Program Review
For Cycle 2012-13 (2nd Year Group)

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<td>Data provided by Institutional Effectiveness and Academic Services</td>
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<td>Data Provided by HR</td>
<td>Data provided by Department Faculty</td>
<td>Department Plan</td>
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6. College Wide
Overall – How does this information fit with the College Wide Goals?

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and accreditation.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages). Each question includes the “Feedback Rubric Prompts” that will be used by the committee to read, reflect, and provide feedback on your Program Review; please use these to guide the formulation of your responses. Each program (curriculum guide) within your department requires a separate Program Review Document.

Program Review Questions

Name of Program being reviewed:

1– 3. Enrollment, Achievement, and HR Data

Summarize and interpret the data for each of the first three above as they relate to your program.

Response: The enrollment figures for fall semesters of 2008 – 2010 indicated that an average of 80% of the student successfully completed CDSED 67. All though there was low enrollment in CDSED 69 during the target years (2008(0), 2009(3), 2010(4) the student success rate was 100%.

Flexible staffing has aided in the success rate of the students. One full time faculty member and two part time faculty share the courses. More over the combining of the CDSED 69 Practicum with other department practicum courses has enable students to complete the course.

The trends of student access were effectively addressed by alternating offerings of CDSED 67 on campus during the fall semesters and on-line during the spring semesters of the target years.

Feedback Rubric Prompts:
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How has the program explained their data for the columns 1-3 (enrollment, achievement, staffing)?
- Was the content concise yet sufficiently in depth?
- Was there sufficient detail to understand their point?
- Were the data effectively related to trends in student access and performance during the review cycle? If there were anomalies in the data, were they adequately explained?
- Did the review explain how the staffing structure (including full-time to part-time ratio of faculty) has affected, positively or negatively, the program’s ability to fulfill its mission and goals?

4. SLOs

a) Summarize the collected program data

Response: Students achieved the expected outcomes for this program of study, which is seen by the figures and enrollment for fall semesters 2008 - 2010.

Students would benefit from more instruction on how to analyze incorporate ethical and professional standards in Early Childhood environments.

Feedback Rubric Prompts:
- How has the program explained their SLO data (class and program level)?
- Were changes and responses made to the courses and/or program as a result of the data analysis?

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented in the course syllabi and assessed thru specific assignments which align with the course rubrics. This has ensured that all students complete the courses.

Response:

The program outcomes for CDSED 67 and 69 are being implemented and assessed and will be used for course improvements. To ensure that all students complete and pass this course of study with a passing grade.

- Summarize how the program has responded to SLO assessment results.

Response:

SLO assessment results will be collected for these courses, fall 2012.
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- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

  **Response:**
  
  Action and or change will be assessed once the collection of data is collected to analyze for these courses to better develop and facilitate child development students.

**Feedback Rubric Prompts:**
Do you feel that you have an understanding of how the program has used their SLO data for program

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5. Goals

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

  **Response:**
  
  Students enrolled in our Special Education classes are interested in working with children who have special needs. They are looking for skills that will help them to gain employment as well as units to show they have completed the education, required to work with this population of children.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

  **Response:**
  
  Our Department continues to focus on student success, through the dedicated counselors assigned to meet with Child Development students and all of the other support available to students, such as the Child Development Consortium and workshops provided for through the Project Rise.

c) Based on the new data collected (4), what are your plans for change in the future?

  **Response:**
  
  As a department we continue to focus on student success by increasing students’ 1) Understanding of Early Intervention/Early Childhood Special Education and, 2) The importance of high quality programs that improve the development and learning outcomes for young children with disabilities and their families.

**Feedback Rubric Prompts:**
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Describe what appears to have contributed significantly to the program's plan development for the past three years.
- Do they have a vision?
- Have the data from questions 1-4 (of the program review template) informed their planning?

6. College Wide

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Response:

Our program goal is to continue to support the college’s student success goals:

- Increase student completion of courses
- Completion of Department Certificate
- Completion of AA Degree
- Completion of Transfer Degree

Feedback Rubric Prompts:
Do you have a clear idea of how their program supports institutional goals?
- Did they reference the institutional goals and mission?
- How does their Program Review give you a clear idea of how their program fits into the college mission?