GAVILAN COLLEGE

Research, Planning, and Institutional Effectiveness

Program Integrated Planning and Review

Instruction

Program Name:	Child Development & Educational Studies Program
Academic Year:	2018-2019

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Gavilan College
Program Integrated Planning and Review Instruction

Academic Year 2019-20

Contents

Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. BP/AP 4020)

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.

 Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find here. In addition, there are links and paths to information throughout the document.

Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept – Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb - March	**If needed**, Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb – May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June- Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

A. Executive Summary

(Complete this section last).

1. 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).

> The CDES continues providing a variety of courses to Gavilan Students. To continue our partnership with local high schools for the High Step Program. To continue to establishing relationships with local Child Development agencies to support CDES lab component. *Without lab school we are needing to place students in local agencies to complete field experience to fulfill requirements for graduation and transfer. To continue our efforts with the Teacher Preparation Pipeline in order to better support our students interested in the field of education. To increase adjunct faculty for our CDES program-offer all classes to students throughout academic year.

B. 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.*

1. 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).

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.

Response and follow-up to previous program reviews

On the **PIPR website**, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
    a) Each goal since the last program plan and review and
    b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
Hire New CDES Faculty to anchor the Educational Pathway	Catherine Miller-Adjunct faculty
Hire CDES Program Assistant	None
Develop a Lab for CDES students that meet state and national criteria for accreditation.	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 some MOUs with local programs, but our continued growth of CDES students surpasses available community programs. *We continue to partner with local agencies.
Explore development pathways for students considering teaching as their goal. Collaborate with Title V efforts on campus.	Future Educator's Cub. Tours to CSU's and faculty collaboration at 4-year institutions. High Step, partnering with High Schools, Christopher High School and Anzar.

Meet with community early childhood programs to support the development of Mou's.	We continue to search for community programs that meet National Accreditation standards that are able to meet the needs of our students. Currently we are working with Head Start, Santa Clara County. California Early Childhood Mentor Teaching Program, Child Development Training Consortium.
Full time Elementary Education Faculty anchor for middle schools and high schools.	None

3. Have the services of your program changed over the past three years? Please explain (300 words or less).

A few of the services have changed over the past three years due to funding from Title V and the Teacher Preparation Pipeline. Child Development and Educational Studies program offers tours to local CSU's at no cost for students interested in careers in Education. Partnering with 4 -year institutions. CDES offers students free printing and textbook lending for students in need. CDES supports the Future Educators Club. This club supports students interested in leadership and service at the college and in the community. CDES provide professional development events which include Teacher panels for students to learn more about the field of Education in terms positions and jobs, workshops and conferences. CDES hosts CA Teacher Permit workshop monthly, CBEST/CSET workshops. CDES faculty speak at local child development events, such as parent nights and teacher trainings. The California Early Childhood Mentor Teacher Program-Claire Boss coordinator for Gavilan College. Local mentors for our Gavilan College practicum students.

C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

AA-Liberal Arts with emphasis in Elementary Education
Early Childhood Education Certificate
Early Intervention Assistant Certificate
School Age Child Care Certificate
AA-Child Development
AST-Early Childhood Education

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

Teacher Preparation Pipeline, California Early Childhood Teacher Mentor Program. Head Start, Santa Clara County. Gokids, Hartnell College, One World Preschool, Meadow Lark Preschool, First 5 San Benito County, YMCA. California Association for the Education of Young Children. The Child Development Training Consortium. San Francisco State University, California State University Monterey Bay, San Jose State University. California Community College Early Childhood Educators.   Child Development & Educational Studies Advisory Committee, California Early Childhood Mentor Program selection committee and California Guided Pathways. Partner all counties. Santa Clara Department of Education. Santa Cruz County. High Step Courses with Christopher High School and Sabrato. Spring 2020 adding Anzar High School and North Monterey County.

D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022.** The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units).**

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: GavDATA→ Program Review/ Equity→ D1. Course Success Rates by Group

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.

1. 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 (200 words or less)?

> The success rates in the CDES program is expected after comparing college success as well as past years. There is a gap between 2015-2016 to 2017-2019. This is not a surprise as the Child Development Center was closed in 2016. This clearly shows the importance of a lab school in relation to student success as much of the work/assignments require observations and assessment of children. A forum for observing and practicing methods learned in course lectures as well as online. Students also have the opportunity to carry out research and field work.

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

Path: GavDATA→ Program Review/ Equity→ D2. One Year Persistence Rate

2. 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 (200 words or less)?

> Yes, the rates are what we expected however, due to number of course sections now offered, we have seen an increase in student registration. Course sequence sheet/degree and certificate information as well as course check lists are available to students. Survey is shared in all course (start of semester) to gather information regarding student majors.

3. 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: GavDATA→ Program Review/ Equity→D3. Course Rates by Unit

Child Development & Educational Studies program in working towards offering more distance ed courses and certificate. Example the Administration courses are being designed as online/hybrid courses.
Dedicated CTE counselor meets with students interested in Child Development.
Offering more course sections face to face courses during both day and evening at off-site/onsite locations.
We are still in need of a Lab for CDES students to observe or practice skills within the 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 is decreasing. The number of students needing placement is surpassing the number of agencies available.

4 – 6: N/A

⚠️ **Consider addressing success goals in your Three-Year Program Plan at the end of this document.**

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. 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)?

Path: GavDATA→Program Review/Equity→D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

Foster Youth -34%; African American -32%; & male -13%. Potential causes for disparity could be due to advertisement of program courses and department information regarding certificates, degrees, and transfer opportunities.
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 will and info sessions at the high schools and community agencies might address student equity gap. Partnering with counselor with EOPS; sharing information regarding academic, career might help students create a personal education plan involving our department.

We have seen an increase in numbers of males in Child Development/Psychology courses and an increase in male participation in Future Educators Club.

*We are using a Teacher Preparation Pipeline survey to gather student information.

8. BP 3420 (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

Child Development and Educational Studies department follows the Districts Equal Opportunity Board Policy be interviewing all candidates that meet qualifications for hire. All Faculty are encouraged to be a part of any decision making in regard to hire, curriculum design and practice. Faculty are involved in concerns regarding department policies regarding instruction and resources.

Goals include:
- Full time Elementary faculty anchor for middle schools and high schools.
- Meet with community early childhood programs/agencies to support the development of MOU's.
- Hire new CDES faculty to anchor CA Educational Pathway
- Child Development Program Assistant
- Develop and campus lab school for CDES students to meet state and national criteria for accreditation.
- Explore developmental pathways for students considering teaching as their goal.

9. 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: GavDATA→ 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)?

There is a gap 30% between distance education and face to face courses. Rates are similar across 3 years. Currently the program offers 6 online courses and 2 hybrid courses. CDES will offer more/varied online courses each semester. Courses that are appropriate for Distance education. Offering more/varied hybrid courses-both face to face and online could support students new to online instruction. Offering classroom hours as well as online activities could better support the disparity and increase numbers.

10. N/A

Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "Majors by Program, 2008-2019" for declared majors by year, unduplicated headcount.

Path: GavDATA→Program Review and Equity→D11. Count of Degrees and Certificates Awarded

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion
2018-19	Associates Degrees Certificates	Increase in numbers	24 16
2017-18	Associates Degrees Certificates	Increase in numbers	9 8
2016-17	Associates Degrees Certificates	Increase in numbers	8 5

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

We would like to see at least 75% of our students obtaining degree, certificate or transfer. There has been an increase in completion rates especially with the AST and certificates. 2018-2019 AST 12 awarded; Certificates 16 awarded. To continue offering variety of courses face to face, hybrid, and online on campus and offsites. Continue Applying for grants that support the needs of students/ materials and resources. To continue partnering with CSU's to create a smoother transfer for students. To continue partnering with local agencies for job placements.

If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.

curriQunet

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in curriQunet?

Yes: ☒   **No:** ☐

14. Are your SLOs and PLOs up to date in curriQunet AND on the reporting website (←requires your email log-on)?

Yes: ☒   **No:** ☐

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes: ☒   **No:** ☐

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes: ☒   **No:** ☐

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs 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.

Consider addressing this in your Three-Year Program Plan at the end of this document.

Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).
After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet → curriQunet

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Faculty are expected to complete SLO's for courses taught. As a program we review and continue to work with the SLO results to identify strengths and weaknesses in the CDES program. We meet with local agencies on a regular basis to identify requirements they expect from their potential employees. The program also meets with faculty at SFSU, SJSU, CSUMB to discuss requirements and courses work needed for transfer.

SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

We continue to work together on strengthening and defining SLO's across courses.

Program Learning Outcomes (PLO)

Path: Gavilan College Intranet → Program Planning →Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Instructional →Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

We continue to collaborate as a program to strengthen and define PLO's across all courses.

Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

The SLO's and PLO's align to ILO's and we will add information to syllabi.

22. N/A

Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. 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).

> Administration certificate-courses designed for certificate will include both online/hybrid.

2. 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 state currently discussing reactivation.

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from Argos, find the information regarding when, where, and in which method the courses in this program are taught.

> **Path**: Gavilan Intranet→Argos→Gavilan Schedule→Schedule by Division and Department→Select term, division and your department then press 'run dashboard'.
>
> **To Create a PDF of your results above:** After obtaining results, go to the top of the screen: Reports→Schedule Reports by Division and Dept svc→Run

Location/Times/Delivery Method Trend Analysis:
3. 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 both morning, evening; face to face, online, hybrid. Child Development and Educational Studies program rotates classes between main campus and off-site locations. Course sequence document created and given to students at the beginning of the semester to help with registration.

Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

* Path: [GavDATA](#)→ Program Review/ Equity → F1. Faculty workload (FTEF) by Full-time/ Part-time→Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2018-19	2	9	FT: 4.9 or 46.2% PT: 5.7 or 53.8%	10.7
2019-20			FT: PT:	

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

> Load has increased with courses, grants, and projects. Teacher Preparation Pipeline, Title V, California Early Childhood Teacher Preparation Pipeline. No campus lab school, practicum students placed in child development programs from Morgan Hill to Salinas. Practicum instructor drives to locations to complete observations.
>
> CDES program assistant could support program by reviewing potential off campus lab sites to meet Title 22 and Title V requirements. CDES will be better able to meet college strategies and goals with consistent person in this role.

Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

* Path: [GavDATA](#)→ Program Review/ Equity → F2. Enrollment Variables and Trends→Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	$385,462	$366,273
2017-18	9.3	75	127	314, 049.00	330, 099.43
2018-2019	10.7	81	134	338,633.88	398, 286.34

Your Program Cost per FTES average is: $4,917.11

College-wide Cost per FTES average is: $7,203.44

Statewide Funding per FTES: $3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

> Multiple sections of CD/PSYC 2; CD/PSYC 40; CD/PSYC3 offered. CD=Child Development; PSYC=Psychology. High Step-High School offers CD/PSYC 2 & CD/PSYC3 however the high school promotes Psychology course therefore high school students register for Psychology courses. Gavilan College promotes both CD/PSYC courses. The cross- discipline courses help increase options for students. CD/PSYC courses are offered day/evening, online, offsite campus. Fall 2019-increase in Child Development enrollment. Supports CDES program but impacts cost.

Evaluation of Resource Allocations

4. 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.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: $10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
$30,000	Strong Workforce	2018-19	Match education futures funding	Textbooks on loan for High Step programs and campus program-on loan library for all Child Development course
$60,000	Education Futures	2018-19	Supplying materials, course work and connecting students for transfer to 4 - year colleges	5 college visits for potential transfer students. 80 students participate. Brough community educators to speak with students on pathways; participating in bay area networking for Teacher Preparation Pipeline; Future Educator Club -ASGS events. Provided materials-computers and resources for futures educators on campus. Conference-connecting to students to other college students and faculty.
$13, 000	VTEA	2017-18	Supporting career ed students; work experiences and materials	Updated materials and equipment for CDES program. Support

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
				faculty with community engagement; selection of mentoring sites; placement of student teachers; recruitment of mentors

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) 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)?

Teacher Preparation Pipeline, Tour and partnerships with San Jose State University, California State Monterey Bay, San Francisco University. California Guided Pathways. California Early Childhood Mentor Teacher Program. Santa Clara Office of Education visits to Gavilan College Student Center to recruit students for jobs. Region 4 PEACH.
CDTC consortium funding for students working in licensed early childcare programs with children 0-10.

Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. 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, 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. To collaborate with CSU and UC to support students transfer. Makers Space. Increase in mentors for field work. Increase school age programs and MOUS with local school districts. Continue TPP activities. Bachelor Associates Degree at Community College. Connecting with local CSU's.

We are still in need of a Lab for CDES students to observe or practice skills within the 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.

Consider addressing this in your Three-Year Program Plan at the end of this document.

G. Career Education Questions

External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

> Yes, our programs has external regulations and accreditation requirements. Our field experience courses require students to complete 108 hours out in our community agencies. Our students are placed with qualified mentor teachers and in programs that must adhere to Title 22 Licensing policies. CA Teacher Permit. Permit workshops. Susan Alonzo Permit Coordinator for region supporting students with the process. Accreditation. CAP Curriculum Alignment. Title 22/5 Credentialing Office.

Employment

The following questions can be answered using the labor data from Cal-PASS Plus on Launchboard. **You will need to create an account before accessing Launchboard**.

Path: Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

> Jobs in their field: 2013-14: 78% of students got jobs in their field; 2014-15: 86%. Student employable after 6 unites. Already in the field at local community agencies. Student gaining employment. Graduates of Gavilan College who are in the field teaching are support student teachers as mentors. Several of our graduates are California Early Childhood Mentor Teachers. Receiving stipends.

3. What percentage of students is attaining a living wage **(100 words or less)**?

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

> Among students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit
> 2013-2014: 23%
> 2014-2015: 27%
> 2015-2016: 31%
> 2016-2017: 36%

Appendix

Optional 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. **All replies should consist of 100 words or less**.

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

> Workshops and conferences. Speaking engagements.

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

> We need CTE assistance to further support our efforts with grants, student placements, community agency recruitment. There is a need for full time Elementary Education Faculty to help anchor middle 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. New state requirements for student observers and those that actually interact with children have created difficulty for students to find placement sites or be placed in a program that supports student academic needs. We have development MOU's with local programs, bur our continued growth of CDES students surpasses available community programs.

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

> CDES program has diversified faculty to reflect student and community partners.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

>

Review Process Feedback

1. 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.

Example Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

	Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
E X A M P L E S	Increase proportion of EOPS students completing degrees by five percentage points	Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits	Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule	Dean, Special Programs	None	December 2021	In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase
	Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population	Mission statement: Supports innovate practices Strategic Plan: Goal 4: Improve Equity SLO Results: No direct connection	Partner with EOPS to create a Foster Youth ENGL1A intervention team	Chair, Department of English	None	September 2020	Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention

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"Institutional Research – Use it for good, never for evil."

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Three-Year Program Plan Goal Setting Worksheet

Child Development Educational Studies

**Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal** One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
Hire new CDES faculty to anchor the Educational Pathways	Using a guided pathways orientation, increase alternative scheduling methods that address the needs of students from a wide variety of backgrounds	Hire FT CDES Instructor	Dean and faculty	$100,000	2020-2021	Faculty will be hired
Hire CDES program assistant	Ensure adequate support services are in place to help students enter and stay on their pathway	Hire FT CDES program assistant	Dean and faculty	To be determined	2020-2021	CDES Program Assistant would be hired
Develop a Lab Program for CDES students that meet state and national criteria for accreditation	Provide robust academic, technological, and support services to ensure intentional interventions are received by all students at appropriate times	Develop a CDES lab program Seek out funding for CDES lab program	Dean and faculty	To be determined	2021-2022	Child Development will be a place for children and families in our community. Students will be completing assignments and practicum.

Explore development of pathways for students considering teaching as their goal.	Ensure adequate support services are in place to help students enter and stay on their pathway	CDES faculty have met with the Title V organizers, English department, History department, and Counseling to discuss the possibilities.	Dean and Faculty	None	We currently support our students considering a teaching goal. CTE counselor, survey, sequence forms.	Data; observe number of students graduating and transferring to ED programs at CSU's and UC's.
Meet community early childhood programs to support the development of MOU's.	Build and strengthen partnerships with employers for mentoring, recruiting, and networking	Meet and develop MOU's with local agencies.	Dean and Faculty	None	We currently have MOU's with programs in our community.	Students currently placed in community for practicum. Students completing assignments in community agencies.
Full time Elementary Education Faculty anchor for middle and high schools.	Increase opportunities for work experience through participation in internships, externships, and student employment	Hire FT-Elementary Education Faculty	Dean and Faculty	To be determined	2020-2021	Faculty will be hired and leading in this area of focus.

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Signature Page

Program being reviewed: __**CDES**__
Date: Click here to enter text.

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Pat Henrickson/Claire Boss		
Dean	Sherrean Carr		
Peer Reviewer	Pat Henrickson/Claire Boss		
Peer Reviewer			
Student			
PIPR Support Team	Sydney LaRose		12-2-19
PIPR Support Team			