Instructional Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.**

**Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.**

## SUBMISSION:

**Program:**

CDES

**Principal Author(s):**

Karin Pavelek, Tom Chiaromonte, Jennifer Kinkel

**Dean:**

Jorge Gamboa

**Submission Date:**

11/25/2024 2:23:12 PM

**Author Signature:**

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| Electronically signed by Karin Pavelek on 11/25/2024 2:19:46 PM |

**Manager Signature:**

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| Electronically signed by Jorge Gamboa on 11/25/2024 2:23:12 PM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/%3Af%3A/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

Our CDES overall success & retention rates are similar to last year’s data. We are well above the campus wide average scores in completion & success rates as seen in the charts below. For 2022/2023, our CDES average rates were 76.3% in success and 88.9% in completion. For 2023/2024, our CDES average success rate shows 74% and the completion rate is at 89.7%. Our success rate shows a slight decline of 2.3%.

Our success rates, when comparing to the college wide average scores in success and completion, are partially due to having access to:

Our program pedagogy, social constructivism, is part of our student success. We feel that students learn/construct knowledge on an ongoing basis by not only focusing on applying the content, but also through the interaction with other peers (i.e., collaborative learning process). Our classes focus on building a classroom community, with a strong focus on small group work. Students learn best in the presence of other students (i.e., small group work, group discussions, group projects) in which they learn from their own as well as other people’s perspectives. This pedagogy is also reflected in our CDES Lab School on campus, where students can directly learn when observing, engaging, and interacting with young children at our CDES Lab School. Our CDES Lab School also provides TEA/part-time paid employment opportunities for our students.

We are currently working with Hornets Tutoring and have an embedded tutor for one of our core courses which also serves as an elective in general education, CDES 120 Child Development.

We also work closely with our Veterans Resource Center (VRC) as well as our Disability Support Services (DSS) on campus resources, to ensure our students receive the accommodations and services they qualify for. One of our students was a recipient of this year’s VRC scholarship awards.

The commitment of our full and part-time faculty, who not only teach collegiately, but are also active participants in local, state, and national child development and early education committees and boards. In our profession, ongoing professional growth is standard. Both full and part-time faculty not only attend workshops and conferences but are also presenters and panel discussants. We recently were able to hire two new adjunct faculty members of color, who can offer support with our diverse student populations.

Our Chris Lamm lecture is now institutionalized, and we will continue our annual lecture series in spring of 2025. Dr. Olivo approved institutionalizing this event in the amount of $2000/year. This entails bringing professionals into our CDES Lab School instructional classroom settings as well as providing a community presentation on campus.

We work closely with the Teacher Pathway Program (TPP) to establish successful cohorts of new incoming high school students. Two courses are offered per year, CDES 120 Child Development (fall) and CDES 201 Child in the Home & Community (spring). To ensure success, we also offer our students 2 workshops a year on degrees & permits through the Commission on Teacher Credentialing, and what pathway options are available when going into the field of teaching. We also discuss the different requirements for working in the private and public sectors.

We provide our students with an Educational Grant Opportunity through the Child Development Training Consortium (CDTC). This grant encourages students to start working in the field of Early Childhood Education (ECE) and to continue taking classes toward a degree in CDES or ECE as well as a permit through the Commission on Teacher Credentialing. Faculty assist students in applying for a permit stipend through the CDTC, which will fund this application process.

We also increased the use of OER and are becoming more mindful to switching to either zero textbook cost or Low Textbook Cost (LTC) materials for our students.

Here is the link to our Annual Program Review that includes the data:

 [https://fullcolledu-my.sharepoint.com/:w:/g/personal/kpavelek\_fullcoll\_edu/ESojd7nKSURNpsYk0QjL4CkBEYrDGmCmn7coPujTuYqsDw?e=Tuu1kn](https://fullcolledu-my.sharepoint.com/%3Aw%3A/g/personal/kpavelek_fullcoll_edu/ESojd7nKSURNpsYk0QjL4CkBEYrDGmCmn7coPujTuYqsDw?e=Tuu1kn)

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

We did notice a decline in success rates for our Pacific Islander, African American/Black, and Latinx students. While the number of Pacific Islander students is low (4), the average success rate for our Pacific Islander population is 50% and our African American/Black students it is 51.2%: these both are below the college average success standard rate of 62%. Our third lowest group are the Latinx students, with an average of 72.2% in success.

We feel that this is due to several factors and came up with the following ideas, which can benefit those specific populations:

We need a full-time faculty member of color, who can not only support our student population but also our CDES faculty, with insight on how we can improve our classroom strategies and interactions with students.

We feel that there is a lack of representation for the African American student population. This could be supported by encouraging students to become members of UMOJA community on campus. We will share resources with our adjunct faculty during our spring and fall department meetings. Besides promoting UMOJA, we are also planning on working closely with Ethnic Studies department in how we can support our Pacific Islander, African American/Black, and Latinx population better.

We are considering creating an OER pathway or providing more OERs and LTC for students in all of our classes.

We will research organizations that support underrepresented groups like: T

The National Black Child Development Institute

<https://www.charities.org/charities/national-black-child-development-institute/>

The Committee for Hispanic Children and Families

<https://www.chcfinc.org/>

The Coalition for Asian Children & Families

<https://www.cacf.org/>

We would like to request 30 iPads for our designated instructional classroom settings, to be used by our students (1831 and 1016). Due to the increase in technology and use of technology in the classroom, we feel that not all students have access to such, which is needed for their overall success.

We have seen too much pressure put upon our students with the current Guided Pathway push as well as pressure coming down from financial aid (limited timeframe). The college is too focused on quantity versus quality as students enroll in 12 to 15 units per semester, while most of our student population is working. There is pressure on them as they do not have sufficient time to attend class, and time spent on reading and homework assignments due to other responsibilities.

Here is the link to our Annual Program Review that includes the data:

 [https://fullcolledu-my.sharepoint.com/:w:/g/personal/kpavelek\_fullcoll\_edu/ESojd7nKSURNpsYk0QjL4CkBEYrDGmCmn7coPujTuYqsDw?e=Tuu1kn](https://fullcolledu-my.sharepoint.com/%3Aw%3A/g/personal/kpavelek_fullcoll_edu/ESojd7nKSURNpsYk0QjL4CkBEYrDGmCmn7coPujTuYqsDw?e=Tuu1kn)

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

Changes: Strong decline in success rate for Pacific Islander and African American/Black population. We feel that this could be due to a lack of diverse full-time instructors in our department. While we do work hard to maintain a diverse adjunct faculty pool, it’s our full-time professors that hold office hours, have meetings and conduct workshops across campus as we meet with our current and future students.

We also feel that this could be due to lack of access to technology in the classroom. Having iPads available in our designated classroom spaces could support students in their retention and success rates.

Patterns: Need for Full-Time Faculty of color.

# Part 2: Additional Resource Request Reasoning and Support

[ ] **We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

[x] **We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

1. Full-time faculty member: We need a full-time faculty member of color, who can not only support our student population but also our CDES faculty, with insight on how we can improve our classroom strategies and interactions with students.

2. We would like to request 30 iPads for our designated instructional classroom settings, to be used by our students (1831 and 1016). Due to the increase in technology and use of technology in the classroom, we feel that not all students have access to such, which is needed for their overall success.

3. Our Chris Lamm lecture is now institutionalized, and we will continue our annual lecture series in spring of 2025. Dr. Olivo approved institutionalizing this event in the amount of $2000/year. This entails bringing professionals into our CDES Lab School instructional classroom settings as well as providing a community presentation on campus.

4. We feel that designated CDES Stoles can encourage students in completing their academic accomplishments.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

We noticed a strong decline in student retention among our Pacific Islander, African American/Black, and Latinx students.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

A new faculty member can support not only our students but also our department with equity-minded practices and a focus on diversity & inclusion.

Because some of our students are not able to access their own technology, providing classroom iPads will help eliminate some of the disadvantages that we have observed.

The Chris Lamm lectures have an emphasis on social justice and providing resources for faculty, CDES Lab school staff and CDES students, in support of diversity, equity, and inclusion in our classroom settings. This Lecture also attracts members of the community, giving our department the opportunity to recruit new students.

We feel that designated CDES Stoles can encourage students in completing their academic accomplishments.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

We have an upcoming retirement and thus will be in need of a new full-time faculty member for our department that can provide us with equity-minded practices and a strong focus diversity & inclusion.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

It would support our Mission Statement by “Building a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.”

It would also support the following Core Values:

Equity – We commit to equity for all we serve by eliminating injustices and barriers to students’ educational and career goals. Inclusivity – We design our planning and decision-making processes to include all stakeholders

**For each separate resource request, complete this chart with details of the request:**

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| --- | --- |
| **Type of Resource** |  |
| Personnel | Faculty |
| Facilities |  Full-time faculty member $155,000.00 one FT faculty salary plus benefits (ONE TIME REQUEST) |
| Supplies | Designated Graduation Stoles to recognize our CDES students. $500 (ONGOING REQUEST) |
| Computer Hardware | iPads - 30 at $1200 each (including cord and chargers) Total $36,000.00 (ONE TIME REQUEST) |
| Computer Software |  |
| Training |  |
| Other |  Annual Chris Lamm Lecture (ONGOING REQUEST) $2000\* \*Annual contribution from the President’s Office |
| **Total Requested Amount:** |  $193,500.00 |

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| --- |
| **Is the funding requested ongoing or one-time funding?**One-time funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)Yes |