



**El Camino College**

**Division of Behavioral and Social Sciences  
Dr. Gloria Miranda, Dean**

**Childhood Education Department  
Program Review**

**Fall 2011**

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## **I. PROGRAM OVERVIEW**

### **A. Description**

#### **Mission Statement**

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required certificates, permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

#### **Overview**

A degree and the certificates in childhood education prepare students for careers in private or public programs serving infants, toddlers, preschoolers, children with special needs, or children in before and after school care. The transfer degree option prepares students to continue studies at a four-year institution. Students acquire the ability to apply developmental theories in observing and assessing children in the physical, cognitive, and psychosocial domains and will develop skills needed for working effectively with families, co-workers, and community agencies. Students also gain the ability to design, implement, and evaluate developmentally appropriate and culturally sensitive curriculum. Program assessment is conducted regularly through examinations, presentations, student self-assessment, portfolios, and tracking student employment, acquisition of Child Development Permits, and promotion in the teaching field. Childhood Education faculty are involved in local, state, and national committees and advisory boards.

### **B. Degrees, Certificates, and Child Development Permits**

The Childhood Education Department offers an Associate in Arts Degree in Childhood Education, three Certificates of Achievement (Early Childhood Education, Early Intervention Assistant, and Special Education Assistant). In addition, the Department offers all courses required for the Assistant Teacher, Associate Teacher, Teacher, Master Teacher, and Site Supervisor levels of the Child Development Permit awarded by the California Commission on Teacher Credentialing.

### C. Status of Previous Recommendations

Previous Recommendation	Status
1. Hire two additional full-time faculty members for the Fall 2008 semester.	<b>Partially Completed:</b> A full-time faculty member was hired in the fall of 2008 to replace a faculty who retired in spring 2007. The recommendation to hire a second faculty member is not a priority for the college at this time due to budget constraints.
2. Department Chair – As a growing vocational program, a rotating Department Chair position should be instituted with 40% released time in order to oversee the implementation of the recommendations set forth in this report.	<b>On Hold:</b> This recommendation has not been discussed or appraised outside of the context of the last program review.
3. Full-Time Program Specialist– As a growing vocational program, a full-time Program Specialist should be hired in order to work with the high volume of students seeking information about the program, child development permits, certificates, degrees, and paid and volunteer internships.	<b>Temporarily Completed:</b> The Department has hired a Child Development Permit Specialist who works with El Camino and Compton students with funds from a federal grant. The funding for this position will end in September 2013 and these services to students at ECC and Compton will be suspended.
4. Articulation Agreements with Local Universities- The faculty should continue to work with CSU and UCs representatives to develop course-to-course articulation as well as formal memorandums of understanding.	<b>In Progress:</b> CSUDH and ECC have developed the Early Teaching and Learning Option for students seeking a bachelor's degree. Articulation has begun with the CSUDH Child Development Department. An MOU has been signed with National University and conversations with the CSULB and Pacific Oaks have begun.
5. Advisory Board Improvements – The faculty will strive to hold additional meetings with advisory board members in order to gain recommendations to align the curriculum and practices with the needs of employers in the field.	<b>In Progress:</b> This recommendation is a work in progress with definite movement forward. The economic crisis has negatively impacted the child care community, so the voice and insights of our community, via the Advisory Board has become even more important. Advisory Board meetings are shared with the Compton campus Childhood Education Department. Two students have been added to the committee. The alignment between the campuses has increased although more needs to be done.
6. Course Offerings- The faculty will develop a schedule that includes additional curriculum courses and more Saturday offerings.	<b>Regression:</b> Data from the current student survey indicates that 83% of students want a summer session and 84% are in favor of winter session. The reduction in sections overall has resulted in students having trouble finding open classes and is delaying their progress toward their certificates and degrees. Prior to Fall of 2011, a variety of eight-week courses were offered on Saturdays. This allowed students who worked during the week the opportunity to complete six units by taking back-to-back Saturday courses. In our most recent student survey 44% of students requested Saturday classes. Curriculum courses have been scheduled in the summer and the enrollment is consistently high.
9. Revise the prerequisite for Child Development 122 and 123 to Child Development 103 or concurrent enrollment.	<b>Completed:</b> The changes to the prerequisites for these courses have been approved by the College Curriculum Committee and are published in the College catalog.

Previous Recommendation	Status
8. Become a Child Development Permit Authorizing Agency. The faculty will complete the paper work process in order to become authorized by the State of California Commission on Teacher Credentialing to approve applications for all levels of the Child Development Permit.	<b>Completed:</b> The Department submitted the necessary application to become a Permit Authorizing Agency. The Permit Specialist position is funded by the Health and Human Services grant which terminates in September 2013. To date 411 students have received a Child Development Permit or have upgraded their permit to higher level based on assistance from the Child Development Permit Specialist.
10. Work with ITS and counseling to develop a mechanism that allows students to be automatically cleared for all courses for which that course serves as a prerequisite.	<b>In Progress:</b> This continues to be a problem for students and needs to be resolved so that students don't lose valuable time by having to get cleared.
11. Review and revise the enrollment limitations for Child Development 129, 130, and 131.	<b>Completed:</b> The enrollment limitations have been revised approved by the College Curriculum Committee and are published in the College catalog.
12. Complete the required paperwork in order to submit the Early Intervention Assistant Certificate to the State System Office for approval.	<b>Completed:</b> The Chancellor's Office approved this certificate and it has been published in the College catalog..
13. Offer Child Development 95/96 each semester to allow students the opportunity to develop objectives specific to their work environment and for areas of professional growth and to gain course credit that can be applied to an ECC Certificate, an A.A. s degree, and the Child Development Permit.	<b>On Hold:</b> This course is not being offered due to budget cuts and the overall need to reduce sections. This course would be extremely helpful to students working in the field of early childhood education as it would give them units that could be used toward the Child Development Permits and A.A. Degrees.
14. Revise the Child Development Practicum Course	<b>Completed:</b> Faculty worked closely with the Mentor Teacher Program to revise the Child Development Practicum course and created an early practicum course based on the recommendations of the Advisory Board
15. Update and improve the department Web site	<b>Completed:</b> The Seeds Head Start staff revised the Web site which is now a comprehensive resource for students. Once the funding for this grant project is terminated it is unclear as to who will maintain the Web site.
16. ARTB 305 and ARTB 313 should be equipped as Smart Classrooms.	<b>Completed:</b> Both classrooms are now equipped with Smart Classroom technology.

## 2. ANALYSIS OF INSTITUTIONAL RESEARCH DATA

A review of the research data confirms that the Childhood Education Department promotes student success and retention.

### A. Course Grade Distribution

Students are passing their Childhood Education classes at a high rate. The data also shows that withdrawal rates of Childhood Education students are considerably lower than the Division and College averages. The percentage of students receiving a failing grade was higher than the college average in 2006 and 2007, lower in 2008, and slightly higher in 2009. Overall, the data show that the grade distribution seems fair and equitable and that faculty is providing rigorous courses with high standards for success.

Fall 2006 Grade Distribution							
	A	B	C	D	F	I	W
Department Totals	37.6%	20.7%	12.1%	4.6%	10.1%	0.4%	14.4%
Division Total/Avg.	23.0%	21.1%	15.6%	5.5%	11.8%	0.8%	21.9%
College Total/Avg.	24.4%	18.3%	13.2%	4.4%	7.7%	0.5%	22.4%

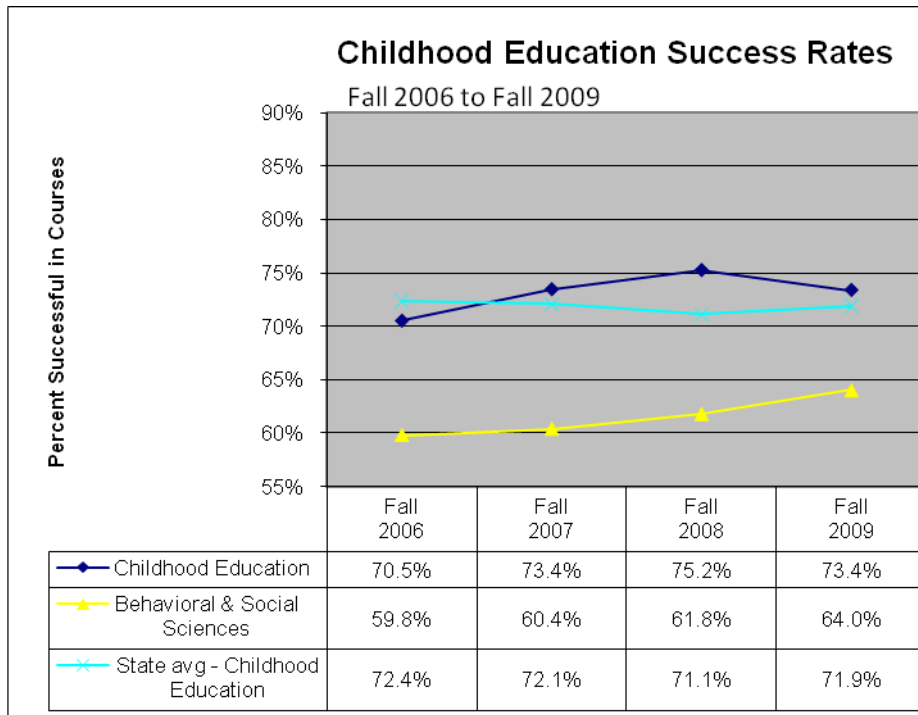
Fall 2007 Grade Distribution							
	A	B	C	D	F	I	W
Department Total/Avg	44.0%	19.0%	10.4%	4.7%	10.9%	0.5%	8.5%
Division Total/Avg	24.4%	20.2%	15.8%	5.1%	11.8%	0.7%	18.5%
College Total/Avg	24.9%	17.9%	12.8%	4.2%	7.7%	0.6%	18.8%

Fall 2008 Grade Distribution							
	A	B	C	D	F	I	W
Department Totals	47.7%	16.4%	11.1%	3.7%	8.8%	0.9%	8.3%
Division Total/Avg	24.4%	21.0%	16.4%	5.6%	12.9%	1.0%	14.8%
College Total/Avg	25.4%	17.6%	12.9%	4.4%	9.5%	0.6%	14.9%

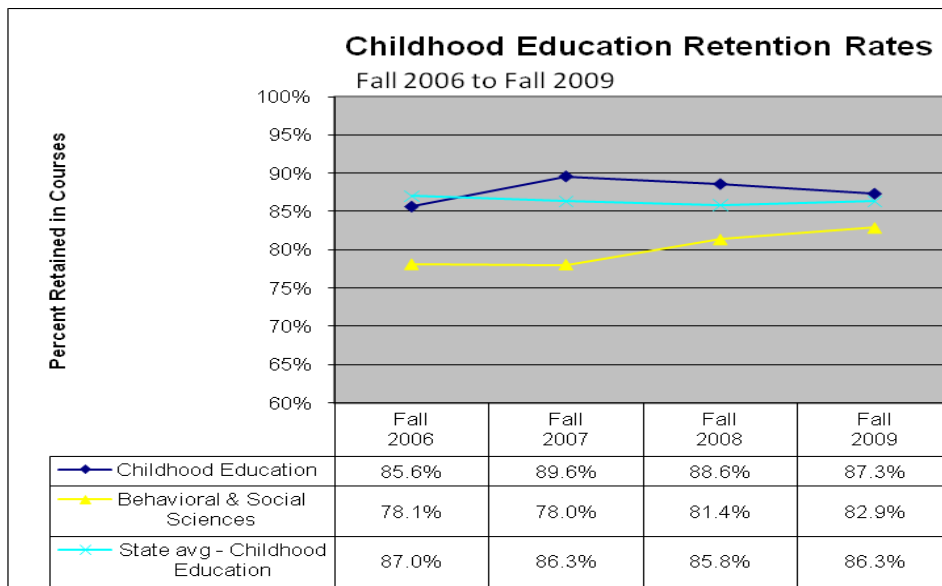
Fall 2009 Grade Distribution							
	A	B	C	D	F	I	W
Department Totals	43.6%	18.4%	11.4%	3.7%	8.8%	1.4%	6.5%
Division Total/Avg	23.0%	22.5%	18.5%	5.6%	12.5%	0.7%	13.0%
College Total/Avg	26.4%	18.6%	13.9%	4.5%	8.3%	0.5%	13.9%

## B. Success and Retention and Rates

The success rates of Childhood Education Students are considerably higher than that of the division. In relation to the state averages for this discipline, students rated below the state average in 2006, but exceeded the state average in 2007, 2008, and 2009.



The retention rates of Childhood Education Students are considerably higher than that of the division. In relation to the state averages for this discipline, students rated below the state average in 2006, but exceeded the state average in 2007, 2008, and 2009.



### Pass Rate Comparisons

Students must complete all child development courses with a grade of C or above in order to have them apply to the Child Development Permit awarded by the Commission on Teacher Credentialing (CTC). Therefore, the grades for A's, B's and C's have been compared to the Division and College averages. Although we are well above the Division and College averages for success rates, we see a decline of 1.8% in the Department pass rate. We have surmised that this may be due to the fact that a lower number of students are working in the field at this time and do not have the real world experience that helps them succeed in their courses. Or that some students are experimenting with the field by taking child development courses without a clear commitment to the field.

Overall Success (Pass) Rates with an A, B, or C				
	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Department Total/Avg	75 %	73.4%	75.2%	73.4%
Division Total/Avg	59.7%	60.4%	61.8%	64%
College Total/Avg	59.5%	55.6%	55.9%	58.9%%

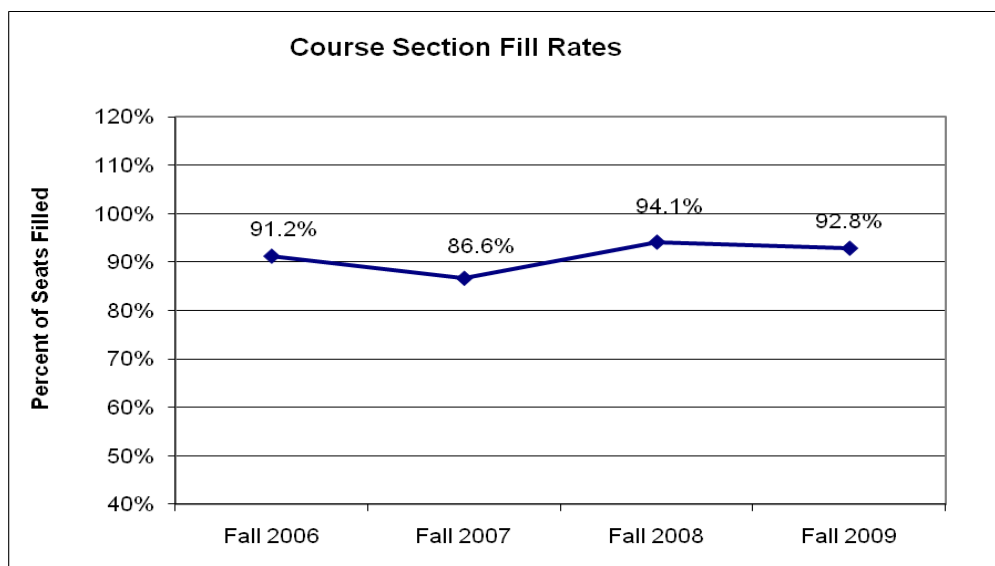
### C. Enrollment Statistics

#### Section and Seat Counts

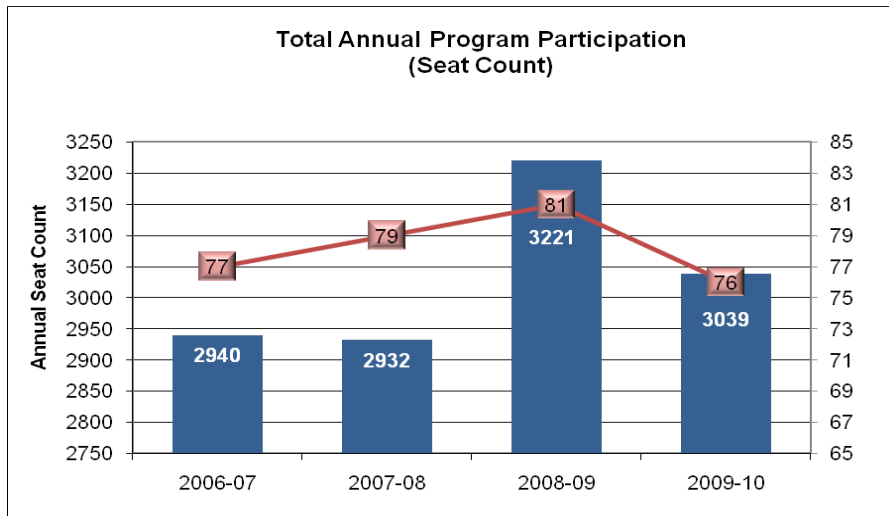
Course, Section, Seat Counts	2006-07	2007-08	2008-09	2009-10
Sections	77	79	81	76
Seats	2940	2932	3221	3039
Unduplicated Students	2030	1981	2116	1967

#### Fill Rates

Course Fill Rates	Fall 2006	Fall 2007	Fall 2008	Fall 2009
	91.2%	86.6%	94.1%	92.8%







The Childhood Education Department has an enrollment of nearly 2,000 students and has a seat count of approximately 3,000 students. The fill rate decreased by 1.3% from 2008 to 2009. The decrease may be due to the college policy of not over enrolling classes because of the budget crisis and the need to reduce FTES.

#### **D. Scheduling of Courses**

##### **Times of Classes**

The times for classes seems to be evenly distributed except for courses before 10 a.m. The student survey indicated that 41% of students are interested in morning classes. The Department will take this into consideration during the next scheduling period.

<b>Courses Fall 2010</b>	<b>Before 10 am</b>	<b>10 am to 1:55 pm</b>	<b>2 pm to 4:25 pm</b>	<b>4:30 and later</b>	<b>Saturday</b>	<b>Online</b>
CDEV 103	1	3	2	1		1
CDEV 104		1			1	
CDEV 105		1				
CDEV 107			1			
CDEV 108						1
CDEV 110				1		
CDEV 112					1	
CDEV 114				1		
CDEV 117			1	1		
CDEV 118		1		1		
CDEV 125			1			
CDEV 126			1			
CDEV 131						1
CDEV 150				1		1
CDEV 169			1			
<b>TOTALS</b>	<b>1</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>4</b>

##### **Days Offered**

The times for classes seems to be evenly distributed except for courses before 10 a.m. The student survey (see next page) indicates that 41% of students are interested in morning classes. The Department will take this into consideration during the next scheduling period. Seventy percent of students stated that they want evening classes. The department offers many evening classes and will continue this practice. Forty-four

percent of students are interested in Saturday courses. However, the college is currently not endorsing weekend classes so they will not be scheduled.

<b>Courses Fall 2010</b>	<b>MWF</b>	<b>T/TH</b>	<b>M/W</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>Fri</b>	<b>Sat</b>	<b>Online</b>
CDEV 103	X	X	X			X	X			X
CDEV 104						X			X	
CDEV 105	X									
CDEV 107					X					
CDEV 108				X						X
CDEV 110									X	
CDEV 112							X			
CDEV 114							X			
CDEV 117						X X				
CDEV 118				X X						
CDEV 125							X			
CDEV 126							X			
CDEV 131										X
CDEV 150							X			
CDEV 169							X			
<b>TOTALS</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>6</b>		<b>2</b>	<b>3</b>

## Course Sequence

This chart shows the semesters in which courses are offered. Elective courses are not being offered regularly due to the section reductions.

Course	2006-2007				2007-2008				2008-2009				2009-2010			
	F	W	S	SU	F	W	S	SU	F	W	S	SU	F	W	S	SU
CDEV 103	X		X	X	X		X	X	X	X	X	X	X	X	X	X
CDEV 104	X	X	X	X	X	X	X	X	X		X	X	X		X	
CDEV 105							X		X			X	X		X	
CDEV 107	X		X		X		X		X				X		X	X
CDEV 108	X		X		X		X		X			X	X		X	
CDEV 110	X		X		X		X		X				X		X	
CDEV 111	X	X	X	X	X	X	X	X	X	X		X			X	
CDEV 112	X		X	X	X		X	X	X				X	X	X	
CDEV 114					X				X				X			X
CDEV 116	X				X			X	X				X			X
CDEV 117			X				X	X				X			X	
CDEV 118			X				X					X			X	
CDEV 119	X			X	X				X				X			
CDEV 122					X											
CDEV 123	X		X						X							
CDEV 125													X			
CDEV 126			X				X						X		X	
CDEV 129	X				X				X				X			
CDEV 130	X				X				X							
CDEV 131	X		X		X		X		X				X		X	
CDEV 137abcd	X		X				X								X	
CDEV 138abcd	X						X								X	
CDEV 139abcd					X				X				X			
CDEV 140abcd					X				X							
CDEV 150	X		X	X	X		X	X	X			X	X	X	X	X
CDEV 152			X		X				X				X			
CDEV 154	X				X											
CDEV 160									X				X			
CDEV 163									X				X			
CDEV 166									X				X			
CDEV 169							X						X		X	

## Student Satisfaction Survey Results Regarding Scheduling of Classes

Q 39. What is the best time for you to take Child Development classes?	
Before 10am	41%
10am to 2pm	49%
2 pm to 4 pm	50%
Tuesday and Wednesday Afternoons	56%
Friday	29%
Evenings after 4:30	70%
Saturday	44%
Summer Session	83%
Winter Session	84%
Online Classes	62%

Overall, students are interested in more morning offerings, Saturday and online classes. Hybrid classes should be introduced into the curriculum.

## E. Student Profile (N= 1,098)

Age	
18-21	45%
22-30	34%
31 +	21%

Status	
Continuing students	74%
Taking CDEV classes for first time	51%

Gender	
Males	11.2%
Females	88.1 %

Educational Level	
High School/GED	73%
Community College	11%
BA/BS or Above	9%
International Degree	2%

Earnings	
0 to \$8 per hour	12%
\$9 to \$12 per hour	50%
\$13 to \$16 per hour	26%
\$17 to 20 per hour	6%
Over \$25 per hour	1%

Students Employed in the Childhood Education Field (N= 351)	
Working in the Field	32%
Working less than one year	25%
Working 1 to 3 years	42%
Working 4 to 6 years	19%
Working more than 10 years	10%
Receive No Medical, Dental, Vision or Retirement Benefits	94%
No Tuition Reimbursement	99%

Purpose for Taking Child Development Classes	
A.A. Degree	59%
Planning to transfer	76%
Job Advancement	21%
Professional Growth	6%
Certificate of Achievement	34%
Child Development Permit	38%
Retraining	3%
Personal Enrichment	32%

## F. Full Time Equivalent Students (FTES)

FTES	Fall 2006	Fall 2007	Fall 2008	Fall 2009
	106.99	107.09	113.81	93.63

The Childhood Education Department continues to be a strong contributor to the enrollment on this campus.

## G. Recommendations

1. Since a large percentage of students (51%) are taking Child Development classes for the first time it is necessary to make sure that they are apprised of all of the support services available to them as well as the requirements for the certificates, Child Development Permits, and A.A. Degrees.
2. Even though the educational requirements for early childhood educators is increasing dramatically, the pay rates remain very low. Sixty-two percent of students working in the field earn \$12 per hour or less and only 6% receive medical, dental, vision and retirement benefits. Only 1 % of students reported that their employer provides tuition reimbursement. It is important to advocate for fair wages and teach students how to become advocates in their field.

### 3. CURRICULUM

#### A. Course Review Timeline

Courses will be reviewed in the spring and presented to the College Curriculum Committee in the fall. The Departments has reviewed all the courses listed in Year 1: Spring 2011 and has submitted them to the Division Curriculum Committee for approval.

Childhood Education Six Year Curriculum Review Cycle	
Year 1: Spring 2011	Year 2: Spring 2012
CDEV 105 CDEV 108 CDEV 114 CDEV 160 CDEV 163 CDEV 166 CDEV 169	CDEV 107 CDEV 129 CDEV 130 CDEV 131
Year 3: Spring 2013	Year 4: Spring 2014
CDEV 116 CDEV 117 CDEV 118 CDEV 119 CDEV 150 CDEV 152	CDEV 103 CDEV 104 CDEV 110 CDEV 125 CDEV 126 CDEV 169
Year 5: Spring 2015	Year 6: Spring 2016
CDEV 111 CDEV 112 CDEV 137 CDEV 138 CDEV 139 CDEV 140	CDEV 105 CDEV 160 CDEV 163 CDEV 166

#### B. Course Additions/Revisions

No course additions have been scheduled at this time. The Department recommends that CDEV 111 – Pediatric CPR and First Aid be changed from a one-unit course to a .5 unit course. Faculty who are certified to teach the class has explained that the required material is usually taught in 6-8 hours time frames in the private sector. The instructor/student ratio is 1 to 12 making this course costly to offer. Since this is such an important course, one that literally provides training in life-saving techniques, the reduction in the units would provide a more cost effective way to provide the course and would allow students to gain their CPR certification in a shorter time frame.

#### C. Course Deletions

The following courses have been inactivated: CDEV 170A: Family Worker I and CDEV 170B Family Worker II. These two courses were developed at the request of the Los Angeles County Office of Education (LACOE) and are required course for the family workers employed by LACOE and other agencies. Once students successfully complete this two-course sequence, they may apply for a certificate from Cornell University in New York. Due to the budget cuts and the limited sections that the Department can offer, it was determined that these courses should not be offered at this time. When the budget improves and course sections are increased, the Department will consider reactivating these courses.

## **D. Course Cycle (Not Offered Within a Two-Year Cycle)**

Four courses have not/ or will not be offered within the two-year cycle:

CDEV 111: Pediatric First Aid and CPR has not been offered for over two years. This one-unit class provides students with CPR certification for a period of two years. However, the ratio of instructor to student is 12:1 which makes the class cost prohibitive in these dire budget times. In addition, students can get this certification from the American Heart Association or the Red Cross.

CDEV 122: Development of the School Age Child and CDEV 123: Principles and Practices School Age Programs have not been offered in over a year. The State has suspended funding for afterschool programs and students are currently interested in preschool education.

CDEV 154 The Role of the Special Education Assistant: This is a required course for the Special Education Assistant Certificate. There is currently not a demand for this class or the certificate.

The Department is considering temporarily inactivating these four courses.

The following three courses: Child Development 50 Special Topics in Child Development, Child Development 95/96 Cooperative Career Education and Child Development 99 Independent Study have not been offered in many years, however, we wish them to remain active. The special topics and independent study courses are options that will allow the department to be responsive to student needs in this dynamic and changing profession. Child Development 95/96 offers students course credit for their work in the profession, but was discontinued when the budget was reduced.

## **E. Articulation**

The CSU Dominguez Hills Liberal Studies Department, in partnership with the ECC Childhood Education Department, has developed an Early Teaching and Learning Option (ETLO) for the Liberal Studies Degree. This articulation is posted on Assist, and students are currently enrolled in the program.

The CSUDH Bachelor of Sciences Department has been working with ECC Childhood Education faculty to revise the CDEV 114 Observing and Guiding Children so that it will articulate. Further discussion is scheduled to articulate additional courses.

A contact person at CSU Long Beach has been identified and is interested in working with ECC faculty to develop an articulation agreement and an MOU with ECC.

A formal Agreement for Education Services has been signed with National University for students who are working toward a Bachelor of Arts Degree in Early Childhood Education.

The Department is working with Pacific Oaks College to develop an articulation agreement and a Memo of Understanding.

High School articulation agreements need to be developed with all of our local high schools offering child development courses.

The articulation agreement with the Southern California Regional Occupational Center is being revised to include a preview of the student's comprehensive class portfolio and an exam. The Department has worked with the SCROC instructor to develop the criteria for the portfolio.

Review the newly adopted Model Transfer Curriculum to make sure that all of the required courses are being offered and to make sure that the certificate and degree programs are properly aligned.

The Department has begun working on the Curriculum Alignment Project (CAP) which is designed to develop a common “Lower Division Eight Courses” among California Community Colleges. All but two courses (CDEV 114 and CDEV 108) currently align with the criteria. These two courses have been reviewed, and once approved by the CCC in the fall of 2011, all courses will be sent to CAP for approval. At that time, ECC will become added to the formal list of colleges who are CAP approved.

<b>Student Survey Data on University Transfer Choices</b>	
CSUDH	31%
CSULB	19%
UCLA	9%
CSUN	5%
USC	2.2%
Unknown	28%

The data above shows that 28% of our students are unsure of their transfer institution. It also shows that it is important that discussions and articulation with CSUDH and CSULB continue as 50% of our students will be transferring to these two institutions.

### **F. Degrees, Certificates, and Child Development Permits**

The Childhood Education Department offers three certificates of achievement (Early Childhood Education, Early Intervention Assistant, and Special Education Assistant).

<b>Associate in Arts Degrees</b>				
<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	
36	33	38	24	
<b>Certificates of Achievement</b>				
<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	
9	12	2	34	
<b>Child Development Permits</b>				
<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
40	38	45	153	185

The number of A.A. degrees has decreased from 38 to 24 from 2008 to 2009. Students state they are having trouble enrolling in classes due to the reduction of section offerings while others have suspended their college education due to a loss in income coupled with an increase in tuition and books.

#### **Mail Notification Method**

The number of Certificates has increased dramatically from 2 in 2008 to 34 in 2009 because of a Certificate Awareness Campaign executed by the Childhood Education Department. In phase one of this campaign, we obtained the names and addresses of all students who had either completed the certificate requirements or were close to completion. A letter was addressed to each student making them aware of their status. This was an extremely time intensive and labor intensive project and was only possible because of grant funds.

### **Classroom Visit Method**

We are currently visiting the higher level child development classes to inform them that they may be eligible for a certificate of achievement. The certificate requirements are distributed to the students in the form of a checklist. Next, all students are asked to stand. Each course requirement is read. If the student has NOT completed the course, with a grade of C or above, or is NOT currently in the course, they are asked to sit down. After all of the courses have been read off, those standing are eligible for the certificate. The forms are then distributed to the students and they are asked to fill it out and return it to their professor by the end of the class period. The completed forms are returned to Janet Young. The transcripts are reviewed to make sure they qualify. Once verified, the stack of certificate petitions is submitted to Admissions and Records. A list of the students and ID numbers are kept on file. The students who have made an error are notified to let them know why they are not eligible for the certificate and how they can become eligible.

In addition, an email is sent out to all students at the beginning of each semester that explains the criteria for the certificate and the procedure for applying for it. This information is also on the Department Website.

### **Child Development Permits**

The number of students obtaining a Child Development Permit has increased steadily due to the fact the California Commission on Teacher Credentialing has approved ECC as a Child Development Permit Authorizing Agency and we currently have Child Development Permit Specialist on staff. This position is funded a federal grant and will end in September 2013.

### **Prerequisite Clearance Problem**

A problem with prerequisite clearances continues. Students who have met the prerequisite of Child Development 103 at another college must go through the prerequisite clearance procedure every semester for any course that requires Child Development 103 as a prerequisite. This has caused a great deal of frustration for students, has kept them from getting into classes, and in some cases has led to students seeking courses elsewhere. It also requires that they have to come to campus unnecessarily in order to submit the clearance form. This also puts extra work on the faculty and division office staff who have to process the forms.

When a student has taken an equivalent course at another college, they should be automatically cleared for all courses for which that course serves as a prerequisite. This problem was presented to the Curriculum and Education Enrollment Management Subcommittee and the matter is being reviewed.

### **G. Recommendations**

1. Have the Department Chair work with the ECC Articulation Officer, and a representative from CSU Long Beach and CSU Dominguez Hills, SCROC and other institutions to better align curriculum and to develop formal memorandums of understanding.
2. Have the Department Chair serve on the Advisory Boards for our local institutions, local chapters of the National Association for the Education of Young Children, the Family Child Care Network, Resource and Referral Agencies, and Head Start Programs, and SCROC to stay current on curriculum matters.
3. Invite faculty from our local private and public institutions to become members of the advisory board.
4. Continue working on the Curriculum Alignment Project (CAP) to make sure that the curriculum is consistent with the curriculum offered throughout the state.



5. Work with the Curriculum Office and ITS to correct the prerequisite issue by having the system “remember” that the student has completed the prerequisite at another institution and allow the student to enroll in subsequent classes without having to be cleared each semester.

## 4. STUDENT LEARNING OUTCOMES

The Childhood Education Department was an early adopter of the SLO process and began conducting assessments in the summer of 2007. Two formal workshops (funded by grant programs) have been held with ECC and Compton faculty in addition to numerous Flex Day meetings.

The Department excels in the development and assessment of student learning outcomes. SLOs have been developed for the program and all courses. Faculty works diligently to utilize various methods for assessing student learning such as ungraded surveys, rubrics for assignments, common assignments among professors, and imbedded test questions.

The process is facilitated by one faculty member who serves as the Department Representative to the Division SLO committee and serves on the College-wide Assessment of Learning Committee. This person keeps track of the assessment timeline, emails the faculty who are scheduled to conduct assessments, and keeps faculty informed of deadlines and changes to the process.

In Fall 2011, an SLO Facilitator position (for 35 hours per semester) was funded. In the Childhood Education Department, the Department SLO and the Division SLO Facilitator is the same person.

### A. Program and Course Level Student Learning Outcomes

**(The newly developed SLO Alignment Grid has been sent as a separate attachment.)**

<b>Program Level</b>
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1. An Integrated Understanding of Children's Needs: Students integrate understanding of the needs, the characteristics and multiple influences on the development of children ranging from birth to adolescence as related to high quality care and education.
2. Designing Environments for Children: Students design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children.
3. Effective Guidance and Interaction Strategies: Students apply effective guidance and interaction strategies that support all children's social and emotional development.
4. Ethics and Professionalism: Students demonstrate and/or evaluate ethical standards and professional behaviors that deepen their understanding, knowledge of child development and a commitment to the field of early childhood education.
5. Home, School, and Community Partnerships: Students develop strategies that promote partnerships between programs, teachers, families, and the community

<b>Course Level</b>
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**CDEV 103 (formerly CDEV 3): Child Growth and Development**

1. Using standard research methods, students will analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychological, cognitive, and language development.
2. Demonstrate a basic understanding of the major components of child development theories proposed by theorists such as Piaget, Vygotsky, Erikson, and Bronfenbrenner.

**CDEV 104 (formerly CDEV 9): The Home, The School, The Community**

1. Critically assess community support services and agencies that are available to community and families.

2. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

**CDEV 105 (formerly CDEV 135): Parenting in Contemporary Society**

1. Apply guidance techniques appropriate to the stage and needs of the child.
2. Identify and describe school and community factors that influence parenting.

**CDEV107 (formerly CDEV 7): Infant/Toddler Development**

1. Analyze environmental and cultural influences on the development of the child.
2. Gather and Interpret data from the observation of infants and toddlers based on child development theories.

**CDEV 108 (formerly CDEV 8): The Preschool Child**

1. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
2. Examine the value of play as a vehicle for developing skills knowledge, dispositions, and strengthening relationships among young children.

**CDEV 110 (formerly CDEV 10): Child Health and Safety**

1. Identify health, safety, and environmental risks in children's programs.
2. Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families

**CDEV 111 (formerly CDEV 11): Pediatric First Aid and CPR**

Assess emergency situations and demonstrate appropriate CPR and/or first aid techniques.

**CDEV 112 (formerly CDEV 12): Teaching Young Children in Multicultural Classrooms**

1. Critique theories and review the multiple impacts on young children's social identity.
2. Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

**CDEV 114 (formerly CDEV 34): Observing and Guiding Children**

1. Utilize the California State Department of Education assessment tool (Desired Results) to evaluate all children's developmental, cultural, and linguistic characteristics.
2. Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

**CDEV 116: Creative Art for Young Children**

1. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.
2. Develop an activity plan for preschool children that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.

**CDEV 117: Music and Movement for Young Children**

1. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

2. Students will develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.

**CDEV 118: Science and Math for Young Children**

1. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

2. Students will develop activity plans that are age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.

**CDEV 119: Language Arts for Young Children**

1. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

2. Students will develop activity plans that are age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.

**CDEV 122 (formerly CDEV 45): Development of the School Age Child**

1. Analyze how physical, cognitive, and social/emotional developmental domains are related throughout stages of development.

2. Analyze the role of the family, the school, and the community in supporting healthy development in middle childhood.

**CDEV 123 (formerly CDEV 46): Principles and Practices School Age Programs**

1. Identify and develop effective and appropriate teaching and behavioral guidance techniques.

2. Develop, implement and evaluate curriculum for school age children.

**CDEV 125 Child Development Practicum I**

1. Design, implement and evaluate curriculum activities based on observation and assessment of young children.

2. Critically assess one's own teaching experiences to guide and inform practice.

**CDEV 126 (formerly CDEV 20): Child Development Practicum II**

1. Design, implement and evaluate curriculum activities based on observation and assessment of young children.

2. Critically assess one's own teaching experiences to guide and inform practice.

**CDEV 129 (formerly CDEV 29): Introduction to Program Administration**

1. Develop criteria for procedures for recruiting, training, and evaluating.

2. Identify and Interpret Title 22 requirements as defined by the state of Department of Social Services.

**CDEV 130 (formerly CDEV 30): Principles of Program Administration**

1. Analyze leadership roles as they relate to interactions with parents, staff, and the community.

2. Formulate procedures and policies for hiring, termination, evaluation, and motivation of staff.

**CDEV 131 (formerly CDEV 31): Supervising and Mentoring Adults**

1. Identify developmental stages of early childhood education teachers and recommend training and professional growth opportunities to help them move to the next developmental level.
2. Evaluate the performance of an assistant or student teacher and write effective evaluations and recommendations for growth and improvement.

**CDEV 137abcd: Mentor Seminar A**

After reviewing cases studies and discussing real-life situations in class, students will demonstrate an understanding of the various developmental levels and training needs of mentor and student teachers.

**CDEV 138abcd: Mentor Seminar B**

Students will demonstrate the ability to assess the professional development needs of early childhood educators and formulate written action plans for professional growth opportunities.

**CDEV 139abcd: Mentor Seminar C**

By developing and presenting a parent education workshop, students will demonstrate their ability to communicate relevant and helpful information effectively with parents.

**CDEV 140abcd: Mentor Seminar D**

In an oral report, students will demonstrate the ability to analyze and evaluate curriculum to support kindergarten readiness.

**CDEV 150 (formerly CDEV 4): Survey of Children with Special Needs**

1. Students will apply their knowledge of appropriate practices, concepts and theories in special education settings by conducting an observation and preparing a comprehensive report in which they analyze the program based on the criteria presented in class.
2. Understand the basic premises of the major legislation that regulate and influence Special Education in the United States.

**CDEV 152 (formerly CDEV 32): Disabilities in the Developing Child**

1. Differentiate between categories of disabilities and recognize early signs and symptoms of common childhood disabilities and conditions.
2. Evaluate behavior and select behavioral techniques to support children with disabilities.

**CDEV 154 (formerly CDEV 33): Role and Responsibilities of the Special Education Assistant**

1. Examine and outline the role and responsibilities of the special education assistant in the special education classroom setting.
2. List and describe the qualifying categories of disabilities.

**CDEV 160: Working with Children: Autism Spectrum Disorders**

1. Recognize the early signs of autism and related disorders.
2. Describe the diagnostic tools and assessment criteria for autism spectrum disorders.

**CDEV 163: Working with Children: Attention Deficit Disorders**

1. Compare and contrast the characteristics and behaviors of children with ADD and ADHD.
2. Research and assess the pros and cons of various medications used to treat ADD/ADHD.

**CDEV166: Working with Children: Physical Disabilities and Health Impairments**

1. Recognize the signs and symptoms of life-threatening emergencies related to health impairments and recommend appropriate actions.
2. Demonstrate the use of universal precautions and describe when they should be implemented.

**CDEV 169: Special Education Program**

1. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
2. Critically assess one's own teaching experiences to guide and inform practice.

## B. Four-Year Assessment Timeline for Program and Course SLOs

Semester/Year	Course-Level	Program-Level
Spring 2011 Year 1	CDEV 104-SLO#1 CDEV 108-SLO#1 CDEV 110-SLO#1 CDEV 114-SLO#1 CDEV 118-SLO#1 CDEV 131-SLO#1	<b>1. An Integrated Understanding of Children's Needs:</b> Students integrate understanding of the needs, the characteristics and multiple influences on the development of children ranging from birth to adolescence as related to high quality care and education.
Fall 2011 Year 1	CDEV 103-SLO#2 CDEV 107-SLO#1 CDEV 112-SLO#1 CDEV 116-SLO#1 CDEV 150-SLO#1 CDEV 152-SLO#1 CDEV 154-SLO #1	
Spring 2012 Year 2	CDEV 117-SLO#1 CDEV 125-SLO#1 CDEV 126-SLO#1 CDEV 129-SLO#1 CDEV 130-SLO#1 CDEV 137-SLO#1 CDEV 138-SLO #1	<b>2. Designing Environments for Children:</b> Students can design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children
Fall 2012 Year 2	CDEV 105-SLO#1 CDEV 111-SLO#1 CDEV 118-SLO#1 CDEV 160-SLO#1 CDEV 163-SLO#1 CDEV 166-SLO#1	
Spring 2013 Year 3	CDEV 104-SLO#2 CDEV 108-SLO#2 CDEV 110-SLO2 CDEV 119-SLO#2 CDEV 139-SLO#1 CDEV 152-SLO#2 CDEV 169-SLO#2	<b>3. Effective Guidance and Interaction Strategies:</b> Students apply effective guidance and interaction strategies that support all children's social and emotional development.
Fall 2013 Year 3	CDEV 103-SLO#1 CDEV 107-SLO#2 CDEV 114-SLO#2 CDEV 118-SLO#1 CDEV 129-SLO#2 CDEV 131-SLO#2 CDEV 154-SLO#2	
Spring 2014 Year 4	CDEV 112-SLO#2 CDEV 116-SLO#2 CDEV 117-SLO#2 CDEV 125-SLO#2 CDEV 126-SLO#2 CDEV 130-SLO#2 CDEV 140-SLO #1 CDEV 169-SLO#1	<b>4. Ethics and Professionalism</b> Students demonstrate and/or evaluate ethical standards and professional behaviors that deepen their understanding, knowledge of child development and a commitment to the field of early childhood education.
Fall 2014 Year 4	CDEV 105-SLO#2 CDEV 111-SLO#2 CDEV 119-SLO#1 CDEV 150-SLO#2 CDEV 160-SLO#2 CDEV 163-SLO#2 CDEV 166-SLO#2	<b>5. Home, School, and Community Partnerships</b> Students develop strategies that promote partnerships between programs, teachers, families, and the community

Note: This cycle will repeat for the following four years.

## C. Assessment Results and Analysis

The Department has assessed two Program and many Course Level SLOs. Overall, students are doing well in the classes, but since there is always room for improvement and since we focus on student success we take our findings very seriously. Faculty uses data from SLO evaluations to revise and refine assignments, to promote and improve student learning, and to improve the overall quality of the program. Faculty collaborates on assignments to ensure consistency among full-time instructors and part-time instructors when possible. All SLO assessment tools and completed assessments are shared with colleagues at the Compton campus via email. In addition to assessing data, the Department developed a comprehensive syllabi template. This template provides consistency across courses and cohesiveness within the department.

### Findings from the SLO assessment data and implications for change:

In CDEV 150 Survey Children with Special Need, the final observation was used as the assessment tool for the SLO. Although the data was designed to determine the areas in which the students understood the terms and concepts by having them apply them to their observations, there was a surprising discovery. Approximately 25% of students did not attempt the assignment which led to a lower grade in the class. When asked about this, the students said that they were unable to find an observation site. Initially, finding the site was part of the assignment. However, since conducting the observation is the most important element, students are now given a contact list for special education classrooms. The percentage of students who complete this assignment has now increased to 90%.

Students generally do well with writing, but do not know how to formally cite their work. Lectures, handouts, and practice assignments have been developed for some of the classes.

The Mentor teachers, who supervise the student teachers in the practicum class, participated in a Program Level Assessment and determined that our students need more help in conducting transitions with children and being more creative and imaginative with their activity plans.

Students determined that they would like to have more time learning about the Early Childhood Rating Scale and the Desired Results assessment tools. Some of the students did not feel confident that they could use these tools effectively based on the time allotted for instruction and practice in the class. Faculty members are making adjustments based on this feedback.

In order to share assessment tools more effectively, a shared drive has been set up for use by both full- and part-time faculty. Because of the many obligations, both teaching and in the field, we do not this operational to date.

## D. Level of SLO/Assessment Implementation

Based on the ACCJ's rubric for the *Characteristics of Institutional Effectiveness in Student Learning Outcomes*, the Childhood Education Department has determined that it has reached the Level Three: Proficiency.

- Student learning outcomes and authentic assessment are in place for courses, programs and degrees.
- Results of assessment are being used for improvement and further alignment of institution wide practices.
- There is widespread institutional dialog about the results within the department.
- Decision-making includes dialog on the results of assessment and is purposefully directed to improving student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed on a regular basis.



- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

## **E. Recommendations**

1. Since the Childhood Education Department has 55 Course SLOs and 5 Program SLOs to assess, we recommend that the Teacher Resource Room attendant position be funded, and that one of his/her duties include tallying surveys and other assessment data for faculty analysis. This will allow faculty to continue to develop and assess Student Learning Outcomes on a regular basis and to move from Level Three (Proficiency) to Level Four (Sustainable, Continuous Quality Improvement).
2. Funds should be made available to hold two one-day retreats for full and part-time faculty at ECC and the Compton Center in order to review student learning outcomes and assessments and to share data, assignments, and strategies for improved student success.

## 5. FACILITIES, EQUIPMENT, AND TECHNOLOGY

<b>Facilities</b>	
Description	Restrooms, Bulletin Boards, Classrooms, Elevator, Stairwells, AC and Heating, Faculty Mailroom, Faculty Offices, and Teacher Resource Room
Immediate Needs (1-2 years)	Stairwells need to be better lit. Student bathrooms need to be better maintained. Clean faculty office windows.
Long Range Needs (2 to 4 years)	Maintain recommendations listed above.

<b>Equipment</b>	
Description	White Boards, Desks, Tables, Chairs, Garbage Cans
Immediate Needs (1-2 years)	Purchase rolling tables and chairs for the Teacher Resource Room so the room can be easily reconfigured to meet the needs of various classes, activities, meetings and other events. Purchase four large garbage cans for the hallways. Larger trash cans for the classrooms. Recycle bins for each classroom and hallway.
Long Range Needs (2 to 4 years)	Develop a comprehensive recycling program for bottles, cans, cardboard, and paper.

<b>Technology</b>	
Description	Teacher Resource Room Computers, Classroom Computers, LCD Projectors, Document Camera, DVD and Video Players, Laptop, Printer, and Copy Machine
Immediate Needs (1-2 years)	Regular Maintenance of the Teacher Resource Room and classroom computers. Update the software for compatibility for most current and common applications. Closed Caption Capability for all Media Equipment
Long Range Needs (2 to 4 years)	Purchase four new computers for the TRR. Purchase two printers for the TRR. Purchase a maintenance agreement for the TRR Copy Machine

### D. Recommendations

#### Facilities

- 1) Provide better lighting for stairwells.
- 2) Increase maintenance for student restrooms.
- 3) Clean faculty office windows in ARTB 326 Suite

#### Equipment

- 1) Purchase rolling tables for the Teacher Resource Room so the room can be easily reconfigured to meet the needs of various classes, activities, meetings and other events (\$5,153).
- 2) Purchase four large garbage cans for the hallways. Larger trash cans for the classrooms. (\$100).
- 3) Recycle bins for each classroom and hallway (\$300).
- 4) Develop a comprehensive recycling program for bottles, cans, cardboard, and paper.

#### Technology

- 1) Provide regular maintenance of the Teacher Resource Room and classroom computers.
- 2) Update the software for compatibility for most current and common applications.
- 3) Ensure closed caption capability for all media equipment.
- 4) Purchase four new computers for the TRR.  
Purchase two printers for the TRR. Purchase a maintenance agreement for the TRR Copy Machine

## 6. STAFFING

### A. Current Staffing

Number of Faculty and Staff	
Full-time Faculty	4
Adjunct	3 to 4 (based on # of sections offered)
Temporary Full-time Seeds Head Start Grant Administrator	1 (Special Services Professional)
Temporary Seeds Head Start Program Assistant (170 day)	2 (Casuals)

Overview of Full-Time Faculty				
Name	Reassigned time	Currently on leave	Retired in last 2 years	FT hired last 3 years
Susan Baxter				
Michelle Moen				X
Jennifer Montgomery				
Janet Young	25%			

### B. Staffing Needs

**Immediate Needs:** include release time for a rotating Department Chair. The Early Childhood Education Field is in significant transition. We are in the process of participating in the State driven alignment of our program with the 107 other colleges and with the UC and CSU programs. The Department of Education is revamping the educational matrix for our students and the quality rating control and standardization of Preschool programs. The college requires significant participation in the administrative mandate of SLO and Plan Builder. Our faculty works diligently to stay current and attend the many meetings and conferences around the state while maintain a full time teaching load. We need to have a person to keep on top of all the changing legislation, and represent the interests of El Camino College at the meetings and advisory boards.

#### **Teacher Resource Room (TRR) Super Tutor Program (Funded by CTEA for 2011-2012) Continued funding needed.**

SuperTutor Position (Temporary Casual) for the Teacher Resource Room to assist students with projects and assignments for Childhood Education and General Education Classes.

The Teacher Resource (TRR) Super Tutor Program is designed to provide Childhood Education Students with a one-stop support center in the Childhood Education Department. The goal is to provide students with tutoring and support so that they will successful in their classes and will obtain Child Development Permits, Certificates of Achievement, A.A. Degrees and transfer to a four-year institution to earn a bachelor's degree. An additional goal is to help students become exemplary preschool teachers so they can obtain jobs in this competitive market.

The TRR Super Tutors have been selected from successful child development majors who will be cross-trained to help students with projects, assignments and learning how to take a class online. They will also

help students learn to develop creative and imaginative learning activities for children as part of their assignments and in their own classrooms.

The TRR Super Tutors work with the Childhood Education Faculty to obtain syllabi and assignments for each class being offered each semester. They will work closely with Childhood Education faculty to gain a clear understanding of projects and assignments and attend class meetings when special topics or projects are being explained. The Super Tutors will compile a list of all of the textbooks each semester so that a minimum of one copy of each will be held on reserve in the TRR. The Super Tutors will also maintain any lectures that faculty have posted online so they

The TRR Super Tutors are housed in the Teacher Resource Room. This room, located in ARTB 313 is currently operational and houses computers, printers, research materials such as books and journals, a laminator, book binders, children's books, textbooks, and die cuts.

The TRR Super Tutors assist student in their coursework by providing support and training in:

- Researching online for projects and papers
- Assisting with online courses
- Learning PowerPoint and other software to develop class projects
- Utilizing the equipment in the TRR such as the laminators, book binders and die cuts to develop projects and curriculum materials required for Child Development Courses
- Locating appropriate resources for projects and papers in the TRR library including
- Distributing textbooks for references
- Developing Activity Plans and completing other assignments.
- Developing time management skills
- Being referred to campus resources (e.g. Writing Center, Special Resource Center)

### **Child Development Permit Specialist (50% Position)**

The dramatic increase in the number of students being awarded a first-time Child Development Permit or Upgrading their permits is directly related to the Child Development Specialist Position that has been funded for the past four years by the Seeds Head Start Grant. The Permit Specialist sees students on a daily basis and hold several Child Development Permit information sessions at both ECC and Compton each week. Since ECC has been certified to serve as a permit authorization agency, this Permit Specialist has been given the authority to approve permits and send them to the CTC for priority processing. In other words, students receive their Permit in 6-8 weeks instead of 6-8 months.

In 2013, this grant will end and the services provided by the Permit Specialist will cease. Faculty cannot take on the added role of meeting with students, reviewing applications and transcripts, and sending the packets to the CTC. Faculty are already serving as Professional Growth Advisors for our students on a voluntary basis and cannot take on this time consuming task. It is necessary that we replace this person so that students can continue to earn and upgrade their permits in order to stay employed.

**Long Range Needs:** focus on a full-time growth position in order to add stability to the Department, reduce the number of adjunct faculty, and provide more consistency for students as Faculty take turns in the role as the Department Head or for release time as grant positions continue to be an active and integral part of our Departmental life. Further, the significant changes to our field, both academically and legislatively requires Faculty to spend considerable time attending meetings, keeping abreast of legislative changes, serving on advisory boards and participating in surveys and research in the field.

### **C. Recommendations**

1. Provide fifty percent release time for one full time faculty member to assume the role of department chair.
2. Hire one full-time tenure track faculty member as a growth position to increase full time faculty from four to five.

3. Hire and train SuperTutors to work in the Teacher Resource Room to assist students with their Childhood Education and General Education classes.

## 7. CAREER AND TECHNICAL EDUCATION INFORMATION

### A. Occupational Data

According to the Bureau of Labor Statistics, employment in child day care services is projected to increase moderately, but a large number of jobs will open each year from the need to replace the large numbers of experienced workers who leave the industry for other jobs.

#### Employment Changes

Wage and salary jobs in the child day care services industry are projected to grow about 15 percent over the 2008-18 period compared with the 11 percent employment growth projected for all industries combined. Center-based day care is projected to continue to expand its share of the industry because an increasing number of parents prefer its more formal setting and believe that it provides a better foundation for children before they begin traditional schooling. Demand for child care centers and preschool teachers to staff them could increase further if more States implement preschool programs for 3- and 4-year-old children, which some States have begun and others are planning to start. In addition, subsidies for children from low-income families attending child day care programs also could result in more children being served in centers, as could the increasing involvement of employers in funding and operating day care centers. Legislation requiring more welfare recipients to work also could contribute to growing demand for child day care services.

A current number of licensed preschools is not available from the Los Angeles County of Education, Community Care Licensing, or local Resource and Referral Agencies. This problem should be rectified once the Workforce Registry Project is fully implemented.

[https://www.childdevelopment.org/cs/cdte/view/cal\\_ev/657](https://www.childdevelopment.org/cs/cdte/view/cal_ev/657)

#### Job Prospects

Opportunities within this industry are expected to be excellent, because of the need to replace workers who choose to leave the industry to return to school or enter a new occupation or industry. Replacement needs are substantial, reflecting the low wages and relatively meager benefits provided to most workers. The substantial replacement needs, coupled with moderate employment growth, should create numerous employment opportunities. Source: <http://www.bls.gov/oco/cg/cgs032.htm>

### B. District's Need for the Program

The Childhood Education Department is a thriving department on this campus. The student success and retention rate is high (73.4 and 87.3 respectively). The densely populated South Bay and surrounding areas provide many employment opportunities for students.

**The Department offers the following courses that fulfill general education requirements:**

#### **A.A and A.S. Degree General Education**

CDEV 103 Child Growth and Development and CDEV 104 The Home, The School, The Community;  
Area 2C: Social and Behavioral Sciences

#### **CSU General Education**

CDEV 103 Child Growth and Development; Area 7: Interdisciplinary and Social/Behavioral Sciences  
And Area E: Lifelong Understanding and Self-Development

#### **IGETC General Education**

CDEV 103 Child Growth and Development; Area 4: Social and Behavioral Science

The Department participates in all campus functions such as New Student Day, Major's Fair. The Department also offers activities for the community which includes Children's Day, Story and Activity Hour, and professional conferences for students.

Faculty are active campus citizens and serve on hiring committees, the Academic Senate, Library Advisory Committee, Curriculum Committee, Learning and Assessment Committee, College Council, and various other committees as the need arises.

The Childhood Education Department has also written many grant proposals and have been awarded nearly \$2 million for special programs during the past 10 years. The department continues to seek grant opportunities that will provide students with learning opportunities and ways to advance in their field.

The Department operates the "Teacher Resource Room" for student use. This room (which has been grant funded for the past 15 years) provides students with access to computers, laminators, book binders, die cuts, children's books, reference materials, puppets, flannel stories. A trained childhood education tutor is available to help students with coursework and projects. This type of room is not offered in many other colleges or universities.

### **C. State's Need for the Program.**

Legislation was passed which now requires Head Start teachers to hold a Bachelor's Degree in early childhood education or a related field and for Assistant Teachers to hold an A.A. degree in. In addition, all Head Start staff are required to hold a Child Development Permit awarded by the California Commission on Teacher Credentialing. This means that many teachers are returning to school in order meet these educational requirements so they can keep their jobs. Prospective teachers know that they must earn an A.A. and then a B.A. if they wish to become employed at a Head Start school.

According to the United Teachers Association, by 2014 teachers in public and private preschools will be required to hold a bachelor's degree and by 2016 it is expected that preschool teachers will be required to hold a preschool teaching credential like those required for elementary and high school teachers.

The California Department of Education (CDE) is very interested in developing a competent, well-educated workforce in the field of early childhood education. The CDE has released a document called the *Early Childhood Educator (ECE) Competencies*. This document describes the knowledge, skills, and dispositions early childhood educators need in order to support the development and learning of children birth to age five. The ECE Competencies are intended to influence how ECE practitioners are prepared and are expected to influence professional preparation, coursework, and professional development experiences. The competencies are also designed to provide guidance in the definition and development of ECE credentials.

Department faculty serves on the following statewide programs:

**Competencies Integration Project (CIP)** A faculty members serves as a Steering Committee member and Regional Coordinator for the Competencies Integration Project (CIP) -- assigned to work with 22 community colleges and 6 California state universities. The colleges will be working together make sure that all of the new competencies are addressed in the college and university classes. <http://www.childdevelopment.org/cs/cdte/print/htdocs/home.htm>

**Curriculum Alignment Project (CAP).** A faculty member serves as coordinator. In this project nearly all California Community College childhood education programs are working to offer a common set of classes known as the “Lower Division 8” in order to provide consistency among programs and allow students to transfer more courses to the CSU for a Bachelor’s Degree in Child Development. [http://www.childdevelopment.org/cs/cdtc/print/htdocs/services\\_cap.htm](http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm)

**The California Mentor Teacher Program:** A faculty member serves as Regional Coordinator for the ECC and Compton campuses and recruits and trains mentors to supervise student teachers. <http://www.ecementor.org/>

**Child Development Training Consortium** A faculty member serves as the campus coordinator for this program which offers stipends to offset the cost of tuition and books for students who work in the field of early childhood education. <http://www.childdevelopment.org/cs/cdtc/print/htdocs/home.htm>

## **E. Needs Not Met by Other Programs**

Although most community colleges have early childhood education programs, there are more than enough students to allow each program to thrive. The ECC Childhood Education Department is different in that it offers several courses for students who work with or who are interested in working with children with special needs. In addition, we offer a Certificate of Achievement for Early Intervention Assistants that is not offered at many other colleges.

Another attribute unique to ECC is the designation as a Permit Authorizing Agency. The Child Development Permit Specialist (currently funded by a grant) has the authority to review applications for all levels of the Child Development permit. When the applications are forwarded to the Commission on Teacher Credentialing (CTC) they are given top priority and students receive their Permits in six to eight weeks instead of six to eight months. This is an important service we offer students.

## **F. Student and Employer Satisfaction**

**Students:** Students continually express their satisfaction and appreciation with their preparation for employment. We are considering adding the question to our next program survey or assessing it through one of the Program Level SLOs.

**Employers:** Faculty are often in local schools and speaking with local program directors and supervisors. Many students are placed in local early childhood education programs each year as these classrooms serve as practicum sites for our students. We continually receive positive feedback from these educators. However, a formal study has not been conducted.

## **G. Completion, Success and Employment Rates**

The Department currently has statistics for the have the completion and success rates for coursework. These rates, explained in detail on Section 2.B.



The success rates of Childhood Education Students are considerably higher than that of the division. In relation to the state averages for this discipline, students rated below the state average in 2006, but exceeded the state average in 2007, 2008, and 2009.

The retention rates of Childhood Education Students are considerably higher than that of the division. In relation to the state averages for this discipline, students rated below the state average in 2006, but exceeded the state average in 2007, 2008, and 2009.

<b>Associate in Arts Degrees</b>				
<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	
36	33	38	24	
<b>Certificates of Achievement</b>				
<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	
9	12	2	34	
<b>Child Development Permits</b>				
<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
40	38	45	153	185

We currently do not have the mechanism, time or personnel to formally track student employment rates.

## **H. Impact of the Advisory Board**

The advisory board consists of students, full and part-time faculty, the ECC Child Development Center Director and Teachers, a representative from the Southern California Regional Occupation Center (SCROC) California Mentor Teachers, and other preschool teachers and directors. These professionals keeps us current with issues in the community and gives us recommendations and suggestions for continued improvement. We rely on their input and often ask for their advice. There are currently three students serving on the Advisory Board whose insights and recommendations are invaluable.

## **8. DIRECTION AND VISION**

### **A. Overview of the Direction and Vision of the Program Strategies for Achievement**

#### **1. Superior, Relevant, and Responsive Educational Program**

The most important vision for the Childhood Education Department is to stay current with trends and research in the field of early childhood education in order to provide superior academic and vocational training for the students and assist students in obtaining A.A degrees and then transferring to a university to obtain bachelor's degrees.

##### **Strategy for Achievement**

Courses will be aligned with the newly adopted Lower Division 8 classes and articulation agreements and memos of understanding with four-year institutions will be developed to aid students with the transfer process. More flexibility in course offerings will be developed which will include hybrid courses, off campus classes, summer session, winter session, and additional online courses. Classes will be carefully scheduled in order to allow students to move through the course sequence in a timely manner. Department faculty will continue to work as team, meet regularly, discuss concerns, share responsibilities and develop timelines The Department Chair would be instrumental in this process.

#### **2. ECC Child Development Center Lab School**

The Child Development Center will transition into a fully functioning lab school for the Childhood Education Department. Department faculty will influence and oversee the program.

##### **Strategy for Achievement**

In order to transition to a full functioning lab school, and due to a lack of enrollment, the center needs to better align itself with the pedagogical and philosophical practices purported by the department. In addition, the center should include more creative experiences for children and integrate the philosophies such as Reggio Emilia, and those demonstrated in exemplary programs such as CSULB and Pacific Oaks. The Department Chair would be instrumental in this process.

#### **3. Currency in the Field**

Department faculty will remain current and aligned with the transitions and changes in field through participation in statewide and local committees and organizations that are influencing these changes.

##### **Strategy for Achievement**

Continue to work as team, meet regularly, discuss concerns, share responsibilities and develop timelines. The Department Chair would be instrumental in this process.

#### **4. Teacher Resource Room (TRR)**

The Department will maintain a state-of-the art Teacher Resource Room, which serves not only as a resource room but as a community hub for the Childhood Education students and faculty.

##### **Strategy for Achievement**

Faculty will work toward securing grant funding to support the TRR, continue to work as team, meet regularly, discuss concerns, share responsibilities and develop timelines for goals and objective.

Develop the position of TRR room attendant position to include "Super Tutor" to assist students with assignments and research where appropriate. The Department Chair would be instrumental in this process.

#### **5. Grants for Student Success Projects**

The Department will work to secure additional grant funding to continue to offer services to students which include Teacher Resource Room equipment, supplies, and personnel, the Child Development Permit Specialist position, and global educational opportunities, and student success initiatives.

##### **Strategy for Achievement**

Work with the College Grant Writer to research and develop grant proposals. The Department Chair would be instrumental in this process

### **B. Changes in the Academic Field**

There are several significant changes in the early childhood education field that will impact our program. These changes include the following:

#### **1. Increased Educational Requirements**

By 2013, early childhood educators will be required to have a bachelor's degree in order to teach in state or federally funded programs, all assistants will be required to hold an associate in arts degree and all teachers and assistants will be required to hold a Child Development Permit. Local Head Start programs have already instituted these requirements. This creates a significant demand on the two-year college program so that students are able to work toward their degree at a more affordable level as the average student at El Camino is earning between 10 and 12 dollars and hour with no benefits. Regardless of this dismal statistic, students will need to obtain a BA to be able to keep their jobs.

In addition, The Department of Education is considering developing a Preschool Teaching Credential although it is not clear if this will become part of the bachelor's degree program or a 5<sup>th</sup> year credential. Regardless, the educational requirement for preschool teachers is increasing dramatically and the Department must be ready to meet student demands so they will be able to maintain their current jobs or become employable.

#### **2. Standardization of Curriculum and Assessments**

The State is working toward the standardization of Assessments for Preschool and Infant Care (Desired Results), curriculum standards (Foundations) and the Early Childhood Education Competencies. It is expected that all of these components be integrated into early childhood education curriculum. Faculty have been participating in these state-wide projects and is working on revising the curriculum and develop training workshops to integrate current information and trends childhood education coursework.

### **3. Transitional Kindergarten**

This current trend, which resulted First 5 movement, is the next step in supporting the education for four-year olds. Much discussion and work is being done to determine how to best prepare children for kindergarten and how to best prepare teachers. Faculty is working on these statewide committees to influence the direction of this program and our sensitive and responsive to the curricular needs of students.

### **4. Curriculum Alignment Project (CAP) and EECLC**

These programs have been designed to align courses among community colleges as well as aid students in transferring to state universities to pursue a bachelor's degree. Department faculty serve on these committees and are involved in shaping curriculum and transfers agreements with local CSUs.

### **5. Research**

The *National Institute for Early Education Research* and *Center for the Study of Child Care Employment* is focusing on preschool Policies and are emphasizing the need for greater practicum experience, mentorship, and continued professional development. This is the start of the field's examination of workforce development in relationship to quality programs and standards. Research clearly indicates that this field is undergoing significant transition. As advocates for children and our students the faculty is participating in the development and influence policy as much as possible.

## **C. Alignment with the College Vision, Mission and Strategic Initiatives**

The Childhood Education Department is clearly aligned with the College's vision, mission and initiatives and core competencies.

### **Mission**

The Childhood Education Department offers a "quality comprehensive educational program and services to ensure the educational success of students from our diverse community." Students become prepared to serve students and their families in a diverse society.

### **Vision**

The Childhood Education Department faculty work exceedingly well together to "create an environment that emphasizes people, respect, integrity, diversity and excellence." We celebrate and embrace our strengths support and encourage one another to reach our professional and educational goals. This same respect is shown to our Division Dean, office staff, and faculty and staff across campus. We are leaders in "demonstrating accountability to our students and our community" and serve as advocates for our students.

### **Strategic Initiatives**

The Childhood Education Department goals and objectives are aligned with the College's Strategic Initiatives by:

1. Offering excellent educational and student support services.
2. Supporting student learning using a variety of instructional delivery methods and services.
3. Maximizing growth opportunities (when possible) and strengthening our program and services to enhance student success.
4. Strengthening partnerships with schools, colleges and universities, and community-based organizations to provide workforce training and economic development for our community.

5. Supporting self-assessment, renewal, and innovation by:
- Using student learning outcomes and assessment to continually improve processes, programs and services.
  - Using research-based evidence as a foundation for effective planning, budgeting and evaluation processes.
  - Using technological advances to improve classroom instruction and services to students and employee productivity.

## 9. PRIORTIZED RECOMMENDATIONS

Recommendations	Cost Estimates
1. Provide 40% release time for a Department Chair (Grant writing, articulation, currency in field, serving on advisory boards, attending meetings and campus committees, working on the Child Development Lab School Redesign, providing SLO over sight, mentoring adjunct faculty, campus committees)	\$20,000
2. TRR Staff/SuperTutor (Temporary Casual 30 hrs per week x \$12 per hour) x 48 weeks	19,000
3. Child Development Permit Specialist (50%) 180 days x 4 hours per day x 20. per hour	14,400
3. TRR Equipment and Supplies Laminating film, construction paper, die cuts, children's books, journals	5,000
4. Maintenance Agreement for TRR Copy Machine	2,500
5. Full Time Faculty Growth Position	85,000
6. Two Day SLO Retreat for ECC and Compton Faculty	500
7. Lighting for Stairwells, Restroom Maintenance, and Window Cleaning, Four Garbage Cans and Five Recycling Bins	Facilities
8. Student Workers to Tally SLO Data for faculty	700
9. Rolling Tables for the TRR Ten (10) Rolling Tables - \$476 (\$4,760) each plus 8.25% sales tax \$393.	5,153
10. Four Computers and Printers	7,000
11. Work with Curriculum Office and ITS to solve Prerequisite Clearance Problem	0
12. Update Software on Computers	2,000
<b>Total</b>	<b>\$161,253</b>

