CHILD & FAMILY STUDIES AND EDUCATION

Summary of Program Review:

A. Major Findings

   1. Strengths:

   - The Napa Valley College Child & Family Studies and Education (CFSE) Program continues to prepare students to work in a variety of positions with young children and their families in the public and private sector. In addition, it prepares students to transfer to 4-year institutions for more in-depth study and related majors.
   - Consistent productivity within the program
   - Steady headcount at 93% since the 2021/2022 year
   - Retention rates are in line with institutional benchmarks
   - 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
   - Connection with community partners both non-profit and profit as well as industry partners through the Mentor program

   2. Areas for Improvement:

   - Improve successful course completion rates for all students
   - 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 webpage and outreach to students with advising, and re-implementing individual contacts with students regarding classes they are eligible to enroll in that would advance their skills and employability.

   3. Projected Program Growth, Stability, or Viability:

   To maintain stability, we've made changes to the curriculum and overall units in the program. We believe our program is still well rounded with these changes and will allow students to achieve their goals through the pathways we still have maintained. We are also seeking approval to add courses to the Cal-GETC pattern so students can utilize this coursework when transferring. Ultimately, these strategies will enhance both our overall headcount and fill rate.

B. Program's Support of Institutional Mission and Goals

   1. Description of Alignment between Program and Institutional Mission:

   The Child & Family Studies and Education program align specifically with the college's mission statement where we "provide excellent educational and professional opportunities that are student-centered, equity-focused, and community-oriented". The Napa Valley College Child & Family Studies and Education (CFSE) Program not only makes students eligible for California Department of Education Child Development permits, it prepares students for employment in a variety of positions that serve families with young children in the public and private sector. 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 an advanced California Department of Education Child Development permit.

   Furthermore, our program has created strong partnerships with members in our community—First 5 and Child Start—and provides a cohort of classes aimed at preparing students for the workforce. Students who complete courses in their cohort through Napa Valley College will earn their Associate Teacher Certificate (as outlined in the Child Development Permit Matrix) which allows them to be workforce ready.

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

   The program continues to work on ways to increase the number of certificates and degrees awarded; students who complete courses through the Child Start and First 5 partnerships will be workforce ready. Additionally, the LGBT program has established the Pride Center, which aligns with our vision statement "cultivates a learning environment grounded in equity, inclusion, and empowerment."

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

> The Child & Family Studies and Education (CFSE) program, together with the help of the Dual Enrollment Manager, has offered two college classes at New Tech High School to align with the Strategic Enrollment Management (SEM) Plan Goal 1, "increase the number of high school students who matriculate into certificates and degrees." At the end of the Spring semester those students will have earned a local certificate which allows them to enter the Early Childhood Education workforce as an Assistant.
>
> To meet Goal 4 in the SEM Plan "increase the retention and persistence rates of all students enrolled in certificate and degree programs", the CFSE program has been working to streamline courses to better serve the needs of students. For instance, the program has successfully reduced the total number of units required for the Child and Family Studies A.S. degree from 48 to 38 units, following approval from the curriculum committee.
>
> To boost enrollment in CFS 123 for the fall semester, the program reduced the number of in-person lab hours from 3 to 1.5. As a result, enrollment for the class in Fall 2024 increased by 33%. Offering CFS 123 in this format during the spring would have provided valuable insights into whether enrollment would remain consistent. Due to the District's reduction of the Full-Time Equivalent (FTE) allotment, this resulted in a reduction of overall class offerings. CFSE was unable to test the limits of the reduction of the in-person lab hours. Ultimately, the CFSE program made the difficult decision to eliminate the lab portion of the class which created a challenge to students who primarily work full time. The program felt it necessary to align with industry standards, to be competitive with area colleges and develop standards that accommodate student need and demand. It should be noted, however, that this portion of the class was beneficial to student's learning and career preparedness.

C. New Objectives/Goals:

> - Complete Unit Plan work
> - Increase success and retention rates
> - Develop lab school and increase participation in Mentor program
> - Improve Successful Course Completion for all students
> - Increase fill rate and productivity
> - Revise curriculum
> - Increase marketing efforts through webpage, revise advising sheets and
> - collaboration with counselors; redo program maps

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 met with the other full-time faculty for review. PC distributed first draft to 1 full-time faculty and 2 other part-time faculty for review. The 2 full-time faculty then met a second time to discuss the second draft and make edits before sending to the Dean.

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):

Child & Family Studies and Education	
Degrees/Certificates	Child and Family Studies: AS Elementary Teacher Education: AA-T Early Childhood Education: AS-T 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 Intervention: CoA Child and Family Studies-Associate Teacher with Administration: CoA Specialization in Administration and Mentoring: SC
Courses	CFS 120 CFS 200
	CFS 121 CFS 223
	CFS 122 CFS 225
	CFS 123 CFS 250
	CFS 125 CFS 270
	CFS 130 CFS 271
	CFS 135 CFS 286
	CFS 140 CFS 287
	CFS 145 CFS 288
	CFS 150 CFS 289
	CFS 151 CFS 290
	CFS 155 CFS 291
	CFS 160 CFS 292
	CFS 161 CFS 293
	CFS 165 CFS 294
	CFS 170 CFS 295
	CFS 175 CFS 296
	CFS 184 CFS 297
	CFS 185 CFS 299
	CFS 190 EDUC 100
	CFS 196/MUSI 196

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Headcount				
Within the Program	**477**	**441**	**445**	**-6.7%**
Across the Institution	**6,653**	**6,161**	**6,473**	**-2.7%**
Enrollment				
CFS-120	246	198	204	-17.1%
CFS-121	33	35	29	-12.1%
CFS-122	60	60	83	38.3%
CFS-123	35	23	17	-51.4%
CFS-130	6	5	4	-33.3%
CFS-135	7	5	--	-100%
CFS-140	111	142	142	27.9%
CFS-145	76	59	79	3.9%
CFS-150	20	10	16	-20.0%
CFS-151	--	7	--	N/A
CFS-155	15	--	--	-100%
CFS-165	19	17	13	-31.6%
CFS-184	25	23	23	-8.0%
CFS-185	--	23	--	N/A
CFS-190	14	15	--	-100%
CFS-196/MUSI-196	24	20	15	-37.5%
CFS-200	15	6	--	-100%
CFS-223	17	10	5	-70.6%
CFS-250	5	10	19	280%
CFS-270	14	6	10	-28.6%
CFS-271	9	4	--	-100%
EDUC-100	11	5	11	0%
Within the Program	**762**	**683**	**670**	**-12.1%**
Across the Institution	**25,216**	**23,488**	**24,913**	**-1.2%**
Source: SQL Queries for Fall 2024 Program Review				

RPIE Analysis: *The number of students enrolled (headcount) in the Child & Family Studies and Education Program decreased by 6.7% over the past three years, while headcount across the institution decreased by 2.7%. Enrollment within the Child & Family Studies and Education Program decreased by 12.1%, while enrollment across the institution decreased by 1.2% over the same period.*

Enrollment in the following courses changed by more than 10% (±10%) between 2021-2022 and 2023-2024:

> *Courses with enrollment increases:*
> - *CFS-250 (280%)*
> - *CFS-122 (38.3%)*
> - *CFS-140 (27.9%)*
>
> *Courses with enrollment decreases:*
> - *CFS-135 (-100%)*
> - *CFS-155 (-100%)*
> - *CFS-190 (-100%)*
> - *CFS-200 (-100%)*
> - *CFS-271 (-100%)*
> - *CFS-223 (-70.6%)*
> - *CFS-123 (-51.4%)*
> - *CFS-196/MUSI-196 (-37.5%)*
> - *CFS-130 (-33.3%)*
> - *CFS-165 (-31.6%)*
> - *CFS-270 (-28.6%)*
> - *CFS-150 (-20.0%)*
> - *CFS-120 (-17.1%)*
> - *CFS-121 (-12.1%)*

The remaining courses reported in the Taxonomy of Programs for Child & Family Studies and Education (CFS-125, 160-161, 170, 175, 225, 286-297, and 299) did not have any enrollments between 2021-2022 and 2023-2024.

Program Reflection:
- We've maintained 93% of our enrollment in the program which is consistent with the institution which maintained 97% in enrollment.
- Our 120, 122 and 140 classes have witnessed significant enrollment increases
- Our 135, 151, 155, 185, 190, 200 and 271 all experienced enrollment damaging cancellations over the three-year period, so the assessment of their successful enrollment is unknown at this time and will require opportunity to have them run in the future. While these classes do have less enrollment that the main core classes, they are critical to students that are working in the field. The content is imperative to their success and their quality of teaching.
- The decline in enrollment in CFS 123 may be attributed to the requirement for students to complete three hours of lab work each week at a designated lab site. This obligation may hinder students' ability to maintain their current employment.

2. **Average Class Size**

	2021-2022		2022-2023		2023-2024		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
CFS-120	9	27.3	7	28.3	9	22.7	25.9	-17.1%
CFS-121	1	33.0	1	35.0	1	29.0	32.3	-12.1%
CFS-122	3	20.0	3	20.0	4	20.8	20.3	3.8%
CFS-123	2	17.5	2	11.5	2	8.5	12.5	-51.4%
CFS-130	1	6.0	1	5.0	1	4.0	5.0	-33.3%
CFS-135	1	7.0	1	5.0	--	--	6.0	N/A
CFS-140	6	18.5	6	23.7	5	28.4	23.2	53.5%
CFS-145	3	25.3	3	19.7	3	26.3	23.8	3.9%
CFS-150	1	20.0	1	10.0	1	16.0	15.3	-20.0%
CFS-151	--	--	1	7.0	--	--	7.0	N/A
CFS-155	1	15.0	--	--	--	--	15.0	N/A
CFS-165	1	19.0	1	17.0	1	13.0	16.3	-31.6%
CFS-184	1	25.0	1	23.0	1	23.0	23.7	-8.0%
CFS-185	--	--	1	23.0	--	--	23.0	N/A
CFS-190	1	14.0	1	15.0	--	--	14.5	N/A
CFS-196/MUSI-196	1	24.0	1	20.0	1	15.0	19.7	-37.5%
CFS-200	1	15.0	1	6.0	--	--	10.5	N/A
CFS-223	1	17.0	1	10.0	1	5.0	10.7	-70.6%
CFS-250	1	5.0	1	10.0	1	19.0	11.3	280%
CFS-270	1	14.0	1	6.0	1	10.0	10.0	-28.6%
CFS-271	1	9.0	1	4.0	--	--	6.5	N/A
EDUC-100	1	11.0	1	5.0	1	11.0	9.0	0%
Program Average*	**38**	**20.1**	**37**	**18.5**	**33**	**20.3**	**19.6**	**1.2%**
Institutional Average*	**1,048**	**24.1**	**954**	**24.6**	**986**	**25.3**	**24.6**	**5.0%**

Sources: SQL Queries for Fall 2024 Program Review for enrollment data and number of section offerings; Concurrent Section Reports to identify concurrent/cross-listed sections

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.

Notes regarding concurrent/cross-listed sections:
- For all three years, CFS-196 and MUSI-196 are reported as one concurrent section (due to cross-listing).
- For fall 2021, two sections of CFS-123 are reported as one concurrent section.
- For spring 2022, two sections of CFS-223 are reported as one concurrent section.

RPIE Analysis: Over the past three years, the Child & Family Studies and Education Program has claimed an average of 19.6 students per section. The average class size in the program is lower than the average class size of 24.6 students per section across the institution during this period. Average class size in the program increased by 1.2% between 2021-2022 and 2023-2024. Average class size at the institutional level increased by 5.0% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2021-2022 and 2023-2024:

> *Courses with increases in average class size:*
> - *CFS-250 (280%)*
> - *CFS-140 (53.5%)*
>
> *Courses with decreases in average class size:*
> - *CFS-223 (-70.6%)*
> - *CFS-123 (-51.4%)*
> - *CFS-196/MUSI-196 (-37.5%)*
> - *CFS-130 (-33.3%)*
> - *CFS-165 (-31.6%)*
> - *CFS-270 (-28.6%)*
> - *CFS-150 (-20.0%)*
> - *CFS-120 (-17.1%)*
> - *CFS-121 (-12.1%)*

Program Reflection:

- Average class size has increased over the three-year period.
- The program continues to maintain strong average class sizes that are comparative to the institution as a whole

3. **Fill Rate and Productivity**

Fill Rate			
	Enrollments	**Capacity**	**Fill Rate**
2021-2022	762	1,205	63.2%
2022-2023	683	1,115	61.3%
2023-2024	670	1,020	65.7%
Three-Year Program Total	**2,115**	**3,340**	**63.3%**
Productivity			
	FTES	**FTEF**	**Productivity**
2021-2022	85.3	9.4	9.1
2022-2023	75.0	8.2	9.1
2023-2024	66.1	7.4	8.9
Three-Year Program Total	**226.4**	**25.0**	**9.1**

Sources: SQL Queries for Fall 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

RPIE Analysis: Between 2021-2022 and 2023-2024, the fill rate within the Child & Family Studies and Education Program ranged from 61.3% to 65.7%. [The fill rate has not been calculated at the institutional level.] The program-level rate across the three-year period was 63.3%. Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2022-2023 and 2023-2024, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity).

Productivity within the Child & Family Studies and Education Program was relatively stable over the three-year period, ranging from 8.9 to 9.1. [Productivity has not been calculated at the institutional level.] The three-year productivity of 9.1 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.)

Program Reflection:

- Productivity in the Child & Family Studies and Education Program has remained stable over the past three years, ranging from 8.9 to 9.1.
- Following some class cancellations, the CFSE program has implemented changes to maintain stable fill rates and promote growth.
- We have optimized class scheduling to support students in completing certificates and degrees within the guided pathway.
- We are currently working with the Articulation Officer to include possible courses in the Cal-GETC list.
- We will continue to collaborate with counseling to ensure students are aware of the various pathways available in the CFSE program from the start of their journey.
- Updated program maps detailing course offerings for the CFSE program have been shared with counseling and is also included on our web page.

4. **Labor Market Demand**

Economic Development Department Standard Occupational Classification Description Codes: 11-9031, 21-1021, 25-2011, 25-2012, 25-2021, 25-2022, 25-2031, and 39-9011	Numeric Change in Employment (Baseline Year to Projected Year)	Projected Growth (% Change in Positions; 2020 Base Employment vs. 2030 Projected Employment)	Projected Number of Positions (Total Job Openings)
Napa County (2020-2030)	140	7.9%	1,640
Bay Area[A] (2020-2030)	13,470	14.5%	99,180
California (2020-2030)	34,600	7.3%	449,930
Source: Economic Development Department Labor Market Information, Long Term Projections (Ten Years), Occupational Projections (http://www.labormarketinfo.edd.ca.gov) *[A]Bay 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 the Standard Occupational Classification for the following positions:
- *Education and Childcare Administrators, Preschool and Daycare (11-9031)*
- *Child, Family, and School Social Workers (21-1021)*
- *Preschool Teachers, Except Special Education (25-2011)*
- *Kindergarten Teachers, Except Special Education (25-2021)*
- *Middle School Teachers, Except Special and Career/Technical Education (25-2022)*
- *Secondary School Teachers, Except Special and Career/Technical Education (25-2031)*
- *Childcare Workers (39-9011)*

The Economic Development Department projects that the number of positions within Napa County will increase by 7.9% (140 positions) between 2020 and 2030. The increase in Napa County reflects the increase of 7.3% anticipated across the state. The number of positions in the Bay Area (not including Napa County) is expected to increase by 14.4% (13,470 positions) between 2020 and 2030.

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.
- Unfortunately, the data does not include occupational data for special education. Many students in the program are taking the program as foundation for linked careers outside of a childcare focus.

B. Momentum

    1. Retention and Successful Course Completion Rates

Course	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
CFS-120	89.1%	X		65.3%	--	--
CFS-121	92.8%	*X*		73.2%	*X*	
CFS-122	82.7%		X	59.9%		X
CFS-123	88.0%	X		66.7%	X	
CFS-130	100%	X		80.0%	X	
CFS-135	100%	X		100%	*X*	
CFS-140	84.5%		X	61.3%		X
CFS-145	81.7%		*X*	52.1%		*X*
CFS-150	84.8%		X	67.4%	X	
CFS-151	71.4%		X	71.4%	X	
CFS-155	86.7%	--	--	66.7%	X	
CFS-165	89.8%	X		79.6%	*X*	
CFS-184	85.9%	--	--	64.8%	--	--
CFS-185	86.4%	--	--	40.9%		*X*
CFS-190	82.8%		X	58.6%		X
CFS-196/MUSI-196	91.4%	X		77.6%	*X*	
CFS-200	85.7%	--	--	81.0%	X	
CFS-223	90.6%	X		90.6%	*X*	
CFS-250	79.4%		X	67.6%	X	
CFS-270	93.3%	X		83.3%	*X*	
CFS-271	84.6%		X	76.9%	X	
EDUC-100	80.8%		X	65.4%	--	--
Program Level	**86.6%**			**64.7%**		
Institutional Level	90.9%			73.2%		

Source: SQL Queries for Fall 2024 Program Review
-- 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. The lower of the two rates is highlighted in bold.
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 & Family Studies and Education Program was significantly lower than the retention rate at the institutional level. than the program-level rate. The retention rate for CFS-121 was significantly higher than the program-level rate. The retention rate for the Child & Family Studies and Education Program falls within the first quartile (Q1) among program-level retention rates (across 60 instructional programs, over the past three years). The retention rate for Child & Family Studies and Education is among the lowest 25% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Child & Family Studies and Education Program was significantly lower than the rate at the institutional level. The successful course completion rates for CFS-145 and CFS-185 were significantly lower than the program-level rate. Courses that claimed successful course completion rates that were significantly higher than the program-level rate are noted in the table above. The successful course completion rate for Child & Family Studies and Education falls within the first quartile (Q1) among program-level successful course completion rates (across 60 instructional programs, over the past three years). The successful course completion rate for Child & Family Studies and Education is among the lowest 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (21.9%) was significantly higher than the difference at the institutional level (17.7%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Child & Family Studies and Education courses claimed a difference (between retention and successful course completion) that exceeded the 21.9% difference at the program level:
- *CFS-185 (45.5%)*
- *CFS-145 (29.6%)*
- *CFS-190 (24.2%)*
- *CFS-120 (23.8%)*
- *CFS-140 (23.2%)*
- *CFS-122 (22.8%)*

Program Reflection:

[This analysis is based on the data provided by RIPIE, however, without more contextualized details of the disparity between retention rates of all programs, it's challenging to make an accurate assessment].
- Success and retention rates for the program are substantially comparable with institutional levels.
- 122, 145, 185, 190 are courses where a deeper examination of student success and learning objective data is necessary to understand and address success rates.
- 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-140, CFS 145, are 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. CFS 140 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.
- Furthermore, students will persist in a class without having access to a textbook and as a result are unsuccessful in the class. We have now begun incorporating OER in our classes and will evaluate the retention and successful course completion now that students have access to free educational resources. 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. 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 also 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.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Unknown Gender			*29.2%*	69.3%
19 or Younger			*62.7%*	71.1%
African American/Black			*54.9%*	68.2%
Latinx/Hispanic			*62.5%*	69.4%
First-Generation			*63.5%*	69.4%
Not Disabled			*65.6%*	73.0%
Non-Veteran	*86.6%*	90.9%		

Source: SQL Queries for Fall 2024 Program Review

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***.

*Data suppressed due to low N (<10 students in cohort).

Notes:

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.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

RPIE Analysis: This analysis of student equity focuses on the seven 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 seven groups listed above.

Within the Child & Family Studies and Education Program, the retention rate among non-veterans was significantly lower than the rate at the institutional level.

Within the Child & Family Studies and Education Program, the successful course completion rates among students of unknown gender, students ages 19 and younger, African American/Black students, Latinx/Hispanic students, first-generation students, and students without a disability reported were significantly lower than the corresponding rates at the institutional level.

These finding regarding equity reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly lower than the institution-level rates. (See Section I.B.1 above.)

Program Reflection:

- African American success rates are lower in the program which is consistent across the institution, however there is no disaggregated data available or provided by RIPE to determine the raw unduplicated head count for this student population in order to better understand the validity of the percentages provided in the report

3. **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 Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
In-Person vs. Online						
CFS-122	84.6%	87.9%		84.6%	69.0%	
In-Person vs. Hybrid						
CFS-122	84.6%		*41.7%*	84.6%		*0%*
Online vs. Hybrid						
CFS-120		87.6%	94.4%		69.7%	72.2%
CFS-122		84.5%	*60.0%*		63.6%	*20.0%*
CFS-123		85.1%	92.9%		66.0%	67.9%
Program Total						
In-Person vs. Online	84.6%	87.9%		84.6%	69.0%	
In-Person vs. Hybrid	84.6%		*41.7%*	84.6%		*0%*
Online vs. Hybrid		86.3%	83.3%		67.3%	*54.5%*

Source: SQL Queries for Fall 2024 Program Review
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.

RPIE Analysis: Over the past three years, three courses within the Child & Family Studies and Education Program were offered through multiple delivery modes within the same academic year. CFS-120 was offered through online and hybrid formats in 2023-2024. CFS-122 was offered through online and hybrid formats in 2022-2023 and through online, hybrid, and in-person formats in 2023-2024. CFS-123 was offered through online and hybrid formats in 2021-2022, 2022-2023, and 2023-2024. This analysis focuses on program-level rates. Details regarding retention and successful course completion rates within individual courses are reported in the table above.

Within the Child & Family Studies and Education Program:
- In courses that were offered through in-person and online formats, the retention rate in in-person sections was lower than the retention rate in online sections. (The difference was not statistically significant.)
- In courses that were offered through in-person and hybrid formats, the retention rate in hybrid sections was significantly lower than the retention rate in in-person sections.
- In courses that were offered through online and hybrid formats, the retention rate in hybrid sections was lower than the retention rate in online sections. (The difference was not statistically significant.)

Within the Child & Family Studies and Education Program:
- In courses that were offered through in-person and online formats, the successful course completion rate in online sections was lower than the successful course completion rate in in-person sections. (The difference was not statistically significant.)
- In courses that were offered through in-person and hybrid formats, the successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in in-person sections.
- In courses that were offered through online and hybrid formats, the successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in online sections.

Program Reflection:
- The statistical model for calculating retention and success rates is not provided in the RPIE data. This information is needed to understand the comparison between the raw retention rate data and the variable retention rate data as provided in the RPIE. The reliability of raw data may provide greater insights necessary to make an assessment.

C. Student Achievement

1. Program Completion

	2021-2022	2022-2023	2023-2024
Degrees	**14**	**13**	**14**
AA-T Degrees (Elementary Teacher Education)	2	--	5
AS Degrees (Child & Family Studies)	6	6	3
AS-T Degrees (Early Childhood Education)	6	7	6
Certificates of Achievement (Associate Teacher, Teacher & Admin, CFS, and CFS Assistant)	**13**	**15**	**6**
Institutional: AA-T Degrees	**133**	**96**	**107**
Institutional: AS Degrees	**306**	**287**	**227**
Institutional: AS-T Degrees	**110**	**111**	**122**
Institutional: Certificates of Achievement	**409**	**384**	**341**
Source: SQL Queries for Fall 2024 Program Review			

RPIE Analysis: The Child & Family Studies and Education Program conferred 41 degrees between 2021-2022 and 2023-2024. The Child & Family Studies and Education Program accounted for 2.7% of the AA-T, AS, and AS-T degrees conferred by NVC across the three-year period (with 2.1% of AA-T degrees, 1.8% of AS degrees, and 5.5% of AS-T degrees). The program conferred the same number of degrees in 2021-2022 and 2023-2024. During the same period, the number of degrees awarded by NVC decreased by 18.8%.

The Child & Family Studies and Education Program conferred 34 certificates between 2021-2022 and 2023-2024. The Child & Family Studies and Education Program accounted for 3.0% of certificates conferred by NVC across the three-year period. The number of certificates conferred by the program decreased by 53.8% over the three-year period. During the same period, the number of certificates awarded by NVC decreased by 16.6%.

Program Reflection:

- The data provided by RPIE does not reflect an accurate number of completers due to the issues that DocuSign was having.
- Local certs were completed by one person who moved to another department and between all the shuffling, students who applied for the local certificate got lost within the shuffle.
- Students need to initiate the certificate process; this should be an automated process

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%)	82.8%	84.0%	87.5%	84.9%
Licensure Exam Pass Rate	Licensure exams are not required for this program.				
Source: Perkins IV Core 4 Employment data for Program (2-Digit TOP Code: 13 Family & Consumer Sciences) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx).					

RPIE Analysis: Job placement rates among Child & Family Studies and Education students have consistently exceeded both the program-set standard and stretch goal. The job placement rate over the past three years was 84.9%.

Program Reflection:

- This is an area of strength for the CFSE program as it demonstrates that we are meeting our objectives. Our job placement rates are very high, consistently meeting the stretch goal of 75%.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review & Approval by the Curriculum Committee *(Courses with last review dates of six years or more must be scheduled for immediate review)*	Has Prerequisite/ Corequisite* Yes/No (Include Date of Last Review)	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* (Include Anticipated Academic Year)	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* (Include Anticipated Academic Year)	No Change
CFS	120	2/4/2022	No			
CFS	121	3/1/2024	No			
CFS	122	3/1/2024	No			
CFS	123	3/1/2024	Yes			
CFS	125	4/1/2022	No			
CFS	130	5/12/2016 BOT	Yes	Yes Spr 25		
CFS	135	2/4/2022	Yes			
CFS	140	Not known	No	Revised Spr 24		
CFS	145	3/9/2017 BOT	No	Yes Fall 24		
CFS	150	2/4/2022	Yes			
CFS	151	2/4/2022	Yes			
CFS	155	5/12/2016	No	Yes		
CFS	160	Not known	No	Under revision process Fall 24 Yes		
CFS	161	11/3/2017	No	Yes		
CFS	165	3/1/2024	Yes			
CFS	170	6/9/2016 BOT	No	Yes Spr 25		
CFS	175	11/10/2016 BOT	No	Yes Spr 25		
CFS	184	3/1/2024	No			
CFS	185	3/4/2022	No			
CFS	190	2/4/2022	No			
CFS	196	10/13/2016 BOT	No	Yes Spr 25		
CFS	200	2/4/2022	No			
CFS	223	3/1/2024	Yes			
CFS	225	~~Not known~~ Revised 2022	Yes	Yes		
CFS	250	6/9/2016 BOT	No	Yes Waiting on CAP Revision		
CFS	270	2/4/2022	Yes			
CFS	271	2/4/2022	Yes			
CFS	286	5/6/2022	No			
CFS	287	5/6/2022	No			
CFS	288	5/6/2022	No			
CFS	289	5/6/2022	No			
CFS	290	5/6/2022	No			
CFS	291	5/6/2022	No			
CFS	292	5/6/2022	No			
CFS	293	5/6/2022	No			
CFS	294	5/6/2022	No			
CFS	295	5/6/2022	No			

CFS	296	5/6/2022	No			
CFS	297	5/6/2022	No			
CFS	299	5/6/2022	No			
EDUC	100	5/23/2013 BOT	No	Yes Fall 24		

*Note: Prerequisites need to be validated (in subsequent process) through the Curriculum Committee.

Program Reflection:

The Program has submitted curriculum revisions for all courses that have not be revised in the past six years and developed a schedule for the upcoming course revisions through the curriculum process.

The Curriculum Alignment Project (CAP) 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 gaining statewide recognition as partners in creating streamlined pathways to degree completion.

The CFSE Program is currently working on the CAP Extension classes (CFS 150, 151, 190, 200, 250, 270, 271) and plans to submit these courses through the curriculum process early in the Spring semester.

Additionally, the CFSE Program plans to continue to offer a fast-track option for the initial 12 units to become a teacher in Early Care and Education programs. This fast-track provides an opportunity for students to complete the Associate Teacher certificate in one semester rather than two. With the changes to CFS 124 we plan 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.

B. **Degrees and Certificates[+]**

Title of Degree or Certificate	Implementation Date	Required Documentation Complete[++] Yes/No	In Need of Revision and/or Missing Documentation (Include Anticipated Academic Year)	To Be Archived* (as Obsolete, Outdated, or Irrelevant) (Include Anticipated Academic Year)	No Change
Child and Family Studies (AS)		No			
Early Childhood Education (AS-T)	04/01/2011	No			
Elementary Teacher Education (AA-T)	06/11/2015	Yes			
Child and Family Studies-Assistant (Local Certificate)		No			
Child and Family Studies-Associate Teacher (Certificate of Achievement)		Yes			
Child and Family Studies-Associate Teacher with Administration (Certificate of Achievement)		Yes			
Child and Family Studies (Certificate of Achievement)		No			
Early Childhood Intervention (Certificate of Achievement)	04/10/2014	No			

Child and Family Studies-Master Teacher Specialization (Local Certificate)		No		
Specialization in Administration and Mentoring (Skills Certificate)		No		

*Note: Discontinuance or archival of degrees and certificates must go through the Program Discontinuance process or the Program Archival Task Force.

+Degrees and Certificates cannot be implemented until all included required courses in them are approved and active.

++Documentation includes Program Narrative and for CTE programs only: Advisory Committee Recommendation, Labor Market Information, and Regional Consortia meeting minutes.

Program Reflection:

- The CFSE Program is implementing changes to improve student success and completion rates. One significant change is the reduction of the overall program by 10 units which we believe will increase student enrollment and number of program completers. Additionally, the lab component of CFS 123 (now CFS 124) has been eliminated. As a result of these changes, all Certificates and Degrees are being revised and updated.
- Furthermore, we have transitioned our Specialization in Administration and Mentoring (Skills Certificate) to a Certificate of Achievement (COA).

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
26	21	25	81%	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
General PLOs for Program	8	4	6	50%	75%

Program Reflection:

This is an area of strength for the CFSE program. We have done well with assessing the learning outcomes at the course level. We plan to continue with the consistent schedule for evaluating these outcomes. Ongoing refinement, including action plans, will ensure that students are meeting learning course objectives.

One area that needs improvement is updating the Program Learning Outcomes (PLOs), as the current list is not accurate. We have four PLOs listed in the catalog that need to be assessed; however, the Nuventive platform indicates that there are six. Plans to archive two of the learning outcomes will be implemented Fall 2024; the 4 PLOs align with all our pathways, from certificates to degrees.

B. Summary of Learning Outcomes Assessment Findings and Actions

A summary of findings in our outcomes assessment continue to 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.

Program Reflection:

Some strategies that would be useful would be to continue 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.

IV.   PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2021) included the following initiatives:
- Complete work from 19-20 and 20-21 unit plans
- Improve retention and successful completion rates through equity lens through the implementation of a Family Resource Center on campus
- Develop and implement lab school to provide hands on in-depth training
- Implement strategies to address disproportionate impact among equity groups for example including OER
- Improve fill rate and productivity to align with or surpass that of the institution
- Review and update curriculum to ensure alignment between degree program offerings and anticipated training/skills needs for job placement
- Increase marketing efforts to support student success

A.   Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan
- The CFSE program has successfully integrated OER resources into the four Fast-Track classes for students pursuing their Associate Teacher Certificate.
- The program has also reviewed, updated and submitted several courses through the curriculum process to ensure that these changes align with all certificates and degrees.

B.   Recent Improvements
- Reduced the overall units in the CFSE Program
- Partnered with New Tech High School to provide classes on their campus through Early College Program.
- Collaborated with First 5 to offer three cohort classes for students in their Florecer program
- Partnered with Child Start to deliver classes for employees in their Grow Your Own program

C.   Effective Practices

Effective practices include:
- Offering multiple formats for class delivery
- Providing a vital program for workforce development
- Implementing course revisions and establishing clear pathways for student success

PROGRAM PLAN

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

__ Viability

_X_ Stability

__ Growth

*Please select ONE of the above.

Explain why you selected that description of the state of the program.

> For the size of our program, CFSE demonstrates stability based on the following:
>
> - Reduction in the number of sections to better align with program size
> - Stability in response to labor market demand
> - High job placement rates
> - Consistent productivity within the program
> - Steady headcount at 93% since the 2021/2022 year
> - Stable fill rates supported by review data
> - Retention rates in line with institutional benchmarks
> - Consistent program completion rates

B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.

V. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. 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.

Description of Current Program Resources Relative to Plan:

> To support the growth projections for the future, the CFSE program requires a dedicated laboratory space for practicum students. The current capacity of the Mentor Program is insufficient to accommodate the increasing enrollment in CFS 223. Additionally, several other courses in the CFSE program—such as CFS 120, CFS 122, CFS 165, and CFS 196—also require observations in early care and education settings. Without expanding the capacity of the CFSE Mentor Program and securing a laboratory school space that reflects the program's philosophy and demonstrates best practices, including attachment-building caregiving and child-focused constructivism, we cannot meet these essential student requirements.

B. Identify the resources needed in order to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

Columns A – F of the Three-Year Program Planning Template are described below. Enter the resources needed to implement the plan components into the Excel file.

	A	B	C	D	E	F
	PROGRAM:	*Child & Family Studies & Education*				
	PLANNING YEARS:	2025-2026 through 2027-2028				
	Program/Service	**Unit-Level Initiative**	**Anticipated Year of Implementation**	**Anticipated Outcome of Initiative**	**Description of Resource Need**	**Type of Resource Need**
	Child and Family Studies	Improve retention and successful completion rates through an equity-focused approach by hiring part-time insgtructors to teach our Contract Education classes.	2024-2025 (Current)	Increased student performance, improvement in the student experience	Time to conduct interviews; hiring instructors	
	Child and Family Studies	Review and update curriculum to ensure alignment between degree program offerings and anticipated training/skills needs for job placement and transfer.	2024-2025 (Current)	Approval of changes to curriculum and certificates and degrees through curriculum process; increased headcount and fill rates in CFS courses	N/A	
	Child and Family Studies	Develop and implement lab school to provide hands on in-depth training. The CFSE program has been promised a lab school by 3 college presidents and every year this is placed on the Unit Plan and the Program Review without conversations to move forward with this initiative.	2027-2028	Lab designed and fully functional to support student	Designate site and create plan for implementation	Facilities
	Child and Family Studies	Increase marketing efforts to support student success	2024-2025 (Current)	Revise program maps, create new advising sheet, revise webpage; evaluate impact	A designated person to create flyers and have them printed so they can be distributed at the college and in the community	Equipment (other than Technology)

CHILD & FAMILY STUDIES AND EDUCATION   FALL 2024

Completed by Supervising Administrator:

Douglas C. Marriott

Date:

November 18, 2024

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

Strengths, as cited, include industry partnerships for contracted certificates (with both First 5 Napa and Child Start), dedicated and experienced faculty, openness to reduce courses to degree, and openness to increasing student supports for successful completion.

Areas of concern, if any:

The references to cancellations were due to low enrollment and mapping out schedules to maximize both access and enrollment is an important practice for CSF&E.

Recommendations for improvement:

Continued community and industry partnerships, timelines and perhaps a "Taskforce" for the exploration of the "Lab School" model cited, and ongoing adjustments for efficiencies in scheduling. It may also be beneficial to explore "whole language" approach based on recent dialogs with North Bay CTE Deans.

Additional information regarding resources:

We hope to have an adjunct CEWD Counselor to help our CSF&E students with more resources in 2025