



Early Childhood Education Program Review Report

Early Childhood Education:

Date: 09-19-2022

- ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

Sorted by: Program

SI Section Templates: AMT 1.0 Instructions (R3-20210928), AMT 10.0 Resource Request (R3-20210929), AMT 11.0 Prior Resource Request Contribution, AMT 2.0.1 Program Description and Update, AMT 2.0.2 Program Description and Update, AMT 2.0.3.1 Program Description and Update, AMT 2.0.3.2 Program Description and Update, AMT 3.0.1 Educational Master Plan (EMP) Alignment (R2-20210927), AMT 3.0.2 Educational Master Plan (EMP) Alignment (R2-20210927), AMT 4.0.1 Student Learning Outcomes (R3-20210929), AMT 4.0.2 Student Learning Outcomes (R2-20210927), AMT 5.0.1 Key Indicators (R1-2210929), AMT 5.0.2 Key Indicators, AMT 6.0.1 Curriculum and Program Success (R1-20210929), AMT 6.0.2 Curriculum and Program Success, AMT 7.0 Additional Comments (Optional), AMT 8.0.1 Career Education Only, AMT 8.0.2 Career Education Only, AMT 9.0 Summary Reviewer Comments for Multi-Year Report

Early Childhood Education

AMT 1.0 Instructions (R3-20210928)

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

Dean Sign Off	Sign Off Date
Art Sandford, Acting Dean	11/05/2021

AMT 10.0 Resource Request (R3-20210929)

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
1	Tenure-Track Faculty in ECE	G	Faculty	Critical/Urgent	PA, EG, P, PI	CSP, EMP, MVP, DEP, Other	The program is currently operating with a single Tenure-Track	Yes	Patricia Mendez

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested ?	Submitted by
1	Tenure-Track Faculty in ECE	G	Faculty	Critical/Urgent	PA, EG, P, PI	CSP, EMP, MVP, DEP, Other	Professor and is unable to offer courses that meet the needs of students, current, and prospective workforce.	Yes	Patricia Mendez

AMT 11.0 Prior Resource Request Contribution

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

This section has no content

AMT 2.0.1 Program Description and Update

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

2.1 PROGRAM PURPOSE AND DESCRIPTION

Please explain briefly (in 3-4 sentences) the purpose of your program.

The Early Childhood Education/Child Development (ECE/CD) Program is fundamental to empowering the community and educational field in early childhood education. Governor Newsom recently signed AB131 (June 2021) which provides 200K new childcare slots by 2025-2026. The intent is to support children and families with high-quality childcare so that parents can work. Childcare is viewed by California and the Biden Administration as key to creating family safety nets and supporting the economy.

The program provides the academic units, certificate, and degrees to meet the qualifications for a variety of early care and education career paths, including: Home Day-Care Provider (entrepreneur), Preschool Teacher (and Aides), In-Home interventionist/play-based teacher, Respite-care, and/or other specializations. The program also supports Education Code (EC) 48000(c) which requires credentialed teachers to obtain 24 units in early childhood education or child development in order to teach Transitional Kindergarten.

Current ECE offerings include Associate-Teacher and Teacher level Certificate, Associate in Science Degree and ECE Degree for Transfer.

The Child Development Center-Lab strives to serve Students, Faculty, and the Community of Oxnard. The Center Re-Opened its doors with a new Supervisor and three Associate-Mentor teachers in three preschool classrooms in Fall 2021.

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AMT 2.0.2 Program Description and Update

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

# of full-time faculty	# of part-time faculty	# of sections offered	# of full/part-time classified professionals who directly support your program
One	Two	11-12	Three

AMT 2.0.3.1 Program Description and Update

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

2.3 PROGRAM UPDATE

If significant changes occurred in your program since your last report (e.g., faculty retirements, budget cuts, new grant funding, new faculty hires, reduction or increase in sections offered, new partnerships, etc.), please describe them here.

The Early Childhood Education (ECE) Associate in Science for Transfer, aligned with the core courses reflected in the ECE Curriculum Alignment Project (CAP) of the California Department of Education in 2015, has been revised in 2020-2021. The program is now known as Early Childhood Education/Child Development; the ECE/CD program now grants an AS Degree in Child Development (24 units in ECE, plus 16 GE units), and two Certificates of Achievement. The first Certificate is the Associate-Teacher level with 12 units; and the second Certificate of Achievement with 24 units, Teacher level. These certificates benefit the program and address the inconsistent FTED of previous enrollment.

Oxnard College is the only campus with a designated Child Development-Lab Program in

Ventura Community College District. At this point, the ECE Academic Program is strongly supporting and advocating for the Child Development Center to work in collaboration effort in supporting the community and the students in ECE. The Child Development Center hired a Supervisor and three Associate-Mentor teachers. The Child Development Center is working on the increase of enrollment, meeting Title 22 regulations and regulations and standards expected by the California Department of Education. Recently the lab school adopted a new research-based curriculum that includes STEM, supports for dual-language learners, and outdoor classroom philosophy. Future plans include offering infant/toddler care. The lab school is also engaged in quality improvement efforts with the State of California and the National Association for the Education of Young Children (NAEYC). National Accreditation is required as a condition of CCAMPIS grant, and enrollment in the California Quality Rating and Improvement System (QRIS) provides quality assessments, coaching, and professional development for the lab center staff and faculty.

Unfortunately, the Oxnard College ECE program offers very limited ECE courses each semester. This past year the program lost a lecturer who bridged the gap for the lack of tenure-track positions (2 previously lost to retirement and never replaced). As the state and national agenda continues to expand access to childcare, transitional kindergarten, and P-3 alignment it is critical that Oxnard College offers a robust program with consistent course offerings that meet the needs of both prospective and current workforce. Given the teacher shortage online, evening, and Saturday options are essential. The program needs a department chair who understands ECE and more tenure-track faculty.

AMT 2.0.3.2 Program Description and Update

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

2.4 REVIEWER'S COMMENTS ON SECTIONS 2.1 THRU 2.3

An impressive return by the new staff of this program. Rejoice! The state and national focus on expanded child care and education supports the need to improve this program to a greater degree by filling tenure assigned faculty spots. A subject matter expert to serve as the department will be a challenge in the interim if current faculty requires a better understanding of ECE themselves. The author of this report should consider filling the chair role until a permanent person is assigned.

AMT 3.0.1 Educational Master Plan (EMP) Alignment (R2-20210927)

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

3.1 OBJECTIVES AND ACTION STEPS FROM PREVIOUS ACADEMIC YEAR

Please list your program's Objectives and Action Steps from the previous program review and provide an update on your progress toward meeting those objectives.

Previous ECE Objectives:

1. To offer an AS Degree in Child Development
2. To offer a Certificate of Achievement in Child Development, Teacher-Preschool lever with 12

units

3. To offer a Certificate of Achievement in Child Development, Associate-Teacher (Preschool) level with 24 units

The process to offer the AS Degree and two Certificates of Achievement was accomplished

4. Continue with collaboration with Pacifica, Camarillo, and Hueneme High Schools to provide the Child Growth and Development (three unit) course to comply with the high school advance placement (AP) units. This course is also considered part of the "Core Courses" in the ECE CAP project

5. The ECE program will continue to work with the Community Advisory committee to embrace partnership to identify community and student needs to provide better pathways in supporting adequate education. The collaboration with the committee assists students to graduate with a better understanding of the community and with entry-level working skills. Students receive the units they need to gain employment and understand the certificates and degrees they earn along the way will support them to become transfer-ready and proceed to a higher education degree to any CSU.

6. Re-open the Child Development Center-Lab with a Supervisor and two more Lead Teachers for each classroom; this was accomplished

7. Faculty attends and participates in Regional Meetings with the California Community College Early Childhood Education

8. Faculty attends professional growth conferences, workshops, symposiums, webinars, and trainings in ECE

9. All the courses in ECE being offered are revised in curriculum and included long distance requirements

10. All the SLO's in ECE are accomplished

3.2 OBJECTIVES AND ACTION STEPS FOR THE CURRENT ACADEMIC YEAR

Please list your program's Objectives and Action Steps for the current Academic Year.

1. Based on Advisory Committee members, a recommendation on developing an Administration Certificate, with the Adult Supervision course is recommended

2. Based on the Advisory Committee members to address the teacher shortage offer online, evening, and Saturday courses.

3. Continue collaborating with the Child Development Center-Lab, enrollment, student-teacher practicum, and be part of the Advisory Committee

4. Collaborate with Title V Proyecto Exito Grant to create ECE job placement opportunities for OC ECE students.

5. Participate in California Department of Education / California Commission on Teacher Credentialing Teacher Performance Expectations Pilot Project to update existing courses to reflect the approved ECE TPES

6. Continue mentoring students, and closely work in collaboration with counselors to advise students properly

7. Participate in the alignment of courses with Pacifica, Camarillo, and Hueneme High Schools

8. Faculty attend and participate in Regional Meetings with the California Community College Early Childhood Education (CCCECE)

9. Faculty attend professional growth conferences, trainings, workshops, webinars, symposiums, and regional meetings (OC is region 6)

10. Attempt two Advisory Committee meetings per academic year and follow the recommendations made in it

3.3 EXPLAIN ALIGNMENT WITH COLLEGE'S EDUCATIONAL MASTER PLAN GOALS

Explain how your objectives align to the College's EMP goals.

To the extent possible the ECE program makes every attempt to align with Oxnard College's Master Plan goals. It is a difficult process due to limited resources including tenure-track faculty and qualified adjunct instructors. In order to fully align with the college's goals, the ECE program needs faculty to expand course offerings in the number of sections, evening, online, and weekend hours as requested by the ECE community - employers and students.

A well-funded program in ECE can:

1. Integrate Guided Pathways into advising and instructional program review and planning. The ECE program is currently in alignment with the ECE Curriculum Alignment Project (CAP) of the California Department of Education in ECE, the main goal of the program is to encourage students to transfer to any CSU. Additional support is needed to update current courses with the new Teacher Performance Expectations.
2. All the courses in ECE can be offered as distance education/hybrid
3. The program now offers: AS-T in ECE; an AS Degree; and two Certificates of Achievement at twelve and twenty-four units
4. The Early Childhood Studies Program at CSU Channel Island includes five lower-division courses that may be completed at Oxnard College, ECE program. The courses are offered every semester; these are: Introduction to Early Childhood Education; Child, Family, and Community; Foundations of Child and Adolescence Development; Multicultural Art; and Children's Literature.
5. Increasing availability and support from counselors, advertising, and educating High-School students, increase the success rate of the ECE program
6. The Advisory Committee enhances the community involvement and adult learners

AMT 3.0.2 Educational Master Plan (EMP) Alignment (R2-20210927)

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

3.4 REVIEWER'S COMMENTS ON SECTIONS 3.1 THRU 3.3

The ECE program offers an AS degree and Certificates of Achievement.

High school connection spans across 3 schools.

Current staff are deeply involved in community connection and professional development

Numerous accomplishments of meeting program needs for a successful return of this valued education.

Creating a "Live-Lab" is a productive idea.

Tenure staffing to fill online need should be approved.

AMT 4.0.1 Student Learning Outcomes (R3-20210929)

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

4.1 COURSE LEVEL ASSESSMENTS (CSLOs)

Click [HERE](#) to navigate to and review your CSLOs in Tableau.

4.1.1 Describe CSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

The SLO's data of the ECE program indicates that, on average, more than 85%/95% of our students meet the "Standard", which equals a "B"/"A" grade on the assignments. The results reflect that our course curriculum and instructional method made a positive impact on our students. The ECE faculty and the OC Child Development Center-Lab staff, work in collaboration on strategies on how to meet each class SLOs. The ECE program and OC-CDC-Lab, hold meetings once per month and/or as needed to discuss strategies on how best serve the students in the program. The meetings have been conducted via zoom.

4.1.2 Explain CSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

The ECE/CD program was used to offer the required degree courses at different times of the day and on Saturdays. This allowed to target and reach a large group of students (e.g., full-time, part-time, employed, and returning students) that require professional growth to upgrade their teacher permit and/or retain their certification within the field. The offering of a wide class schedule is limited due to only having one full-time faculty. Therefore, to increase the program's needs to succeed and better serve the ECE/CD students, there is a need for at least one more full-time faculty.

4.2 PROGRAM LEVEL ASSESSMENTS (PSLOs)

Click [HERE](#) to navigate to and review your PSLOs in Tableau.

4.2.1 Describe PSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

The ECE/CD faculty has hold monthly zoom meetings with the Child-Development Center-Lab, in all the meetings students are the focus along with program SLO's. The meetings were scheduled for the forth Monday of each month, starting on January 25th, 2021; February 22nd, 2021; March 22nd, 2021; April 19th, 2021; May 10th, 2021 with the new Supervisor and two new Associate-Teachers. In the Fall, September 8th, 2021; and October 21st, 2021. The new Child Development Supervisor holds a Master's Degree in ECE and has provided feedback on the SLOs for each course and how we can improve the student teaching requirements and coordination.

4.2.2 Explain PSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

The main discussions with the Advisory Committee, the Child Development Center-Lab, and the ECE/CD program is about the program SLO's, and the classes being offered. The members of the Advisory Committee suggest pathways for students to take classes in order for students to be employed. Once students are employed one of the strong suggestions for the program is to offer classes online, evenings and Saturdays, in order for students to be able to maintain employment while completing their academic program. Additionally, nationwide there is a teacher shortage from P-12 and employers are unable to provide flexibility for daytime courses due to lack of coverage.

Specific SLO's are also being discussed, for example, students will be able to:

1. Explain how the curriculum is integrated across all developmental domains and content areas
2. Observe and evaluate teaching strategies and environmental designs
3. Apply knowledge of academic discipline content and children's growth and development to plan and evaluate developmentally and linguistically appropriate, engaging, and supportive learning experiences

Additional needs of the Program based on Advisory Board, the direction of State and National ECE teacher preparation

1. Create Certificate in ECE Administration to support the demand for Site Supervisors and ECE Program Directors
2. Begin to offer Infant-Toddler 3-unit course that have not been offered due to lack of faculty
3. Create a new Infant-Toddler 3-unit course on Early Mental Health and supporting young dual language learners (Head Start requires Infant/Toddler Caregivers to have 6 units in Infant/Toddler in order to maintain employment)
4. Create a new P-3 Dual Language Learners courses, units, and certificate to meet the needs of preschool, transitional kindergarten, and early elementary teachers to meet the needs of the diverse student population of California
5. Work with Math Department to adopt Math for Early Childhood to meet CSU admission requirements (Moorpark offers Math for Liberal Studies, CSU Channel Islands currently offers Math 207)
6. Offer a fully online option for ECE degree to meet the needs of the existing workforce and Transitional Kindergarten teachers who need units to meet TK employment requirements set by the State of California

Resource Requests:

- 1 Full-time Tenure-Track Position for ECE
- Professional Experts to support curriculum development and updates

AMT 4.0.2 Student Learning Outcomes (R2-20210927)

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

4.3 REVIEWER'S COMMENTS ON SECTIONS 4.1 THRU 4.2

The forward thinking of this author is phenomenal.
Drive, community/industry connection and creative program growth are evident.
Program limits are restricted by staffing needs.

AMT 5.0.1 Key Indicators (R1-2210929)

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

5.1 ENROLLMENT TRENDS

Click [HERE](#) to navigate to and review your your Key Indicators in Tableau.

5.1.1 Enrollment Indicators

Have your enrollments increased, decreased, or remained relatively stable?

The ECE/CD program has had inconsistency with enrollment, one of the main reasons had to do with the virus (COVID-19); during the transition from in-person to distance education. This affected a great number of students in not knowing how to use the system.

Another major inconsistency has to do with the multiple changes of deans. In this period there has been one temporary dean, one permanent hired, and currently another temporary dean. The multiple changes of deans result in and lack of understanding of the needs of the program, seriously affecting increase enrollment or remaining relatively stable. For example, despite the community and advisory requests for the online, evening, and Saturday courses the ECE program has been scheduled during the day while potential students are working. There is currently a teacher shortage and employers are unable to offer flexibility for teachers to complete daytime classes due to the need to remain in ratio.

Lack of faculty, with only one full-time faculty and two adjuncts, it is impossible to offer multiple sessions of a course and challenging to offer classes in the evening for those students that work teaching during the day or own their home-day-care program.

5.1.2 Enrollment Assessment

What is your assessment of this trend?

The ECE/CD program needs a permanent dean. A dean that takes their time to actually understand the program, participates in the Advisory Committee, listens to the needs of the community, and truly cares for early care and education.

Another major factor is to hire at least one more full-time faculty. By having two full-full time faculty, the program can offer classes at different times in the day/evening/Saturdays. By having two full-time faculty, the program will be able to serve the working students and full-time students.

5.2 PRODUCTIVITY

Click [HERE](#) to navigate to and review your your Key Indicators in Tableau.

5.2.1 Productivity Indicators

Has your productivity increased, decreased, or remained relatively stable?

Similar to enrollment and FTES trend, the productivity in the ECE program has been affected and inconsistent within the past three to five years. The primary reason is due to the lack of ECE/CD faculty, full-time and adjunct, multiple change of deans resulting in lack of understanding of the needs of the program and offering classes during the day only.

5.2.2 Productivity Assessment

What is your assessment of this trend?

Similar to enrollment assessment, the ECE/CD needs a permanent dean. A dean who possess enough time to get to know the program, the needs, and the challenges being faced by lack of understanding. Furthermore, productivity can improve by hiring minimum, one more full time faculty and 2 adjunct.

5.3 RETENTION AND SUCCESS

Click [HERE](#) to navigate to and review your your Key Indicators in Tableau.

5.3.1 Retention Indicators

Have your retention rates increased, decreased, or remained relatively stable?

The retention of students has decreased, the main reason has to do with COVID-19, first the transition from in-person to online-only, and recently the transition from online to hybrid. The enrollment is very low in terms of the capacity to offer classes of 20-25 students vs. classes that were offered before with the capacity of up to 59 students per class. With the classes being offered as hybrid and having students participate in person, many students drop the classes. For example in a class that started at 27, only 15 remained. It can also be mentioned that offering classes hybrid has brought those students that stop participating when the classes were offered only online. The ECE program requires a variety of schedule options to meet the needs of English Language Learners who are pursuing a career in ECE, prospective students who are able to take day-time classes, working professionals (including TK) who are working, and depend on evening, Saturday and online options.

5.3.2 Retention Assessment

What is your assessment of this trend? Be sure to identify and discuss any disparities in Retention and Success by instructional mode. Your observations can include discussion of impacts from COVID-19.

It has been mentioned in the section retention indicators, students who tried participating in the long-distance classes but did not complete the classes are now taking the classes via hybrid. It seems that attending in person is more comfortable for some students. These students are considered as part of the retention. Furthermore, next semester all the classes will be provided in person, this might help the retention of that type of student typically English Language Learners and/or older students who are not computer-savvy. However, the schedule of classes will be offered during the middle of the day, this is a concern to the program due to the fact that the majority of students in this field are currently working and employers are unable to remain flexible due to the teacher shortage in P-12.

AMT 5.0.2 Key Indicators

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

5.4 REVIEWER'S COMMENTS ON SECTIONS 5.1 THRU 5.3

5.4.1 Review of Data

Do the preparers' assessment of their program's key indicators demonstrate a thorough and accurate review of the data? Explain.

Dedicated college administrative support is a necessary entity. I fully agree in the statement made saying the assigned Dean must understand the programs to which they are leading. I'm slightly confused on the "permanent dean" term. A Career Education Dean was recently appointed. I'm unclear on why or how this new Dean is unable to be productively involved in program educational needs for maintenance and expansion.

5.4.2 Programs Performance in Meeting the Needs of the Students

Based on the enrollment, productivity and success data for this program, what is your assessment of the program's performance in meeting the needs of our students?

Courses would better serve its students if a greater variety of days and times were offered. This can only be accomplished by adding faculty.

AMT 6.0.1 Curriculum and Program Success (R1-20210929)

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

6.1 CURRICULUM REVISION AND DEVELOPMENT

6.1.1 Accomplishments

What did you accomplish during the last academic year in the area of curriculum (e.g., new or updated courses, deactivated courses)?

For the past three years, all the courses in ECE have been updated to include the long distance SLO's and continue with the CAP Alignment with the California Community Colleges Early Childhood Education Curriculum Alignment Project.

The courses that have been deactivated are:

- ECE R113 Infant and Toddler Development
- ECE R115 Administration I: Programs in Early Childhood Education
- ECE R116 Administration II: Personnel and Leadership in Early Childhood Education
- ECE R117 Adult Supervision Mentor/Teacher
- ECE R118 Care and Education for Infants and Toddlers
- ECE R131 Art in Early Childhood
- ECE R132 Science in Early Childhood
- ECE R134 Movement and Music in Early Childhood
- ECE R189 Topics in Early Childhood Education
- ECE R198 Short Courses in Early Childhood Education

6.1.2 Plans

What are your curriculum plans for the next two or three academic years?

The program plan is to bring back the following courses:

- ECE R115 Administration I: Programs in Early Childhood Education
- ECE R116 Administration II: Personnel and Leadership in Early Childhood Education
- ECE R117 Adult Supervision Mentor/Teacher

With this three courses, students will gain a Certificate of Achievement in Administration. This will allow students to advance towards their Teacher Permit Credential Administration level, and allow them to become Mentors, Site Supervisors, and for those who have their BA Degree, become Directors of Child Development Programs. This recommendation has been made by the Advisory Committee for the ECE program.

6.2 DEGREES AND CERTIFICATES AWARDED

Click [HERE](#) to navigate to and review your Degrees and Certificates Awarded in Tableau.

6.2.1 Active Degrees and Certificates

List all your program's active degrees and certificates.

1. The Early Childhood Education (ECE) Associate in Science for Transfer
2. The Early Childhood Education Associate Degree
3. Certificate of Achievement; Preschool Teacher level with the department of Early Childhood Education (Permit Matrix)
4. Certificate of Achievement; Associate-Teacher level with the department of Early Childhood Education (Permit Matrix)

6.2.2 Degrees/Certificates Awarded to Students

During the previous academic year, how many students earned each of these awards?

The AS Degree in ECE and Certificates of Achievement were developed and approved last year 2020-2021. The reflection in numbers is not available at this moment.

6.2.3 Improving Completion Rates

Discuss the steps your program is taking to improve the completion rates for these awards.

1. The program with the support of counselors, professors, child development center-lab staff, and Advisory Committee will advocate the program and all that is offer.
2. The program will continue with the participation of alignment of courses with Pacifica, Camarillo, and Port Hueneme High Schools.
3. Advocate for the Child Development Center-Lab. Now that the center is open and offering services with more space for preschool children, longer hours of operation, and striving for High-Quality, more students in need of child care will be able to attend the college, not only ECE students but any major.
4. Advocate more the CDC-Lab, make the community aware that the center also serves members of the community.

AMT 6.0.2 Curriculum and Program Success

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

6.3 REVIEWER'S COMMENTS ON SECTIONS 6.1 THRU 6.2

Marketing to the Community will bring growth in the lab. The ability to meet child care needs for active students in any major, has huge value. Outstanding job by staff in completing all curriculum updates.

AMT 7.0 Additional Comments (Optional)

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

7.1 ADDITIONAL INFORMATION

Is there any additional information that you (the Preparer) would like to add to your program review?

The Early Childhood Education Program is excited to welcome the new dean. The program has high expectations that the new dean gets to understand the needs of the program and provides support.

This program has a new birth with its new staff. The author of this report represents

well. Early connection with the newly appointed Dean is a necessity to meet program maintenance and expansion needs. Forward thinking ideas of expanding entry level student courses in conjunction with returning student/in-service learning courses is the future of the industry. The working student must be catered to.

AMT 8.0.1 Career Education Only

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

8.1 ADVISORY COMMITTEE MEETING MINUTES

Copy and paste the minutes from your advisory committee meeting(s) from the previous academic year here.

<p><u>Oxnard College Mission Statement</u> Oxnard College promotes high quality teaching and learning that meet the needs of a diverse student population. As a multicultural, comprehensive institution of higher learning, Oxnard College empowers and inspires students to succeed in their personal and educational goals.</p> <p>As a unique and accessible community resource, our mission is to provide and promote</p>	<p>OXNARD COLLEGE Child Development Program Advisory Board Meeting Present: Mari Estrada; Rachel Champagne; Doris Contreras; Lorena Ramos; Simon Salem; Mariela Guido; Cesar Flores; Armine Derdarian; Rosa Arellano; Patricia Mendez</p> <p>Absent: Sandra Navarro (CDR)</p> <p>President/Chair: Mari Estrada Vice-President/Chair: Simon Salem Secretary: Doris Contreras Oxnard</p>	<p>Meeting Date: 10/29/2020</p>	<p>Recorded by: P. Mendez</p>
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<p>student learning through:</p> <ul style="list-style-type: none"> • Transfer, occupational, and general education, second language acquisition and basic skills development; • Student services and programs; • Educational partnership and economic development. • Opportunities for lifelong learning 	<p>College: Patricia Mendez</p> <p>Meeting Date: 10/29/2020 Recorded by: P. Mendez</p> <p>AN= Action Needed AT= Action Taken D=Discussion I= Information</p> <p>1. Meeting started at 4:03pm with Introductions</p>		
<p>An advisory board is a group of individuals selected by a department to advise the program regarding education needs and activities. Members are partners in progress and help us achieve our strategic goals. Collectively, a board studies issues, advises, advocates,</p>	<p>1. Selection for Vice-Chair & Secretary</p> <p>1. Vice-Chair: Simon Salem</p> <p>Secretary: Doris Contreras</p> <p>2. OC Update by P In 2015 when the program was alignment was made with the state for the Early Childhood Education AS-T, the</p>		

<p>communicates and makes recommendations regarding: The expansion, reduction or deletion of programs Program development plans and actions Program marketing Current and forecast employment needs Program needs Advisory board members are chosen because of their interest in career and technical education, specialized knowledge and experience, and who represent business, education and social services.</p>	<p>Certificates in Child Development, and the Associate Degree in Child Development where lost. Due to the lack of Certificates in Child Development, the counselors are sending the students to our sister colleges. Now there are two proficiency awards being offered but since 2015 that the alignment was made, not too many counselors or students are aware, I believe maybe 10 students have asked for them, with 2 pending at the moment. Students and counselors do not know about the proficiency awards, and students are not aware that they can ask for a teacher-aid assistant or associate teacher permit with the department of education. The intention with</p>		
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this Alignment/Degree for transfer, was for all students to eventually transfer to obtain their BA degrees; for students continue with their life, and if in the future wanted to continue with their education, they will have no need to come back. However, there is a demand by counselors and students to complete certificates and Associate Degrees. Here is where I need your recommendations and advise.

CFlores- I strongly recommend continuing with the movement on transferring students, but also would strongly recommend that we serve the demand of the students. We need to have levels and justify the movement in

the direction towards the transfer degree. We have more consistent dialogue with our counseling division. So, there would be no issue in designating time to have you come in to meetings and inform the counselors of the direction that the program is going and to update when it comes to state policy, and I know you mentioned earlier how there are other pathways towards the students towards getting the proper certification, which is also insightful good to know. Naturally because we are in an era of trying to explore multiple pathways to achieve educational goals. So, this will also align with the whole Guided Pathways

initiative as well so that would be a good starting point and just initially for us to set some time to meet in the counseling division [pm1] meeting you provide these exciting updates and then also inform our counselors. We have many new counselors and accounting division that needs to be brought up to speed and unfortunately they do miss and miss advice tot this because frankly they don't get the information and direct our students to pursue and educational path that is being offered in our district. So, that is way they look at the options that are being offered at Moorpark and Ventura, but with that said if we bring these certificates back,

naturally, provide the pathway to teaching credentials.

M Estrada-

I personally have been advocating for the certificates and I think what Cesar was saying to is, we have a teacher shortage. Studies and in working with both ECE and Liberal Studies and the teacher PREP program at CI. I am always recommending students to pick up those early childhood studies units, even if they are not going to declare ECE as their major. And again, that gives them more options if they get their multiple subjects credential, they will have to come back. Anyways, to get those early childhood studies units. We need to do a much better job of

communicating these pathways earlier on, and by not offering the certificates, you are sending them to Ventura and more work or Santa Barbara City or now with everyone online, they can go anywhere. And so, it is a big loss and in your students are feeling it. So that will be my advocacy. And again, I think I would love to hear from Rachel as a director. How this impacts you?

RChampagne- I think you are right, the other pieces that I would stress is to not make decisions off of our climate of the here and now and to be one step ahead and be tracking what the State of California is recommending and we go towards more stringent

requirements for permits. Gone are the days where 12 ECE units are going to get you a job. I agree that not everybody is on the transfer path, but I am not respectful to not let students know that not where this field is headed this field is headed on a fast track to Higher Education. I think we should be thinking forward, not just in the here and now. You should have someone tracking this permit progress.

MEstrada- It has picked up speed because you know I attend meetings at Los Angeles and conversations about the permit revision and it is speeding up, but the information is not coming back as quickly as we would

like.
CFlores- Is there a window period or project window period when they are targeting to make the shift from AS degree to two bachelor's degree? In the meantime, the students demand continues to be here in our community, at least. So, I guess I am interested to hear on your end, if there is any projected date when the shift will happen.

RChamagne- There is also a couple of things happening, a big chunk of the early learning development team will be moving will be changing houses in the government, they will be leaving the Department of Education and shifting over to Human Services, and with that changes are going to happen. So, I

get the impression that the recommendations that we are submitted to the teacher credential Commission about the teacher permit for our field is on hold.

MEstrada - Well I think that even if they made the decision tomorrow, there is going to be a time period that it is going to be implemented, the politics behind this is and what happened with this whole ECE stuff is that we forget about family childcare. Whether or not you are going to have them on the same rubric as the center-based teachers. And that is been a fight. Ans so my argument would still say that even if we went bachelor's degrees tomorrow that would be a focus on center base

programs.
Family
childcare own
business and
this has been
the battle, and
this would be
another
sidebar.
Students need
to have
classes in
administration
for early
childhood to
also learn
about
business
practices. And
again, this
because we do
not have
enough
childcare, we
will always
have a need
for family
childcare and
we are always
going to have
a need for
certificates
and associate's
degrees on
the pathway
to a bachelor's
degree. And
then the next
step would be
a graduate
degree, which
is what would
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RCham
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We are talking with students who are exploring this as their career in the future, certificates is great, I definitely validate the need for the certificate and then to follow up with higher degrees and educate students on that.

PMende
z- Mari,
following up on the certificates and the administration classes, I recently stopped the administration classes due to the lack of offering the classes and once being offer we had low enrollment. So, to bring back the

administration classes we will need proof of demand. This semester I placed a stop on this certificate as well. CFlores- (D) Only to add a little bit of additional layer of research, which I think make complicated things for our students that were interested in pursuing a degree. Was with financial aid, there are limitations. If a student indicates that there are pursuing a certain educational goal, the campus who offers the certificate students shift and list that campus. MEstrada-(AN) So I think that, you know, this represents an urgency of the matter, which is also the question here in the chat is, how long would it take to et this stuff in about to get the certificates

back and
administration
s
classes. P
Mendez- the
deadline was
last month, so
I will need to
work on this
next
semester,
submitted by
Fall 2021 and
have it in
place by
2022.

SSalem-

(AT)For
reference for
everyone. This
conversation
came up last
school year, I
had asked
guidance from
the dean and
there were
delays. I am
more than
happy to
assist Patty
and take the
lead on this. I
would just ask
for support
and can reach
to Shannon
Davis and
work on
it.

RChampag
ne-(I) When
this happen it
will be
wonderful to
advertise and
inform the
community
that things are
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LRamos-(I)
Also you can
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the LPC meeting, we just need to coordinate that in our office so that you can also talk about it and present at the meeting, we can also send flayers. (AN)We have about 200 family childcare providers that are licensed and so out of those 200 only about 50 are participating in quality councils in Tri-Counties. So, you know they follow the Child Development Permit, and once they have their Master Teacher Level, they also need their 6 units in administration and 2 in adult supervision, along with general education units. License do not require for family daycare programs to have Certificates, but it does recommend having ECE units, so if they

accomplish certificates, they will feel more motivated to enroll in your program. Also knowing that most of them have a language barrier and knowing that bilingual teachers are going to support them, it will be a plus.

MGuido-(I/AN)
When I used to work for CAPSLO, the program support family childcare providers, but this agency require from the providers a minimum of 12 units in ECE plus the license.

MEstrada-(AN)
Thank you, Mariela. It also made me think about, again, expanding the workforce. Some students may have been getting the Liberal Studies or Sociology Degree because they thought, you

know, to work with families. This reinforce the need for the Certificates and AS degrees in ECE. This will help them have short term and long-term goals. It is important that we re-establish the eight core courses with certificates and the administration classes need to be offer, it is unacceptable not to offer them. I think that there is a lot of people that want to support Oxnard College, but if the classes are not available, they cannot complete the program. Before the other dean left, I was advocating for the administration classes. (AN) For the administration classes you might be able to offer them in one-two units on Saturdays for

those students that work during the day and/or have their daycare programs, lets be creative. Rachel and the other agencies could send some people over depending on what the topics are to make sure that those are interesting and at the same time meet the requirements for the administration classes. (D) Furthermore, if classes can be offer in eight weeks, students can also get in working positions faster, instead of 17 weeks.

ADe
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So Patty, we can, do those short-term courses, we can do late short term, very easily. Furthermore, a big thing was that a lot of students were really requesting evening courses which were not

available
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LR

amos-(AN) at
Ventura
County Office
of Education
and the
childcare
providers,
when the
classes are
not being
offered at
night or late
enough for
providers to
take the
classes, they
cannot meet
their
requirements.
The other
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supervision
classes get
cancel is really
challenging,
the same is for
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classes.
Because they
are family
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go to school
during the
day, so
Saturdays
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ano-(AN) also
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3.

Recommendations for Perkins money; Textbooks and the Foundations

1. **AT:** President: open by discussing about curriculum: Matrix and the program at OC.

1. **AT:** One suggestion from my part as an Advisor is for example that students that take the Observation and

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	<p>here at OC lab we don't have in the videos do not apply, but the main concept still there.</p> <p>1. AT: I work here in the OC-Lab and I recognize most of you; how do you all experience the transition to the real world and</p> <p>1. Adjournment 2. Next attempt meeting: Mayst, 2014 at 6:30 pm 3. Meeting completed at 8:05</p>		
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<p>Meeting Date: 10/29/2020</p>	<p>Recorded by: P. Mendez</p>	

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1. Meeting started at 4:03pm with Introductions

1. Selection for Vice-Chair & Secretary

1. **Vice-Chair:** Simon Salem Contreras

Secretary: Doris

2. **OC Update** by P In 2015 when the program was alignment was made with the state for the Early Childhood Education AS-T, the Certificates in Child Development, and the Associate Degree in Child Development were lost. Due to the lack of Certificates in Child Development, the counselors are sending the students to our sister colleges. Now there are two proficiency awards being offered but since 2015 that the alignment was made, not too many counselors or students are aware, I believe maybe 10 students have asked for them, with 2 pending at the moment. Students and counselors do not know about the proficiency awards, and students are not aware that they can ask for a teacher-aid assistant or associate teacher permit with the department of education. The intention with this Alignment/Degree for transfer, was for all students to eventually transfer to obtain their BA degrees; for students continue with their life, and if in the future wanted to continue with their education, they will have no need to come back. However, there is a demand by counselors and students to complete certificates and Associate Degrees. Here is where I need your recommendations and advise.

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MEstrada- Well I think that even if they made the decision tomorrow, there is going to be a time period that it is going to be implemented, the politics behind this is and what happened with this whole ECE stuff is that we forget about family childcare. Whether or not you are going to have them on the same rubric as the center-based teachers. And that is been a fight. Ans so my argument would still say that even if we went bachelor's degrees tomorrow that would be a focus on center base programs. Family childcare own business and this has been the battle, and this would be another sidebar. Students need to have classes in administration for early childhood to also learn about business practices. And again, this because we do not have enough childcare, we will always have a need for family childcare and we are always going to have a need for certificates and associate's degrees on the pathway to a bachelor's degree. And then the next step would be a graduate degree, which is what would be a great direction. I do not think it is going to be family childcare included and that is our need and we need to look at what we know our demographics are and who is taking care of our children, and are we going to be there to provide the courses.

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PMendez- the deadline was last month, so I will need to work on this next semester, submitted by Fall 2021 and have it in place by 2022.

SSalem- (AT)For reference for everyone. This conversation came up last school year, I had asked guidance from the dean and there were delays. I am more than happy to assist Patty and take the lead on this. I would just ask for support and can reach to Shannon Davis and work on it.

RChampagne-(I) When this happen it will be wonderful to advertise and inform the community that things are different. LRamos-(I) Also you can have a slot at the LPC meeting, we just need to coordinate that in our office so that you can also talk about it and present at the meeting, we can also send flyers. (AN)We have about 200 family childcare providers that are licensed and so out of

those 200 only about 50 are participating in quality councils in Tri-Counties. So, you know they follow the Child Development Permit, and once they have their Master Teacher Level, they also need their 6 units in administration and 2 in adult supervision, along with general education units. License do not require for family daycare programs to have Certificates, but it does recommend having ECE units, so if they accomplish certificates, they will feel more motivated to enroll in your program. Also knowing that most of them have a language barrier and knowing that bilingual teachers are going to support them, it will be a plus.

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LRamos-(AN) at Ventura County Office of Education and the childcare providers, when the classes are not being offered at night or late enough for providers to take the classes, they cannot meet their requirements. The other issue is when the supervision classes get cancel is really challenging, the same is for the practicum classes. Because they are family childcare, they cannot leave the children to go to school during the day, so Saturdays could work. RArellano-(AN) also in my program, CAPSLO is the same issue the contract providers, which is family childcare, they must have 12 units in ECE within 18 months. And, same thing, they need the classes in the evening or even better on Saturdays. If they do not take the classes, the contract ends for them.

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3. Recommendations for Perkins money; Textbooks and the Foundations

1. **AT:** President: open by discussing about curriculum: Matrix and the program at OC.

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1. Adjournment
2. Next attempt meeting: Mayst, 2014 at 6:30 pm
3. Meeting completed at 8:05

<p><u>Oxnard College Mission Statement</u> Oxnard College promotes high quality teaching and learning that meet the needs of a diverse student population. As a multicultural, comprehensive institution of higher learning, Oxnard College empowers and inspires</p>	<p>OXNARD COLLEGE CD/Early Childhood Education Advisory Meeting Present: Alejandra Tapia; Mari Estrada; Lorena Ramos, Mariela Guido; Rachel Champagne; Doris L. Contreras; Simon Salem; Gabrielle Angeles; Patricia Mendez Absent: Sandra Navarro-</p>	<p>Meeting Date: 09/19/2019</p>	<p>Recorded by: GAngeles</p>
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<p>students to succeed in their personal and educational goals.</p> <p>As a unique and accessible community resource, our mission is to provide and promote student learning through:</p> <ul style="list-style-type: none"> • Transfer, occupational, and general education, second language acquisition and basic skills development; • Student services and programs; • Educational partnership and economic development. • Opportunities for lifelong learning 	<p>Preciado, Cesar Flores</p> <p><u>Chair/President:</u> Alejandra Tapia</p> <p><u>Vice-President:</u> Mari Estrada</p> <p><u>Secretary:</u> Lorena Ramos and Gabrielle Angeles</p> <p><u>Oxnard College:</u> Patricia Mendez</p> <p>Meeting Date: 09/19/2019</p> <p>Recorded by: GAngeles</p> <p>AN= Action Needed AT= Action Taken D=Discussion I= Information Only</p> <p>Call to order at 4:30pm</p>		
<p>An advisory board is a group of individuals selected by a department to advise the program regarding education</p>	<p>1. AT: Welcome new members: Rachel Champagne, Doris L. Contreras, Simon Salem</p> <p>1. I: Go over the</p>		

<p>needs and activities. Members are partners in progress and help us achieve our strategic goals. Collectively, a board studies issues, advises, advocates, communicates and makes recommendations regarding: The expansion, reduction or deletion of programs Program development plans and actions Program marketing Current and forecast employment needs Program needs Advisory board members are chosen because of their interest in career and technical education, specialized knowledge and experience, and who represent business, education and social services.</p>	<p>advisory board members handbook</p> <ol style="list-style-type: none"> 1. Go over the minutes from 3/14/2019 1. Oxnard College Update on Certificates 1. Collaboration request of students in the practicum classes (mentor program). 1. Recommendations of Perkins Money 1. Recruitment and Students Support (internships/e employment) 1. Other pertaining information 1. Other Information 1. Next attempt meeting: 02/20/2020 		
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1. Adjourn
time: 6:08pm

- **Mariela Guido (MG)**-with the migrant seasonal head start program in Ventura county. (CAPSLO)

- **Lorena Ramos (LR)**- Technical Assistant Specialist with Ventura County Office of Education. (VCOE)

- **Mari Estrada (ME) (Co-Cahir)**- professor at UCCI

- **Rachel Champagne (RC)** CDC Inc.

- **Doris L. Contreras (DC)** CDC, Inc.

- **Alejandra Tapia (AT) (Chair)**- Teacher at CAPSLO Head Start

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- **Gabrielle Angeles (GA)** Student ECE studies

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Call to order at 4:30pm

- 1. **AT:** Welcome new members: Rachel Champagne, Doris L. Contreras, Simon Salem
- 1. **I:** Go over the advisory board members handbook
- 1. Go over the minutes from 3/14/2019
- 1. Oxnard College Update on Certificates
- 1. Collaboration request of students in the practicum classes (mentor program).
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- **Patricia Mendez (PM) Oxnard College**

Meeting Notes

1. Welcome, Introductions.

AT Chair: Officiated the meeting at 4:30pm. Began with introductions & exchange contact information.

1. Provide Handbooks

Welcome everyone and follow introductions. Provided Advisory handbooks to new members.

1. Summary of meeting from 03/14/2019

PM: In the previous meeting the conversation was about the certificates in CD/ECE.

The collaboration among programs for mentors, a possibility was discussed to encourage students to get their six units permit with the department of education and then proceed with the practicum classes.

The money from Perkins was decided to be utilize in materials in support for materials use in STEAM curriculum as well as the practicum classes.

Some suggestions were discussed on recruitment of students, bur now to further the issue is retention and recruitment.

1. Certificates Update

The most current update on the certificates is that the process started in 2018, it takes about one year to narrate the certificates, present them in curriculum, made the recommended changes by the curriculum committee, make sure the certificates are in alignment with state requirements, then they are sent to the Board Meeting. Once approved a comparison in narration is needed. Well Ms. Mendez missed the last step. Now the process is back on the

table and hopefully by 2021 the certificates will be back in the Catalog. Professor Simon Salem is engaged in this process and willingly assist with this process.

RC: How has that affected the program?

PM: The impact has been devastating, many students wanting a certificate only go to Ventura or Moorpark. Counselors immediately stop students from attending OC and inform students that we do not offer a certificate there fore they need to go to Ventura. Counselors have no understanding on the Matrix, is either ECE major or nothing.

LR: Students believe in only taking classes in ECE for units' credit only? And if they want a certificate of achievement they go to Ventura?

PM: Unfortunately, yes. And hopefully we can bring the certificate as fast as possible but at OC we also have a new computer system in place, and it may take a little longer. My goal has always been to motivate students to obtain their AS-T, I explain the MATRIX, but when students see a counselor they get discouragement. Despite the explanation, many students still want to obtain a certificate of achievement. It has brought to my attention that one of the classes that stop students to pursue with their education is Math.

LR: In my experience I have many child care providers that attend CD/ECE classes for professional growth and/or to advance in their teacher permit with the MATRIX.

1. Collaboration among OC students and programs in the community

PM: The main need at this point is with the practicum classes. Rosalie Wasef has been holding the class for mentors and coordinated the program for the past 5 years. However, there is only a handful of mentor teachers, one being a day-care provider. We also have only 5 programs to send students for their practicum and in the two classes we have 40-50 students per semester that need placement. Among this program two mentors work for Oxnard School District, the problem with this is that the district has requirements that may take students up to 3-4 weeks to begin their observations and by then the semester is already in week 5. Another concern is the MOU with CAPSLO, this program is 10 months of the year and part of it is in the summer so, this means that we can place students only in the Spring Semester.

MG: One school near OC will be open year-round by Spring of 2020.

PM- Thank you for that information Mariela.

The program at the day care operates is from Monday-Friday is close on Saturdays which was one of the benefits for our students that hold full time jobs.

RC: Do mentors need BA degrees?

PM: Mentors need a BA in ECE or the Mentor Teacher level in accordance with the MATRIX.

MG: Is it each program decision to have mentors?

PM: Yes, if the program has Mentor-Teacher level teachers and/or holds a BA degree; an MOU is signed in agreement and students can be placed in those programs.

LR: What if the teachers have a site supervisor level only? Do they need the mentor units?

PM: Correct

ME: Following the mentor requirements and MOU involve many requirements and limits the program and students. What about looking into other programs? At CI, we have programs with MOU's where we place our students and your program can also send students there. We have four new criteria's to where we send our students, your programs are welcome to use our mentors. The mentors need to fulfill the new criteria's and have proper training with MOU's for our program to have students send there. It is my understanding that the Mentor program may come to an end and it is going to be more challenging for your program to place students.

RC: So, by having standalone programs you may be able to place more students? You will be able to place more students more quickly than what you have right now?

ME: Yes, and you will have more variables for students to accommodate their needs.

RC: There is a lot of staff in Ventura County who do not have the Mentor Teacher level permit. So, they stay steady with the teacher permit until they can get the site supervisor permit, however, is not cost efficient to be a teacher, master-teacher and have a site supervisor permit.

ME: Yes, but the difference for the Master-Teacher is only six units for them to become mentors.

PM: Is eight-units, six administration and two mentor units.

ME: Yes, but I can see with such a low resource in this department, is just another obstacle for which prevent students from choices.

RC: CDI works closely with Ventura and CI we have MOU's and mentor students.

DC: CDI works with VC who has a mentor coordinator and place students before the semester, or the practicum classes began. She helps students get their life-scan, immunizations and TB clearance in advance. She also looks for locations. She meets with us prior the semester to find out availability for placement for the following year.

ME: Yes, with that process mentors are also not overwhelm with too many students. With this process also the coordinator knows how many students are from CI and VC.

RC: So, you work with CAPSLO, Oxnard School District and Ocean View?

PM: Correct, we also have the OC/CDC and one day care provider.

RC: That is way you need other programs for placement?

ME: We should look at what is surrounding us for the student's sake and then try to establish a relationship on how can help the students. I am willing to collaborate with this program.

PM: Thank you Mari.

SS: At the CDC here at OC the challenge is that I only have two associate teachers and one is part-time; space to accommodate students is limited. Three slots per day is challenging, also because Fridays I only have seven children so we can't have students on Fridays.

AT: What about the ratios, how many children and teachers does the center has?

SS: We have no problems accommodating students in Practicum I, they are there mainly for observation, but with Practicum II where students need to be practicing, I can only accommodate one or two per day.

ME: I think part of this process on how to orient the program, it needs a lot of organization for a program to work.

LR: I have a couple of ideas, we have family child care programs that operate on Saturdays some of the providers have BA degrees. I also conduct the Quality program with High Quality day-care-programs. This Monday I will have about 30 providers attending an orientation. I invite you Ms. Mendez to come and ask the providers if they are willing to open their programs to your students.

PM: Thank you Lorena, at what time and where?

LR: Monday at 6:30pm, in the Camarillo Room at VCOE.

ME: You can also look at our MOU's and requirements and send your students to conduct their practicums there as well. I strongly suggest started looking at places as a workforce, where students can conduct their practicums and find jobs.

1. Perkins money

PM: The Perkins money has been utilized for materials specifically for curriculum. Every year the program purchases materials and in the curriculum classes and practicums, students are to develop activities, lesson plans, and do actual activities with the materials for students to experience how to develop and implement activities. In the Introduction to Curriculum class I introduce students to Teaching STEAM (Science Technology Engineering Art Match)/Teaching STEM (Science Technology Engineer Art Math). For the practicum class, student need to develop a specific topic, and include three activities per area: Dramatic are, Outdoor activities, Block area, Science, Sensory, Music Area, Library, Writing, Manipulatives/Math area, Art area and Circle time. Do you have any suggestions on how to utilize this fund or continue using the money as up to today? I was also planning to purchase binders so students can develop professional portfolios.

DC: What if a portion of this money is used for finger prints?

PM: I can ask.

DC: Sometimes for their permit when students request a teacher aid level (with 6 units).

ME: If students can get their permit with six units, so they can enter as an assistant teacher and the program helps them with finger prints.

DC: Students will need to do their finger prints but our organizations require further finger prints, so students will need to do two finger print process.

PM: For Perkins I also need to count the students that go through the program, not only the ones that complete the degree, get a certificate, or proficiency certificate, but also the ones that take classes for professional grout, advance in their teacher permit, and/or returning students. Is also important to know male completion of degrees.

RC: Is there a person at the college who collects data?

PM: Yes, but only for completion of degrees. Apparently, I need data on every student that comes through the program.

ME: Can you ask Ventura and Moorpark how they collect their data?

SS: But we also get students from other areas, psychology, sociology, addictive disorders, we understand the classes that count as general, but sometimes students take one or two classes that is not related to their major.

PM: We also have the program for Elementary who take many of our classes, but again I don't think those students count as part of our program.

ME: CI also send students to OC for some ECE classes that students may need, they may not need the degree, or they may already have a degree but need other classes, for example Language Arts.

1. Recruitment and Student Support

PM: In terms of recruitment, I feel that we are facing challenges that need to be targeted, not only recruit students but also retention. So, one of the main issues are the certificates, which Simon is helping. Second, I need to attend a counselors meeting and present to them the MATRIX. In terms of the practicum I will follow the recommendations and suggestion you mentioned earlier.

ME: I know for students that transfer to CI, Math is one class that stops them for completion of degree or for transfer. I will like for OC to be the first college in teaching/offering Math for ECE/Teachers. We have math for ECE at CI, but we will like for this class to be thought here at OC. This class is part of the ECE requirement. So, even for those students that want to teach in Elementary is required. So, if this group agrees for this class to be offered here, I believe it would serve as a good recruitment. I wonder if some of those funds can be used to adopt the class here. Or if you can find the department of math to want to adopt this class. So, even if students are going to Ventura, they will come here to take this class. I am sure if you are one of the first colleges to adapt this class you will get more students and popularity. So, this class will be in alignment with the degree. I think that if you develop a better pathway once the issues mentioned above are resolve this program can be successful. Also the continuation to offer classes in the evening for those students that work during the day.

PM: Well this semester the program is offering classes Hybrid and online, this has shown success. Also, the continuation with the alignment of classes with the High-Schools.

RC: Well CDI is open to have MOU with the program for students to attend in our school and do their practicums.

1. Other information

RC: I will like to know what is going on at the CDC.

SS: Talked about how he was hired and what his position is.

1. Next Attempt Meeting: 02/20/2020 at 4:30pm

2. Adjourn Time: 7:03pm

[pm1]

8.2 ACTIONS TAKEN

What actions have you taken as a result of your discussions with your advisory committee?

As a result of discussions and recommendations with the Advisory Committee we plan to meet with the New Dean prior to February 2022.

Actions include:

- advocating for 1 Tenure-Track ECE Professor for the program to expand course offering schedule online, evening and weekend. To create new courses to meet the needs of State and National ECE teacher preparation requirements.
- work closely with the Child Development Center-Lab, the new supervisor became the Co-Chair of the Advisory Committee

8.3 LICENSURE/CERTIFICATION PASS RATES

What are your pass rates for licensure/certification (Ok to answer NOT APPLICABLE)?

The ECE program is formerly aligned and approved with the Alignment Project (CAP) of the California Department of Education.

The two Certificates of Achievement fulfill the requirements for the Child Development Permit Matrix. Students can apply directly to the California Commission on Teacher Credentialing (CCTC) for a Child Development using official transcripts. This applicaiton process takes place apart from the college and we do not have a system for rates of certification.

8.4 STRETCH GOALS

What are your stretch goals for each licensure/certification?

In order for the program to continue with the success, the program is revised every five years and/or as needed.

Ensure that the California Early Care and Education initiatives are integrated and embedded in the ECE program and curriculum as required and recommended by the California Community Colleges Early Childhood Education Curriculum Alignment Project (CAP)

Present in the Oxnard College General Catalog only what is really being offered

The ECE program is part of the Path for Education web-link

8.5 JOB PLACEMENT RATES

What are your goals for job placement rates?

Now with the offer of the certificates students will be able to find employment sooner. For instance, with the Certificate of Associate Teacher level student can be hired to work in any preschool state program, provide in-home day care and providers get pay by state programs such as CDR/CAPSLO/CDI, Federal and State Funded.

The goal is to work with the new Title V Proyecto Exito Grant Staff to create opportunities for job placement, support to apply for Child Development Permit, and to apply to BA-completion

programs (Transfer). The grant also supports dual enrollment and articulation which will support our partnership with the high school to build a pathway to Oxnard College and meet teacher shortage requirements.

8.6 INITIATIVES TO IMPROVE PASS RATES/JOB PLACEMENT RATES

What initiatives have you undertaken to improve your pass rates and job placement rates?

The main improvements from the program are the offering of the two Certificates of Achievement and the AS Degree.

A new Certificate of Achievement is under development for ECE Administration. This certificate is for students with their AS or BA Degree, the Child Development Permit Matrix currently requires 8 additional units to qualify for the Site Supervisor and Program Director Permit. Upon completion students will be able to work as site supervisors. This certificate will grant them the opportunity to work as Directors for Child Development programs.

8.7 EMPLOYMENT OPPORTUNITIES/CAREER TRENDS/PROJECTED LABOR DEMAND

Briefly describe the employment opportunities and career trends for this program. Cite relevant Labor Market Information (LMI) regarding employment opportunities and trends related to this program. For regional LMI, go here: <http://www.coecc.net/>

The state of California is suffering a shortage of teachers at all levels.

2018-2028 Total Job Openings for ECE AA / ECE Certificate Program Requirements

Childcare workers: 151,400

Preschool Teachers, Except Special Education: 73,430

Special Education Teachers, Kindergarten and Elementary School: 14,040

Education Administrators, Preschool and Childcare Center/Program: 8,480

Source: <http://www.coecc.net/Supply-and-Demand.aspx>

AMT 8.0.2 Career Education Only

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

8.8 REVIEWER'S COMMENTS FOR SECTIONS 8.1 THRU 8.7

8.8.1 Reviewer's Responses

Do the preparer's responses demonstrate a thorough and accurate review of the Career Education elements? Explain.

The author's responses thoroughly explained accomplishments, analysis, limits and expansion concerns. State and national support, teacher shortages all reflect student employment potential.

8.8.2 Assessment of Program's Performance

From your perspective, based on the evidence presented, what is your assessment of the program's performance in meeting the training and employment needs of our students? Do you have suggestions for improvement on these items (8.1 thru 8.7)?

With its new staff in play, program performance barely meets minimum student needs. Additional faculty will be required to truly expand and offer courses to students who cannot meet traditional schedules. Online delivery will address attendance challenges.

AMT 9.0 Summary Reviewer Comments for Multi-Year Report

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (Early Childhood Education)

9.1 MULTI-YEAR QUALITY AND THOROUGHNESS

Does the quality and thoroughness of the report provide sufficient detail with which to form an accurate assessment of the program's strengths and challenges: Please explain.

Absolutely thorough and high quality report. The author should consider accepting the role of Department Chair until a permanent Chair can be identified.

9.2 HIGHLIGHTS

What is the program doing exceptionally well?

Making a come back!!!

9.3 RATING

Please rate the status and performance of this program: Exemplary, Good, Fair, Needs Improvement, Consider for Discontinuance and briefly explain your rationale.

Good Rating.

Good program performance. Increased number of faculty to deliver a greater volume and variety of courses is necessary to increase program rating.
EXEMPLARY report.

ACADEMIC MULTI-YEAR CYCLE (2021-2022) (History) Latest Version

Multi-Year Program Reviews for Academic Departments/Disciplines:

American Sign Language, Art, Coastal Environmental Studies, Computer Applications Office Technology, Computer Networking/IT, Early Childhood Education, Emergency Medical Technology, Environment Science & Resource Management, Fire Technology (excludes FT R170), History, Political Science, Spanish

AMT 1.0 INSTRUCTIONS

AMT 1.0 Instructions (R3-20210928) : Version by **Gonzalez, Luis** on **11/09/2021 16:53**

Dean Sign Off	Sign Off Date
Luis A. Gonzalez	11/02/21

AMT 2.0 PROGRAM DESCRIPTION AND UPDATE

AMT 2.0.1 Program Description and Update : Version by **Lieser, Joshua** on **11/03/2021 21:50**

2.1 PROGRAM PURPOSE AND DESCRIPTION

Please explain briefly (in 3-4 sentences) the purpose of your program.

In addition to teaching students about the past, the three full-time history faculty (professors Josh Lieser, Jennifer Wilson-Gonzalez, and Kevin Hughes) spend a considerable amount of time providing instruction on reading, writing, and critical thinking. These essential academic skills greatly promote student success (in our classes, at OC, and at the university level), but these skills also help us achieve key "Institutional Student Learning Outcomes" (ISLOs).

Additionally, all three faculty members take every opportunity available to mentor our students. We encourage students, during and outside of office hours, to use the many Student Services OC offers, to enrich their college experience by attending campus events, and to aspire to achieve their dreams. We want our students to become more well-rounded in their personal lives, as students (at OC and when they transfer), and in their careers.

The History program at Oxnard College provides students with a foundation that will help them become Oxnard College graduates, succeed at the university level, and live fulfilling lives as global citizens. No time in recent memory has demonstrated the value of historical education more so than our current moment.

AMT 2.0.2 Program Description and Update : Version by **Lieser, Joshua** on **11/03/2021 21:49**

# of full-time faculty	# of part-time faculty	# of sections offered	# of full/part-time classified professionals who directly support your program
3	0	18	1

AMT 2.0.3.1 Program Description and Update : Version by **Lieser, Joshua** on **11/03/2021 21:49**

2.3 PROGRAM UPDATE

If significant changes occurred in your program since your last report (e.g., faculty retirements, budget cuts, new grant funding, new faculty hires, reduction or increase in sections offered, new partnerships, etc.), please describe them here.

While no significant changes have occurred within our program, it should be noted that Josh Lieser serves as the chair of the Social Science Department, while Jenn Wilson-Gonzalez serves as the OC Honors Coordinator. Both have partial release time to perform these services for the college.

AMT 2.0.3.2 Program Description and Update : Version by **Scariano Willers, Renee** on **11/30/2021 18:28**

2.4 REVIEWER'S COMMENTS ON SECTIONS 2.1 THRU 2.3

It might be nice to add "research" to the critical thinking, reading, and writing. It might be nice to discuss in the description whether most students take these classes for GE requirements or for a major.

AMT 3.0 EDUCATIONAL MASTER PLAN (EMP) ALIGNMENT

AMT 3.0.1 Educational Master Plan (EMP) Alignment (R2-20210927) : Version by **Lieser, Joshua** on **11/03/2021 21:50**

3.1 OBJECTIVES AND ACTION STEPS FROM PREVIOUS ACADEMIC YEAR

Please list your program's Objectives and Action Steps from the previous program review and provide an update on your progress toward meeting those objectives.

In response to current Covid-19 pandemic, the History Dept. has focused on STRATEGIC GOALS. *Initiative 1: Goal 1.* to actively identify current and future students' educational/ technical needs. In essence, financial and technical support for students did contribute to continued success in retention and completion of courses. Also, designated resources such as laptops and wifi hotspots did enhance following learning modalities:

1. Fully online, asynchronous courses that allow students to work on the courses in Canvas when their schedules permit: **each faculty member continued to improve their online courses to provide the best possible online instruction during the Covid-19 Pandemic. Faculty shared best practices with each other and consulted with Laura Knight, Instructional Technologist when appropriate.**
2. Online "hybrid" offerings that offer a Zoom meeting once a week, with the rest of the class online in Canvas - this model temporarily takes the place of traditional hybrid course offerings. **Online hybrid courses were continuously offered to students with mixed results. For some students these classes were preferred, though enrollments in fully online asynchronous courses were much higher over the past year.**

3. Online Zoom courses that meet together for the "normal" amount of class time - this model takes the place of our traditional on ground courses. **Fully online zoom classes that met together were also offered each semester for several different courses. These classes were smaller, but had very high success rates. It will bear consideration whether the format, class size, or a combination of factors might have contributed to this outcome.**

3.2 OBJECTIVES AND ACTION STEPS FOR THE CURRENT ACADEMIC YEAR

Please list your program's Objectives and Action Steps for the **current** Academic Year.

The History Department's objectives and action steps for the current academic year are as follows:

1. Continue to offer a mix of different types of course modalities including fully online-asynchronous courses, online hybrid offerings, online zoom/normal, on-ground hybrid, and fully on-ground courses. It is our belief that each of these types of course modalities is preferred by certain groups of students that we serve. In our opinion, it would be wise for the college as a whole to really consider what our students want and need as far as flexibility and accessibility moving forward.
2. Offer more on-ground courses as everyone's safety during the Covid-19 Pandemic allows, but not at the expense of student demand or safety.
3. Attend events and continue research to foster faculty education on current scholarship within the History discipline, pedagogy, and students' diverse needs.
4. Promote the department by showcasing "History Student of the Year" as well as creating an "Alumni" section on our website, highlighting where OC History majors have transferred to as well as their career interests (or positions).

3.3 EXPLAIN ALIGNMENT WITH COLLEGE'S EDUCATIONAL MASTER PLAN GOALS

Explain how your objectives align to the College's EMP goals.

The OC History Department is committed to align its goals with those of the Educational Master Plan's in the following ways:

1. ENHANCE STUDENT SUCCESS -

The History Department integrates Guided Pathways framework into advising and instructional program review and planning. Over the last several years, the History Department has enhanced its distance education offerings and, despite the recent pandemic, has seen an increase in the number of AA-T History degrees. We will continue to promote Guided Pathways, the Transfer Center, build our online courses, and promote the department, as a whole, to ensure our students' success.

2. STRENGTHEN ACCESS TO EDUCATIONAL OPPORTUNITY -

The History faculty have continuously worked with local high schools and appropriate OC organizations to expand high-school outreach efforts. Professor Jenn Wilson-Gonzalez teaches a dual enrollment World History class every Fall, consisting of 40-50 high school students each semester. Professor Wilson-Gonzalez also works closely with OC's First Year Experience (FYE), serving as a guest panelist as well as guest lecturer for incoming Freshmen. Dr. Josh Lieser regularly participates in campus-wide events such as OC Live to increase access to the department for the larger campus community.

3. ADVANCE SOCIAL JUSTICE AND EQUITY-MINDED PRACTICES -

All three full-time OC Historians regularly develop and promote equity-focused courses, promote equity-focused syllabus development (including promotion of the Dreamer's Club and the Educational Assistance Center), and attend inclusive-pedagogy professional development opportunities.

The History Department offers a diverse range of courses, including History of Mexicans in the U.S., History of Latin America, History of American Women, History of Mexico, and World History. In all of those courses, faculty ensure that the curriculum is not Eurocentric, providing sources for multiple perspectives and experiences.

History faculty have regularly participated in campus conversations on issues of equity and social justice at OC LIVE events, LIVE Online events, and town hall meetings.

To foster civic engagement, the History faculty promote to their classes such events as voter registration drives, service-learning opportunities, and internships with campaign and public offices.

Additionally, OC History Professor, Jenn Wilson-Gonzalez is a member of the OC Anti-Racism Workgroup.

4. PROMOTE THE COLLEGE'S REPUTATION -

The OC History Department will continue to contribute our community by showcasing our "History Student of the Year" on our website. Additionally, we plan on highlighting our History alumni on our History Department website with the hopes of encouraging others in the community to consider a degree and/or career in History. The History faculty continue to meet with alumni who have transferred and graduated. These alumni have returned to speak to existing students in the past and will now resume those visits pending Covid-related safety.

AMT 3.0.2 Educational Master Plan (EMP) Alignment (R2-20210927) : Version by Scariano Willers, Renee on 11/30/2021 18:28

3.4 REVIEWER'S COMMENTS ON SECTIONS 3.1 THRU 3.3

The department is doing a great job promoting their program by working with local high schools and participating in OC Live and FYE (First Year Experience). It would be nice to know how the department works with local high schools. Is this outreach primarily the dual enrollment classes? Also, it would be nice to know about this year's "History Student of the Year."

AMT 4.0 STUDENT LEARNING OUTCOMES

AMT 4.0.1 Student Learning Outcomes (R3-20210929) : Version by Lieser, Joshua on 11/03/2021 21:50

4.1 COURSE LEVEL ASSESSMENTS (CSLOs)

Click [HERE \(https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?:showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n\)](https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?:showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n) to navigate to and review your CSLOs in Tableau.

4.1.1 Describe CSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

All three full-time faculty within the History Program meet regularly to discuss course level assessments and how students are performing on those assessments in each course. Collegial discussion is continuous, with best-practices for instruction and assessment shared via small-group meetings and regular emails.

The three full-time faculty also would like to see campus-wide CSLO data collection made more faculty friendly, with the data also being more accessible and meaningful for faculty as well. Our internal discussions are very fruitful, but the eLumen CSLO process has been an undue burden without any meaningful benefit for the faculty in our extra large classes as it is currently constructed. A good deal of data entered into eLumen by the department has been somehow lost as well, which is unfortunate. Dr. Josh Lieser has volunteered to serve on the SLO Faculty Innovation Group to help find solutions to the cumbersome CSLO process as it stands currently.

4.1.2 Explain CSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

The real benefit of our SLO dialogues has been to create a feedback loop in which we share our results and then discuss ways to teach and test more effectively. A lot of the discussions center on the methods of teaching (ex. how much material can students digest). Thus, one successful method that has come out of the discussions is to deliver and test in smaller chunks, which has resulted in students doing better on their assignments and get feedback quicker and more often. Additionally, focus has been given to improving student learning outcomes on hybrid and online courses by discussing and adjusting our methods of course design, content, and regular effective contact (REC). The majority of our students are meeting or exceeding SLO expectations at a greater rate over the past several years.

Each full-time faculty member brings a unique set of skills to the process and strengthens the work of the rest of the program as a result of our internal loop.

4.2 PROGRAM LEVEL ASSESSMENTS (PSLOs)

Click [HERE](https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n) (https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n) to navigate to and review your PSLOs in Tableau.

4.2.1 Describe PSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

All three full-time faculty within the History Program meet regularly to discuss PSLO assessments and how students are performing on those assessments in each course. Collegial discussion is continuous, with best-practices for instruction and assessment shared via small-group meetings and regular emails.

4.2.2 Explain PSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

PSLO data is discussed as a program and in collaboration with other programs on campus. The History Department meets regularly to discuss whether course SLO's match PSLO's and whether course instruction and assignments sufficiently support the achievement of these outcomes. We are continually refining courses to maximize student learning. Where problems are identified, we collaborate to come up with innovative assignments that help foster student learning and meet outcomes. We have also collaborated to ensure that courses in all modalities sufficiently meet CSLO and PSLO standards. In particular, we have utilized SLO and PSLO data to improve our online classes as can be seen in our increased online success and retention rates over the last year.

The members of the History Program put an enormous amount of time and energy into continually adjusting our program, by collaboratively writing and rewriting each schedule and program review, revising our AA-T, offering new classes, and sharing best practices with each other. Our focus is on providing quality instruction for all students, in each of the modalities we offer our courses in.

As unexpected as our move to fully online instruction was in 2020, the three veteran online instructors were up to the task of the quick change. Additionally, the move has given our program real space to improve online instruction and offer online coursework in classes that were previously only offered on the ground in traditional modes. Student enrollments in some of these classes grew significantly as a result of these online and hybrid/zoom offerings.

AMT 4.0.2 Student Learning Outcomes (R2-20210927)

4.3 REVIEWER'S COMMENTS ON SECTIONS 4.1 THRU 4.2

No Value

AMT 5.0 KEY INDICATORS

AMT 5.0.1 Key Indicators (R1-2210929) : Version by Lieser, Joshua on 11/03/2021 21:50

5.1 ENROLLMENT TRENDS

Click [HERE](https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n) (https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?showAppBanner=false&origin=viz_share_link&display_count=n&showVizHome=n) to navigate to and review your your Key Indicators in Tableau.

5.1.1 Enrollment Indicators

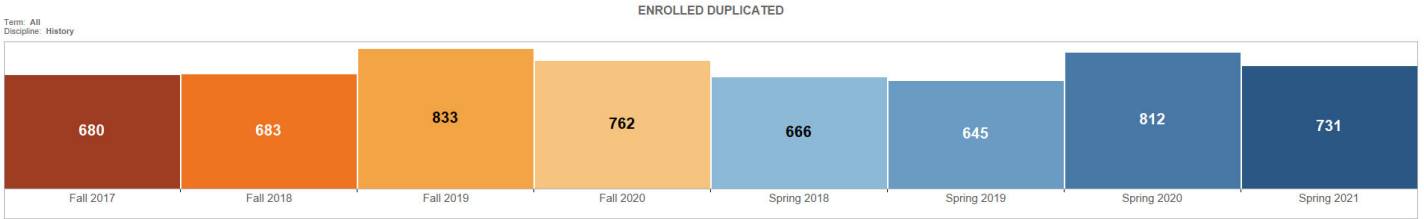
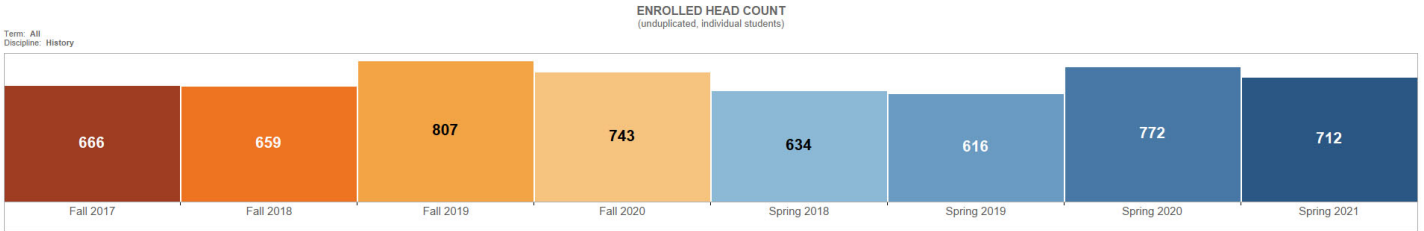
Have your enrollments increased, decreased, or remained relatively stable?



All	Term	History	Department / Discipline	All	Course/Course Title	Combined Departments Single Departments	All	Ethnicity	All	Gender
-----	------	---------	-------------------------	-----	---------------------	--	-----	-----------	-----	--------

4.1 Enrollment Trends

Have your enrollments increased, decreased, or remained relatively stable? What is your assessment of this trend?



Source: ARGOS/Banner July 2021 For: Program Review 2021-2022 Cycle

5.1.2 Enrollment Assessment

What is your assessment of this trend?

Our excellent enrollments in Fall 2019 and Spring 2020 have predictably dropped as the Covid-19 pandemic has continued on. However, we are excited to see that our enrollment levels still continue to be well above our 2017- 2018 levels. We believe this indicates that our gathered momentum prior to the pandemic has not receded and that if we are strategic with course scheduling we can continue to grow once again.

5.2 PRODUCTIVITY

Click HERE (https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?&showAppBanner=false&:origin=viz_share_link&:display_count=n&:showVizHome=n) to navigate to and review your your Key Indicators in Tableau.

5.2.1 Productivity Indicators

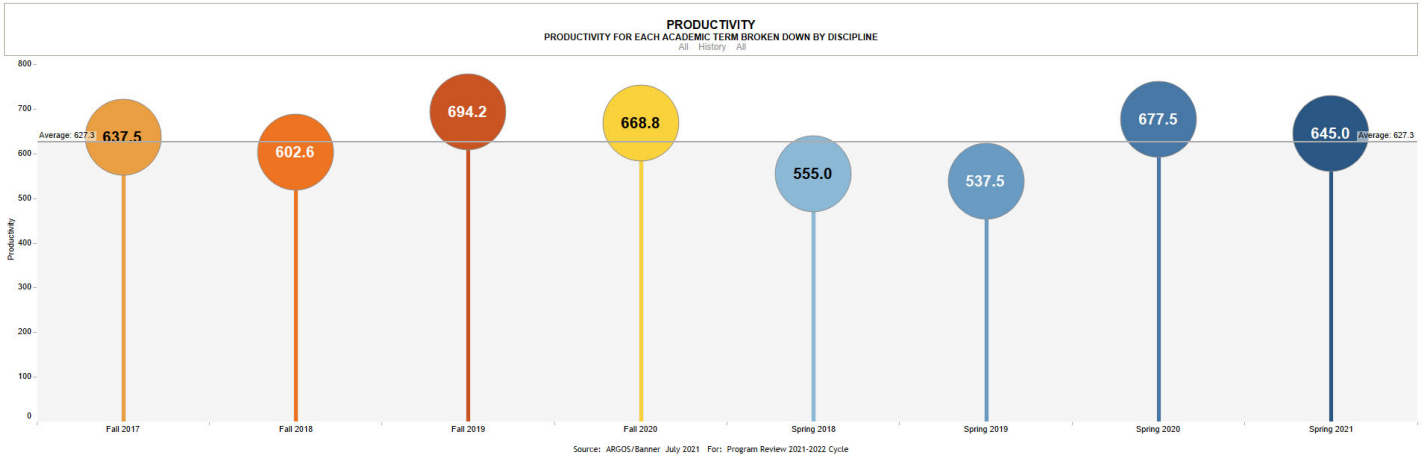
Has your productivity increased, decreased, or remained relatively stable?



All	Term	Crosslist Primary	History	Discipline/Discipline	Course/Course Title	All	Combined Departments
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4.2 Productivity

Has your productivity increased, decreased, or remained relatively stable? What is your assessment of this trend?



Source: ARGOS/Banner July 2021 For: Program Review 2021-2022 Cycle

5.2.2 Productivity Assessment

What is your assessment of this trend?

Similar to our enrollment trends, our productivity has dipped slightly in the past year. However, we are still well above our 2017- 2018 levels. Additionally, we are well above the average productivity levels campus-wide. Our very popular and large online sections offer extremely productive sections which allow for some of our smaller, on ground offerings so far this year.

5.3 RETENTION AND SUCCESS

Click HERE (https://tableau.vcccd.edu/#/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?&showAppBanner=false&:origin=viz_share_link&:display_count=n&:showVizHome=n) to navigate to and review your your Key Indicators in Tableau.

5.3.1 Retention Indicators

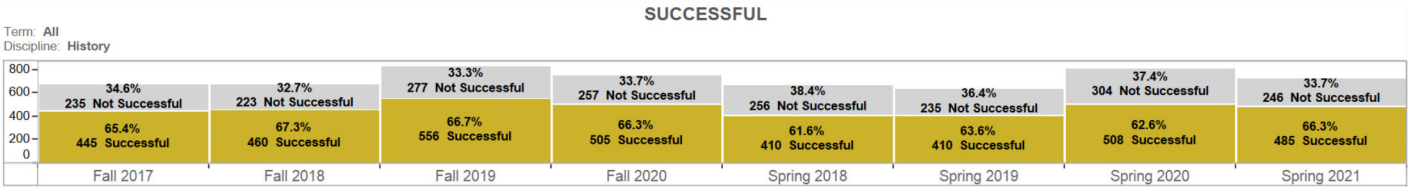
Have your retention rates increased, decreased, or remained relatively stable?

Term All Modality All Departme.. History Course/C.. All Combined.. Single D.. Ethnicity Gender

4.3 Retention and Success

Have your Retention and Success rates increased, decreased, or remained relatively stable? What is your assessment of this trend? Be sure to ide..

Retained Le.. Not Retained
Successful .. Not Successful



Source: ARGOS/Banner July 2021 For: Program Review 2021-2022 Cycle

5.3.2 Retention Assessment

What is your assessment of this trend? Be sure to identify and discuss any disparities in Retention and Success by instructional mode. Your observations can include discussion of impacts from COVID-19.

During the past several years, our department has focused on course retention rates by using Early Alert, Starfish, and Canvas notifications to students to best serve their needs (in accordance to Strategic Initiative II. A and C). History's Spring '20 retention rates increased 6.1% from Spring '19. In the middle of Spring '20, the COVID-19 pandemic abruptly forced on-ground classes to switch fully online. Entering the '20 - '21 school year, amidst the pandemic, we understood that the move to fully online course offerings would likely result in reduced outcomes and numbers campus-wide. History's Fall '20 retention rates only decreased 0.7% in comparison to Fall '19. While History's Fall '20 retention rate was slightly down, it was the same % rate as Fall '18, and higher than Fall '17. Similarly, our Spring '21 retention rates decreased 2.8% from our Spring '20 rates, yet our Spring '21 retention rates were still higher than Spring '19 and '18.

Overall, despite the Covid-19 Pandemic, our retention and success rates have remained relatively even. Retention rates have been at or near 83% for several cycles and have remained steady the past year; while success rates have also remained at or near 66% during the past year. This is at or above our expected levels based on the prior years data. Our students have remained very successful during the Covid-19 Pandemic as a whole.

Increased online course offerings in History have not shown to cause a great deal of student retention loss.

AMT 5.0.2 Key Indicators : Version by Scariano Willers, Renee on 11/30/2021 18:29

5.4 REVIEWER'S COMMENTS ON SECTIONS 5.1 THRU 5.3

5.4.1 Review of Data

Do the preparers' assessment of their program's key indicators demonstrate a thorough and accurate review of the data? Explain.

Yes. Nice use of data in 5.3.2.

5.4.2 Programs Performance in Meeting the Needs of the Students

Based on the enrollment, productivity and success data for this program, what is your assessment of the program's performance in meeting the needs of our students?

Program appears to be meeting student needs. Students are enrolling and remaining in the courses, even in the fully online courses. Success rates remain consistent.

AMT 6.0 CURRICULUM AND PROGRAM SUCCESS

AMT 6.0.1 Curriculum and Program Success (R1-20210929) : Version by Lieser, Joshua on 11/03/2021 21:50

6.1 CURRICULUM REVISION AND DEVELOPMENT

6.1.1 Accomplishments

What did you accomplish during the last academic year in the area of curriculum (e.g., new or updated courses, deactivated courses)?

This academic year, the History Department deactivated our Asian-American History course from all relevant listings. The course had not been offered in several years, and had no significant student demand. The Department also updated all remaining courses and moved them to CourseLeaf.

6.1.2 Plans

What are your curriculum plans for the next two or three academic years?

The History Program has made a lot of changes over the past several years: deletion of old courses, revising and updating of all courses, revising the catalogue program descriptions and career opportunities in history, creating new courses such as American Sports History, repeatedly revising the AA-T, and deleting courses no longer offered.

History faculty will begin writing curriculum for an Honors component to be added to one of the Program's most popular course, History of Mexicans in the U.S. (Hist R107). History has a substantial number of honors courses available for students each year. Additionally, dual enrollment courses in history have been offered consistently with large numbers of students enrolled each term.

Future courses in other topics are being considered for creation, such as an offering in Public History.

6.2 DEGREES AND CERTIFICATES AWARDED

Click [HERE](https://tableau.vcccd.edu/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?:showAppBanner=false&:origin=viz_share_link&:display_count=n&:showVizHome=n) (https://tableau.vcccd.edu/views/TableofContent_PogramReview/TableofContent/ravina@ad.vcccd.edu/38ff9a76-4f8b-4b1c-bd96-3e1c9b1ac4e1?:showAppBanner=false&:origin=viz_share_link&:display_count=n&:showVizHome=n) to navigate to and review your Degrees and Certificates Awarded in Tableau.

6.2.1 Active Degrees and Certificates

List all your program's active degrees and certificates.

The History program offers an AA-T Degree in History. The old History AA degree has been deleted from the catalog, though a few students are still in progress on the old degree pattern according to the data.

6.2.2 Degrees/Certificates Awarded to Students

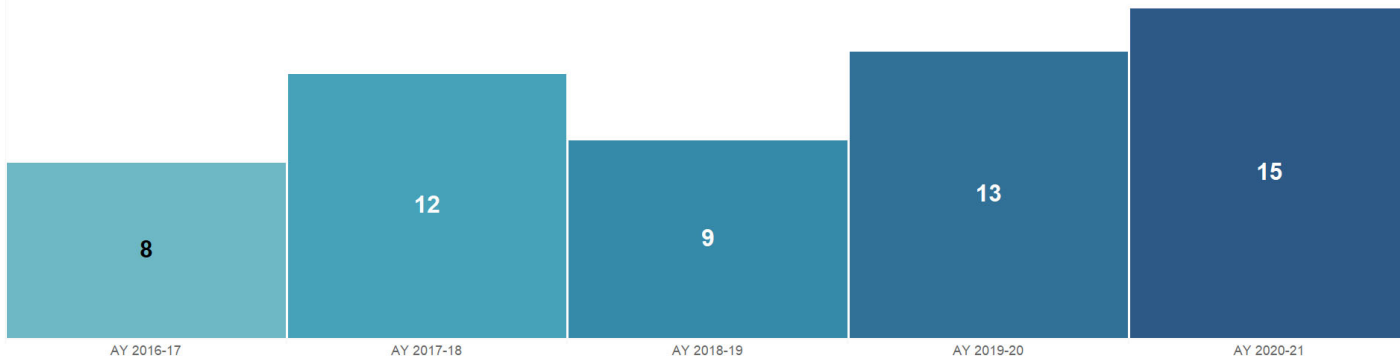
During the previous academic year, how many students earned each of these awards?

Degrees & Certificates Awarded (by Academic Year)

Use **this** Degree Code and Description DROPDOWN FILTER for all Dashboard Tabs. This will save space when viewing the other tabs.

Academi.. All Award All Degree .. Multiple values Award S.. Undergraduate awa.. Gender All Ethnicity.. All

Awards Given by Academic Year HIST-AA - History (NLO) 2-HIST-AA & History AA-T 2-HIST-AAT



6.2.3 Improving Completion Rates

Discuss the steps your program is taking to improve the completion rates for these awards.

We are pleased that the number of students who completed the History AA-T has increased over the past five years from 8 students to 15. We believe this is partly due to the improvements made to our program and to the level of support the college offers our students. More online course offerings has also made our degree pattern easier for students to complete on their own schedules throughout the school year. While helping our History majors achieve their degrees is important to us, the bulk of our students take history to satisfy their General Education and transfer requirements.

AMT 6.0.2 Curriculum and Program Success : Version by Scariano Willers, Renee on 11/30/2021 18:29

6.3 REVIEWER'S COMMENTS ON SECTIONS 6.1 THRU 6.2

No comments on this section.

AMT 7.0 ADDITIONAL COMMENTS (OPTIONAL)

AMT 7.0 Additional Comments (Optional) : Version by Lieser, Joshua on 11/03/2021 21:50

7.1 ADDITIONAL INFORMATION

Is there any additional information that you (the Preparer) would like to add to your program review?

The History Department would like to conclude by stating that its members very conscientiously strive to improve the program through continual assessment of our students' needs, as measured through daily assessments of our in-class pedagogy and college statistics (ex. SLOs, retention, success rates, etc.). We meet weekly, formally and informally, to discuss the outcomes and propose methods of improvement.

We feel very good about the trajectory of [our] program, as we consistently assess it and make improvements that facilitate student learning and transfer. The department emphasizes critical thinking and basic skills development along with fostering an appreciation of diversity.

By emphasizing the way that history impacts students from every walk of life, regardless of their course of study, we provide context and relevance that connect our students to the larger world. We also cultivate skills that students can take with them into any course of study including critical thinking, research and writing, and how to work with people of diverse backgrounds. Students who take history at Oxnard College are better global citizens, having acquired skills that they can take with them into myriad of different avenues. Additionally, students who complete the AA-T are challenged academically and are well prepared for transfer.

AMT 8.0 CAREER EDUCATION ONLY

AMT 8.0.1 Career Education Only

8.1 ADVISORY COMMITTEE MEETING MINUTES

Copy and paste the minutes from your advisory committee meeting(s) from the previous academic year here.

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
1	Full-Time Chicano Studies Instructor	G	Faculty	Critical/Urgent	OC	CSP, EMP, MVP	The college deserves a FT Chicano Studies Instructor, this program has enormous growth potential and will fulfill the transfer requirement for Ethnic Studies courses while meeting the largest demand we have on campus for those classes.	No	Josh Lieser

AMT 11.0 PRIOR RESOURCE REQUESTS CONTRIBUTION

AMT 11.0 Prior Resource Request Contribution : Version by Lieser, Joshua on 11/03/2021 21:50

11.1 PRIOR REQUESTS

If you received resources as a result of a previous program review process, how have those resources contributed to previous objectives?

As a program, we have requested few resources for ourselves over the past few years. Most of our requests have been on behalf of the larger Social Science Department (such as hires in Psychology). Resources requested for items have not been fulfilled for several cycles.

ACADEMIC ANNUAL CYCLE (2021-2022) (Mathematics) Latest Version

Annual Program Reviews for Academic Departments/Disciplines:

Addictive Disorders Studies, Air Conditioning and Refrigeration, Anthropology, Assistive Computer Technology, Automotive Body Repair & Paint, Automotive Technology, Biological Science, Business & Accounting, Chemistry, Communication Studies, Culinary Arts & Restaurant Management, Dance, Dental Assisting, Dental Hygiene, Economics, Education, Engineering, English, English as a Second Language (ESL), English (Transitional), Film/TV/Electronic Media, Fire Academy (FT R170 Only), Geography, Geology, Global Studies, Health Education, Intercollegiate Athletics, Kinesiology, Math, Music, Paralegal Studies, Personal Growth, Philosophy, Physical Education, Physical Science, Psychology, Social Justice Studies, Sociology, Theatre

AAT 1.0 INSTRUCTIONS

AAT 1.0 Instructions (R1-20210915) : Version by **Inouye, Carolyn** on **10/07/2021 20:06**

Dean Sign Off	Sign Off Date
Carolyn Inouye	10/5/2021

AAT 2.0 PROGRAM DESCRIPTION AND UPDATE

AAT 2.0.1 Program Description and Update : Version by **Hall, Steven** on **10/07/2021 17:37**

2.1 PROGRAM PURPOSE AND DESCRIPTION

Please explain briefly (in 3-4 sentences) the purpose of your program.

The Mathematics program at Oxnard College offers courses to meet the needs of students who want to complete the requirements for an Associate's degree, prepare for transfer to a four-year institution, or refresh their math skills. The standard courses range from degree-applicable Algebra courses through Calculus, Differential Equations, and Linear Algebra. Courses such as Statistics, Business Calculus, MATLAB, and Math for Elementary School Teachers give the student special tools for competing in specific careers or programs.

AAT 2.0.2 Program Description and Update : Version by **Hall, Steven** on **10/07/2021 17:37**

# of full-time faculty	# of part-time faculty	# of sections offered	# of full/part-time classified professionals who directly support your program
12	2 - 6	Fall 2020 - 63 sections, Spring 2021-53 sections	0

AAT 2.0.3 Program Description and Update : Version by **Garcia, Melissa** on **11/04/2021 20:14**

2.3 PROGRAM UPDATE

If significant changes occurred in your program since your last report, (e.g., faculty retirements, budget cuts, new grant funding, new faculty hires, reduction or increase in sections offered, new partnerships, etc.), please describe them here.

The major change experienced was offering all of our classes via distance education. Currently, we are transitioning to offering more classes in-person.

2.4 REVIEWER'S COMMENTS ON SECTIONS 2.1 THRU 2.3

No feedback. Description clear.

AAT 3.0 EDUCATIONAL MASTER PLAN (EMP) ALIGNMENT

AAT 3.0 Educational Master Plan (EMP) Alignment : Version by **Garcia, Melissa** on **11/04/2021 20:14**

3.1 OBJECTIVES AND ACTION STEPS FROM PREVIOUS ACADEMIC YEAR

Please list your program's Objectives and Action Steps from the previous program review and provide an update on your progress toward meeting those objectives.

The Math department completed its goals and objectives as stated in the OC Strategic Plan. A summary in table format is included below:

<p>MATH</p>	<p>Goal "AB 705 requires community college districts to maximize the probability that a student will enter and complete transfer-level coursework in math and English within a one-year timeframe "</p> <p>1. The Math Department will be reviewing and modifying course offerings to enable students to achieve their educational goals per AB 705.</p>	<p>Action Steps</p> <p>a) Department members will attend various workshop/information sessions (College of the Canyons, El Camino College, and Cuyamaca College) to learn more about AB 705 and the California Acceleration Project (CAP).</p> <p>b) Faculty members will propose and discuss new curriculum (Math R005 and Math R015), pathways, and support mechanisms (corequisite courses) for students to accelerate toward completion.</p> <p>c) Develop and submit proposed courses to the Curriculum Committee in spring 2018.</p> <p>d) Implement new curriculum for 2019/2020 academic year.</p>	<p>Report</p> <p>a) Math faculty and the dean attended a number of statewide and regional conferences and workshops to learn more about the California Acceleration Project (CAP) and implementing AB 705. In addition, faculty attended workshops and training sessions to support teaching statistics and using active learning techniques.</p> <p>b) Faculty redesigned the Math curriculum to collapse basic skills levels; design courses appropriate for liberal arts/social science majors, STEM majors, and business majors; and develop support mechanisms such as corequisite courses and embedding tutoring to help students accelerate toward completion.</p> <p>c) New courses were developed and submitted to the Curriculum Committee and approved by the State Chancellor's Office including:</p> <ul style="list-style-type: none"> • Math R005, Beginning and Intermediate Algebra for Statistics and Liberal Arts (6 units) • Math R015, Beginning and Intermediate Algebra (6 units) • Math R055S, Algebra Support for Math R105 (2 units) • Math R065S, Algebra Support for Math R115 (2 units) • Math R066S, Algebra Support for Math R106 (2 units) • Math R117, Pre-Calculus and Trigonometry (6 units) <p>d) The full implementation of AB 705 including offering Math R005 and Math R015, as well as offering corequisite support courses, began in Fall 2019. The monitoring and assessment of the results are ongoing.</p>
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3.2 OBJECTIVES AND ACTION STEPS FOR THE CURRENT ACADEMIC YEAR

Please list your program's Objectives and Action Steps for the current Academic Year.

- 1) Transition back from 100% online instruction to a mixture of online, hybrid, and in-person learning.

ACTION STEPS

- a) In Fall 2021, in accordance with all safety rules, regulations and laws schedule more in-person classes with full-time faculty teaching on campus at least 1 day per week.
b) In Spring 2022, in accordance with all safety rules, regulations, and laws increase the number of in-person classes with all full-time faculty teaching in-person 4 days a week.

- 2) In cooperation with the Institutional Effectiveness Division, continue to monitor and assess student success and outcomes to make data-driven revisions to curriculum and course offerings, if needed.

ACTION STEPS

- a) Hold an initial meeting with the Institutional Effectiveness staff to discuss methods to monitor and assess student performance.
b) Replicate state-wide studies to determine the number of first time students who are completing transfer-level math in their 1st year.
c) Identify any gaps or areas of improvement that can be addressed in Fall 2022.
d) Develop plans to implement changes, if needed, to increase student learning and successful completion of transfer-level math classes in Fall 2022.

3.3 EXPLAIN ALIGNMENT WITH COLLEGE'S EDUCATIONAL MASTER PLAN GOALS

Explain how your objectives align to the College's EMP goals.

The objectives of increasing the number of in-person classes, and assessing student learning and successful completion of transfer-level math classes, align with goal #1 (enhance student success), goal #2 (strengthen access to educational opportunity), and goal #3 (advance social justice and equity-minded practices).

3.4 REVIEWER'S COMMENTS ON SECTIONS 3.1 THRU 3.3

Clear action steps for returning to more in-person classes. Clear table for goals.

AAT 4.0 STUDENT LEARNING OUTCOMES

AAT 4.0 Student Learning Outcomes (R1-20210916) : Version by Garcia, Melissa on 11/04/2021 20:15

4.1 COURSE LEVEL ASSESSMENTS (CSLOs)

Use the link to Tableau at the top of this initiative to navigate to and review your CSLOs.

4.1.1 Describe CSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

The Math Department assesses and analyzes student learning outcomes (SLOs) for each course on a 2-year cycle. In department meetings, the assessment questions are carefully crafted, discussed, and re-crafted. Since there are many faculty, including adjuncts, that will be assessing the same course, the procedure is designed to guarantee consistency in the delivery of each SLO assessment. Following each course student learning outcome (CSLO) assessment, the results are presented to the department for discussion. Item analysis is used to spot areas of concern for each SLO. A Math department discussion identifies possible causes for each deficiency and an improvement plan is formulated to address each cause of deficiency. The improvement plan is then communicated to the department for implementation. CSLO assessments were suspended for the Fall 2020 - Spring 2021 so the department could focus on offering 100% of our schedule online due to covid. The assessments were rescheduled and begin again in Fall 2021 (see below).

OC - Math Department SLO - Updated 8/12/2021

Revised August, 2021

Assessment Cycle,

	Fa 2016	Sp 2017	Fa 2017	Sp 2018	Fa 2018	Sp 2019	Fa 2019	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022	Sp 2023
Math R001	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
Math R002	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered
Math R011	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered
Math R014	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
Math R032	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
Math R033	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
Math R101	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Assess	Analyze & Modify	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
Math R005											Assess	Analyze & Modify		
Math R015											Assess	Analyze & Modify		

Math R055S				Assess	Analyze & Modify
Math R065S				Assess	Analyze & Modify
Math R101				Assess	Analyze & Modify
Math R102	Assess	Analyze & Modify		Assess	Analyze&Mod
Math R105	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R106	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R115	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R116	Assess	Analyze & Modify		Assess	Analyze & Modify
Math R117				Assess	Analyze & Modify
Math R120	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R121	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R122	Assess	Analyze & Modify	Assess	Analyze & Modify	
Math R134	Assess	Analyze & Modify	Not Offered	Assess	Analyze&Mod
Math R143	Assess	Analyze & Modify	Assess	Analyze & Modify	

4.1.2 Explain CSLO Discussion Outcomes

Explain how the discussion informs your program objectives, action steps and resource requests. As stated in 4.1.1, the CSLO assessments for Fall 2020 - Spring 2021 were rescheduled to begin again in Fall 2021. In previous years, the combination of data reviewed from CSLOs, course completion, and state-wide data were used as the primary reasons to restructure the curriculum as well as the Math department schedule of classes. These data will continue to be monitored and used to recommend targeted interventions to increase student learning and success.

4.2 PROGRAM LEVEL ASSESSMENTS (PSLOs)

Use the link to Tableau at the top of this initiative to navigate to and review your PSLOs.

4.2.1 Describe PSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

PSLO assessments were suspended for the Fall 2020 - Spring 2021 so the department could focus on offering 100% of our schedule online due to covid. The assessments were rescheduled and begin again in Fall 2021 (see attached).

4.2.2 Explain PSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

PSLO assessments were suspended for the Fall 2020 - Spring 2021 so the department could focus on offering 100% of our schedule online due to covid. The assessments were rescheduled and begin again in Fall 2021 (see attached).

4.3 REVIEWER'S COMMENTS ON SECTIONS 4.1 THRU 4.2

Clear plan for assessing SLOs and CSLOs. This analysis of SLOs, CSLOs, and PSLOs was suspended for Fall 2020 and Spring 2021 because of COVID.

AAT 5.0 KEY INDICATORS

AAT 5.0 Key Indicators : Version by **Garcia, Melissa** on **11/04/2021 20:15**

5.1 ENROLLMENT TRENDS

Use the link to Tableau at the top of this initiative to navigate to Key Indicators.

5.1.1 Enrollment Indicators

Have your enrollments increased, decreased, or remained relatively stable?

Head count dropped in Fall 2019 from 2,014 unduplicated students to 1,638 students in Fall 2020. This represents an approximate 19% decline from year-to-year. Head count dropped in Spring 2020 from 1,623 unduplicated students to 1,274 students in Spring 2021. This represents an approximate 20% decline from year-to-year.

5.1.2 Enrollment Assessment

What is your assessment of this trend?

One of the consequences of AB 705 and subsequent restructuring of the math curriculum was a predictable drop in enrollment due to the phasing out of the lower-level math classes. The decline in enrollment due to AB 705 in combination with the overall 20% decline in enrollment at Oxnard College due to Covid has also contributed to lower math enrollments. We anticipate that this enrollment decline will stabilize and begin to track the enrollment trends of the college.

5.2 PRODUCTIVITY

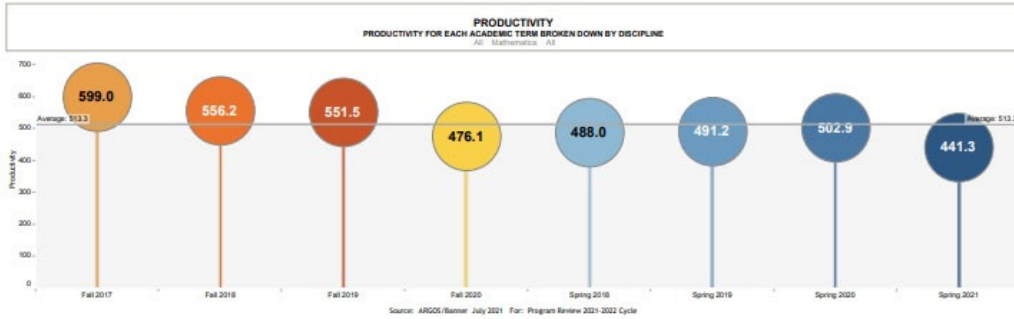
Use the link to Tableau at the top of this initiative to navigate to Key Indicators.

5.2.1 Productivity Indicators

Has your productivity increased, decreased, or remained relatively stable?

Productivity was approximately 484 WSCH/FTEF in Fall 2019 and 478 WSCH/FTEF in Fall 2020. Productivity was approximately 465 WSCH/FTEF in Spring 2020 and 449 WSCH/FTEF in Spring 2021

4.2 Productivity
Has your productivity **increased, decreased, or remained relatively stable?** What is your assessment of this trend?



5.2.2 Productivity Assessment

What is your assessment of this trend?

Productivity declined slightly over the past year which is in-line with the overall drop in productivity at Oxnard College.

5.3 RETENTION AND SUCCESS

Use the link to Tableau at the top of this initiative to navigate to Key Indicators

5.3.1 Retention Indicators

Have your retention rates increased, decreased, or remained relatively stable?

RETENTION RATES

The retention rate for Fall 2019 was 81.3% and increased to 87.8%

The retention rate for Spring 2020 was 91% and dropped to 88%.

SUCCESS RATES

The success rate for Fall 2019 was 62.5% and increased to 66.8% in Fall 2020.

The success rate for Spring 2020 was 60.8% and increased to 67.5% in Spring 2021.

4.3 Retention and Success
Have your Retention and Success rates **increased, decreased, or remained relatively stable?** What is your assessment of this trend? Be sure to identify and discuss any disparities in Retention and Success by instructional mode. Your observations can include discussion of impacts from COVID-19.

Lighter portion of bar = NOT RETAINED/NOT SUCCESSFUL



Source: ARGOS/Banner July 2021 For: Program Review 2021-2022 Cycle

5.3.2 Retention Assessment

What is your assessment of this trend? Be sure to identify and discuss any disparities in Retention and Success by instructional mode. Your observations can include discussion of impacts from COVID-19.

The success and retention rates increased from Fall 2019 - Fall 2020 and Spring 2021 - Spring 2021. As stated in previous reports, the Math department completed a major restructuring of its curriculum and class schedule to comply with AB 705 effective Fall 2019. The overall success rate in math classes increased to 66.8% in Fall 2020 from 62.5% in Fall 2019. The Spring 2021 success rate was also 67.5% up from 60.8%. As the Math department continues to implement curriculum changes, we will evaluate whether the curriculum is meeting the needs of the students including measuring and monitoring the "throughput" as recommended by the state chancellor's office.

5.4 REVIEWER'S COMMENTS ON SECTIONS 5.1 THRU 5.3

5.4.1 Review of Data

Do the preparers' assessment of their program's key indicators demonstrate a thorough and accurate review of the data? Explain.
 Enrollment declined. Part of this decline is a result of the restructuring of courses because of AB 705. In addition, the college, itself saw a decline in enrollment because of COVID. The decline in the math courses matches the decline of the college. There is an increase in success rate. The department is working with IE to analyze student success rates in light of AB 705 and restructuring the curriculum. This will be very important.

5.4.2 Program's Performance in Meeting the Needs of the Students

Based on the enrollment, productivity and success data for this program, what is your assessment of the program's performance in meeting the needs of our students?

As stated above in 5.4.1 the program's work in further analyzing the data will be very important to address if students needs are being met by the restructuring of the curriculum.

AAT 6.0 REVIEWER SUMMARY COMMENTS FOR ANNUAL REPORT

AAT 6.0 Reviewer's Summary Comments for Annual Report : Version by **Garcia, Melissa** on **11/04/2021 19:15**

6.1 ANNUAL QUALITY AND THOROUGHNESS

Does the quality and thoroughness of the report provide sufficient detail with which to form an accurate assessment of the program's strengths and challenges? Please explain.
 Report is thorough although there are many questions about the performance and success of students taking math classes that are yet to be addressed by the analysis of data underway.

6.2 ANNUAL STATUS AND PERFORMANCE

Please rate the status and performance of this program: Exemplary, Good, Fair, Needs Improvement, Consider for Discontinuance and briefly explain your rationale.

Good.

AAT 7.0 RESOURCE REQUEST

AAT 7.0 Resource Request (R1-20210915) : Version by **Hall, Steven** on **10/07/2021 17:38**

Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
C	Tutors	Necessary	EG,PI	MVP, EMP, CSP	Embedded tutors - Increase student learning and success.	Yes	Steve Hall on behalf of the math dept.
E	Instructional Equipment	Necessary	EG,PI	MVP, EMP, CSP	Specialized furniture in dedicated classroom space to facilitate building community/engage in math classes.	No	Steve Hall on behalf of the math dept.
F	Technology	Important	EG,PI	MVP, EMP, CSP	Additional computer lab for the scheduling of math classes to further intergrate technology into the classroom.	No	Steve Hall on behalf of the math dept.

AAT 8.0 PRIOR RESOURCE REQUEST CONTRIBUTION

AAT 8.0 Prior Resource Request Contribution (R1-20210916) : Version by **Hall, Steven** on **10/07/2021 17:38**

8.1 PRIOR REQUESTS

If you received resources as a result of a previous program review process, how have those resources contributed to previous objectives? If this section does not apply, please enter: *NOT APPLICABLE*.

N/A