Program Review All Fields

Child Development Studies [1]

Main

Overview
Academic Year 2022 - 2023

Originator Henrickson, Pat

Division Curriculum Division 50 - Career Technical Education

Department Child Development

Program Child Development Studies

Program Type Instructional

Co-Contributors

Contributor

- Boss, Claire
- Sweeney, Susan

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less). Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

The Child Development & Educational Studies program offers a variety of course formats (face to face, synchronous and asynchronous online, and hyflex) to meet the educational needs of students.

The CDES program has a Future Educators Club which encourages leadership and service to our college and community. The Future Educator Club hosts CSU's via zoom, giving students the opportunity to learn more about teacher programs at the teaching institutions.

CDES students present at local, state, and national conferences. Sharing their knowledge and skills in the field.

The Child Development and Educational Studies program is intentional in reaching out to local community agencies regarding job placement and transfer programs. The Child Development & Educational Studies

programs participate in High Step,
teaching Child Development/Psychology courses at Christopher High School and North Monterey County
High School.

**On the PIPR website, locate and review your previous program plan and subsequent annual updates.
After studying, please list:**

Response and follow-up to previous program reviews

1. **Child Development & Educational Studies program offers a variety of day and evening courses
   to meet the educational needs of students. CDES faculty receives feedback from student
   regarding course times that would be most beneficial. CDES faculty reach out to community
   agencies and leaders to present current information on the field and to further educate
   students interested in education. CDES program offers tours at no cost to CSU's giving
   students the opportunity to visit four-year institutions. CDES program offers face to face, hybrid
   and online courses to engage all learners. CDES faculty offers at no cost students to attend
   professional development opportunities at community events, conferences and workshops.
   CDES program has a Future Educators Club which encourages leadership and service to our
   college and community. CDES provides resource room (computers and printer) and materials
   for students at no cost such as printing cards and book lending. CDES also funds cost for
   fingerprinting for student teaching/service- learning courses. Child Development and
   Educational Studies program is intentional in reaching out to local community agencies
   regarding job placement and transfer programs. The Child Development & Educations Studies
   programs participates in High Step, teaching Child Development/Psychology courses at
   Christopher High School and Sabrato High School.**

2.
3.

**Have the services of your program changed over the past three years? Please explain (300 words or
less).**
The Child Development Program continues to provide resources, including textbooks and laptops for
students. The program still continues to support students with the Future Educators Club providing more
opportunities to attend workshops and conferences. The club hosts community resources, sharing what
services are available. Providing more opportunities for students to stay current on issues in education
prepares them for current or future roles in education.

CDES faculty offers students at no cost to attend professional development opportunities at community
events, conferences, and workshops. The CDES resource room (computers and printer) and materials were
unavailable during the first year of the pandemic, but once back on campus, the resource room was
available. CDES continues to pay for fingerprinting for student teaching/service-learning courses.

The Child Development and Educational Studies Program still supports students with teacher permit
workshops. The California Early Childhood Mentor Teacher Program-Claire Boss, coordinator for Gavilan
College. Local mentors for our Gavilan College practicum students.

The CDES program sends fliers regarding semester courses to community agencies to further support
enrollment numbers.

Student and Program Outcomes

College Goal for Student Achievement
The following questions refer to data regarding student achievement.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?
Success rate is lower at 63-68%. This number seems to be consistent over the past 3 years. The number could be attributed to the pandemic and transitioning online. Remote learning has had a huge impact on students and their educational plans. The pandemic had an impact on the teaching profession overall. Teachers left the field due to varying factors. The department is not surprised by the data.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate
The retention rate is above the college average of 82-84%. Rates are lower in 2019-2020 due to the pandemic. There are not wide gaps. There seems to be consistency for the past 3 years. The program is not surprised by data considering the number of students registering for courses.

Success
The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit
Our goals include offering more courses in person. Meeting in person might increase our enrollment for individual courses and the department. Meeting in person could also increase student success rates, as we know connections and relationships are key to student success.

Partnering with more CD agencies to pursue apprenticeship opportunities. Connecting with students with counselors early to discuss educational goals. There are still students who do not meet with a counselor early on, but wait a few years into education. Guided pathways will also help with onboarding and consistency.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.
2019-2020 855 students

2020-2021 742 students

2021-2022 624 students

Fall 2023-323 students

The program has supported students' success by providing additional resources: laptops and textbooks. Currently, we are offering varying modalities, such as hyflex, online, in-person courses.

Stretch goal-increase completion rate by 20%.

Stretch goal-increase successful course complete at 73%

Equity

Equity
Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.
Contact your support team for any needed assistance in using Tableau.
The CDES retention rate is above the average at 82%. CDES The success rate is below average at 66%. The success rate is concerning for our department. This has been greatly influenced by the need for online courses during the pandemic.

The program goal is to be visible and transparent across the campus and the outside community, including high schools and community agencies. Information regarding Future Educators Club, CDES Events, program course information and info sessions at high schools and community agencies might address the student equity gap. Partnering with counselors with EOPS, sharing information regarding academic careers might help students create a personal education plan involving our department.

More courses offering Hyflex modality might support students, giving them options in terms of in-person and online formats. Offering more classes in person, especially during the day, could increase enrollment.

CDES is also updating Child Development courses in Spanish which will support varying students' linguistic needs.

More faculty training in Trauma Informed and Culturally Relevant Education and Pedagogy would help with retention.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

CDES has a Future Educators Club. We must partner with Santa Clara County Office of Education and San Benito County Office of Education regarding practicum placement. Students have the opportunity to complete hours in community child development agencies infuses diversity, equity, and inclusion.

Guest speakers from the community, colleges and agencies visit our courses and the future educators club.

Student teachers present at local, state, and national conferences via zoom to share the amazing work they are doing in their courses at Gavilan College.

Faculty are engaged in trauma-informed and culturally relevant education and pedagogy. Students complete semester evaluations regarding their experiences in the classroom environments.

CDES is in the process of connecting with mini corps to further support future educators.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Distance education is offered both online (synchronous, asynchronous) and hyflex. We have been offering evening face-to-face courses since 2021. We are still not where we used to be in terms of the number of in-

person courses we once offered. From 2019, more distance education classes have been offered and we have more students interested in the format.

In 2019-2020-20% DE Enrollment In 2022-2023 72% DE Enrollment
In 2019-2020-73% face to face.   In 2022-2023 18% face to face.

Again, the pandemic has an impact on course modalities.

Hyflex has become an interest, giving students an in-person or online option. We have been offering 2 Hyflex courses per semester since 2021, 9.8%

We hope to resume our in-person day and evening classes in the next academic year.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?
Are your SAOs mapped in curiQunet?
Yes

Are your SAOs up to date in curriQunet?
Yes

Have your SAOs been assessed in the last five years?
Yes

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?
Yes

If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?
Our plan is to keep working on aligning our SLO's and PLO's with all CDES courses and syllabi; work in progress.

Outcome Assessments

Services Area Outcomes (SAO)
Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?
According to our data, Child Development Course Success by dept was 66.8% compared to college by 69.4%. Retention by dept is 82.6% compared to college 86.8%. Success by program is 66.8% . Retention by program 82.6%

Institutional Learning Outcomes (ILO)
How do your SAO support the college ILOs? Be specific (200 words or less).
Comparably, in terms of retention, we are doing well, at 82.6% supporting the college's ILOs. We need to improve our success rates.

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?
As a program, we need to increase, increase completion rate by 20% and successful Course Completion at

73%. CDES needs a Lab school to support the increase in practicum students. CDES is dependent on the community, which only gives few options, especially as our numbers are increasing. Lab is required for a Child Development degree and transfer. The rates can increase with more support from leadership. Closing the Child Development Center was a disservice to our students and community.

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).
There is interest in an Administration certificate-courses designed for the certificate will include both online/hybrid

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).
Family Childcare courses are inactive. However, the state is currently discussing reactivation. A few CD courses are being updated to be taught in Spanish, CD209 & CD219, to further support our students who would prefer courses in Spanish. There is a need for these particular courses, however, courses must be updated to offer.

Curriculum (CD15, CD16, CD17, & CD18) courses are being updated so there is an option for distance education and learning for students in need to lower the number of units to graduate or transfer.

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).
A variety of courses are offered in the evening; face to face, online, hybrid, and hyflex. The Child Development and Educational Studies program will begin rotating classes between the main campus and off-site locations (Hollister). A course sequence and list of semester courses documents are given to students at the beginning of the semester to help with registration.

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2018**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
   1323

   Full Time Faculty
   2

   Part Time Faculty
   9

   Full Time Staff

2

Part Time Staff

9

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

2. **2019**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

1478

Full Time Faculty

2

Part Time Faculty

9

Full Time Staff

2

Part Time Staff

9

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

3. **2020**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

983

Full Time Faculty

2

Part Time Faculty

8

Full Time Staff

2

Part Time Staff

8

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2018
FT = 18.20%
PT = 81.80%

Year:2019
FT = 18.20%
PT = 81.80%

Year:2020
FT = 20.00%
PT = 80.00%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

Grant commitments and reassigned time has not affected personnel and load for the past 3 years. It means more work for Full Time faculty as there is not enough support in terms of assistants for the program.

Additional Comments

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?
Yes

Resource Allocation

1. **$800**

    Funding Source
    District

    Academic Year
    2022 - 2023

    Purpose of Funding
    Instructional and office supplies

    Result
    Materials were purchased for CDES courses that were face to face and hyflex. Office supplies were

purchased.

2. **$10000**

   Funding Source
   Catagorical

   Academic Year
   2022 - 2023

   Purpose of Funding
   Strong Workforce Funding Covers the cost of community mentors for CD30AB students completing practicum in community agencies.

   Result
   Fall and spring mentors for CD30AB recieved stipends for their work with Gavilan students.

3. **$13000**

   Funding Source
   Catagorical

   Academic Year
   2023 - 2024

   Purpose of Funding
   VTEA funding: Support student success with material, computer and book loan program. Support student transfer/success with community connections, transfer support, career exploration and connections with career professionals.

   Result
   Numbers of students graduating stabilized after the pandemic disturbance. Students were able to borrow textbooks in all CDES courses, materials for courses and computers. Students participated in career exploration with educators' events, recruitment events and various community connections with educators. Faculty participated in state, national and local educator training events on equity, diversity, and CCC Chancellor's Office Vision for success goals.

4. **15,085.00**

   Funding Source
   Catagorical

   Academic Year
   2022 - 2023

   Purpose of Funding
   Provides 4 mentor teachers working with student teaching practicum CD30AB. This includes mentor support, reflection, materials and selection committee costs.

   Result
   CD30AB students are able to work in the community with college faculty and mentors in community programs.

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2023 - 2024**

    Total Number of student contacts

    Total allocated budget

    Total spending

    Total cost per student (Student Contact/ Total Spending)

- **2022 - 2023**

    Total Number of student contacts

    Total allocated budget

    Total spending

    Total cost per student (Student Contact/ Total Spending)

- **2021 - 2022**

    Total Number of student contacts

    Total allocated budget

    Total spending

    Total cost per student (Student Contact/ Total Spending)

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?
California Mentor Teacher program-we have a selection committee which includes community members and faculty. The committee helps to certify mentors who are working with our students through the state of California. The mentor programs also hosts institutes for our mentors to attend. Many of our mentors are graduates of Gavilan College.

Santa Clara Office of Education-supports the CDES program with mentor teachers for practicum courses. Faculty continue to partner with SCCOE for professional learning opportunities.

SJB/Gokids/Catalyst Kids/Head Start/Hartnell College-Child Development programs that host our students as they complete their practicum hours.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

We see an increase in elementary education. Offering courses to meet the transfer. The CDES program needs more mentors to support students completing practicum in the community in both early childhood and school age programs. MOUS with local school districts are needed.

We need a Lab for CDES so students can observe or practice skills within early childhood environments. We continue to place students in offsite programs within our community. However, the number of students needing placement is increasing while our accredited programs are decreasing. The number of students needing placement is surpassing the number of agencies available. We do not have enough mentors to support student needs.

What are you discovering about instruction and/or services in this remote environment that you would want to maintain post-pandemic?

Students appreciate the Hyflex model, giving them choices to be online or in person as well as online (asynchronous and synchronous). Resources like textbooks and laptop computers still support students in need.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

We have community support and more teacher mentors working alongside students. However, there are still not enough placements for students to complete practicum hours needed for graduation and transfer. A Lab school is necessary as this will increase the numbers of students interested in early childhood and elementary careers.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Workshops and conferences are encouraged. Faculty are supported with distance education training and mentoring.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

We need CDES assistance to further support our efforts with grants, student placements, community agency recruitment, MOUs. There is a need for a full-time Elementary Education Faculty to help anchor elementary and high schools.

We have a need for all the CDES students to either observe or practice within early childhood environments in order to meet the CA Teacher Competencies. We have placed students in dozens of offsite programs within our communities. We have developed MOU's with local programs, but our continued growth of CDES students surpasses available community programs.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?
CDES program continues to hire diverse faculty to reflect our students and community partners.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?
We have increased our number of mentors to support student teachers in the community. We are currently working with 12 mentors, 4 of which are certified through the California Early Childhood Mentor Program. All program mentors meet on a monthly basis. Faculty share information on child development and growth which strengthens mentors' skills and partnerships.

The Future Educators Club has been a success even through the pandemic. Students participated in food drives, virtual conference events, and hosted educators and hosted SJSU, CSUMB, and Pacific Oaks College. Students also participated at the graduation event in Spring 2022.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.
More time is essential in completing the Program Integrated Plan and Review Process. Faculty workload hinders ability to complete in a timely manner. Again, more time should be given to complete as accuracy is essential for college.

Goals

Three-Year Program Plan Goals

1. **Hire CDES Assistant**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Improve Achievement, Efficiency, and Equity. Ensure adequate support services are in place to help students enter and stay on their pathways. Meet community early childhood programs to support the development of MOU's. Build and strengthen partnerships with employers for mentoring, recruiting, and networking. We are dependent on our child development agencies in the community for students to complete the requirements of a certificate, degree, and transfer.

   Proposed Activity to Achieve Goal**
   Hire FT CDES program assistant

   Responsible Party
   Dean and Faculty

   Fund amount requested. If a collaboration, what % required from each partner?
   To Be Determined

   Total Three Year Resource Allocation Request
   60

   Timeline to Completion Month / Year
   12/2024

   How Will You Evaluate Whether You Achieved Your Goal
   CDES Assistant will be hired.

2. **CDES Lab School on Gavilan College Campus**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Increase Achievement and Efficiency and Equity. Ensure adequate support services are in place to help students enter and stay on their pathway and provide services that help all students to attain the educational and career goals.

   Child care is considered a basic need for students through CCC. Students interested in Child Development fields must complete practicum to graduate and transfer. We do not have enough programs in the community to support the number of students interested in field experience for either early childhood or elementary education. A Lab would provide more options for students in other disciplines. The Lab would also provide care for faculty and the community.

   There is a need for more child care programs in Santa Clara County. We have a building that was designed and built for children and families. It needs to be utilized as such.

   Proposed Activity to Achieve Goal**
   Reopen the Child Development Center to serve our campus community.

   Responsible Party
   President, VP, Board, Dean, and Faculty

   Fund amount requested. If a collaboration, what % required from each partner?
   To be determined

   Total Three Year Resource Allocation Request
   200

   Timeline to Completion Month / Year
   08/2026

   How Will You Evaluate Whether You Achieved Your Goal
   hild Development will be a place for children and families in our community. Students will be completing assignments and practicum. C

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).
Goals for the next 3 years including

Hiring CDES Assistant to support partnership with community agencies and MOUs. We are determined to reopen the Child Development Center to support student completions of the practicum courses. A limited number of community placement sites controls the number of students able to complete CD30AB in a timely manner.

Child care is considered a basic need for students by the Chancellor's Office. Student teachers need more options if there are not enough child development agencies to meet the needs to complete practicum. Our communities need more care for their children, especially for infants and toddlers. Students struggle to complete the required 108 hours. Therefore, completing hours during their breaks.

Hiring a Full-Time Elementary Education Faculty to better support students, connect with community agencies, and UCs and CSUs. This would enable us to participate in the apprenticeship programs for both early childhood and elementary education..

Attach Files

Attached File