

Instructional Program Review 2019/20 UPDATE

Child Development

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

Child Development

- Name of Lead Writer: Lou Ann Gibson
- Name of Liaison: Manny Bautista
- Department Chair: Lou Ann Gibson
- Name of Manager/Service Area Supervisor: Dean Tina Recalde
- Is this a CTE program? (State Yes or No). Yes

There are no updates to the Child Development Program

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

File Attachments:

1. CHIL PLO/CLO Assessment Schedule

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

Program Goals 2018/19

Hire full time faculty member

The Child Development program has been operating with 1.6 to 1.8 FTE since Fall 2013. We hired a new faculty member in 2015 as our CDC Director, but then promptly lost a full time faculty member to retirement a year later. As a result we have only one full time faculty member on the instructional side with a .8 load for instruction and .2 AFT non classroom reassigned time. Because of this we have had to hire five additional adjuncts to help teach our scheduled classes, further skewing our full time/adjunct ratio. This new full time faculty member will help teach classes on campus, review and write curriculum, mentor students, help with two-year curriculum review, assist with writing and implementing student learning outcomes and assist with program review.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Close the equity gap

Our major focus in this area is to close the equity gap found in some of our underrepresented student populations. This will be accomplished through further education of our faculty in cultural competency and awareness, while working with the numerous programs available on campus to bring all of our student success rates up to comparable levels. As a program, we have the same level of commitment as our college to make the Child Development program a leader in equity and excellence.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2, Strategic Goal 6.3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Increase online/hybrid success rates

Discussions to increase student retention and success rates in the online/hybrid classes will take place in faculty meetings. We will encourage our online faculty to work with the LOFT and Katie Palacios to learn some of the highly effective online teaching strategies that are used in other programs showing higher retention and success rates. Our face to face classes have been much more successful in this area.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 6.1, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Change CDC Director from faculty to classified staff position

We are in the process of exploring this goal and at this point are not sure of the viability of such a change. This will have to be a District-wide decision as it will impact not only Mesa, but also City and Miramar's Child Development Centers. Most importantly, it will also have to have the OK from District Office in terms of liability. District-wide faculty/Dean meetings are ongoing and addressing this issue.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.6, Strategic Goal 3.2, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 6.1, Strategic Goal 6.3,

Institutional Learning Outcomes 2016/17: Global Consciousness, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

Program Goals 2018/19

Goal

Goal: Hire full time faculty member

The Child Development program has been operating with 1.6 to 1.8 FTE since Fall 2013. We hired a new faculty member in 2015 as our CDC Director, but then promptly lost a full time faculty member to retirement a year later. As a result we have only one full time faculty member on the instructional side with a .8 load for instruction and .2 AFT non classroom reassigned time. Because of this we have had to hire five additional adjuncts to help teach our scheduled classes, further skewing our full time/adjunct ratio. This new full time faculty member will help teach classes on campus, review and write curriculum, mentor students, help with two-year curriculum review, assist with writing and implementing student learning outcomes and assist with program review.

Action: Hire new faculty

Describe the actions needed to achieve this objective:	Fill out faculty hiring request
Who will be responsible for overseeing the completion of this objective:	Department Chair and Dean
Provide a timeline for the actions:	Spring 2019 hiring list
Describe the assessment plan you will use to know if the objective was achieved and effective:	We were given permission to hire
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time to complete paperwork and carry out the search and interview process

Goal: Close the equity gap

Our major focus in this area is to close the equity gap found in some of our underrepresented student populations. This will be accomplished through further education of our faculty in cultural competency and awareness, while working with the numerous programs available on campus to bring all of our student success rates up to comparable levels. As a program, we have the same level of commitment as our college to make the Child Development program a leader in equity and excellence.

Action: Close equity gap	
Describe the actions needed to achieve this objective:	Encourage all Child Development faculty to attend workshops and trainings on campus and within the District that focus on this topic.
Who will be responsible for overseeing the completion of this objective:	Full time faculty in Child Development: Lou Ann Gibson and Ida Cross
Provide a timeline for the actions:	Ongoing throughout this program review cycle
Describe the assessment plan you will use to know if the objective was achieved and effective:	Rise in grades and course completion for our underrepresented students
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time to attend available trainings and workshops

Goal: Increase online/hybrid success rates

Discussions to increase student retention and success rates in the online/hybrid classes will take place in faculty meetings. We will encourage our online faculty to work with the LOFT and Katie Palacios to learn some of the highly effective online teaching strategies that are used in other programs showing higher retention and success rates. Our face to face classes have been much more successful in this area.

Action: Increase online success rates	
Describe the actions needed to achieve this objective:	Best practices presentations in our faculty meetings. Online faculty to complete Canvas training ASAP and receive certificate indicating completion. Online faculty will also be encouraged to work with Katie Palacios in the LOFT to learn some of the highly effective online teaching strategies that are used in other programs showing higher retention and success rates.
Who will be responsible for overseeing the completion	Full time faculty in Child Development: Lou Ann Gibson and Ida Cross

of this objective:

Provide a timeline for the actions:

Throughout this current program review cycle

Describe the assessment plan you will use to know if the objective was achieved and effective:

Data showing higher retention rates in our online/hybrid classes

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Time to take advantage of all available resources on campus including workshops given on this subject and/or one-on-one trainings in the LOFT

Goal: Change CDC Director from faculty to classified staff position

We are in the process of exploring this goal and at this point are not sure of the viability of such a change. This will have to be a District-wide decision as it will impact not only Mesa, but also City and Miramar's Child Development Centers. Most importantly, it will also have to have the OK from District Office in terms of liability. District-wide faculty/Dean meetings are ongoing and addressing this issue.

Action: Change CDC Director position from Faculty to Classified Staff

Describe the actions needed to achieve this objective:

Exploration of the viability of this goal as a District-wide effort in Child Development.

Who will be responsible for overseeing the completion of this objective:

Deans from Mesa, City and Miramar that oversee the Child Development programs.

Provide a timeline for the actions:

District-wide Child Development faculty and Deans have met and ongoing efforts to try to reach this goal are in progress.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Change in the designation of the position of CDC Director at all 3 campuses within the District.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Time and ongoing discussions with all parties involved.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

Program Goals 2018/19

Goal

Goal: Hire full time faculty member

The Child Development program has been operating with 1.6 to 1.8 FTE since Fall 2013. We hired a new faculty member in 2015 as our CDC Director, but then promptly lost a full time faculty member to retirement a year later. As a result we have only one full time faculty member on the instructional side with a .8 load for instruction and .2 AFT non classroom reassigned time. Because of this we have had to hire five additional adjuncts to help teach our scheduled classes, further skewing our full time/adjunct ratio. This new full time faculty member will help teach classes on campus, review and write curriculum, mentor students, help with two-year curriculum review, assist with writing and implementing student learning outcomes and assist with program review.

Action: Hire new faculty	
Describe the actions needed to achieve this objective:	Fill out faculty hiring request
Who will be responsible for overseeing the completion of this objective:	Department Chair and Dean
Provide a timeline for the actions:	Spring 2019 hiring list
Describe the assessment plan you will use to know if the objective was achieved and effective:	We were given permission to hire
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time to complete paperwork and carry out the search and interview process

Status for Hire new faculty

Current Status: In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on

your program:

If the Current Status was not marked Completed, what are the implications and next steps:

This goal is placed on hold as a result of the hard hiring freeze in effect throughout the District. As soon as the freeze is lifted we will continue in our quest to hiring another tenure track faculty member.

Goal: Close the equity gap

Our major focus in this area is to close the equity gap found in some of our underrepresented student populations. This will be accomplished through further education of our faculty in cultural competency and awareness, while working with the numerous programs available on campus to bring all of our student success rates up to comparable levels. As a program, we have the same level of commitment as our college to make the Child Development program a leader in equity and excellence.

Action: Close equity gap

Describe the actions needed to achieve this objective:	Encourage all Child Development faculty to attend workshops and trainings on campus and within the District that focus on this topic.
Who will be responsible for overseeing the completion of this objective:	Full time faculty in Child Development: Lou Ann Gibson and Ida Cross
Provide a timeline for the actions:	Ongoing throughout this program review cycle
Describe the assessment plan you will use to know if the objective was achieved and effective:	Rise in grades and course completion for our underrepresented students
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time to attend available trainings and workshops

Status for Close equity gap

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was We are encouraging all Child Development faculty to attend workshops and

not marked Completed, what are the implications and next steps:

trainings within the District with a focus on closing the equity gap. Data gathered by our Institutional Research team will continue to be monitored for evidence of a rise in grades and course completion for our underrepresented students.

Goal: Increase online/hybrid success rates

Discussions to increase student retention and success rates in the online/hybrid classes will take place in faculty meetings. We will encourage our online faculty to work with the LOFT and Katie Palacios to learn some of the highly effective online teaching strategies that are used in other programs showing higher retention and success rates. Our face to face classes have been much more successful in this area.

Action: Increase online success rates

Describe the actions needed to achieve this objective:

Best practices presentations in our faculty meetings. Online faculty to complete Canvas training ASAP and receive certificate indicating completion. Online faculty will also be encouraged to work with Katie Palacios in the LOFT to learn some of the highly effective online teaching strategies that are used in other programs showing higher retention and success rates.

Who will be responsible for overseeing the completion of this objective:

Full time faculty in Child Development: Lou Ann Gibson and Ida Cross

Provide a timeline for the actions:

Throughout this current program review cycle

Describe the assessment plan you will use to know if the objective was achieved and effective:

Data showing higher retention rates in our online/hybrid classes

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Time to take advantage of all available resources on campus including workshops given on this subject and/or one-on-one trainings in the LOFT

Status for Increase online success rates

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed,

The overwhelming majority of our instructors in Child Development have taken the Canvas training offered through both our District Office and the LOFT on

what are the implications and next steps:

campus. One of our adjuncts, Maria George, participated in an extensive online pilot program offered by the District during Summer 2019. Every effort is being made to better "humanize" our online classes and adopt highly effective online teaching strategies. Online/hybrid student retention and success rates will be carefully monitored.

Goal: Change CDC Director from faculty to classified staff position

We are in the process of exploring this goal and at this point are not sure of the viability of such a change. This will have to be a District-wide decision as it will impact not only Mesa, but also City and Miramar's Child Development Centers. Most importantly, it will also have to have the OK from District Office in terms of liability. District-wide faculty/Dean meetings are ongoing and addressing this issue.

Action: Change CDC Director position from Faculty to Classified Staff

Describe the actions needed to achieve this objective:	Exploration of the viability of this goal as a District-wide effort in Child Development.
Who will be responsible for overseeing the completion of this objective:	Deans from Mesa, City and Miramar that oversee the Child Development programs.
Provide a timeline for the actions:	District-wide Child Development faculty and Deans have met and ongoing efforts to try to reach this goal are in progress.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Change in the designation of the position of CDC Director at all 3 campuses within the District.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time and ongoing discussions with all parties involved.

Status for Change CDC Director position from Faculty to Classified Staff

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed,	This position is still actively being worked on by all three campuses in our District. A position statement was created and still has to pass some hurdles at

**what are the implications
and next steps:**

District Office. Unfortunately, all positions are now on hold due to the hard hiring freeze within the District.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
-

Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Child Development

(REQUIRED) Program name

Child Development

(REQUIRED) Are you on target with your assessment schedule?

We are on target with our assessment schedule. We have 15 of 19 courses assessed.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

As of this point, our completed assessments continue to reveal student mastery of the Course Learning Outcomes. Although the college outcome goal is 70%, the Child Development department has seen outcome results of 75% and above. We are very fortunate to have a knowledgeable and committed faculty (both tenure and adjunct) within our program that are dedicated to student learning, equity and success.

(REQUIRED) Based on your assessments, what resource needs have you identified?

One more full time/tenure track faculty member in the instructional side of our program.

Please provide any other comments.

The Child Development program is one of the leading programs on campus that confers degrees and certificates. A new faculty member would enable us to continue our current success rate. Having a second faculty member on the instructional side will provide the program with different collaborative perspective and will support the development of new courses and curriculum in accordance with Mesa's vision and State funding for CTE programs. While we value our highly qualified adjunct staff, they are limited in terms of what they can do; such as the number of classes they can teach each semester, their participation in departmental meetings and responsibilities, and time devoted to students in terms of counseling, the development of educational plans, and general advising. All of which are necessary to best meet student's personal, professional, and academic needs and ensure student success.

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Child Development

Program Name

(REQUIRED) Type your program name.

Child Development

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Outcomes for success by ethnicity over the past year, as compared to the previous Program Review cycle, indicated a significant increase of 12% points for African American students (now 75%); an average of 85% for Asian/Pacific Islander students (up 2% points); an average of 88% for Filipino students (up 11% points); our Latinx students have increased by 4% points to 78%; and an increase of 5% points to 86% for White students. While the success number for our ethnically diverse students are still below the average for all our students combined, we are seeing tremendous progress in most ethnicities. As a result, we appear to be slowly closing the equity gap. Retention remains high across the board and student GPA's are not significantly different by ethnic group, all ranging from 2.9 to 3.4 in our face-to-face classes. When including our online classes, our average drops to 2.74 over the past cycle.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

The most eye-opening numbers came in the category of outcomes by course special designator. Our on-campus students showed an overall success rate of 82%. Honors students continued to have a success rate of 100%. However, our online students continue to show an overall success rate of only 69% over this past cycle. Ethnic averages in retention range from an overall high of 93% for our Asian/Filipino/Pacific Islander students to a low of 85% for our African American students (which is not far below of average of 88% for both our White and Latinx students). Female/Male retention is virtually even at 87% female and 86% male. First generation students had a retention of 85%, while not 1st generation were only slightly higher at 87%. All of this is great news for our program. However, the negative news comes when reviewing the retention rates of online students at a dismal average of a success rate of only 69% - anywhere from 5 to 15% lower than the other designators. What was most distressing was the fact that our students from diverse ethnic backgrounds were all significantly less successful in our online classes. In reviewing the recent online success rates for this past year, our African American students had success rates of

only 58 % as compared to 73% in the face-to-face classes (each with exact same enrollment numbers); our Asian/Pacific Islander students had success rates of only 74% as compared to 93% in the FTF classes; our Filipino students showed a 67% success rate as compared to 90% FTF; our Latinx students showed a success rate of 75% compared to 79% FTF; and our White students had a 75% success rate compared to 85% in FTF.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

The low student retention and success rates in the online/hybrid classes must be further explored by our program. Our barriers to student success appear to be in the form of the constant push to increase online/hybrid classes - especially in our introductory 101 class which also serves as a GE class. It is abundantly clear that this has the potential to jeopardize the success of our students. We must investigate why this is happening. Perhaps these students need the encouragement and support of an instructor in a face-to-face setting. When comparing the classes within our program, we see that our ethnically diverse students fare better in our program's classes for the major as compared to our CHIL 101 class (also a GE class) that is comprised of students from all majors across the campus. However, with that said, our ethnically diverse students in our GE class are still showing success rates above that of the Mesa average - anywhere from 2 to 7 percentage points above the general campus average for these populations. This will be discussed in future department meetings.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Our program faculty have met throughout the past year both face to face in department meetings and by email with the topic of student success and equity always a high priority on our agenda. Our faculty have gone above and beyond in helping our students to access the numerous support systems on campus. We refer students to academic support services including counseling, DSPS services, our library staff, EOPS, and the tutoring center. We have personally escorted students to psychological counseling on campus. An example of our success is the fact that we have seen a greater number of our students receiving DSPS support this past year (5%) as compared to the 3-4 % average of the previous four years. We are committed to maintaining class attendance through collaborative learning, enthusiasm in the classroom, including culturally relevant materials into the course curriculum, and creating an environment where students feel safe and welcome. We have given extra credit opportunities for students to attend the numerous workshops on campus promoting health, wellness, cultural identify and self-compassion, as well as services designed to assist our DACA population.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

In reviewing statistical data for cultural diversity across campus, it was discovered that 37% of our campus population are Latinx students. We are happy to report that 42% of our Child Development students are Latinx. While examining our course success rate by modality it was discovered that our program has an average success rate of .79 for our Latinx students, which is well above the average of .68 for all programs across campus. We are absolutely contributing to the College's identity of being a Hispanic Serving Institution.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

We have the quantitative data, now we need qualitative data to see the full picture. There are dozens of variables that influence student success, with research even going back as far as the benefits of high quality preschool education on overall student success throughout life.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes. One of the major goals of our program, developed in the comprehensive Program Review of last year, is to close the equity gap found in some of our underrepresented student populations. It was stated that this will be accomplished through further education

of our faculty in cultural competency and awareness, while working with the numerous programs on campus to bring all of our student success rates up to comparable levels. We are currently actively working on this. As a program we have the same level of commitment as our college to make the Child Development program a leader in equity and excellence.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

In our comprehensive Program Review of last year we identified the following two critical areas of focus.

1) To continue to close the equity gap, especially among our underrepresented student populations.

With the data on student success now available for this past academic year since our comprehensive Program Review was submitted, we know that we have made very positive strides, as seen in the data above. We will continue to work with all of our faculty in this area.

2) Hire another T/TT faculty member.

This is especially critical since one (of our two) tenured faculty members is solely responsible for running our Child Development Center as the Director. This leaves our other tenured faculty member (who is retiring in the 2021 academic year) completely responsible for the entire instructional side of the program.

With the "hard hiring freeze" in the District, this goal seems all but impossible. I foresee our well-managed program being in dire jeopardy in the near future.