

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Child and Family Studies

Term/Year of Review: Fall 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

- The Napa Valley College Child & Family Studies and Education (CFSE) Program prepares students to work as teachers with young children in public and private programs.
- Our enrollments are stable, and our job market data shows a need for the continuance and growth of the program.
- We have a variety of offerings and formats of courses allowing flexibility for students
- There are pathways built into the program that allow students to sequence through the program attaining career opportunities along the way
- Connection with community partners both non-profit and profit as well as industry partners through the Mentor program

2. Areas for Improvement:

- Improve Fill Rate and Productivity Rate
- Improve Retention and Successful Course Completion for all students, especially African- Americans
- Develop lab school and Mentor Program capacity that emulates the philosophy of the program and models best practices, attachment building caregiving, and child-focused constructivism.
- Increase marketing efforts through CFSE video, webpage and outreach to students with advising

3. Projected Program Growth, Stability, or Viability:

- Growth- The CFSE program is consistently growing and the demand in the workforce is growing as well. We anticipate a continued growth in enrollment after Covid and anticipate growing our program with a dedicated lab space and new trauma informed care and education certificate

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

- The Napa Valley College Child & Family Studies and Education (CFSE) Program prepares students to work as teachers with young children in public and private programs, and to work in other fields and industries that. Serve families and children.
- The Child & Family Studies and Education Program also serves as a beginning for students planning to attend a four-year college to obtain a bachelor's degree in Early Childhood Education, or other fields, a teaching credential and/or permit.

2. Assessment of Program's Recent Contributions to Institutional Mission:

- Increased number of certificate and degree awarded
- Job placement percentages
- Connection with First Five and the Rainbow kit project as well as our LGBT program to include two non-credit offerings

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Working with local educational partners (Community Resources for children (CRC), First Five and our Quality Counts consortium) to promote opportunities within the CFSE program and equip CFSE students with the skills and resources needed (Rainbow kit non-credit option, Trauma informed early care and education)
- Engage CFSE students and assist in their progress towards educational and job training goals through additional outreach and advising.
- Increased CFSE student achievement and completion of educational and job training goals through exceeding the 75 % goal for job placement

C. New Objectives/Goals:

- Complete Unit plan work
- Increase success and retention rates
- Develop lab school and increase participation in Mentor program
- Improve Retention and Successful Course Completion for all students, especially African- Americans
- Improve retention and successful course completion for all students through the development of a Family Resource Center.
- Increase fill rate and productivity
- Revise curriculum and finalize Trauma informed care and education certificate
- Increase marketing efforts through CFSE video, webpage, revise advising sheets and collaboration with counselors
- Include Education in Program review in future

- Increase implementation of OER as appropriate
- Build on current agreements with high schools

D. Description of Process Used to Ensure “Inclusive Program Review”

Lead writer/program coordinator wrote initial draft of program review consulting with Full time faculty as needed. PC distributed first draft to other 2 full time faculty for review. The 3 Full time faculty then met for 3 hours to discuss the initial draft and make edits. Second draft was then shared with current CFSE part-time faculty for review. Final draft shared again with Full time faculty for review before sending to dean.

Program Review Report

Fall 2021

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Child & Family Studies and Education						
Area(s) of Study	Early Education and Care	Early Intervention	Administration	Infant & Toddler Development and Care	Working with Families	Creative Process	Diversity
Degree(s)/ Certificate(s)	Child and Family Studies: AS Child and Family Studies-Assistant: Local Certificate Child and Family Studies-Associate Teacher: CoA Child and Family Studies: CoA Child and Family Studies-Master Teacher Specialization: LC Early Childhood Education: AS-T Elementary Teacher Education: AA-T	Early Childhood Intervention: CoA	Child and Family Studies-Associate Teacher with Administration: CoA Specialization in Administration and Mentoring: SC	Infant and toddler LC	Working with Families LC	Creative LC	Diversity LC
Courses	CFS 120	CFS 190	CFS 250	CFS 150	CFS 160	CFS 130	CFS 180/ ANTH 180
	CFS 121	CFS 200	CFS 270	CFS 151	CFS 161	CFS 170	CFS 184
	CFS 122	CFS 225	CFS 271				
	CFS 123						
	CFS 125						
	CFS 135						
	CFS 140						
	CFS 145						
	CFS 155						
	CFS 165						
	CFS 175						
	CFS 196/ MUSI 196						
	CFS 223						

Taxonomy of Programs, June 2021

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Education
Degree(s)/Certificate(s)	
Courses	EDUC-100

Taxonomy of Programs, June 2021

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Headcount				
Within the Program	587	617	586	-0.2%
Across the Institution	8,176	8,181	7,208	-11.8%
Enrollments				
Administration	59	54	33	-44.1%
CFS-250	21	11	12	-42.9%
CFS-270	24	25	14	-41.7%
CFS-271	14	18	7	-50.0%
Creative Process	12	13	7	-41.7%
CFS-130	12	13	7	-41.7%
Diversity	23	16	52	126%
CFS-180/ANTH-180	--	--	25	--
CFS-184	23	16	27	17.4%
Early Education and Care	767	746	768	0.1%
CFS-120	287	270	297	3.5%
CFS-121	36	30	38	5.6%
CFS-122	48	59	50	4.2%
CFS-123	22	17	34	54.5%
CFS-125	--	--	12	--
CFS-135	20	13	10	-50.0%
CFS-140	185	182	153	-17.3%
CFS-145	107	109	85	-20.6%
CFS-155	--	--	20	--

CFS-165	20	21	12	-40.0%
CFS-175	--	11	15	--
CFS-196/MUSI-196	32	27	25	-21.9%
CFS-223	10	7	17	70.0%
Early Intervention	52	44	26	-50.0%
CFS-190	27	19	9	-66.7%
CFS-200	25	25	17	-32.0%
Infant & Toddler Development and Care	35	48	32	-8.6%
CFS-150	19	38	27	42.1%
CFS-151	16	10	5	-68.8%
Working with Families	--	--	47	--
CFS-160	--	--	23	--
CFS-161	--	--	24	--
Within the Program	948	921	965	1.8%
Across the Institution	32,545	33,102	30,409	-6.6%
<i>Source: SQL Enrollment Files</i>				

***RPIE Analysis:** The number of students enrolled (headcount) in the Child and Family Studies Program remained stable decreasing by 0.2% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Child and Family Studies Program increased by 1.8%, while enrollment across the institution decreased by 6.6%.*

Enrollment in the following courses and areas of study changed by more than 10% ($\pm 10\%$) between 2018-2019 and 2020-2021:

Courses and area of study with enrollment increases:

- Diversity (126%)
- CFS-223 (70.0%)
- CFS-123 (54.5%)
- CFS-150 (42.1%)
- CFS-184 (17.4%)

Courses and areas of study with enrollment decreases:

- CFS-151 (-68.8%)
- CFS-190 (-66.7%)
- CFS-271 (-50.0%)
- CFS-135 (-50.0%)
- Early Intervention (-50.0%)
- Administration (-44.1%)
- CFS-250 (-42.9%)
- CFS-270 (-41.7%)
- CFS-130 (-41.7%)
- Creative Process (-41.7%)
- CFS-165 (-40.0%)
- CFS-200 (-32.0%)
- CFS-196/MUSI-196 (-21.9%)

- CFS-145 (-20.6%)
- CFS-140 (-17.3%)

For CFS-175, which was offered in two of the past three years, enrollments increased by 36.4% between 2019-2020 and 2020-2021.

A. Demand

1.Headcount and Enrollment

	2018-2019	2019-2020	2020-2021	Change over 2-Year Period
Headcount				
Within the Program	--	7	24	243%
Across the Institution	[8,176]	8,181	7,208	-11.9%
Enrollments				
EDUC-100	--	7	24	243%
Within the Program	--	7	24	243%
Across the Institution	[32,545]	33,102	30,409	-8.1%
<i>Source: SQL Enrollment Files</i>				

RPIE Analysis: The number of students enrolled (headcount) in the Education Program increased by 243% over the past two years (2019-2020 to 2020-2021), while headcount across the institution decreased by 11.9% across the same two-year period. Over the past two years, enrollment within the Education Program increased by 243%, while enrollment across the institution decreased by 8.1% across the same two-year period.

Enrollment in the following course changed by more than 10% ($\pm 10\%$) between 2019-2020 and 2020-2021:

- Course with an enrollment increase:*
- EDUC-100 (243%)

Program Reflection:

The Napa Valley College Child & Family Studies and Education (CFSE) Program prepares students to work as teachers with young children in public and private programs. The CFSE Program may also serve as a beginning for students planning to attend a four-year college to obtain a bachelor's degree in Early Childhood Education, Child Development, Social Work, Human Development, Family Studies, Counseling, human services and other areas. In addition, the AA-T prepares students to transfer to a four-year college and obtain an elementary teaching credential. Upon completion of some of the certificates and of the A.S. Degree in Child & Family Studies at Napa Valley College, the student is eligible for the California Child Development Teacher Permits available through the California Commission on Teacher Credentialing.

The program also offers several certificates and an Associate Degree for Transfer in Early Childhood Education. In addition, the program offers three certificates and an A.S. degree in

Lesbian, Gay, Bisexual, Transgender (LGBT) Studies program specifically designed for those that teach children through 12th grade, and those interested in working in agencies that serve the LGBT community, and individuals in other fields that work with the public.

The program integrates theory, research, and practice from various disciplines-among others: psychology, anthropology, humanities, and behavioral science- through interdisciplinary courses and practicum exercises. Students develop a thorough understanding of family systems and the varied socio-cultural contexts in which children and families live and grow.

Students who obtain a degree in Child and Family Studies will be able to:

- apply for their Child Development Permit through the California Commission on teacher Credentialing
- apply for transfer to a 4-year institution
- apply for positions working with children and families or in social services
- continue their education and work toward a elementary or secondary teaching credential

Our Teacher Education program is designed for students interested in a career as an Elementary School Teacher. It is designed to meet the introductory content area subject matter requirements for teaching at the elementary school level and for transfer to a California State University.

Students who obtain a degree in Elementary Education will be able to

- apply for transfer to a 4-year institution in Elementary Teacher with the completion of a BA/BS and a credential program.

The Child & Family Studies and Education program has remained a very stable program over the past three years. Headcount in the Child and Family Studies Program remained stable decreasing by only 0.2% while headcount across the institution decreased by 11.8%. Enrollment within the Child and Family Studies Program increased by 1.8%, while enrollment across the institution decreased by 6.6%. The number of students enrolled (headcount) in the Teacher Education component of the CFSE program increased by 243% over the past two years (2019-2020 to 2020-2021), while headcount across the institution decreased by 11.9% across the same two-year period.

The stable enrollments have to do with an increased effort to look at the scheduling of the CFSE courses to match student need. The data for our GE courses show a need for a variety of options including hybrid, online and face to face. However, we have decreased our number of face-to-face offerings in these courses and our enrollments have increased in our CFS 120 by doing so. CFS 140 also meets a general education requirement but has decreased in enrollment of the past three years. A closer look at why this has happened might have to do with knowledge regarding this class being a GE course. Working closer with counselors to promote this class will help to increase enrollments.

At the time this report was completed the requested and required data on headcount and enrollment for our Teacher Education component of the CFSE program was not provided to our

team. Now that we have the data we did reflect on it above. We are working with Counselors and other departments on promoting this program to increase enrollments and promoting the existence for the program since it is a fairly new offering at NVC.

The program coordinator and the faculty actively promote the program. Program faculty advertise certificate and degree requirements to students through course announcements. Emails are sent to past and present students to make them aware of current certificate degree options and requirements. The program coordinator meets with students to explain the many options in the CFSE program, including the degrees, certificates, career goals and more. An updated advising sheet is being created to support students as well as additional information regarding career opportunities. The revised catalog has been a useful tool when working with students on options in the CFSE program.

The CFSE Program has a webpage, but it needs updating and will be a goal for this year. We have also just completed a video, highlighting opportunities in the program for students.

We are currently working on a fast-track option for the initial 12 units to be a teacher in Early Care and Education programs. The fast-track would provide an opportunity for students to complete the initial certificate in one semester rather than two. We are going to schedule each of the 4 required courses in an 8-week sequence allowing students to finish the 4 classes in one semester. We have plans to increase this fast-track option.

The marketing efforts, collaboration with other departments and our efforts with scheduling support the continuance of CFSE as a stable and productive program.

2.Average Class Size

	2018-2019		2019-2020		2020-2021		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
Administration	3	19.7	3	18.0	3	11.0	16.2	-44.2%
CFS-250	1	21.0	1	11.0	1	12.0	14.7	-42.9%
CFS-270	1	24.0	1	25.0	1	14.0	21.0	-41.7%
CFS-271	1	14.0	1	18.0	1	7.0	13.0	-50.0%
Creative Process	1	12.0	1	13.0	1	7.0	10.7	-41.7%
CFS-130	1	12.0	1	13.0	1	7.0	10.7	-41.7%
Diversity	1	23.0	1	16.0	2	26.0	18.2	13.0%
CFS-180/ANTH-180	--	--	--	--	1	25.0	25.0	--
CFS-184	1	23.0	1	16.0	1	27.0	22.0	17.4%
Early Education and Care	30	25.6	31	24.1	32	24.0	24.5	-6.3%
CFS-120	10	28.7	9	30.0	10	29.7	29.4	3.5%
CFS-121	1	36.0	1	30.0	1	38.0	34.7	5.6%
CFS-122	2	24.0	3	19.7	2	25.0	22.4	4.2%

CFS-123	2	11.0	2	8.5	2	17.0	12.2	54.5%
CFS-125	--	--	--	--	1	12.0	12.0	--
CFS-135	1	20.0	1	13.0	1	10.0	14.3	-50.0%
CFS-140	8	23.1	7	25.9	7	21.9	23.6	-5.2%
CFS-145	3	35.7	3	36.3	3	28.3	33.4	-20.7%
CFS-155	--	--	--	--	1	20.0	20.0	--
CFS-165	1	20.0	1	21.0	1	12.0	17.7	-40.0%
CFS-175	--	--	1	11.0	1	15.0	13.0	--
CFS-196/MUSI-196	1	32.0	2	13.5	1	25.0	21.0	-21.9%
CFS-223	1	10.0	1	7.0	1	17.0	11.3	70.0%
Early Intervention	2	26.0	2	22.0	2	13.0	20.3	-50.0%
CFS-190	1	27.0	1	19.0	1	9.0	18.3	-66.7%
CFS-200	1	25.0	1	25.0	1	17.0	22.3	-32.0%
Infant & Toddler Development and Care	2	17.5	3	16.0	3	10.7	14.4	-38.9%
CFS-150	1	19.0	2	19.0	2	13.5	16.8	-28.9%
CFS-151	1	16.0	1	10.0	1	5.0	10.3	-68.8%
Working with Families	--	--	--	--	2	23.5	23.5	--
CFS-160	--	--	--	--	1	23.0	23.0	--
CFS-161	--	--	--	--	1	24.0	24.0	--
Program Average*	39	24.3	41	22.5	45	21.4	22.5	-11.9%
Institutional Average*	1,313	24.8	1,348	24.6	1,171	25.9	25.1	4.4%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

Cross-listed courses are reported as one observation.

***RPIE Analysis:** Over the past three years, the Child and Family Studies Program has claimed an average of 22.5 students per section. The average class size in the program has been lower than the average class size of 25.1 students per section across the institution during this period. Average class size in the program decreased by 11.9% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.*

Average class size in the following courses and areas of study changed by more than 10% ($\pm 10\%$) between 2018-2019 and 2020-2021:

Courses and area of study with increases in average class size:

- CFS-223 (70.0%)
- CFS-123 (54.5%)
- CFS-184 (17.4%)
- Diversity (13.0%)

Courses and areas of study with decreases in average class size:

- CFS-151 (-68.8%)
- CFS-190 (-66.7%)
- CFS-135 (-50.0%)
- CFS-271 (-50.0%)
- Early Intervention (-50.0%)
- Administration (-44.2%)
- CFS-250 (-42.9%)
- CFS-270 (-41.7%)
- CFS-130 (-41.7%)
- Creative Process (-41.7%)
- CFS-165 (-40.0%)
- Infant & Toddler Development and Care (-38.9%)
- CFS-200 (-32.0%)
- CFS-150 (-28.9%)
- CFS-196/MUSI-196 (-21.9%)
- CFS-145 (-20.7%)

2. Average Class Size

	2018-2019		2019-2020		2020-2021		Two-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
EDUC-100	--	--	1	7.0	2	12.0	10.3	71.4%
Program Average*	--	--	1	7.0	2	12.0	10.3	71.4%
Institutional Average*	1,313	24.8	1,348	24.6	1,171	25.9	25.2	4.4%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past two years, the Education Program has claimed an average of 10.3 students per section. The average class size in the program is lower than the average class size of 25.2 students per section across the institution during this two-year period. Average class size in the program increased by 71.4% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.

Average class size in the following course changed by more than 10% ($\pm 10\%$) between 2018-2019 and 2020-2021:

Course with an increase in average class size:

- EDUC-100 (71.4%)

Program Reflection:

The average class size in the program has been lower, 22.5 students per section rather than the average class size of 25.1 students per section across the institution during this past three-year period. The average class size in the program did decrease by 11.9% between 2018-2019 and 2020-2021. The average class size in the EDUC 100 class is lower than the average class size of 25.2 students per section across the institution during this two-year period. Average class size in the program increased by 71.4% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period. The efforts mentioned in the headcount and enrollment section would be useful in terms of increasing average class size. What is notable here is that we are seeing an increase in average class size in our CFS 123 and CFS 223 courses. This increase shows that more students are taking the required coursework which supports them in obtaining a permit from the California Child Development Teacher Permit available through the California Commission on Teacher Credentialing and to complete the AS-T in Elementary Teacher Education. To continue to support these two classes and the entire CFSE program in terms of increasing the average class size we need to increase the number of mentors in our mentor program as well as add a laboratory school on our campus to support our student's progression through the program.

The decrease in average class size with some of the other courses mentioned above might be due to the scheduling of these courses. Many are restricted electives needed to complete the AS-CFS degree and we are working on spacing them throughout the 2-year cycle to support enrollments. CFSE has a schedule of when these elective courses are offered. A review of this schedule and how the average class size is trending might increase class averages. Although we do not have average class size data to include for our Teacher Education program, we are seeing a consistent and stable number in the teacher education pathway and increasing interest in the pathway from students.

Another factor we noticed in the data (eg. CFS 130) is that many courses have a lower-class size during Covid. This appears to be a pattern with several of the courses offered during this time when class content is better delivered face-to-face.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2018-2019	831	1,225	67.8%
2019-2020	801	1,172	68.3%
2020-2021	817	1,285	63.6%
Three-Year Program Total	2,390	3,617	66.5%
Institutional Level	83,156	101,258	82.1%
Productivity*			
	FTEs	FTEF	Productivity
2018-2019	84.0	7.7	10.9
2019-2020	88.6	7.9	11.2
2020-2021	89.0	8.0	11.1
Three-Year Program Total	261.6	23.6	11.1
<i>Source: SQL Enrollment and Course Sections Files</i>			

RPIE Analysis: Fill rates within the Child and Family Studies Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 66.5% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, both enrollment and capacity decreased, resulting in a consistent fill rate. Between 2019-2020 and 2020-2021, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity).

Productivity remained relatively consistent over the three-year period, ranging from 10.9 to 11.2. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 11.1 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include 14 Child and Family Studies section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

3.Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2018-2019	--	--	--
2019-2020	7	15	46.7%
2020-2021	24	40	60.0%
Three-Year Program Total	31	55	56.4%
Institutional Level	83,156	101,258	82.1%
Productivity*			
	FTES	FTEF	Productivity
2018-2019	--	--	--
2019-2020	1.2	0.3	4.0
2020-2021	4.0	0.7	5.7
Three-Year Program Total	5.2	1.0	5.2
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Education Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 56.4% to institution-level rate of 82.1% over the past three years.] Between 2019-2020 and 2020-2021, both enrollment and capacity increased, resulting in an increase in fill rate (due to the higher rate of increase in enrollment).

Productivity increased from 4.0 to 5.7 over the past two years. [Productivity has not been calculated at the institutional level.] The two-year program productivity of 5.2 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across

the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

Productivity rates in CFSE remained consistent over the three-year period although 11.1 being lower than the target level of 17.5. The CFSE program has lab practicum class, intensives and specialty classes that have lower caps that are not reflected in the data but do impact the productivity rate. The lower caps are due to the intensive instructor load and the community connections that facilitate these classes. In EDUC 100 between 2019-2020 and 2020-2021, both enrollment and capacity increased, resulting in an increase in fill rate (due to the higher rate of increase in enrollment).

We hope to maintain and increase our fill rates by marketing mentioned in the enrollment and headcount section. We have made efforts with counseling to review all the options in our programs, so students are aware from the beginning of their time in the CFSE program, of the many pathways available in CFSE. We have always had a sequencing of course offerings chart for the CFSE program and shared it with counseling.

CFSE is responding to the fluctuating enrollments that are happening at the college. We are increasing our outreach efforts to CFSE students and to high schools for opportunities to take our classes. Our 12-unit course sequence we have offered at New Tech High school and at American Canyon High School will hopefully return to full capacity after we return to face-to-face instruction. These efforts have afforded high school students the opportunity to earn a certificate and be entry level job ready.

We are also finalizing our video for marketing purpose that will also increase interest in the program and potential career paths, and subsequently our class sizes.

In addition, the CFSE program has been adjusting caps to meet the overall needs and rigor of the courses. This as well as the fluctuation in full time faculty and part time faculty loads has contributed to the fill rate and productivity levels for the program.

B. Labor Market Demand

Economic Development Department Standard Occupational Classification Description (SOC Code): 21-1021, 39-9011	Numeric Change in Employment	Projected Growth (% Change in Employment)	Average Annual Job Openings (New Jobs + Replacement Needs)
Napa County (2018-2028)	10	+7.7%	140
Bay Area ^A (2018-2028)	380	+5.9%	7,290
California (2018-2028)	2,000	+5.9%	35,950

Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (<http://www.labormarketinfo.edd.ca.gov>)

^ABay Area counties include: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

RPIE Analysis: The figures reported in the table above pertain to Standard Occupational Classifications for the following positions:

- child, family, and school social workers
- childcare workers

The Economic Development Department projects an increase of 10 positions for Napa County and an increase of 380 positions for the Bay Area for the types of positions described above by 2028 (compared to 2018). The increase in positions in Napa County translates into a 7.7% increase for the industry, and the increase in positions for the Bay Area translates into a 5.9% increase. The projected growth for Napa County exceeds the projected growth in California, while the projected growth for the Bay Area is consistent with the projected growth in California. Approximately 140 openings are projected each year in Napa County, while 7,290 openings are projected each year in the Bay Area (through 2028).

4. Labor Market Demand

Economic Development Department Standard Occupational Classification Description (SOC Code): 25-2000, 25-2021, 25-2022, 25-3000, 25-3097, 25-3098, 25-9041	Numeric Change in Employment	Projected Growth (% Change in Positions; 2018 Base Employment vs. 2028 Projected Employment)	Projected Number of Positions
Napa County (2018-2028)	+390	+10.5%	4,100
Bay Area ^A (2018-2028)	+24,640	+10.2%	266,050
California (2018-2028)	+75,400	+6.4%	1,254,300

Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (<http://www.labormarketinfo.edd.ca.gov>)

^ABay Area counties include: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

RPIE Analysis: The figures reported in the table above pertain to Standard Occupational Classifications for the following positions:

- Preschool, primary, secondary, and special education school teachers
- Elementary school teachers, except special education
- Middle school teachers, except special and career/technical education
- Other teachers and instructors
- Teachers and instructors, all other, except substitute teachers
- Substitute teachers
- Teacher assistants

The Economic Development Department projects an increase of 390 positions for Napa County and an increase of 24,640 positions for the Bay Area for the Education Program by 2028 (compared to 2018). This increase in positions translates into a 10.5% increase for the industry within Napa County and a 10.2% increase for the industry within the Bay Area (not including Napa County, 2018-2028). The projected growth for both Napa County and the Bay Area are higher than the projected increase in California.

Program Reflection:

It is evident that CFSE is a vital program for the workforce. Many of our students are already employed and are taking coursework to finish a certificate, degree or for professional development. It is obvious that there is a definite need for educated professionals in our field. The Napa Valley College CFSE program has been the consistent higher education partner in Napa County and the labor market demand shows this trend will continue and the need for more education for this workforce is essential.

II. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
Administration	94.5%	X		81.5%	X	
CFS-250	88.6%	--	--	75.0%	X	
CFS-270	98.4%	X		82.5%	X	
CFS-271	94.9%	X		87.2%	X	
Creative Process	100%	X		93.8%	X	
CFS-130	100%	X		93.8%	X	
Diversity	95.6%	X		82.4%	X	
CFS- 180 /ANTH-180	92.0%	X		64.0%		X
CFS-184	97.0%	X		89.4%	X	
Early Education and Care	87.8%	--	--	71.6%		X
CFS-120	85.1%		X	65.1%		X
CFS-121	84.6%		X	76.9%	X	
CFS-122	91.1%	X		79.6%	X	
CFS-123	90.4%	X		87.7%	X	

CFS-125	75.0%		X	58.3%		X
CFS-135	93.0%	X		88.4%	X	
CFS-140	87.7%	--	--	69.7%		X
CFS-145	88.7%	--	--	71.1%		X
CFS-155	95.0%	X		95.0%	X	
CFS-165	94.3%	X		92.5%	X	
CFS-175	96.2%	X		73.1%	--	--
CFS-196/MUSI-196	95.2%	X		85.7%	X	
CFS-223	94.1%	X		91.2%	X	
Early Intervention	82.8%		X	69.7%		X
CFS-190	90.9%	X		81.8%	X	
CFS-200	76.1%		X	59.7%		X
Infant & Toddler Development and Care	92.2%	X		82.6%	X	
CFS-150	90.5%	X		79.8%	X	
CFS-151	96.8%	X		90.3%	X	
Working with Families	95.7%	X		76.6%	X	
CFS-160	95.7%	X		69.6%		X
CFS-161	95.8%	X		83.3%	X	
Program Level	88.6%			73.1%		
Institutional Level	90.3%			75.6%		

Source: SQL Enrollment Files

-- Indicates a value that is within 1% of the program-level rate.

Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.

Bold denotes a statistically significant difference between the program-level rate and the institutional rate.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Child and Family Studies Program was significantly lower than the rate at the institutional level. The retention rates for CFS-120, CFS-200, and Early Intervention were significantly lower than the program-level rate. Other Child and Family Studies Program courses and areas of study (highlighted in the table) had retention rates that were significantly higher than the program-level rate. The retention rate for the Child and Family Studies Program falls in the 17th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Child and Family Studies Program was significantly lower than the rate at the institutional level. The successful course completion rates for CFS-180/ANTH-180, CFS-120, and CFS-200 were significantly lower than the program-level rate. Other Child and Family Studies Program areas of study and courses (highlighted in the table) had successful course completion rates that were significantly higher than the program-level rate. The successful course completion rate for the Child and Family Studies Program falls in the 26th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (15.5%) was consistent with the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Child and Family Studies Program courses and areas of study claimed differences (between retention and successful course completion) that exceeded 10%:

- CFS-180/ANTH-180 (28.0%)
- CFS-160 (26.1%)
- CFS-175 (23.1%)
- CFS-120 (20.0%)
- Working with Families (19.1%)
- CFS-140 (18.0%)
- CFS-145 (17.6%)
- CFS-125 (16.7%)
- CFS-200 (16.4%)
- Early Education and Care (16.2%)
- CFS-270 (15.9%)
- CFS-250 (13.6%)
- Diversity (13.2%)
- Early Intervention (13.1%)
- Administration (13.0%)
- CFS-161 (12.5%)
- CFS-122 (11.5%)
- CFS-150 (10.7%)

B. Momentum

2. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below			

EDUC-100	100%	--	--	100%	--	--
Program Level	100%			100%		
Institutional Level	90.3%			75.6%		

Source: SQL Enrollment Files

-- Indicates a value that is within 1% of the program-level rate.

Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.

Bold denotes a statistically significant difference between the program-level rate and the institutional rate.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPiE Analysis: *Over the past three years, the retention rate for the Education Program was higher than the rate at the institutional level. (The difference was not statistically significant.) The course-level retention rate reflected the program-level rate, as there was only one course within the program that had enrollments within the three-year period. The retention rate for the Education Program reflects the 95th percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

Over the past three years, the successful course completion rate for the Education Program was higher than the rate at the institutional level. (The difference was not statically significant.) The course-level successful course completion rate reflected the program-level rate, as there was only one course within the program that had enrollments within the three-year period. The successful course completion rate for the Education Program reflects the 100th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (0%) was lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The course within the Education Program course did not claim a difference between retention and successful course completion that exceeded 10%.

Program Reflection:

Student success in terms of successful course completion and retention is always at the forefront of all we do in the CFSE program. Although the success rates for CFS-120, CFS 140, CFS 190 & CFS-200 were significantly lower than the program-level rate, other Child and Family Studies and Education Program courses and areas of study (highlighted in the table) had retention rates that were significantly higher than the program-level rate. CFS 120 is a general education course therefore the population of students taking this class is not just CFSE majors. The rigor of the class and the diversity of the population of students might attribute to the lower success rates. Many students are not prepared for the level of reading and writing that is required in this class. Student readiness has decreased over the years and may be complicated by online learning. While

ENGL 101 is not a prerequisite for CFS 120 students need to be fluent in English to understand complex terminology and complete writing assignments.

Furthermore, students will persist in a class without having access to a textbook and as a result are unsuccessful in the class. For example, there are numerous students who do not have access to the CFS 120 textbooks even though some are eligible for a textbook loan from our program. Over the last few years, the price of the textbook has increased significantly, and students are opting to not purchase or cannot afford the additional cost. Examination of a different textbook for some courses and more of a focus on OER materials is also being considered. We have been reviewing OER texts for the last several years and all have been subpar. However, there is a more recent one that one of our faculty is planning to pilot in spring 2022.

In terms of the early Intervention courses the same issue with rigor and understanding might be the case. Students most often underestimate the demands of the CFSE program and coursework. This could be a factor in the course completion rates as well. A closer look at how we might support students in these classes should be examined.

We are also implementing office hour scheduling via Starfish that allows students to easily schedule time with a professor to discuss course work and any issues they are experiencing.

Other supports in the future could include connection with the writing center and other resources on campus. We are particularly interested in this possibility because we have numerous students who are unable to write using complete sentences and paragraphs, and/or expressing themselves fully in written formats.

We would like to note that some of the data is misleading because some of the courses have a class size that is 20 or below. If one retained student does not successfully complete a course, it could show a 10% or more decline in success, which impacts our overall program success rates.

3. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	84.3%	86.8%	49.6%	65.0%
Latinx/Hispanic			73.8%	72.6%
First Generation			74.2%	74.4%

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This

approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Child and Family Studies Program, the retention rate among African American/Black students was lower than the rate at the institutional level. (The difference was not statistically significant.)

Within the Child and Family Studies Program, the successful course completion rate among African American/Black students was significantly lower than the rate at the institutional level.

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the institution-level rate exceeded the program-level rate for both retention and successful course completion. (See Section I.B.1 above).

1. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	--	86.8%	--	65.0%
Latinx/Hispanic			100%	72.6%
First Generation			100%	74.4%

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Education Program, there is no retention rate reported for African American/Black students as there were no students of this group enrolled in the Education program over the past three years.

Within the Education Program, successful course completion rates among Latinx/Hispanic and First Generation students exceeded the corresponding rates at the institutional level. However, the differences were not statistically significant.

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates exceeded the institution-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

The successful course completion of Latinx/Hispanic and first-generation students in the CFSE program are in line with institutional level course completion rates. However, within the Child and Family Studies Program, the successful course completion rate among African American/Black students was significantly lower than the rate at the institutional level.

As stated above we have new strategies that we are putting in place to support students. Connecting to resources such as Umoja, writing center, counselor support, starfish and other campus resources can support the increase in this course completion rate. The coursework for CFSE has an incredible amount of rigor including multiple projects, discussion, exams and papers. Due to this workload many students need additional support to be able to complete our courses. In addition, as discussed above, the textbook costs in some courses is negatively impacting their ability to access the book. In addition, faculty members reach out to all students with grade information and with information on how to be more successful in the classes.

Further, most of our low-income students and our VA students wait to purchase the books until class starts or until loans are approved. One faculty member tracked the students that contacted her because they were unable to get their books from the bookstore since the bookstore ordered an insufficient amount. All but one of the students was Latinx or African American. This is negatively impacting their success in the class.

Providing this support as well as one on one meetings with students will hopefully address some of the successful course completion rates among all students and specifically African American/Black students.

We plan to look more closely at this data and intersectional data points, including gender and SES. Inclusion of first generation and Latinx/Hispanic retention rates at the program and institutional level would contribute to a better analysis of the data. We are also curious about whether the data reflects first generation African American/Black students. As this would give us a better understanding of the kind of support each group needs and why.

2. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Two Years)			Successful Course Completion Rates (Across Two Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online

CFS-120						
In-Person vs. Hybrid	91.4%	73.8%		65.2%	47.5%	
In-person vs. Online	91.4%		83.3%	65.2%		67.1%
Hybrid vs. Online		73.8%	83.3%		47.5%	67.1%
CFS-140						
In-Person vs. Hybrid	91.2%	77.4%		67.7%	53.2%	
In-person vs. Online	91.2%		84.6%	67.7%		69.2%
Hybrid vs. Online		77.4%	84.6%		53.2%	69.2%
CFS-123	100%	100%		100%	87.5%	
CFS-145		91.3%	86.9%		78.3%	66.7%
Program Total						
In-Person vs. Hybrid	91.8%	79.2%		67.7%	56.5%	
In-person vs. Online	91.4%		83.8%	66.1%		68.0%
Hybrid vs. Online		78.1%	84.9%		54.8%	68.2%
Institutional Total						
In-person vs. Hybrid	90.8%	94.1%		84.4%	84.9%	
In-person vs. Online	88.1%		88.6%	71.6%		71.7%
Hybrid vs. Online		85.7%	82.2%		69.2%	63.4%

Source: SQL Course Sections Files

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

RPIE Analysis: In 2018-2019 and 2019-2020, four courses within the Child and Family Studies Program were offered through at least two delivery modes within the same academic year. In both years, CFS-120 and CFS-140 were offered through in-person, online, and hybrid formats. In 2018-2019, CFS-123 was offered through in-person and hybrid formats, and CFS-145 was offered through hybrid and online formats. This analysis focuses on program-level rates. Details for the course level are included in the table above.

Within the Child and Family Studies Program:

- *The retention rate in hybrid sections was significantly lower than the retention rate in in-person sections. This pattern deviates the findings at the institutional level, where the retention rate in in-person sections was lower than the rate in hybrid sections (although the difference at the institutional level was not statistically significant).*
- *The retention rate in online sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in online sections reflected the rate in in-person sections.*
- *The retention rate in hybrid sections was lower than the retention rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in online sections was significantly lower than the rate in hybrid sections.*

Within the Child and Family Studies Program:

- *The successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in in-person sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in hybrid sections reflected the rate in in-person sections.*
- *The successful course completion rate in in-person sections was lower than the rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the successful course completion rate in online sections reflected the rate in in-person sections.*
- *The successful course completion rate in hybrid sections was lower than the successful course completion rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the successful course completion rate in online sections was significantly lower than the rate in hybrid sections.*

Program Reflection:

In 2018-2019 and 2019-2020, four courses within the Child and Family Studies Program were offered through at least two delivery modes within the same academic year. In both years, CFS-120 and CFS-140 were offered through in-person, online, and hybrid formats. In 2018-2019, CFS-123 was offered through in-person and hybrid formats, and CFS-145 was offered through hybrid and online formats. The data is showing that for the most part online and face-to face classes are showing greater course retention and completion. We are curious about this data as students have requested the hybrid format for most courses since spring 2020.

Our goal would, of course, be to make all the CFSE courses available in a variety of formats. Program faculty believe though that some course content, assignments, and required presentations are likely best delivered in at least a hybrid or entirely face-to-face format. While online courses enable a wider range of students to access the course, the online format limits the impact of face-to-face interactions and student presentations. Ultimately It is important to try to offer courses in a variety of formats.

We have done this during Covid, and the students have responded with great enthusiasm for zoom sessions instead of face to face and more online options. We should continue to track these trends as we offer more courses in a variety of formats.

Overall, we find this data trend interesting and plan to spend time exploring the data and the elements in more detail in the coming year. It would be helpful to have disaggregated data comparing in person to zoom hybrids.

III. Student Achievement

1. Program Completion

	2018-2019	2019-2020	2020-2021
Degrees			
Elementary Teacher Education: AA-T	--	1	2

Child and Family Studies: AS	8	5	8
Early Childhood Education: AS-T	5	4	4
Institutional: AA-T Degrees	144	151	159
Institutional: AS Degrees	386	408	408
Institutional: AS-T Degrees	93	128	136
Average Time to Degree (in Years)*			
Child and Family Studies: AS	*	*	*
Early Childhood Education: AS-T	*	*	*
Elementary Teacher Education: AA-T	*	*	*
Institutional: AA-T	4	3	3
Institutional: AS	4	4	3
Institutional: AS-T Degrees	4	5	4
Certificates			
Child and Family Studies: CoA	--	1	4
Child and Family Studies-Associate: CoA	1	7	5
Child and Family Studies-Associate Teacher with Administration: CoA	1	3	3
Program: Certificates of Achievement	2	11	12
Institutional: Certificates of Achievement	349	308	496
Average Time to Certificate (in Years)*			
Child and Family Studies: CoA	*	*	*
Child and Family Studies-Associate: CoA	*	*	*
Child and Family Studies-Associate Teacher with Administration: CoA	*	*	*
Program: Certificates of Achievement	*	2	3
Institutional: Certificates of Achievement	3	4	4

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

RPIE Analysis: The number of AA-T degrees conferred by the Child and Family Studies Program increased by 100% between 2019-2020 and 2020-2021. Over the same period, the number of AA-T degrees conferred by the institution increased by 5.3%. The Child and Family Studies Program accounted for 0.7% of the AA-T degrees conferred by the

institution in 2019-2020 and 1.3% of those conferred in 2020-2021. The average time to degree is not reported due to small cohort sizes.

The number of AS degrees conferred by the Child and Family Studies Program remained stable between 2018-2019 and 2020-2021. Over the same period, the number of AS degrees conferred by the institution increased by 5.7%. The Child and Family Studies Program accounted for 2.1% of the AS degrees conferred by the institution in 2018-2019 and 2.0% of those conferred in 2020-2021. The average time to degree is not reported due to small cohort sizes.

The number of AS-T degrees conferred by the Child and Family Studies Program decreased by 20% between 2018-2019 and 2020-2021. Over the same period, the number of AS-T degrees conferred by the institution increased by 46.2%. The Child and Family Studies Program accounted for 5.4% of the AS-T degrees conferred by the institution in 2018-2019 and 2.9% of those conferred in 2020-2021. The average time to degree is not reported due to small cohort sizes.

The number of certificates of achievement (all three types) conferred by the Child and Family Studies Program increased by 500% between 2018-2019 and 2020-2021. Over the same period, the number of certificates of achievement conferred by the institution increased by 42.1%. The Child and Family Studies Program accounted for 0.6% of the certificates conferred by the institution in 2018-2019 and 2.4% of those conferred in 2020-2021. The average time to certificate among Child and Family Studies certificate recipients range from 2 to 3 years, which is less than the average time to certificate across the institution during the past three years.

Program Reflection:

Program faculty advertise certificate and degree requirements to students through course announcements. Emails are sent to past and present students to make them aware of current certificate options and degree requirements. The program coordinator meets with students to explain the many options in the CFSE program. These strategies have helped to increase our number of certificates by 500% between 2018-19 and 2020-21. The number of AA-T degrees conferred by the Child and Family Studies Program increased by 100% between 2019-2020 and 2020-2021.

Efforts need to be made to market the AS-T in Early Childhood Education and AA-T in Elementary Education. Also, automatic e-mail notifications to students who are close to qualifying for a certificate or a degree and automatic awarding of degrees to students who have meet all requirements would increase these numbers.

DocuSign implementation for applying for certificates and degrees will also provide a more user-friendly methods for students and for Program coordinators for processing certificate and degrees.

The data does not seem to capture all the certificates and degrees the Program coordinators processed over this 3-year period.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	60% (75%)	80.0%	85.0%	85.7%	85.5%
Licensure Exam Pass Rate	Licensure exams are not required for this program				
Sources: Perkins IV Core 4 Employment data for Program (TOP Codes: 1305 and 1308) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx); *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.					

RPIE Analysis: Among Child and Family Studies Program students, job placement rates have consistently exceeded the program-set standard of 60%. Over the past three years, the job placement rates have consistently met the stretch goal of 75%.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	60% (75%)	83.3%	86.7%	80.1%	83.3%
Licensure Exam Pass Rate	Licensure exams are not required for this program				
Sources: Perkins IV Core 4 Employment data for Program (TOP Code: 030500) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx); *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.					

RPIE Analysis: Among Education students, job placement rates have consistently exceeded both the program-set standard (of 60%) and stretch goal (of 75%).

Program Reflection:

This is an area of strength for the CFSE program. Our job placement rates are very high, consistently meeting the stretch goal of 75%, and the program continues to see a trend in students graduating from our programs and working in our local community.

IV. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review (Courses with last review dates of 6 years or more must be scheduled for immediate review)	Has Prerequisite* Yes/No & Data of Last Review	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
CFS	120	8/19/2013	No	NS 2021-22		
CFS	121	1/15/2016	No	NS 2021-22		
CFS	122	8/11/2014	No	NS 2021-22		
CFS	123	8/11/2014	yes	NS 2021-22		
CFS	125	1/15/2016	No	NS 2021-22		
CFS	130	1/13/2017	yes			xx
CFS	135	1/15/2016	yes	NS 2021-22		
CFS	140	8/19/2013	No	NS 2021-22		
CFS	145	8/13/2017	No			xx
CFS	150	1/15/2016	No	NS 2021-22		
CFS	151	1/13/2017	yes	NS 2021-22		
CFS	155	1/13/2017	No			xx
CFS	160	8/13/2018	No			xx
CFS	161	8/01/2018	No			xx
CFS	165	1/16/2018	yes			xx
CFS	170	1/13/2017	No			xx
CFS	175	1/13/2017	No			xx
CFS	180	8/11/2008	No	NS 2021-22		
CFS	184	6/01/2018	No			xx
CFS	185					New course
CFS	190	1/16/2015	No	NS 2021-22		
CFS	196	1/13/2017	No			xx
CFS	200	1/16/2015	No	NS 2021-22		
CFS	223	1/16/2018	yes			xx
CFS	225	1/16/2015	yes	NS 2021-22		
CFS	250	1/13/2017	No			xx
CFS	270	8/13/2017	yes			xx
CFS	271	1/13/2017	yes			xx
EDUC	100	8/11/2013	No	NS 2021-22		
FAM	600	8/12/2019	No			xx
FAM	601	8/12/2019	No			xx

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates⁺

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
Child and Family Studies: AS		no	Yes- 2021-22		
Early Childhood Education: AS-T	8/1/2012	yes			x
Elementary Teacher Education: AA-T		yes			x
Child and Family Studies-Associate Teacher: Certificate	8/1/2018	yes			x
Child and Family Studies-Associate Teacher with Administration: Certificate	1/14/2019	yes			x
Child and Family Studies: Assistant Certificate	8/1/2018	yes			x
Early Childhood Intervention: Certificate	8/1/2018	yes			x
Specialization in Administration and Mentoring	8/13/2018	yes			x
Child and Family Studies certificate	4/2011	yes			x
Child and Family Studies-Master Teacher Specialization	8/1/2018	yes			x

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

*Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

CFSE curriculum for the most part is up to date. The courses that need revision have already been submitted through the curriculum process. Many needed minor revisions and updates due

to C-ID changes and updates to the course outlines of record from the Curriculum Alignment Project. The Curriculum Alignment Project support transfer and curriculum consistency in the foundational preparation of early childhood education students. Regionally accredited community colleges, CSU's and private universities can participate in the alignment process and be recognized statewide as partners in creating streamlined pathways to degree completion. New C-ID descriptors for eight courses will be available in November. All curriculum updates will be completed by May of 2022.

Inclusion of the LGBT program in the CFSE department provides a nexus for students and additional electives for them to take which focuses on LGBT issues in the workforce. This can only enhance student success in the CFSE program.

All coursework in CFSE provides a pathway for students from a 6-unit certificate to degree and transfer programs. These pathways allow students very early on in their coursework to be work ready. We have also currently approved all our courses for online, face to face and hybrid offerings.

We are currently working on a fast-track option for the initial 12 units to be a teacher in Early Care and Education programs. The fast-track would provide an opportunity for students to complete the initial certificate in one semester rather than two. We are going to schedule each of the 4 required courses in an 8-week sequence allowing students to finish the 4 classes in one semester. We have plans to increase this fast-track option.

We continually look to revise and update the CFSE curriculum, so it is current in the discipline. We have just developed a certificate in Trauma Informed Early Care and Education that is in the curriculum process. This arose out of needs discussed at our advisory board meeting and at local affiliate groups. This certificate meets community need and is very relevant to what is happening in our society today.

We are also looking to develop a Family Studies certificate to align with the development of the Family Resource Center.

V. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
28	25	27	90%	96%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Child and Family Studies: AS	4	4	4	100%	100%
Early Childhood Education: AS-T	4	4	4	100%	100%
Elementary Teacher Education: AA-T	2	2	2	100%	100%
Child and Family Studies-Associate Teacher: Certificate	4	4	4	100%	100%
Child and Family Studies-Associate Teacher with Administration: Certificate	5	5	5	100%	100%
Child and Family Studies: Certificate	4	4	4	100%	100%
Early Childhood Intervention: Certificate	5	5	5	100%	100%

Program Reflection:

CFSE is committed to analyzing and revising our courses, obtaining professional development and identifying resources for our students based on our learning outcomes assessment. There is ongoing and continual refinement, including action plans, to ensure that students are learning.

The PLO's have been revised in 2018 moving from 7 PLOs to 4 making them more concise and meaningful as well as aligning with all our pathways from certificates to degrees.

Changes in course content, assignments and overall pedagogy resulted from our active outcomes assessment regiment which includes at least one outcome for each class being reviewed on a schedule of when courses are offered.

B. Summary of Learning Outcomes Assessment Findings and Actions

A summary of findings in our outcomes assessment show a lack of preparation from students in terms of writing skills and overall critical thinking. When asked to prepare papers with a focus on analysis and implementation students struggle with articulating what they have learned in the course and textbook to the assignment, and with applying content to situational scenarios. Also, there needs to be a balance with this type of assessment and practical application of the material learned.

The other main outcome that has arisen over the years is looking at what content belongs in which courses. Repetition is always good in our field but making sure that students get the information in a sequenced set of classes with the right content will help them to be more successful when moving into more advanced curriculum classes and eventually our capstone class.

Program Reflection:

Some strategies that would be useful would be to connect the CFSE students to the writing center. This would support students and help them to be more successful with writing assignments. We have also included in our unit plan time to get together for professional development with all CFSE faculty. This will allow us time to look at individual course content making sure that the content overlaps and is consistent but also that specific concepts are being taught in specific classes, so student have the foundational knowledge when taking the required courses for the certificates and degrees.

Also, now that we have revised the PLO's making sure that we are reviewing and analyzing the linkage to CLO's and the ILO's will be important in terms of making sure the alignment is consistent for students.

VI. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ☐ Viability
- ☐ Stability
- ☐ Growth X

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

I.A.1 Stable program and enrollment
I.A.4 Vital program for workforce
I.B.3 Multiple formats of course offerings
I.C.1 Increased number of certificates and degrees awarded
I.C.2 Great job placement
II.A & B Courses revisions, pathways for students, new Trauma Informed Early Care and Education certificate
III.A Assessment up to date and used to modify program

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Child and Family Studies

Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Complete work from 19-20 and 20-21 unit plans	II.A.B	2022-2023- order supplies, work on Mentor program and lab school, professional development meetings for faculty	Tasks completed
Improve retention and successful completion rates through equity lens through the implementation of a Family Resource Center on campus	I.B.2	2022-2023- Implement strategies to support students- writing center support 2022-2023- begin conversation and potential planning of	Increased retention and successful course completion rates

		Family Resource Center	
Develop and implement lab school to provide hands on in-depth training	I.A.2	2022-2023- designate site and create plan for implementation 2023- 2025- begin operation of new lab 2023-2025- evaluate effectiveness and impact on enrollments and successful course completion with addition of lab	Lab designed and fully functional support to students
Implement strategies to address disproportionate impact among equity groups for example including OER	I.B.2 (particularly successful course completion)	2022-2023 Research possible strategies/solutions 2024-2025 Evaluate impact	Reduced gaps in successful course completion rates among equity groups identified
Improve fill rate and productivity to align with or surpass that of the institution	I.B.3	2022-2023- implement marketing strategies to support increase in fill rate.	Increased fill rates
Review and update curriculum to ensure alignment between degree program offerings and anticipated training/skills needs for job placement	II.B	2022-2023- approval of new certificate through curriculum process 2022-2023- develop non-credit curriculum and partnership with First Five for Rainbow kit training	Create trauma informed early care and education
Increase marketing efforts to support student success	I.A.1	2022-2023- complete CFSE marketing video, create new advising sheets, revise webpage 2023-2024- evaluate impact	New strategies in place for marketing to student

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The CFSE program needs a laboratory space that can support the CFSE program practicum students. The current capacity of the Mentor program does not support the growing enrollments in CFS 123 and CFS 223. Also, many other courses in the CFSE program require observations in an Early care and education program. We cannot accommodate these required student assignments without increasing the capacity of the CFSE Mentor program and obtaining a laboratory school space that emulates the philosophy of the program and models best practices, attachment building caregiving, and child-focused constructivism.

VII. PROGRAM HIGHLIGHTS

A. Recent Improvements

- Degrees Conferred-increase of 100% in AAs and 500% rise in AA-Ts
- Curriculum development of new certificate in Trauma informed care and education
- Outreach- Creation of a program flyer for New Tech high school and American Canyon high school, which highlights 12-unit certificate
- Professional Development for Faculty- Participation in the Academic Senate's IDI
- Job market success rates
- Schedule refinements to include 8-week offerings to secure a 12-unit certificate and work ready status in one semester.

B. Effective Practices

- Three full time faculty provides consistent pedagogy and practice
- Close working relationship with the LGBT program coordinator to ensure curriculum aligns and supports students with relevant electives
- Offering a variety of modalities for course offerings
- Consistent advising of students regarding CFSE program

Feedback and Follow-up Form

Completed by Supervising Administrator:

Date:

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Areas of concern, if any:

Recommendations for improvement:

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	