

## **Executive Summary: Child Development**

### **Major Program Goals:**

- Increase Students success, majors, and graduation/transfer rates.
- Increase program quality regarding lab sites for practicum classes and observation work experience opportunities.
- Secure staffing and faculty

### **Concerns/Trends:**

- Develop a Lab Program that meets state and national criteria for accreditation.
- Meet with community early childhood programs that meet national accreditation standards to support the development of MOUs.
- Hire additional staffing to manage records for new grant

### **Plans for Addressing Concerns:**

- Develop a CDES lab program and Seek outside funding for the CDES lab program.
- Hire a CDES program assistant.

### **Recommendations:**

- Provide data to justify request for personnel. Develop and implement plan for equity.
- Investigate feasibility of reinstating CDES lab program, using external funding.

## Self-Study Summary: Child Development

The Child Development and Educational Studies Program at Gavilan College continues to offer local education, care agencies and those seeking careers in education a local degree and certificate program.

The CDES program has gone from using off campus sites, to portables, to the Mayock House, to new portables given to the college to offer CDES services and then to the building we now exist in which was given to the college from the State of California Dept. of Education to offer a comprehensive child development and educational studies program for children, families and students seeking careers working with young children. Up until a few years ago the CDES program was able to offer coursework and labs for students seeking certificates/degrees to work with young children. The program has struggled since the lab portion of the program was closed. We continue to offer courses needed to be eligible for the CA Permits, but students having difficulty in finding and working in off campus placement sites continue to change majors to graduate. The CDES program went from having a multi million dollar building designed for working with children, which was once an accredited early childhood education program to being a classroom in the middle of office space.

The college Child Development and Educational Studies program continues to grow in numbers of declared majors ( 236 \*see data) for the AA degree in Child Development, AA in Liberal Studies: Elementary Education Emphasis and the ADT in Early Childhood Education. We offer Certificates in Early Childhood Education, School Age Child Care and Early Intervention. However, as our number of declared majors continues to grow our graduation rates continue to decline after the closing of the Child Development Center/Lab program in 2015. (34 in 2014, to 13 in 2015 to 25 in 2016\*see data). The program continues to increase declared majors, it is a needed major considering the national teacher shortage crisis we are now facing.

In order for the CDES program to realize its full potential we need to work strategically on our plans for the upcoming years. We provide educational services for a wide area from Coyote Valley north to Prunedale south and Hollister/Los Banos to the east and Aromas to the west. This area has limited public transportation.

### **Improvements:**

Since our last Program Review we have put into place some strategies that keep enrollment growing, but still hasn't increased the graduation rate. We have an introductory course that clays out the course work and program plan for student success based on full time enrollment. Many of our students take one or two courses at a time.

### **\*Strategies that have been working**

\*CDTC consortium funding for students working in a licensed early childhood program with children birth - 10.

\*Now have our own mentor selection committee that is working to provide mentors for students to complete their practicum. This increased the number of community agencies working with us to offer quality education.

- \*Students have a semester guide and a 2 year program plan
- \*Dedicated CTE counselor that meets with students in the Child Development building weekly
- \*New grant to support students seeking a career in teaching Birth-10 years.
- \*Increased technology opportunities for our students to complete their coursework.
- \*Aligned courses with CAP and the 4 year transfer colleges.

**Goals continue to be:**

Increase student success, majors and graduation/transfer numbers.

Increase program quality. Continue to search for quality off campus sites for practicum classes and observation/ work experience opportunities for students.

We continue to work with the SLO results to identify strengths and weaknesses in the training program.

We meet with local agencies on a regular basis to identify local issues and requirements they expect from their potential employees.

We match local issues with state and national issues to increase our program content to hopefully offer nationally accredited training for education majors in the future.

We have increased enrollments each semester over the last couple of years since we started using the semester/2year course recommendations and course offerings.

Working with community agencies we have strengthened our commitment to offer high quality educational services. We all want our students to be successful in seeking jobs and/or transfer programs. We challenge our students to develop the ability to articulate quality practices when working in education. We expose our students to the variety of programs available to children, families and professionals not only in our area, but national standards of excellence.

Two years ago we had one full time faculty and 11 adjuncts. Graduation rates dropped. We took on the strategy to be sure all students had the information they needed to graduate. We went for the transfer degrees. The ADT in ECE was granted and we are still working on the ADT for Elementary Ed but are hopeful that will be granted soon. We offered courses during the daytime, evening, weekend and online so, students could move forward. We met with students frequently throughout the semesters to identify areas we could provide support. They wanted more course offerings. We took on additional adjunct faculty. We scoured the area for quality programs to place students after the center closed. We built wonderful relationships within the area communities. Then we were delighted to hire a second full time faculty last year. Now we had 2 faculty to divide and conquer the issues before us. Daytime student population has increased. The number of sections we are able to offer has increased. We are hopeful that we will see an increase in graduation rates, but are realistic that without a quality lab program our students continue to change majors in order to graduate. We continue to apply for grants to support our students. The latest grant will help pay for fingerprints as the students move into practicum. We continue to work with local agencies to build programs for our students.

We have diversified our faculty to reflect student and community partners. We have an Advisory committee, mentor program selection committee and are working closely with Guided Pathways. With our new grant we will be working with Bay area partners to strengthen the elementary education program. This grant will help us find a "hub" central gathering place for all students that want to enter the field of education. We will be able to

have a central place for information on colleges, credentials, program plans, educational options and pathways. Students who have shared they feel un-respected as education majors will be able to connect with one another, take classes together, graduate together and maybe even attend 4 year programs with one another.

The area child development, early childhood and elementary education programs are relying on our CDES program to provide high quality educators that follow high quality standards for their programs to be a success.