 12 hours of service learning in our core CHDV 115 course, student retention for that course has risen to and consistently stayed at or around 90%. Through this service, students have the opportunity for hands-on experiences early in their educational journey.

We are also proud of the increase in rigor in our online courses and the development of a teaching rubric for use in evaluation of part-time instructors for all courses. This helps improve consistency, maintain high rigor, and meet student needs across our course offerings.

**4. Program Improvement:****What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.**

We continue to work on improving our online instruction, creating online courses and utilizing instructional methods that more closely mirror the rigor and student-centered active learning that is seen in our face to face courses. We also continue to work with our community partners and will do more outreach this year in order to increase the number of our students as well as mentor teachers needed for our practicum classes.

**5. Unanticipated Factors:****Have there been any unanticipated factors that have affected the progress of your previous plan?**

We are very concerned about the potential impacts on our students of District initiatives to manage enrollment that result in fewer course offerings, cut sections, and scheduling times that may not meet our student population's needs.

**6. SLOACs:****Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

In the Fall of 2016, we assessed 19 Student Learning Outcomes (SLO) and in the Spring of 2017, we assessed 20 SLOs. Every semester, our department assesses and discusses the SLO results for our two core courses: CHDV 115 and CHDV 100. Collectively, we find, with consistency, the CHDV 100 (Child Growth and Development) has an overall retention rate of 75 percent, with a higher attrition rate in the online format. The CHDV 115 course, with Service Learning as a requirement, has over 90 percent retention rate with 70 percent of the students meeting the assessment at 70 percent or better. Additionally, in the Spring of 2017, we assessed the curriculum courses. These courses had 88% retention and we found that the students are fully engaged when completing hands-on activities. The lesson plan preparation and implementation offer 'real life' professional experiences which enhance the students' knowledge and ambition.

The data from the SLOs are discussed at our department meeting. Following the Fall 2016 accumulation of data, we determined the importance of referring our students to the various campus resources to assist with study skills and anxiety reduction. We discussed rubric compilation (best practices) and the importance of feedback as assessment and prompt responses to e-mails.

Following the Spring 2016 collection of SLO data, the resonating conclusions revolved around online retention and student engagement. As a department, we discussed and were lead through online techniques and best practices. Our department takes the SLO assessments and discussions seriously. Each instructor reflects on the data retrieved from their course SLO assessment. As a result of this data, we have additional workshops and discussions. These conversations and reflections benefit the instructors, the students and our programs.

ANNUAL PROGRAM REVIEW AND PLANNING

**1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .**

Goal	Completed	Ongoing	No longer a goal
Pursue partnerships with Ma'anshaan Teachers College in China		X	
Increase presence in community (on-going)		X	
Examine placement options for lab placement courses		X	

**2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):**

<b>Goal #1</b>	
<b>Program or discipline goal</b>	Develop and institute Child Development Majors Group Faculty leaders create 3 to 4 meetings per semester on Friday nights for 2 hours that pertain directly to course material and pertinent field information for interested students.
<b>Strategies for implementation</b>	Fall 2017
<b>Timeline for implementation</b>	Fall 2017
<b>Outcome(s) expected (qualitative/quantitative)</b>	Students will increase knowledge in specialized topics to be able to use for research paper topics and classroom lesson plans.
<b>Goal #2</b>	
<b>Program or discipline goal</b>	Adding additional courses with Service Learning
<b>Strategies for implementation</b>	Adding more service learning to curriculum and family service courses.
<b>Timeline for implementation</b>	Fall of 2018
<b>Outcome(s) expected (qualitative/quantitative)</b>	Courses will have lower attrition rates. Students will have increased professional training skills.
<b>Goal #3</b>	
<b>Program or discipline goal</b>	
<b>Strategies for implementation</b>	
<b>Timeline for implementation</b>	
<b>Outcome(s) expected (qualitative/quantitative)</b>	

**PART 4: FEEDBACK AND FOLLOW-UP**

This section is for confirming completion and providing feedback.

## Confirmation of Completion by Department Chair

<b>Department Chair</b>	Jenny Fererro
<b>Date</b>	1/29/18

**\*Please email your Dean to inform them that the PRP has been completed and is ready for their review**

## Reviewed by Dean

<b>Reviewer(s)</b>	Justin Smiley
<b>Date</b>	11/21/2017

**1. Strengths and successes of the discipline as evidenced by the data and analysis:**

Great work being proactive in the community and outreach efforts. Good work on SLO assessments, adapting to community and employer needs and maintaining good department communication.

**2. Areas of Concern, if any:**

none

**3. Recommendations for improvement:**

none

**\*Please email your VP to inform them that the PRP has been completed and is ready for their review**

## Reviewed by Vice President

<b>Reviewer(s)</b>	Jack S. Kahn, Ph.D.
<b>Date</b>	1/28/18

**1. Strengths and successes of the discipline as evidenced by the data and analysis:**

1. Program analysis is good and great narrative- just be sure to include raw data in the future (see rubric).
2. Success rate analysis is also well done.
3. I love the data on service learning and success rates- I believe in this trend very passionately and hope we can ramp this up significantly
4. SLO section is fantastic- provide examples to help reader with context etc. but really well done
5. Well done succinct overview and annual (almost anyway!) - update.

**2. Areas of Concern, if any:****3. Recommendations for improvement:**