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

Childhood Education Department
Program Review

Fall 2015

Prepared by:
Susan Baxter
Michelle Moen
Jennifer Montgomery
Janet Young

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Childhood Education Program

1. Program Overview
a) Description of the Program
The Childhood Education Department, which serves about 1,000 students per year, is unique in that it is a career and technical education program and a transfer program. The program includes students who are currently working in the field, are planning to enter the workforce, or seeking career advancement.   In order to be workforce or career advancement ready students are earning degrees, certificates, permits, or are working toward a bachelor's or master's degree in the field.

The Department offers a diverse curriculum of 25 specialized courses ranging from child growth and development, curriculum, program administration, special education and practicum classes. Since it is a CTE program, the curriculum must be reviewed every two years (instead of every six for academic programs). Seventy-five student learning outcomes (SLOs) and three Program Learning Outcomes (PLOs) are assessed each cycle.

In addition to teaching and college responsibilities, the four full-time faculty members serve in many other roles which includes writing grant proposals and managing grant programs, serving on industry advisory boards, working with local agencies such as Los Angeles Universal Preschool (LAUP), Race to the Top, LA County Office of Education (LACOE), Resource and Referral and Head Start Agencies, LA County Office of Child Care, and state-wide committees such as the Commission on Teacher Credentialing (CTC), Curriculum Alignment Project (CAP) and the Competencies Integration Project (CIP). Faculty manage the Child Development Training Consortium (CDTC) and ASPIRE stipend programs and the California Mentor Teacher Program, provide professional development activities such as major conferences and workshops, serve as Professional Growth Advisors for all students with Child Development Permits and are involved in local, state, and national committees and advisory boards.

History of the Teacher Education Program (TEP)
The Teacher Education Program (TEP) was initiated in 2005 with a Partnership for Excellent (P4E) grant. During this period, there was a severe statewide teacher shortage. Community Colleges were urged to partner with local universities in order to help future teachers complete their lower division work, pass the required CBEST exam, transfer to a university to obtain a degree and teaching credential and become a classroom teacher. In fact, legislation had been changed that allowed community colleges to offer up to six units of education courses.   This program caught on very quickly at ECC and within one year there were 1,500 students in our Future Teachers Club.   The program leaders immediately teamed up with Judy Kasabian (math) and Madeleine Carteron (counseling) who had been working with prospective teachers on various grant programs for years. Dr. Kasabian and Ms. Carteron served as advisors to TEP.

At the same time, the College had been awarded a five-year Title V grant in partnership with CSU Dominguez Hills. The purpose was to develop a seamless pipeline from ECC to the Dominguez Hills Teacher Education Program. The ECC lead on this grant was an administrator in Student Services. By the second year, administration of the grant was turned over to the Childhood Education Department. The grant objectives were carried out successfully and a pathway to CSUDH was developed.

El Camino College was awarded a second five-year Teacher Education Program grant which involved partnering with Santa Monica College to assist them in developing their program and to continue to

strengthen our own program. This project was also extremely successful. ECC had the highest transfer rate to the CSU Dominguez Hills Teacher Education Program, and the second highest transfer rate to CSU Long Beach. In addition to the transfer rates, the program was recognized statewide for it high quality and faculty professional development.

Both grant proposals stated that the Teacher Education Program would be institutionalized after the grant periods had ended. However, at the end of the second five-year grant, the President decided that he would not institutionalize any part of the program whatsoever citing budget constraints and the end of the teacher shortage as his reasons.   The Academic Senate questioned the discontinuance of TEP, but was told that since it was not a recognized academic program, it was not subject to the same elimination procedures as an existing program would undergo. To date, the only remnant of TEP includes two transferable education courses that were developed for TEP students. The responsibility for maintaining the curriculum, overseeing the SLOs and evaluating the instructors has been relegated to the Childhood Education faculty.

Currently, there is a new teacher shortage in the state. Had we been allowed to keep a scaled down version of TEP in operation, we would be poised to reinstitute TEP and help prepare future teachers.   Although there is currently a grant-funded Teacher Pipeline Program for students interested in becoming vocational teachers, we strongly recommend that the Teacher Education Program be reinstated for prospective elementary, middle school, and high school teachers.

The Closing of the Child Development Center
The Child Development Center was designed for two discrete and important purposes. First, to serve the children and families by providing high-quality early child care, and second, to serve as a lab school for students in the Childhood Education Department.   Enrollment at the Center started to decline for two reasons. There was a down-turn in the economy which led to a loss of jobs and subsequent decline in the need for child care and a decline in the reputation of the Child Development Center as a high-quality program. There was a deficit of $75,000 to $100,000 each year for several years.

The Childhood Education faculty had been frustrated, for many years, as they did not believe that the Center reflected the philosophy and practices that were presented in the academic program. Although faculty tried to work with the director and staff, they had no actual control over the Center policies, curriculum, or philosophy and were unable to institute any changes.

In Fall 2012, the President made a recommendation to the Board to close the Child Development Center. Faculty, staff, students, and parents asked the Board to reconsider stating that, under new leadership and in true partnership with the Childhood Education Department, enrollment would increase and the Center could become successful once again.

In February 2013, the Board voted to keep the Center open for one year.   We operated under the assumption, and the Board confirmed this, that this decision was made to provide an opportunity to put actions into place to improve the Center and increase enrollment so the Board could determine if they would keep the Center open long term. However, according to the President and Vice President their understanding of the Board's decision was to merely delay the closing for a year, and was therefore uninterested in any progress that was being made at the Center.

The Interim Director, a full-time Childhood Education faculty member, took charge of the Center on July 1, 2013 and positive changes were made. To be impartial in the analysis it is important to note that, in her role as Interim Director, she found systemic problems that had contributed to the decrease in enrollment of the Center that may or may not have been easily resolved.

In September of 2013, the President brought back a recommendation to the Board to close the Center. The Interim Director had been in place for three months, and the Board did not believe that the Center could recover financially and voted to close the Center. Please see Appendix D for the full Recovery Report.

Repercussions of the Closing of the Center
A major problem associated with the Center closing is that it eliminated important opportunities for students to conduct observations and work directly with children.   Prior to the Center closing, students had conducted over 800 observations per year as part of their class assignments. In addition, 18 practicum students conducted their field work at the Center, students in curriculum classes developed and tested their activity plans with children, and children themselves participated in events at the College such as Children's Day and Story Hour. All of these activities provided first-hand experiences so that our students could have important, real-world experiences with children.

In the wake of the Center closing, we have been spending countless hours to find early childhood education programs that will accept our students for observation and to be used as practicum sites. Students, too, are experiencing difficulty in finding observation sites with many schools becoming more reluctant to allow strangers into their classrooms. Students are also being kept from conducting observations because many schools are requiring TB tests and/or finger printing while others will allow students to observe if they pay a fee of $25 to $50.

The Department strongly recommends that the College re-opens the Child Development Center Lab School by fall of 2018 and place it under the direction of the Dean of Behavioral and Social Sciences and the Childhood Education Department. It is important that the College realizes that the Child Development Center is a crucial part of the academic program and that it is necessary to prepare high-quality early childhood educators.   The College currently supports many vocational programs (including nursing and cosmetology) and provides laboratories and personnel that are critical to the education and training of their students. It is time for the Childhood Education Program to be given the same consideration.

b) Degrees, Certificates, and Permits
The degrees, certificates, and permits 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.

The Childhood Education Department offers an Associate in Arts Degree in Childhood Education and an Associate in Science Transfer (AS-T) degree and 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) Fulfillment of the College's Mission and Alignment with Strategic Initiatives
The Childhood Education Department is clearly aligned with the College's vision, mission and Strategic Initiatives and is evidenced in our Program 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.*

<u>College Vision</u>
The Department embraces the College's vision and works diligently to make El Camino College the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel. We work hard in our community and at the State level to provide quality programs that will draw students to the college, to strengthen our community of early childhood educators and the children and families they serve and guide and inspire our students so they will excel in their studies.

Strategic Initiative Alignment
Strategic Initiative A. Student Learning*: Support student learning using a variety of effective instructional methods, educational technologies, and college resources.*
Faculty has been at the forefront in promoting student success strategies and developing classroom activities, assignments, and authentic assessments to enhance learning. Faculty has been participating in and leading professional growth activities to enhance student learning. Faculty work together to develop authentic and varied assessment methods that allow student many opportunities to "show what they know" and assess their effectiveness on a regular basis. This includes integrating appropriate technology into the classroom and offering distance education classes. The department's philosophy and values are reflected in our pedagogy as faculty works to create constructivist classrooms where active learning is paramount and reflective teaching practices are encouraged. A list of College resources is included in department syllabi to make students aware of the rich support services available to them such as the Library Resource Center, the Special Resource Center, and the Writing Center.

Strategic Initiative B. Student Success and Support *Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.*
Faculty agrees with and embraces the findings of the RP Group which states that students are successful when they are *Directed, Focused, Nurtured, Engaged, Connected, and Valued.* For over 25 years, faculty has worked determinedly to assist students in all of these areas. This includes setting up a Teacher Resource Room which serves as the "hub" for students in the program and provides a one-stop location for program information, supplies and materials, and specialized tutoring services. All faculty members include a list of the College's support services in their syllabi and encourage students to take full advantage of the services on campus.

Strategic Initiative C. Collaboration *Advance an effective process of collaboration and collegial consultation conducted with integrity and respect. Childhood Education faculty has a reputation for working fairly, professionally and with integrity across campus and in the community.*
Childhood Education faculty treat all students and colleagues fairly and with respect, modeling the same types of behaviors that is expected in the workplace. Faculty members appreciate the diversity of their colleagues and students and celebrate these differences with a full understanding that these differences bring a deep level of enrichment and value to the program. Faculty brings a level of commitment to department and college-wide committees in service to the college and its students.

Strategic Initiative D. Community Responsiveness
Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community. Faculty are deeply involved in community matters and have developed formal agreements and partnerships with private public, and family child care early childhood programs, elementary schools, universities and resource and referral agencies in order to respond to their educational, workforce training, and economic development needs. Faculty regularly posts flyers regarding employment and volunteer opportunities on our job board from various entities in the community. Faculty also provides training and workshops in the community on a regular basis to meet these needs. Representatives from these programs serve on the advisory board.

Strategic Initiative E. Institutional Effectiveness
Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation. The department works diligently to participate in the processes of SLO and PLO assessment, Program Review, faculty evaluations, and other planning processes. Faculty members take pride in submitting high-quality timely reports and provide recommendations for the improvement of processes to increase institutional effectiveness.

Strategic Initiate F. Modernization
Modernize infrastructure and technological resources to facilitate a positive learning and working environment. In the planning and review process, faculty recommends upgrades to technological resources including hardware and software to improve the learning and working environment and to stay current with technological advances.

d) Status of Previous Recommendations

Previous Recommendations	Status
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)	Abandoned: Changing recommendation to request a Faculty Coordinator and Program Assistant.
2. TRR Staff/SuperTutor (Temporary Casual 30 hrs. per week x $12 per hour) x 48 weeks	Not completed. Received $8,000 for one year only. Has been grant funded for over 15 years. Position has not been institutionalized. Changing the name to "Childhood Education Tutors"
3. Child Development Permit Specialist (50%) 180 days x 4 hours per day x 20. per hour	Not Institutionalized. Has been funded by CTEA and grant funds for over 10 years. Currently funded by Los Angeles Universal Preschool (LAUP). Funding will end June 30, 2016. No other sources have been identified.
3. TRR Equipment and Supplies Laminating film, construction paper, die cuts, children's books, journals	Ongoing from Division, CTEA, and CDTC funds.
4. Maintenance Agreement for TRR Copy Machine	Not Completed - Abandoned
5. Full Time Faculty Growth Position	Not Completed
6. Two Day SLO Retreat for ECC and Compton Faculty	Not Completed
7. Lighting for Stairwells, Restroom Maintenance, and Window Cleaning, Four Garbage Cans and Five Recycling Bins	Not Completed
8. Student Workers to Tally SLO Data for faculty	Completed
9. Rolling Tables for the TRR Ten (10) Rolling Tables - $476 ($4,760) each plus 8.25% sales tax $393.	Partially Completed – Four (4) Additional tables are needed
10.Four Computers and Printers	Partially Completed with CTEA Funds
11.Work with Curriculum Office and ITS to solve Prerequisite Clearance Problem	Stalled
12. Update Software on Computers	In Progress

2. Analysis of Research

This data was retrieved from the Institutional Research and Planning Website and is based on Fall terms.

a) Head Count

Head Count			
2010	2011	2012	2013
915	859	838	840

Head counts are down due to a reduction in sections during that period. The number of sections offered has been increasing and it is expected that our headcount will increase by at least 200 students for the next Program Review cycle.

Gender					
	2010	2011	2012	2013	*School-Wide*
Female	89.8%	85.3%	88.5%	88.6%	*52.6%*
Male	10.1%	14.7%	11.3%	11.4%	*49.9%*

The program continues to be predominately female as is the field of early childhood education in general. The Department is making a concerted effort to recruit and retain men in the field as they provide a much needed presence and a positive influence for young children. CTEA funds were requested to develop a "Men in Early Childhood Education" project.

Ethnicity						
	2010	**2011**	**2012**	**2013**	*School -Wide*	*District*
African-American	21.4%	20.0%	20.9%	22.3%	*17.3%*	*15.1%*
Amer. Ind. or Alask. Native	0.4%	0.2%	0.0%	0.0%	*0.2%*	*0.2%*
Asian	12.1%	17.7%	15.2%	10.0%	*15.7%*	*13.6%*
Latino	41.3%	41.2%	43.4%	49.3%	*48.9%*	*34.5%*
Pacific Islander	0.5%	0.7%	0.6%	0.4%	*0.5%*	*0.5%*
White	13.9%	15.3%	14.6%	14.2%	*14.6%*	*32.8%*
Two or More	4.0%	2.0%	3.0%	2.6%	*4.1%*	*2.9%*
Unknown or Decline	6.2%	2.9%	2.4%	1.3%	*1.2%*	*0.4%*

The ethnicity of our students is diverse and mirrors the diversity in our college and community. We have a slightly higher percentage of African American students than the school or our District. This gives us a unique opportunity to work with the Student Success Initiative to increase student success for all of our students with special emphasis on our African American students who, statistically, are at risk.

Age/Age Group (17-19 20-24)						
<17	0.0%	0.0%	0.1%	0.0%	*0.5%*	*24.2%*
17	1.2%	0.3%	0.2%	0.7%	*2.1%*	
18	5.9%	3.6%	3.1%	3.6%	*12.2%*	*2.5%*
19	9.2%	13.0%	8.4%	11.1%	*15.1%*	
20	12.3%	13.0%	13.8%	10.5%	*13.3%*	*1.2%*
21	9.7%	11.8%	11.6%	9.8%	*10.1%*	*1.2%*
22	6.7%	7.8%	9.2%	7.4%	*7.6%*	*3.9%*
23	6.0%	7.0%	6.8%	8.0%	*6.1%*	
24	4.5%	4.9%	5.5%	6.3%	*4.7%*	
25-29	16.2%	16.1%	17.2%	18.5%	*13.5%*	*7.4%*
30-39	12.9%	11.8%	11.2%	13.1%	*9.1%*	*14.9%*
40-49	9.5%	6.8%	7.4%	5.7%	*4.1%*	*15.9%*
50-64	5.9%	4.0%	5.5%	5.2%	*3.3%*	*18.1%*
65+	0.0%	0.0%	0.0%	0.2%	*0.7%*	*10.6%*

This chart demonstrates that students represent a wide range of ages. Some students in this data reflect students who are taking CDEV 103 as a general education course. Generally, the age ranges reflect students who are interested in entering the field or reentry students in need additional coursework to upgrade their Child Development Permit or to become eligible for specialized positions such as infant/toddler or special education, or who are interested in transferring to earn a bachelor's degree.

Class Load					
	2010	**2011**	**2012**	**2013**	**School-Wide**
Full-time	33.6%	40.7%	31.7%	33.3%	*34.0%*
Part-time	65.5%	59.3%	64.4%	66.4%	*68.5%*
Academic Level					
	2010	**2011**	**2012**	**2013**	**School-Wide**
College Degree	16.2%	13.6%	16.9%	17.9%	*12.0%*
HS Graduate	80.4%	82.7%	76.5%	76.7%	*85.7%*
Not a HS Graduate	1.5%	1.2%	0.8%	0.0%	*1.4%*
K-12 Special Admit	0.1%	0.0%	0.1%	0.0%	*1.0%*
Unknown	1.7%	2.6%	5.6%	5.5%	*1.9%*
Educational Goal					
	2010	**2011**	**2012**	**2013**	**School-Wide**
Intend to Transfer	30.3%	30.7%	31.1%	32.3%	*31.0%*
Degree/Certificate Only	4.9%	5.5%	5.0%	5.8%	*3.8%*
Retrain/Recertification	8.2%	5.4%	4.9%	5.5%	*3.4%*
Basic Skills/GED	4.4%	5.2%	4.7%	5.0%	*5.8%*
Enrichment	5.5%	4.3%	4.1%	3.7%	*2.4%*
Undecided	19.0%	19.6%	18.4%	15.1%	*17.2%*
Unstated	27.8%	29.3%	31.9%	32.6%	*35.0%*

Class Load
The full time/part time ratio of (33%/66%) is consistent with the College average of 34%/68.5%.
This statistic reflects the fact that many of students are balancing work, family, and college.

Academic Level
The majority (85%) of students enter the program with a high school diploma making this their introduction
to college. Faculty is extremely aware of this fact and work diligently to help students learn how to become
successful college students while presenting content and maintaining the rigor of the course.

Educational Goal
There is a discrepancy in the IR&P data and the data garnered in the Student Survey on this topic. The chart
above reflects that in 2013, 32.3% of students intend to transfer and only 5.8 students were interested in a
Degree or Certificate. The Student Survey conducted through IR&P in Spring 2015 showed that 61% of
students intended to transfer and 50% were interested in obtaining an AA degree. The Spring 2015
Childhood Education Student Survey (see Appendix C) seems more reflective of the field as increased

educational requirements for state and federally funded programs such as Los Angeles Universal Preschool (LAUP) and Head Start Programs require teachers to have a bachelor's degree and assistants to have and A.A. or a Child Development Permit. Another explanation for this discrepancy is students may not have decided on a major when they complete their initial application to the College, but have since changed their minds as they become exposed to different educational and career paths.

The data that is most alarming are the number of students (48%) who are undecided or unstated. The department sees a need to reach out to these students to provide information, workshops, and guidance so they can become more focused, set goals, determine if early childhood education is indeed their field, and move through the program successfully and expeditiously.

This is another area in which the closing of the Child Development Center puts our students at a disadvantage. Students who have early experiences in the classroom either solidify their commitment to the field and become energized by observing and interacting with "real" children or realize that this is not the correct career choice for them. These opportunities for interactions with children have been severely diminished by the closing of the Center.

b) Course Grade Distribution and Analysis

Grade Distribution, Success, and Retention Child Development Fall Terms
Preliminary Success Standard *79.3%*
5 year Success Average *80.6%*
5 year Success Minimum *77.9%*

								Inc	Inc					
Year 2010														
COURSE	Method	Weeks	A	B	C	D	F	P	NP	DR	W	*Total*	Succ.	Reten.
CDEV-103	Lecture	16	136	79	30	11	18	2	1	8	24	*309*	79.9%	89.6%
CDEV-104	Lecture	16	77	32	19	7	5	1	-	3	10	*154*	83.8%	91.6%
CDEV-105	Lecture	14	15	8	2	2	5	-	-	1	14	*47*	53.2%	68.1%
CDEV-107	Lecture	16	45	5	4	-	1	-	2	1	2	*60*	*90.0%*	95.0%
CDEV-108	Distance Ed	16	30	3	-	-	7	-	-	1	3	*44*	75.0%	90.9%
	Lecture	16	43	2	-	-	1	-	-	-	6	*52*	86.5%	88.5%
CDEV-110	Lecture	16	12	7	7	1	3	-	-	1	2	*33*	78.8%	90.9%
CDEV-112	Lecture	8	20	3	4	-	6	-	-	3	1	*37*	73.0%	89.2%
		16	33	4	2	-	3	-	-	-	-	*42*	*92.9%*	*100.0%*
CDEV-114	Lecture	8	31	10	8	1	1	-	-	-	1	*52*	*94.2%*	*98.1%*
		16	20	14	9	-	3	-	-	2	4	*52*	82.7%	88.5%
CDEV-116	Lecture	16	48	11	2	2	4	-	-	-	2	*69*	*88.4%*	*97.1%*
CDEV-119	Lecture	16	44	13	4	-	3	-	-	-	6	*70*	87.1%	91.4%
CDEV-130	Distance Ed	16	34	1	-	-	2	-	-	1	1	*39*	*89.7%*	94.9%
CDEV-131	Distance Ed	12	18	5	4	-	1	-	-	2	2	*32*	84.4%	87.5%
CDEV-150	Distance Ed	16	15	10	5	2	4	-	-	2	3	*41*	73.2%	87.8%
	Lecture	16	10	9	8	2	1	-	-	1	-	*31*	87.1%	*96.8%*
CDEV-152	Lecture	16	14	3	-	-	1	1	1	-	-	*20*	*90.0%*	*100.0%*
2010 Total			**645**	**219**	**108**	**28**	**69**	**4**	**4**	**26**	**81**	*1,184*	82.4%	91.0%
Year 2011														
COURSE	Method	Weeks	A	B	C	D	F	Inc P	Inc NP	DR	W	*Total*	Succ.	Reten.
CDEV-103	Distance Ed	16	4	15	7	6	12	-	-	6	10	*60*	43.3%	73.3%
	Lecture	16	174	58	35	12	24	-	1	3	18	*325*	82.2%	93.5%
CDEV-104	Distance Ed	16	13	15	9	4	9	-	-	1	11	*62*	59.7%	80.6%
	Lecture	16	51	19	5	1	11	-	-	5	7	*99*	75.8%	87.9%
CDEV-105	Lecture	16	11	4	5	4	11	-	-	1	10	*46*	43.5%	76.1%
CDEV-107	Lecture	16	18	16	5	3	1	-	-	2	4	*49*	79.6%	87.8%
CDEV-108	Lecture	16	37	7	1	1	1	-	-	1	1	*49*	*91.8%*	95.9%
CDEV-112	Lecture	16	21	7	4	1	2	-	-	5	2	*42*	76.2%	83.3%
CDEV-114	Lecture	16	47	20	14	1	7	-	-	-	2	*91*	*89.0%*	*97.8%*
CDEV-116	Lecture	16	51	4	3	-	1	-	-	3	4	*66*	87.9%	89.4%
CDEV-119	Lecture	16	41	12	9	-	2	-	-	1	6	*71*	87.3%	90.1%
CDEV-131	Distance Ed	12	11	4	-	1	1	-	4	1	1	*23*	65.2%	91.3%
CDEV-150	Distance Ed	16	18	11	6	5	6	-	-	-	1	*47*	74.5%	*97.9%*
	Lecture	16	16	10	8	-	2	-	-	1	4	*41*	82.9%	87.8%
CDEV-152	Lecture	16	26	5	2	-	-	-	2	1	3	*39*	84.6%	89.7%
2011 Total			**539**	**207**	**113**	**39**	**90**	**-**	**7**	**31**	**84**	*1,110*	77.4%	89.6%

| Year 2012														
COURSE	Method	Weeks	A	B	C	D	F	Inc P	Inc NP	DR	W	Total	Succ.	Reten.
CDEV-103	Lecture	16	137	67	33	8	12	-	8	-	17	282	84.0%	94.0%
CDEV-104	Lecture	16	45	14	11	4	6	-	1	-	22	103	68.0%	78.6%
CDEV-107	Lecture	16	61	8	3	1	3	-	6	-	6	88	81.8%	93.2%
CDEV-108	Lecture	14	28	8	4	-	4	-	-	-	3	47	85.1%	93.6%
		16	29	6	4	-	1	-	-	-	7	47	83.0%	85.1%
CDEV-112	Distance Ed	8	28	2	1	-	16	-	-	-	2	49	63.3%	95.9%
	Lecture	16	29	5	6	-	-	-	-	-	4	44	90.9%	90.9%
CDEV-114	Distance Ed	16	21	10	6	1	3	-	2	-	3	46	80.4%	93.5%
	Lecture	14	12	8	6	-	5	-	-	-	8	39	66.7%	79.5%
CDEV-116	Lecture	16	44	12	5	-	4	1	-	-	2	68	91.2%	97.1%
CDEV-119	Lecture	16	43	9	6	-	4	-	-	-	4	66	87.9%	93.9%
CDEV-131	Distance Ed	12	19	1	6	2	-	-	1	-	4	33	78.8%	87.9%
CDEV-150	Distance Ed	16	15	15	3	-	3	-	-	-	7	43	76.7%	83.7%
	Lecture	16	26	9	8	-	1	-	-	-	2	46	93.5%	95.7%
CDEV-152	Lecture	16	21	4	1	-	3	1	4	-	2	36	75.0%	94.4%
CDEV-160	Lecture	8	20	2	-	1	5	-	-	-	5	33	66.7%	84.8%
CDEV-166	Lecture	8	18	3	1	1	3	-	-	-	1	27	81.5%	96.3%
2012 Total			596	183	104	18	73	2	22	-	99	1,097	80.7%	91.0%
Year 2013														
COURSE	Method	Weeks	A	B	C	D	F	Inc P	Inc NP	DR	W	Total	Succ.	Reten.
CDEV-103	Lecture	16	159	61	34	6	26	-	-	-	20	306	83.0%	93.5%
CDEV-104	Distance Ed	16	18	7	4	2	1	-	-	-	11	43	67.4%	74.4%
	Lecture	16	21	10	7	1	6	-	-	-	3	48	79.2%	93.8%
CDEV-107	Lecture	16	25	5	5	1	4	-	-	-	3	43	81.4%	93.0%
CDEV-108	Lecture	16	23	12	6	2	1	-	-	-	4	48	85.4%	91.7%
CDEV-110	Lecture	14	19	9	3	-	1	-	-	-	5	37	83.8%	86.5%
CDEV-112	Lecture	16	35	25	9	1	8	-	-	-	6	84	82.1%	92.9%
CDEV-114	Distance Ed	16	14	13	1	4	6	-	-	-	11	49	57.1%	77.6%
	Lecture	16	19	6	3	-	2	-	-	-	19	49	57.1%	61.2%
CDEV-115	Lecture	16	5	5	8	-	-	-	-	-	12	30	60.0%	60.0%
CDEV-116	Lecture	16	35	9	3	-	6	-	-	-	14	67	70.1%	79.1%
CDEV-119	Lecture	16	26	18	9	-	6	-	-	-	7	66	80.3%	89.4%
CDEV-125	Lecture	16	7	4	-	-	-	-	-	-	3	14	78.6%	78.6%
CDEV-126	Lecture	16	5	-	-	-	-	-	1	-	1	7	71.4%	85.7%
CDEV-131	Distance Ed	12	24	3	5	-	2	-	1	1	1	37	86.5%	94.6%
CDEV-150	Distance Ed	16	10	14	3	6	10	-	-	-	6	49	55.1%	87.8%
	Lecture	16	19	8	6	-	-	1	-	-	-	34	100.0%	100.0%
CDEV-152	Lecture	16	21	3	1	-	-	-	1	-	5	31	80.6%	83.9%
CDEV-160	Lecture	8	20	6	2	1	3	-	-	-	4	36	77.8%	88.9%
CDEV-166	Lecture	8	12	1	1	1	3	-	-	-	2	20	70.0%	90.0%
CDEV-169	Lecture	16	2	-	-	-	-	-	-	-	-	2	100.0%	100.0%
2013 Total			519	219	110	25	85	1	3	1	137	1,100	77.2%	87.5%

The grade distribution and retention is consistently high and is above the college standards. There is a wide variation in the level of preparation of students who enter the program and who are prepared for the rigor of transfer level courses. The Childhood Education Student Survey (appendix C) reflects that 87% of students are working and that 60% of students were in child development classes for the first time.   There are a several outliers in relation to success and retention to address.

- Fall 2010 and Fall 2011 CDEV 105 Parenting in Contemporary Society: This course had low success and retention rates of 53% success/68% retention and 43.3% success/73.3% retention respectively.   This was an elective course with no prerequisite and was, in some cases mandated by the courts. Subsequently, enrollment declined and it has since been inactivated.

- Fall 2011 – CDEV 103 Online Child Growth and Development: The rates for this course were 43.3 success /73.3 retention. In general, lower success and retention rates are more common in online classes.   Faculty have been watching this annually with data from IR&P and have found better strategies to keep students on track and help them monitor their progress more closely. Both faculty and students are becoming more successful in online classes as shown in success and retention rates in subsequent classes.

- Fall 2013 – CDEV 114 Observing and Guiding Children: These lower rates of 57.1 for success and 77.6 for retention may be reflective of the rigor of this class and the high level of critical thinking required in the assignments. Course content is integral to students' understanding and application of developmentally appropriate practices in order to work effectively with children. There are a large number of withdrawals (22%, 39%, and 40%) bringing the rates down. Faculty will continue to watch these rates and analyze the results. The closing of the Child Development Center may have had a negative effect on student success as the ability to observe and interact with children has been severely limited.

- Fall 2013 – CDEV 115 Introduction to Curriculum: The low rates of 60% success and 60% retention may be due to the fact that this was the first time this course was offered and instructor believes that there may have been too many assignments for this class. The faculty has been reflecting on this course since it began and is making adjustments they deem appropriate to ensure student success without compromising the integrity of the course.

c) Success Rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)

Yearly Averages for Success and Retention Rates		
Overall Rates	Success	Retention
2010	82.4%	91.0%
2011	77.4%	89.6%
2012	80.7%	91.0%
2013	77.2%	87.5%
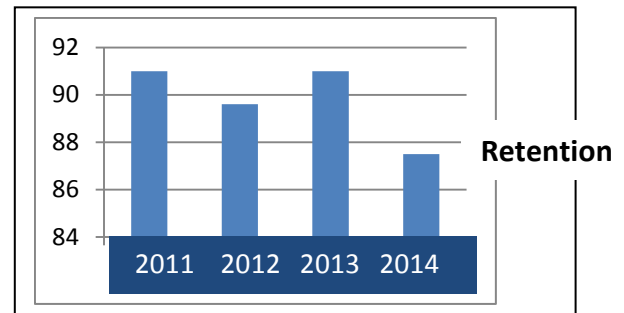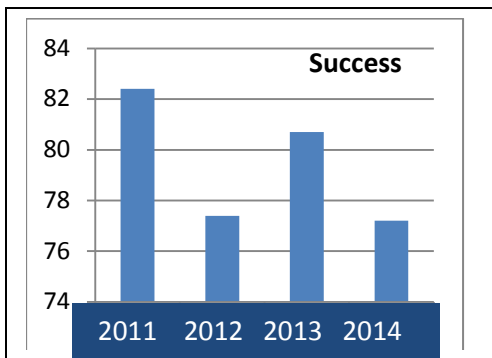
d) Retention Rates are high overall with variances of +- 2.5 percentage points. These rates exceed the standard of 79.6% set by the department.   We do, however, see room for improvement, especially in online classes. Please see the next section (Section e) for more detail regarding online classes.

e) Comparison of Success and Retention – Face-to-Face and Distance Education

								Inc P	Inc NP				Succ.	Reten.
Comparison of DE to Face-to-Face Classes														
Year 2010														
COURSE	Method	Weeks	A	B	C	D	F	Inc P	Inc NP	DR	W	Total	Succ.	Reten.
CDEV-108	Distance Ed	16	30	3	-	-	7	-	-	1	3	44	75.0%	90.9%
	Lecture	16	43	2	-	-	1	-	-	-	6	52	86.5%	88.5%
CDEV-150	Distance Ed	16	15	10	5	2	4	-	-	2	3	41	73.2%	87.8%
	Lecture	16	10	9	8	2	1	-	-	1	-	31	87.1%	96.8%
Year 2011														
COURSE	Method	Weeks	A	B	C	D	F	Inc P	Inc NP	DR	W	Total	Succ.	Reten.
CDEV-103	Distance Ed	16	4	15	7	6	12	-	-	6	10	60	43.3%	73.3%
	Lecture	16	174	58	35	12	24	-	1	3	18	325	82.2%	93.5%
CDEV-104	Distance Ed	16	13	15	9	4	9	-	-	1	11	62	59.7%	80.6%
	Lecture	16	51	19	5	1	11	-	-	5	7	99	75.8%	87.9%
CDEV-150	Distance Ed	16	18	11	6	5	6	-	-	-	1	47	74.5%	97.9%
	Lecture	16	16	10	8	-	2	-	-	1	4	41	82.9%	87.8%
Year 2012														
COURSE	Method	Weeks	A	B	C	D	F	Inc P	Inc NP	DR	W	Total	Succ.	Reten.
CDEV-112	Distance Ed	8	28	2	1	-	16	-	-	-	2	49	63.3%	95.9%
	Lecture	16	29	5	6	-	-	-	-	-	4	44	90.9%	90.9%
CDEV-114	Distance Ed	16	21	10	6	1	3	-	2	-	3	46	80.4%	93.5%
	Lecture	14	12	8	6	-	5	-	-	-	8	39	66.7%	79.5%
CDEV-150	Distance Ed	16	15	15	3	-	3	-	-	-	7	43	76.7%	83.7%
	Lecture	16	26	9	8	-	1	-	-	-	2	46	93.5%	95.7%
Year 2013														
COURSE	Method	Weeks	A	B	C	D	F	Inc P	Inc NP	DR	W	Total	Succ.	Reten.
CDEV-104	Distance Ed	16	18	7	4	2	1	-	-	-	11	43	67.4%	74.4%
	Lecture	16	21	10	7	1	6	-	-	-	3	48	79.2%	93.8%
CDEV-114	Distance Ed	16	14	13	1	4	6	-	-	-	11	49	57.1%	77.6%
	Lecture	16	19	6	3	-	2	-	-	-	19	49	57.1%	61.2%
CDEV-115	Lecture	16	5	5	8	-	-	-	-	-	12	30	60.0%	60.0%
CDEV-150	Distance Ed	16	10	14	3	6	10	-	-	-	6	49	55.1%	87.8%
	Lecture	16	19	8	6	-	-	1	-	-	-	34	100.0%	100.0%
2013 Total			519	219	110	25	85	1	3	1	137	1,100	77.2%	87.5%

Childhood Education faculty members have been pioneers in the online education and have worked to improve teaching strategies and communication with students to increase success and retention. Success and retention for online classes is generally good. However, improving success and retention in online classes is a goal of the faculty. Online classes are more complex as students need a skill set which includes being computer literate, having well-developed time management skills, the ability to read independently, and reliable access to a computer.

While some lower success and retention rates can be associated with student performance, faculty class management can also be an issue. In some cases, faculty may not be certain that a student had stopped attending and does not drop them. This trend to hold off from dropping a student is reinforced because it takes time to reinstate an online student and get them back into ETUDES so they can continue the class. This is not an issue for on campus classes because a student can continue to attend until the reinstate becomes effective. Often times these students ended up with an F grade. The recent addition of an "Activity Meter" in ETUDES has helped in keeping track of student participation.   There are some outliers in the data and are addressed below:

CDEV 114: Observing and Guiding Children: the same comments apply to the on-campus version. These lower rates may be reflective of the rigor of this class and the high level of critical thinking required in the assignments. Course content is integral to students' understanding and application of developmentally appropriate practices in order to work effectively with children.

CDEV 112: Teaching Young Children in Diverse Society: This class was a cohort development for National University with the Seeds Head Start Grant. Head Start teachers were enrolled at both National and El Camino and many were taking an online class for the first time. Because they were part of a cohort, taking the class on campus was not an option. Many of them struggled because of the high number of classes they were required to take in order to complete their education to stay employed.

CDEV 150 Survey of Children with Special Needs: The low success rate was attributed to several factors including clerical error, low test scores, and missing work. Two students should have dropped after the first week because they stopped attending. The instructor is reluctant to drop a student prematurely. Other students earned regular low test scores throughout the semester, while others neglected to do the required assignments. The instructor has since been more "proactive" with students, using the activity meter to check on student engagement and sending private messages to select students who are struggling with the class. It is expected that subsequent success rates will increase, but it is not expected that they will be as high as campus classes.

f) Enrollment Statistics: Section, Seat Counts and Fill Rates
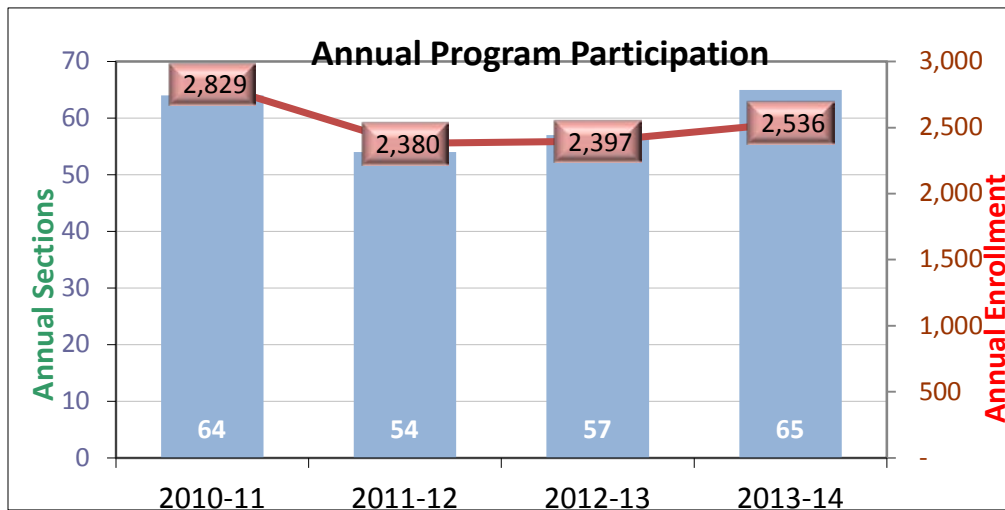
As the budget increases, the number of sections has increased. We anticipate that this trend will continue and will be working closely with our dean on scheduling issues. Section seat counts, and fill rates remain consistently high.

Sections and Seat Counts				
Child Development	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Sections	64	54	57	65
Seats	2,829	2,380	2,397	2,536
Students	1,774	1,494	1,502	1,618
Enrollments/Student	1.59	1.59	1.60	1.57
Course Fill Rates				
	2010	**2011**	**2012**	**2013**
Child Development	98.9%	101.8%	98.0%	93.9%
Unknown	**156**	**192**	**171**	**178**
Daytime	460	376	504	447
Evening	571	542	423	478
Enrollment	1,187	1,110	1,098	1,103
Cap	1,200	1,090	1,120	1,175

19
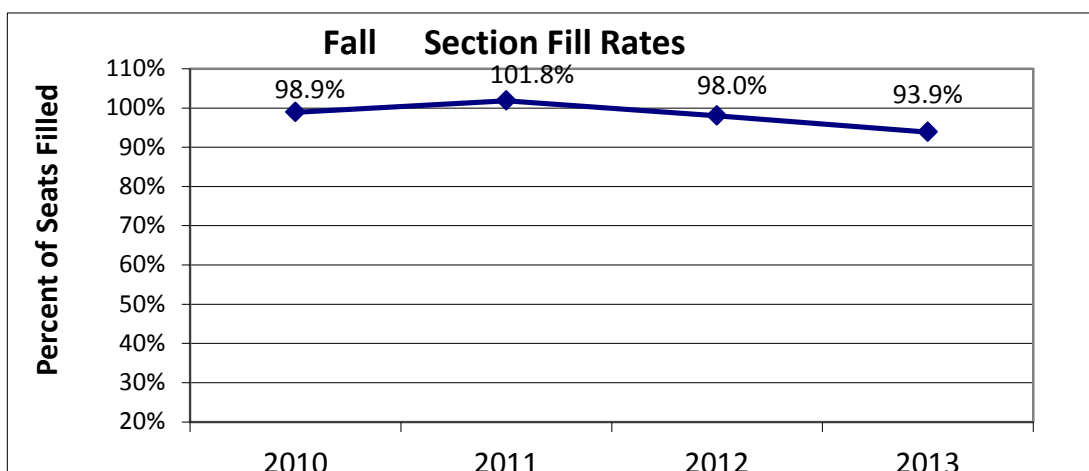
g) Scheduling of Courses (day vs. night, days offered, and sequence)

Courses are offered Monday through Friday, afternoons, evenings and online. Since many of our students are working, we are careful to provide evening and online options for all courses.

Enrollment by Time of Day				
Fall Term	2010	2011	2012	2013
Day	38.8%	33.9%	45.9%	40.5%
Night	48.1%	48.8%	38.5%	43.3%
Weekend/Unknown	13.1%	17.3%	15.6%	16.1%

Course Sequences

Early Childhood Education Certificate of Achievement Sequence				
Requirements	**Course**	**Descriptive Title**	**Units**	**Sequence**
Required Core (15 units)	CDEV 103	Child Growth and Development	3	Yr 1Fall/Spring/Summer
	CDEV 104	The Home, The School, The Community	3	Yr 1Fall/Spring/Summer
	CDEV 108	Principles and Practices of Teaching Young Children	3	Yr 1 Fall/Spring
	CDEV 112	Teaching Young Children in a Div Society	3	Yr 1 Fall/Spring
	CDEV 114	Observing and Assessing Children	3	Yr 1 Fall/Spring
One Course (3 units)	CDEV 115	Introduction to Curriculum	3	Yr 1Fall/Spring
	CDEV 116	Creative Art for Young Children	3	Yr 1 Fall
	CDEV 117	Music and Movement for Young Children	3	Yr 1 Spring
	CDEV 118	Science and Math for Young Children	3	Yr 1 Spring
	CDEV 119	Language Arts for Young Children	3	Yr 1 Fall

Early Intervention Assistant Certificate of Achievement Sequence				
Requirements	**Course**	**Descriptive Title**	**Units**	**Sequence**
Required Core (21units)	CDEV 103	Child Growth and Development	3	Yr 1Fall/Spring/Summer
	CDEV 104	The Home, The School, The Community	3	Yr 1Fall/Spring/Summer
	CDEV 106 or	Care and Education for Infants and Toddlers	3	Yr 2 Fall
	CDEV 107	Infant/Toddler Development	3	Yr 1 Spring
	CDEV 110	Child Health , Safety, and Nutrition	3	Yr 1 Fall/Spring
	CDEV 150	Survey of Children with Special Needs	3	Yr 1
	CDEV 152	Special Education Curriculum	3	Fall/Spring/Summer
	CDEV 169	Special Education Practicum	3	Yr 1 Fall / Yr 2 Fall/Spring
(6 units)	CDEV 115	Introduction to Curriculum	3	Yr 1 Fall, Spring
	CDEV 116	Creative Art for Young Children	3	Yr 1 Fall
	CDEV 117	Music and Movement for Young Children	3	Yr 1 Spring
	CDEV 118	Science and Math for Young Children	3	Yr 1 Spring
	CDEV 119	Language Arts for Young Children	3	Yr 1 Fall
(3 units)	CDEV 106 or	Care and Education for Infants and Toddlers Infant/Toddler Development	3	Yr 1 Spring
	CDEV 107	Observing and Assessing Young Children	3	Yr 2 Fall
	CEDV 114	Working with Children: Autism Spectrum	3	Yr 1 Fall/Spring

	CDEV 160	Disorders	1	Yr 2 Fall
	CDEV 163	Working with Children: Attention Deficit Disorders	1	Yr 1 Spring
	CDEV 166	Working with Children: Physical Disabilities or Health Impairments	1	Yr 2 Fall/Spring

Special Education Assistant Certificate of Achievement Sequence				
Requirements	Course	Descriptive Title	Units	Sequence
Required Core (18 units)	CDEV 103	Child Growth and Development	3	Yr 1Fall/Spring/Su
	CDEV 104	The Home, The School, The Community	3	Yr 1Fall/Spring/Su
	CDEV 110	Child Health , Safety, and Nutrition	3	Yr 1 Fall/Spring
	CDEV 150	Survey of Children with Special Needs	3	Yr 1Fall/Spring/Su
	CDEV 152	Special Education Curriculum	3	Yr 1 Fall
	CDEV 169	Special Education Practicum	3	Yr 2 Fall/Spring
(3 units)	CDEV 115	Introduction to Curriculum	3	Yr 1Fall/Spring
	CDEV 116	Creative Art for Young Children	3	Yr 1 Fall
	CDEV 117	Music and Movement for Young Children	3	Yr 1 Spring
	CDEV 118	Science and Math for Young Children	3	Yr 1 Spring
	CDEV 119	Language Arts for Young Children	3	Yr 1 Fall
(6 units)	CDEV 108	Principles and Practices of Teaching Young Children	3	Yr 2 Fall/Spring
	CDEV 112	Teaching Young Children in a Diverse Society	3	Yr 1 Fall/Spring
	CDEV 114	Observing and Assessing Young Children	3	Yr 1 Fall/Spring
	CDEV 160	Working with Children: Autism Spectrum Disorders	1	Yr 2 Spring
	CDEV 163	Working with Children: Attention Deficit Disorders	1	Yr 2 Spring
	CDEV 166	Working with Children: Physical Disabilities or Health I	1	Yr 2 Fall/Spring
	NFOO 15	Nutrition for Infants and Young Children	3	Yr 1 Fall
	SLAN 111	American Sign Language I	4	Yr 2 Fall/Spring

Recommendations	Estimated Cost
No recommendations for this section. All recommendations are incorporated into other sections.	

3. Curriculum

Course review for all courses is up to date. There are 25 Childhood Education and two Education courses for which the Childhood Education Department is responsible.   Since Childhood Education is a designated Career and Technical Educational Program (CTE) all curriculum must be reviewed every two years. The Education courses do not fall under this category and are reviewed every six years.

Curriculum Alignment Project (CAP)

The Department participated in the Statewide Curriculum Alignment Project (CAP). All fifteen (15) courses that are part of the alignment project were review and approved by CAP.   This alignment ensures the quality of the course outlines and ensures that coursework is consistent across the State.

a) Curriculum Course Review Timeline

Childhood Education 2-Year Course Review Cycle										
Course	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
CDEV 103	X				X		X		X	
CDEV 104	X				X	X		X		X
CDEV 106					X		X		X	
CDEV 107	X				X		X		X	
CDEV 108				X	X		X		X	
CDEV 110					X		X		X	
CDEV 112	X				X			X		X
CDEV 114				X	X			X		X
CDEV 115					X			X		X
CDEV 116			X					X		X
CDEV 117			X					X		X
CDEV 118			X					X		X
CDEV 119			X					X		X
CDEV 125	X				X	X	X		X	
CDEV 126	X				X		X		X	
CDEV 129	X				X		X		X	
CDEV 130					X		X		X	
CDEV 131	X				X		X		X	
CDEV 150	X						X		X	
CDEV 152	X						X		X	
CDEV 154	X						X		X	
CDEV 160			X					X		X
CDEV 163			X					X		X
CDEV 166			X					X		X
CDEV 169			X					X		X
Education **6-Year Course Review Cycle**										
EDU 101		X					X			
EDU 201		X					X			

b) Course Additions and Unit Changes

CDEV 106 Care and Education for Infants and Toddlers was added as a companion courses to CDEV 107 Infant Toddler Development. Early Head Start programs now require teachers to have a minimum of 6 units in infant development to teach in their programs.   This course was development to respond to this need.

CDEV 115 Introduction to Curriculum was developed as a core course in response to the AS-T degree requirements.

<u>CDEV 131 Supervising and Mentoring Adults</u> was changed from a two-unit to a three-unit course. This change was in response to an increase of unit requirements from 6 to 9 units for directors working in National Association for the Education of Young Children (NAEYC) accredited programs. ECC only offered eight administration units (CDEV 129 -3 units, CDEV 130 three units and CDEV 131 –two units) making in difficult and expensive to find one additional administration unit to meet this requirement. Increasing CDEV 131 to three units will allow students to meet their educational and career needs.

<u>CDEV 165 – Working with Children: Autism, ADHD, and Health/Physical Impairments</u>
The Department is currently combining three one-unit special education courses (CDEV 160 Working with Children: Autism Spectrum Disorders, CDEV 163 Working with Children: Attention Deficit Disorders, and 166 Working with Children: Physical Disabilities and Health Impairments) into a one three-unit course. The courses have not been filling as one-unit courses, although students tell us that they are interested in this specific content. Traditionally, three-unit courses fit better into students' schedules. CDEV 165 will be presented to the Division and College Curriculum Committees this academic year in anticipation of offering it in Fall 2016.

c) Course Deletions and Inactivations
The following courses have been inactivated:

<u>CDEV 105 Parenting in Contemporary Society</u> has been inactivated due to a lack of student interest. It was originally developed for the Compton campus as this is a course they had previously offered. Due to budget constraints and a lack of student interest, this course was inactivated.

<u>CDEV 111 Pediatric CPR and First Aid</u> has been inactivated due to budget constraints. This course has a 12/1 student teacher ratio which made it costly to offer. Students need this important training for most jobs and can get it from the Red Cross or American Heart Association.

<u>CDEV 137, 138, 139, and 140 Mentor Teacher Seminar</u> were inactivated due to budget constraints. Instead of formal classes, the Mentor Program Director meets informally with the preschool teachers who serve as mentors for students in the three Child Development practicum classes.

<u>CDEV 154 Role and Responsibility of the Special Education Assistant</u> has been removed from the Torrance campus curriculum due to lack of student interest resulting in the class being cancelled each semester. This impeded the student's attainment of the Special Education Assistant Certificate. To remedy this situation and to maintain the integrity of the curriculum, content from CDEV 154 was integrated into two other special education courses, CDEV 150 Introduction to Children with Special Needs and CDEV 153 Curriculum and Strategies for Children with Special Needs. Compton faculty expressed the desire to continue offering the course stating that they have an audience for it. It has been removed as a core course for the Certificate of Achievement but will be accepted as an elective.

d) Distance Education Courses
The Department has approved 22 of the 25 courses for a distance education delivery. The three practicum classes (CDEV 125, 126, and 169) have not been approved for distance education versions as the department believes that regular face-to-face meetings are essential for student success.

e) Training or Transfer Needs
Liberal Studies (Elementary Teaching) A.A. Degree
Transfer needs are not being met. Geology 6 and Physical Science 25 have not been offered regularly. The recommendation from the counselor and the Articulation Officer is to allow Geology 1 and 3 to substitute for Geology 6 in order to move students through the program in a timely manner and to ask the Natural Sciences Division about scheduling plans for the courses. In addition, the department will initiate the curriculum process for revising the Liberal Studies Degree.

Elementary School Teaching AA-T Degree
Transfer needs are not being met, again because Geology 6 and Physical Science 25 are not offered regularly. The Counselor and Articulation officer are recommending that, in addition to working with the Natural Sciences Division to offer the courses regularly, the requirements be revised to include an Introduction Physics or Chemistry class as options for this transfer degree.

Course Identification Numbering System (C-ID).
This numbering system provides a common mechanism to identity similar courses across the state. Typically, these courses are lower division major preparation courses that have been approved by UC and CSU campuses as meeting articulation standards.

The only courses eligible but not approved by CID are CDEV 110 Child Health Safety, and Nutrition, and Education 201 Foundations in Education.   Education 201 is currently under review while revisions to CDEV 110 have been requested from the CI-D office.   The department will consider the recommendations for CDEV 110 when they conduct course review in 2016.

Childhood Education A.A. Degree and Certificates
Based on the changes to the curriculum described in section 12B, the degrees and certificates are meeting the education, transfer and training needs of our students.

All courses for the degrees and certificates have been offered during the past two years and have established a two-year course offering cycle. All core courses are offered each semester with the exception of the curriculum courses. CDEV 117 and 118 are offered each spring while CDEV 116 and 119 are offered in fall.

Prerequisite Clearance Problem
A serious problem with prerequisite clearances in relation to CDEV 103 continues. This course is a prerequisite for 12 CDEV courses. Students who have met the prerequisite of Child Development 103 at another college, and have submitted official transcripts from that college must go through the prerequisite clearance procedure with Department faculty every semester for every course that requires Child Development 103 as a prerequisite. In addition, if students have taken the course under the old number (CDEV 3) they are experiencing the same problem. This is causing a great deal of frustration for

students, is keeping them from getting into classes, and in some cases is leading to students seeking courses elsewhere. In order to get cleared, students send emails to faculty explaining the problem and are having to come to campus unnecessarily in order to submit the clearance forms all of which delays their enrollment. This also puts extra work on the faculty, dean, counselors, division office staff, and admissions personnel who must process the forms once the forms have been completed.

Note: Course Sequence can be found in the ***Analysis of Data*** Section.

A.A. Degrees Awarded				
2009-10	2010-11	2011-12	2012-13	2013-14
24	38	39	40	44
Certificates Awarded				
2009-10	2010-11	2011-12	2012-13	2013-14
34	78	99	88	80

Goals for Future Certificates and Degrees
A concerted effort on the part of the faculty and the SuperTutors in the Teacher Resource Room was made to make students aware of the certificate requirements, the application process, and the deadlines for each term. This has resulted in a dramatic increase in the number of certificates awarded. Students have become keenly aware of the certificate requirements. In relation to the 18-unit Early Childhood Education Certificate of Achievement, many students take only one to two semesters to attain this certificate. The future goal for the program is to increase the number of degrees to 50 per year and the certificates to 90 per year.

Goals for Future Degree and Certificate Goals	
Annual Degrees	45
Annual Certificates	85

f) Curriculum Recommendations

Recommendations	Estimated Cost
1. Prerequisite Clearance Issue: Work with the Curriculum Office, ITS, and Admissions to solve the prerequisite problem that requires students (who have taken CDEV 3 or the equivalent of CDEV 103 at another college) to apply for a prerequisite clearance for every course every semester. Add CDEV 103X as an optional perquisite to all classes which have a CDEV 103 requirement. When a student submits a transcript for a course that is equivalent, the student would be given credit for CDEV 103X and would then automatically meet the perquisites for the remaining classes.	0
2. Curriculum: Inactivate CDEV 160, 163, and 166 and develop a new three-unit course: CDEV 165 Working with Children with ADHD, Autism, and Physical/Health Impairments.	0
3. Degrees: Increase student awareness of the AA and AS-T Degrees to increase the graduation rate**.**	$500
4. Courses: Work with Natural Sciences to off Geology 6 more regularly.	0
5. Liberal Studies AT-T Degree: Revise is to that students are allowed to take Geology 1 and 3 in lieu of Geology 6.	0

4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)

a) Alignment Grid (See Appendix A

b) Timeline for Course and Program Level SLO Assessments

Childhood Education			
SLO and PLO Assessment Timeline - Spring 2014 through Fall 2017			
Spring 2014	1. CDEV 112 SLO #2 Anti-bias Approaches 2. CDEV 117 SLO #3 Role of the Teacher 3. CDEV 118 SLO #3 Role of the Teacher 4. CDEV 131 SLO #3 Communicating and Reflecting 5. CDEV 150 SLO #3 Resources 6. CDEV 169 SLO #3 Approaches and Strategies	**Spring 2016**	1. CDEV 108 SLO #2 Value of Play 2. CDEV 112 SLO #1 Social Identity 3. CDEV 114 SLO #1 Assessment Tools 4. CDEV 115 SLO #2 Anti-bias Curriculum 5. CDEV 117 SLO #2 Activity Plans 6. CDEV 118 SLO #1 Supporting Play 7. CDEV 125 SLO #2 Self-Assessing Teaching 8. CDEV 126 SLO #2 Self-Assessing Teaching 9. CDEV 130 SLO #2 Formulating Staff Procedures 10. CDEV 131 SLO #1 Stages of Teachers 11. CDEV 150 SLO #2 The Law 12. CDEV 163 SLO #2 Working with Children and Families 13. CDEV 169 SLO #1 Understanding Disabilities
Fall 2014	1. CDEV 103 SLO #3 Research Methodologies 2. CDEV 107 SLO #3 Healthy Relationships 3. CDEV 110 SLO #3 Nutritional Needs 4. CDEV 116 SLO #3 Creativity 5. CDEV 119 SLO #3 Role of the Teacher 6. CDEV 163 SLO #3 Behavior Techniques	**Fall 2016**	1. CDEV 103 SLO #1 Major Theoretical Frameworks 2. CDEV 104 SLO #2 Analyzing Values 3. CDEV 106 SLO #2 Multiple Influences 4. CDEV 110 SLO #2 Regulations 5. CDEV 116 SLO #2 Activity Plans 6. CDEV 119 SLO #1 Curriculum Cycle 7. CDEV 129 SLO #2 Title 22 Regulations 8. CDEV 152 SLO #2 Qualifying Categories 9. CDEV 160 SLO #2 Working with Children and Families 10. CDEV 166 SLO #2 Working with Families
Spring 2015	1. CDEV 108 SLO #3 Personal Philosophy 2. CDEV 112 SLO #3 Environments 3. CDEV 114 SLO #3 Interpretation and Importance of Assessments 4. CDEV 115 SLO #1 Positively Influencing Development 5. CDEV 118 SLO #2 Activity Plans 6. CDEV 125 SLO #3 Relationships 7. CDEV 126 SLO #3 Children's Needs 8. CDEV 130 SLO #1 Leadership Roles 9. CDEV 131 SLO # 2 Evaluating Teacher's Performance 10. CDEV 169 SLO #2 Self-Assessing Teaching	**Spring 2017**	1. CDEV 114 SLO #2 Observation Methods 2. CDEV 115 SLO #3 Active Learning Activities 3. CDEV 117 SLO #1 Curriculum Cycle 6. CDEV 125 SLO #1 Designing Curriculum 5. CDEV 130 SLO #3 Professional Development 6. CDEV 150 SLO #1 Analyzing Special Education Programs 7. CDEV 163 SLO #1 Diagnostic Tools and Criteria
Fall 2015	1. CDEV 103 SLO #2 Milestones 2. CDEV 104 SLO #1 Family Support Services 3. CDEV 106 SLO #1 Learning Activities 4. CDEV 107 SLO #2 Interpreting Data 5. CDEV 110 SLO #1 Health Risks 6. CDEV 119 SLO #2 Activity Plans 7. CDEV 129 SLO #1 Criteria for Staff 8. CDEV 152 SLO #1 Curriculum 9. CDEV 160 SLO #1 Diagnostic Tools and Criteria 10. CDEV 166 SLO #1 Emergency Actions	**Fall 2017**	1. CDEV 104 SLO #3 Impact of Communities Upon Families 2. CDEV 106 SLO #3 Environments 3. CDEV 107 SLO #1 Policies and Practices 4. CDEV 108 SLO #1 Best Practices 5. CDEV 116 SLO # 1 Supporting Play 6. CDEV 126 SLO #1 Designing Curriculum 7. CDEV 129 SLO #3 Fiscal Planning 8.CDEV 152 SLO #3 Laws and Practices 9. CDEV 160 SLO #3 Behavior Techniques 10.CDEV 166 SLO #3 Behavior Techniques

PLO Assessment Timeline Spring 2014 through Fall 2017	
Spring 2014	PLO #2 Designing Environments for Children:
Fall 2014	PLO #3 Effective Guidance and Assessment:
Spring 2015	Program Review – No PLO Assessments
Fall 2015	
Spring 2016	PLO #1 An Integrated Understanding of Children's Needs
Spring 2017	PLO #2 Designing Environments for Children:

Education Courses SLO Assessment Timeline Spring 2014 through Fall 2017 There are no PLOs related to these courses.	
Spring 2014	Education 201 SLO #1 Career Pathway
Fall 2014	Education 101 SLO # 1 Careers in Education
Spring 2015	Education 201 SLO #2 Synthesizing and Reflecting
Fall 2015	Education 101 SLO #2 CSTP
Spring 2016	Education 201 SLO #3 CSTP and Common Core Standards
Fall 2016	Education 101 SLO #3 Fundamental Issues
Spring 2017	Education 201 SLO #1 Career Pathway
Fall 2017	Education 101 SLO #1 Careers in Education

c) Percentage of SLO and PLOs Assessed

The Department is in 100% compliance with the assessment timeline. This means that all of the SLOs that were scheduled to be assessed have been assessed, and new courses with new SLOs are on the schedule to be assessed. We have not assessed all three SLOs for the newer courses because they were recently added to the rotation.

d) Summary of SLO and PLO Results and Improved Student Learning

The Childhood Education faculty has been assessing SLOs since 2006. We have embraced the process and spent a great deal of time developing quality instruments and carefully analyzing results. This has led to the development of many teaching strategies to improve student learning, more communication among faculty, and the alignment of projects and assignments across the curriculum.

A total of 183 "Actions" have been developed in TracDat and 16 "Follow-Ups" have been carried out.

For example, in all five curriculum classes and two practicum classes, students are required to develop activity plans which serve as "blue prints" for the learning experiences they will provide for children. Faculty worked closely and put in many hours to develop a common activity plan for all seven classes. This continuity between classes has proven very valuable to students.

SLOs have helped us find "deficiencies" in student learning in relation to theory. Based on this information faculty adjusted their teaching methods. An SLO assessment for CDEV 103 revealed that students did not fully understand Bronfenbrenner's Ecological Theory. It was evident that more emphasis on the topic was needed, but faculty went a step further and shared ideas they used in class to reinforce the theory. This resulted in faculty exchanging handouts and group activities that could be implemented the very next semester.

In the student teaching practicum classes, the mentor teachers who directly supervise student teachers and the practicum college instructor indicated that students needed to provide activities that were imaginative and creative and that involved nature and natural elements. This was communicated to the faculty who teaches curriculum and they integrated these topics in their classes. The mentor teachers have, anecdotally, confirmed that the students have improved in this area.

Another lesson learned is the need to demonstrate scaffolding and have students "practice" the skill in class in order to build a deeper understanding so they may apply it in the educational setting with young children. A goal is to develop videos of exemplary examples of scaffolding to reinforce the concepts with on campus and online students.,

The need to collaborate to develop assignments and projects that are consistent across classes became evident. Since then, faculty have engaged in collaboration on assignments and freely share assignments and rubrics with one another.

PLO Assessment - Development of a Common Terms Handout
Overall, the PLO assessment process affirms the learning that is taking place in the program. Additional, the data also provides us with areas in which we can improve. In assessing PLOs, the department determined there was a need for a comprehensive "Common Terms Handout" that all faculty members would refer to and reinforce throughout the students' educational journey. Faculty spent a great deal of time developing this five-page hand-out of terms and definitions that will serve as a unifying theme that runs through our classes. It will also serve as a good tool for assessing the success of our effort to more clearly define and provide working examples for these concepts in all of our classes.

e) SLO Process: Improving the Process and Dialogue
Childhood Education Faculty has carefully assessed the SLOs and has been diligent in refining the SLO statements as needed and refining our strategies as we gain more experience with the process. In some cases, SLOs had to be revised as they were not measurable or, after closer scrutiny, did not provide useful data. The Department is very proud of its SLO and PLO statements and is garnering good data as a result of this continuous attention to improvement.

In order to improve the process further, we need to make faculty aware of the SLOs that are scheduled for assessment for the upcoming semester in a timelier manner. Currently, faculty is given this information at Professional Development, after they have developed most of their course materials. If they are provided

with the SLO schedule at the end of the previous semester, they can integrate the SLO assessment methods more easily into the course as they are preparing for the upcoming semester.

<u>Part-Time Faculty as Only Instructor for a Course:</u> In order to improve the SLO process and incorporate more dialogue, the department has been reaching out to part-time faculty. Currently, a full-time faculty member serves as the "team leader" for the assessment even if she does not teach the courses. The full-time faculty member makes the adjunct faculty aware of the SLO due date, provides him/her with the TracDat template, assists (as needed) with the development of the assessment tool, analyzing the data, and imputing the data into TracDat.   The goal is to follow in the footsteps of Sociology, and help part-time faculty members become much more independent in the process. This will take time to formally train the faculty on TracDat and provide time and opportunities for them to participate in dialogue with other faculty members.

Improvement and Dialogue

Childhood Education full-time faculty spend a great deal of time discussing SLO results and improvement teaching and student learning. This type of dialogue was taking place prior to SLOs because sharing ideas and best practices is a corner stone of this department's philosophy of working as a team and providing consistency across courses. The   SLO process has formalized these discussions. Since the full-time faculty shares an office suite, impromptu conversations along with more formalized meetings take place throughout the semester and via email.

f) SLO Recommendations

Recommendations	Estimate Cost
1. Provide Formal SLO and TracDat Training for Part-Time Faculty	0
2. Conduct a retreat each spring for full and part-time faculty to review TracDat, Discuss SLO and PLO and plans for the following year, and follow up on previous actions.	$500.00

5. Analysis of Student Feedback

In addition to the traditional data provided by IR&P two student surveys were conducted to garner student feedback. The first was the Teacher Resource Room Survey conducted by faculty in Spring 2013 with 438 respondents. The second was the Childhood Education Survey conducted with the assistance of IR&P in Spring 2015 with 193 respondents. (See Appendices B and C for the complete surveys.)

a) Describe the Results of the Student Survey in Each of the Following Areas:

i. Student Support

The key findings for students support include the following:

Childhood Education instructors …	Strongly Agree or Agree
know me by name.	89%
encourage me to do my best	89%
support my goals and pursuit of my career in child development	84%
are approachable and helpful	92%
ask for feedback and input about the course and assignments	85%
are interested in my personal contributions to class discussions and assignments	86%
Provide opportunities for the develop of community in the classroom	86%
Encourage space and time for peer support and mentorship	86%

The Childhood Education Survey (Spring 2013)
The room is operated by SuperTutors who have been specially trained by faculty. The tutors attend select class sessions and tutor students for all childhood education classes on campus and online. Aside from a one-time $8,000 budget provided in 2014-2015, the supplies, equipment, and salaries have been funded by grants which include Title V, CTEA, Head Start, Los Angeles Universal Preschool (LAUP), Career in Child Care, Boeing and other grantors.

Other key findings of the surveys included:
88% percent of students rated the SuperTutors as *Helpful* or *Very Helpful*.
75% of students reported that the tutors have *Affected or Strongly Affected* their success in their classes.
 91% indicated the TRR was *Very- Well* or *Well-Organized.*
70% reported the hours of operation *were sufficient*.
94% reported that they would *Strongly Recommend* (77%) or *Recommend* (17%) the *TRR to other students.*

The Teacher Resource Room, located in ARTB 313, serves as the "hub" of the Childhood Education Program. This room, which also serves as a classroom for select childhood education classes, houses computers, printers, laminators, book binders, die cuts, children's books, teacher resource materials, journals, examples of creative and innovative projects and activities.   In Spring 2013, 438 students took part in the Teacher Resource Room Survey.   The results showed that 92% of childhood education majors use the Teacher Resource Room on a regular basis with the breakdown of use as follows:

Q 4. For what reason/s do you use the TRR? Check all that apply.	
Assistance from Tutors	32%
Homework or projects	69%
Study	52%
Work with a study group	58%
Group Presentation /Projects	54%
Use the Computers	54%
Ideas or Inspiration	44%
Children's Book Loan	42%
Reference Books/ Journals	22%
Socialize	21%
Textbook Loan	32%
Materials or Curriculum	41%

Child Development Permit Specialist Results

The survey contained questions about the services of the Child Development Permit Specialist. This position has been funded by outside sources (including CTEA funds) for more than 10 years. This Permit is awarded by state of California Commission on Teacher Credentialing and is a requirement for all state and federally funded early childhood education programs.

The Permit Specialist assists students with the complex process of obtaining, upgrading, or renewing all six levels of the Permit. The Specialist also serves as a professional growth advisor and assists student in planning, implementing, and documenting a professional development plan required for renewing the permit.

In 2013, we were surprised that only 40% of our students were aware of the fact that we have a Child Development Permit specialist. However, of those who have used the services of the specialist, 88% rated her as helpful or extremely helpful.   In 2014, this number has increased to 44% based on the Program Review Survey. The results indicate that we need to do a much better job of letting students know about the Permit and the services of the Permit Specialist.

Data provided by the Permit Specialist shows that she has assisted the following number of students in obtaining or upgrading a Child Development Permit at both the ECC and Compton campuses. It is important to note, that helping a student reach the stage to submit the application usually takes between three-to-five meetings with the Permit Specialist.

Child Development Permits Forwarded to the Commission on Teacher Credentialing (CTC)		
2011-2012	2012-2012	2013-2014
179	214	184

ii. Curriculum
Two main problems related to curriculum surfaced.

CDEV 3/103 Prerequisite Problem
Students and faculty have provided anecdotal information about the problems with the Child Development 3/103 pre-requisites as explained in detail in Section 3 – Curriculum.

Special Education Assistant Certificate
In the past, students have been unable to obtain a Special Education Assistant Permit because one of the core classes (CDEV 154 – Role and Responsibility of the Special Education Assistant) was not offered due to low enrollment.   Students submitted petitions for course substitutions and formal letters outlining this problem. To remedy this situation, faculty conducted Program Review and determined that the content in CDEV 154 could be added to two other special education courses and that the requirement of CDEV 154 could be eliminated. Faculty made students aware of these curriculum changes and now students are able to obtain this certificate in a timely manner.

Additional feedback relate to curriculum include the following:

Add Sections of CDEV 104 – The Home, The School, The Community
CDEV 104 is a class that students struggle to get into. This is also a general education class, so it makes it even more challenging students to get enrolled.   This will be considered when we develop the next schedule.

Offer Hybrid Courses
There is a high interest in hybrid classes. Faculty will discuss this and determine courses that will best fit with this delivery model for students.

Continue Night Offerings
Since 43% of the students mentioned that they prefer night classes we wish to maintain our evening offerings. We are careful to rotate classes between afternoon and evening to make certain that all courses are offered in the evening.

Improve Job Leads Board
In relation to department bulletin boards that house job announcements and professional development opportunities, only 44% of students are very satisfied with their effectiveness. Students have asked for job leads and information about workshops and conferences for years. The bulletin boards we had were too small and located in the office suite which was not always accessible to students. To remedy this, the Dean approved the purchase of a second large bulletin board which was mounted in the hallway. The information can now be displayed in an organized fashion and is accessible to students at all times.

Improve the Website
The survey showed that only 32% of students were satisfied with the Website indicated that a lot of work needs to be done to make it a useful resource for students. Currently faculty are working on other activities and have not had the time to undertake this project.

<u>Develop a Facebook Page</u>
Only 7% of students said they use Facebook to keep up with ECC news. The Child Development Training Consortium (CDTC) Advisory Board highly recommends that we develop Facebook presence as it has been successful for other colleges.

<u>Promote Personal Growth Advisors</u>
All Child Development Permit holders are required to upgrade or renew the Permit within 5 years. In order to renew they complete 105 hours of pre-approved professional growth activities. Developing the plan, approving it, and maintaining documentation is yet another task relegated to faculty. We have found only 27% of students surveyed understand this process.

iii. Facilities, Equipment, and Technology
As described in the results of the Teacher Resource Room Survey, students use this room on a regular basis. They are appreciative of the supplies and materials available to them. The technology in the Teacher Resource Room has been updated and students report that they are satisfied with the computers and equipment. . In relation to facilities, the closing of the Child Development Center in 2013 has made it difficult for students to find observation sites in order to complete their assignments. Students report that many schools are not allowing visitors and are either requiring a TB test or Finger Printing clearance before they are allowed to observe.

iv. Program Objectives
According to the Childhood Education Survey (Spring 2015), 90% of students reported that they were aware of the Program Outcomes in relation to what they should be able to learn and the skills they should possess after completing Childhood Education courses.

b) *Discuss the implications of the Survey Results for the Program.*
The overall implications of the student survey can be summarized by these two student comments:

> *The TRR is very helpful in that this department provides support to its students.*
> *I feel very creative when I am in there.*

> *The help given in that room is crucial to our success. Ideas are shared in such a warm environment.*
> *It's a place where we can improve ourselves.*

Overall, students have a positive opinion of the faculty in relation to their interest in student success and willingness to help them achieve their goals.   This data aligns with the college's desire to promote the finding of the RP group which states that students are successful when they are *Directed, Focused, Nurtured, Engaged, Connected, and Valued.*
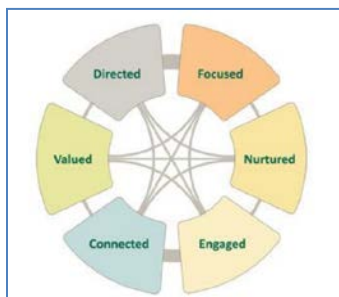
b) Recommendations	Estimated Costs
1 Offer Saturday and 8-Week Courses	0
2) Market the Permit Specialist More Effectively	0
3) Offer Hybrid Courses	0
4) Develop and Maintain a Facebook Page	0
5) Revise and Improve the Department Website	0

6. Facilities and Equipment and Recommendations

Clean, safe, well-lit facilities are necessary to provide an environment conducive to teaching and learning.

Existing Program Facilities Existing program facilities and equipment include: Restrooms, Bulletin Boards, Classrooms, Elevator, Stairwells, AC and Heating, Faculty Offices, and Teacher Resource Room		
	Needs	Cost Estimates
Immediate Needs (1-2 years)	Light stairwells for safety for evening students Maintain bathrooms on a more consistent basis. Clean faculty office windows.	Facilities
Long Range Needs (2 to 4 years)	Maintain recommendations listed above.	Facilities

Existing Program Equipment White Boards, Desks, Tables, Chairs, Garbage Cans, Recycle Bins		
	Needs /Recommendations	Cost Estimates
Immediate Needs (1-2 years)	Purchase four additional 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.	$2,800
Immediate Needs (1-2 years)	Purchase four large garbage cans for the hallways, larger trash cans for the classrooms, and recycle bins for each classroom and hallway.	$350
Long Range Needs (2 to 4 years)	College needs to develop a comprehensive recycling program for bottles, cans, cardboard, and paper.	0

7. Technology and Software and Recommendations

Existing Program Technology and Software		
Teacher Resource Room Computers, Classroom Computers, LCD Projectors, Document Camera, DVD and Video Players, Laptops, Printer, and Copy Machine		
	Needs /Recommendations	**Cost Estimates**
Immediate Needs	Closed Caption capability for all media equipment for ADA compliance.	-
Immediate Needs (1-2 years)	Regular Maintenance of the Teacher Resource Room, classroom computers, and laptop computers. Update the software for compatibility for most current and common applications.	-
Long Range Needs (2 to 4 years)	Purchase four new computers for the TRR. Purchase two printers for the TRR.	$8,500

8. Staffing and Recommendations

a) Current Staffing	
Dean of Behavioral and Social Sciences 3 Full-time Faculty Members The 4th full-time faculty member will begin Spring 2016 to replace a faculty member who separated from the College in June 2015.	
1 Child Development Permit Specialist	170 day employees funded through an LAUP Grant
2 Child Development Permit Assistants	
2 SuperTutors	Four hours per week funded by the Learning Resource Center
1 Program Assistant	Funded by CTEA as a pilot project.

Immediate Staffing Needs (1-2 Years)		
Position	**Meeting Needs of Program**	**Estimated Cost**
Faculty Coordinator 40% release time	Reports directly to the Dean and to oversee all the operations of Childhood Education Department to include schedules, SLO assessments, provide formal SLO and TracDat training for all faculty, oversee Program Review, Curriculum, and Annual Plan updates. Represent the Department at local universities, develop formal MOUs with local schools for student teaching placements, supervise the Childhood Education Tutors, Program Assistant, and Permit Specialist, and serve as the liaison to the State Department of Education, Los Angeles County Office of Education, local Head Start Programs and Resource and Referral Agencies and stay abreast of legislative changes in the field.	$20, 000 Back filling two classes per semester

	This high level of support will allow faculty to stay current in the field, participate in continued professional development, concentrate on delivering the highest quality educational programs. They will also have time to formally mentor part-time faculty, organize workshops and conferences for students on campus, focus on SLO and PLO assessments, serve on local advisory boards, manage the California Mentor Program and the Child Development Training Consortium, travel to mandatory meetings in the State, and serve on Division and College-Wide committees, and to work on the redesigning and reopening the Child Development Lab School.	
Permit Specialist /Program Assistant	Reports to the Faculty Coordinator to increase services to students. <u>Program Assistant</u> duties incudes serving as the contact person for the department, answering questions about the program, assisting faculty with projects and program related activities, organizing advisory, and other meetings, assisting with workshops and conferences on campus , updating and maintain the Website, job board, and professional development board. <u>Permit Specialist</u> Duties include assisting students in all aspects of the Child Development Permit and forwarding applications to the Commission on Teacher Credentialing and serving as a Professional Growth Advisor to students. The high numbers 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. In June 2016, the LAUP funding 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 is 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.	$37,580 170 days x 23 per hour x 8hrs $31,200 + $6,300 benefits (15%)
Childhood Education Tutors	Increase student success in classes by providing direct tutoring services to students in the Teacher Resource Room including online students. This will include working closely with faculty to gain a clear understanding of projects and assignments and attend class meetings when special topics or projects are being explained in order to help students become independent learners and transfer the skills they have learned to other courses.	$21,180 170 days x $13 per hour +3,500 benefits.

Long Term Staffing Needs (2-4 Years)		Estimated Cost
Full-Time Faculty Growth Position	This position will be needed to provide more consistency for students, keep up with the increase of responsibilities and accountability of childhood education faculty to students, local agencies, and the state, and to assist with the redesign and reopening of the Child Development Lab School.	$100,000
Permanent Child Development Permit Specialist/ Program Assistant	Replacement for Casual Position Permanent position will be needed to provide continuity and stability to the program.	$50,000
Permanent Childhood Education Tutors	Replacement for Casual Positions Provide stability to the program and offer consistent services to students by permanent funding 1,500 hours per academic year to be scheduled during peak hours.	$23,000

9. Future Direction and Vision

Vision
The vision of the Childhood Education Department is to operate a developmentally appropriate, model Child Development Lab School on campus where students can conduct observations and field work and interact with children on a regular basis. In all professions, internships, practicums, field work, or any type of hands-on experience with professionals helps to learn about the profession in ways that a textbook or lecture falls short. Having a high-quality program that provides examples of good practices, positive guidance techniques, creative and imaginative curriculum, is integral to a good early childhood education program and one that is currently missing. It is important to note that student teaching field work is offered each semester because the practicum class is required for the AS-T degree.

The department envisions the Child Development Center as part of the College's remodeling process and recommends that it be included in the next Bond measure. Once the College decides to move in this direction, the Childhood Education Department will conduct any necessary research and provide data, recommendations from other schools, or budget information to make this a reality.

The vision includes having department staff in place which includes a Faculty Coordinator, Program Assistant/Permit Specialist, Childhood Education Tutors, and a fully funded Teacher Resource room with so that students can succeed at the highest levels possible. It also includes having these positions funded by the College which will relieve the stress of scrambling to find funds to support these proven programs to avoid them being shut down.

Changes and Trends within the Field
Difficulty in Finding Observation and Practicum Sites
An unfortunate trend in the field is for programs to be reluctant to allow students to observe in their program or to allow students to conduct field work. They site liability as a concern. This is a difficult issue to overcome and requires the development of trust between the school site and the Department faculty and formalized MOUs which take time and energy to develop and move through the Board approval process at both institutions. Many sites are requiring fingerprinting which can cost our students up to $95. We recently developed MOUs with the Lawndale Special Education Program and PACE Head Start, but only after a great deal of work on both sides of the table.

Growing Demands of the Field
The field of early childhood education has become more complex and demanding over the past twenty years and the responsibilities of early childhood education teachers have increased dramatically.   For example, teachers of young children are now required to conduct formal evaluations of their programs and the children by implementing the Quality Rating Scale (QRS). This process encompasses several tools such as the Revised Early Childhood Environmental Rating Scale, and the Desired Results Development Profile (DRDP). In addition to having a working

knowledge of these instruments they are expected to know the Early Childhood Education Foundations and Developmentally Appropriate Practices.

In most programs early childhood educators are required to hold a Child Development Permit awarded by the CTC. They are required to upgrade or renew their child development permits by working with a Professional Growth Advisor and completing 105 hours of professional growth hours.

Increase In Educational Requirements

Ten years ago, early childhood educators needed a mere 12 units to be considered a lead teacher in most programs. Today, teachers in Head Start Program are required to have a bachelor's degree while assistants are required to have a high level Child Development Permit or an associate's degree. The trend is for the educational requirements to become more stringent. The Commission on Teacher Credentialing is currently working to increase the educational and experience requirements for the various levels of the Permit and is also considering implementing an Early Childhood Education Credential.

New legislation is requiring K-12 teachers who wish to work in Transitional Kindergarten programs to have 24 units of early childhood education coursework. We are anticipating many of these teachers coming to the community college to obtain these units. It will be important to be prepared with additional sections, evening and Saturday courses, and online offerings to meet this need.

Children with Special Needs

Early childhood educators are expected to recognize early signs of autism or ADHD or developmental delays and provide resources to parents for early testing and intervention. Since inclusion is much more common, there are more children with special needs in the general education preschool classrooms. Early childhood educators need the skills and training to work effectively with children with special needs and their families.

Expand the Advisory Committee

Through Program Review, has become evident that, although the advisory committee has many early childhood education professionals who provide important contributions to the program, faculty and students would greatly benefit from the advice and guidance from business and other professionals. Another goal will be to seek out these individuals and invite them to serve to provide their unique perspectives.

Recommendations	Estimated Cost
Faculty Coordinator to Lead Projects	$20,000
Increase Sections as Needed	-
Offer Saturday and 8-Week Courses	-
Offer 8-week Courses	-
Institutionalize the Permit Specialist /Program Assistant Position	$50,000
Expand the Advisory Committee to Include More Professionals from Outside Early Childhood Education	-

10. Prioritized Recommendations and Explanation for Prioritization

a) Prioritized Recommendations From Sections 2 through 8	Cost Estimate	Strategic Initiatives
1. **Solve the CDEV 103 Prerequisite Problem** Work with Curriculum Office, ITS , and Admissions to solve prerequisite clearance problem	0	E
2. **Curriculum Development -** Inactivate CDEV 160, 163, and 166 and combine them into one three-unit courses	0	A,B
3. **Degrees:** Conduct AA Degree and Transfer workshops	$500	B, C, D
4. **Teacher Resource Room Equipment** Four Rolling Tables - $700 each. Includes delivery and assembly.	$2,800	F
5. **Faculty Coordinator – 40% Release Time** Back-fill two classes per semester.	$20,000	A,B,C, D. E, F
6. **Child Development Permit Specialist/ Program Assistant Temporary** 170 x $23 x 8 = 31, 280 + 6,300 in benefits	37,580	B, D
7. **Childhood Education Tutors for Teacher Resource Room** 170 x $13 x 8 = 17,680 + 3,500 in benefits	21, 180	A, B,
8. **Teacher Resource Room Supplies** Laminating film, printer ink cartridges, construction paper, markers, crayons, glue, paint, clay.	5,000	A, B
9. **Technology** Upgrade four Teacher Resource Room Computers and software and purchase two new printers	2,800	A, B,F
10. **Offer Saturday, Eight-week, and Hybrid Courses**	-	A, B, D, E
11. **Liberal Studies –** Work with Natural Sciences to offer Geology more regularly and revised the AA-T to include Geology 1 and 3 OR Geology 6		A, B, D, E
12. **Marketing** – Permit Specialist, Facebook Page, Update Website	-	B,D
13. **Full-Time Faculty Growth Position**	$100,000	A, B, C, D, E, F
14. **Permanent Child Development Permit Specialist/Program Assistant**	50,000	B, D
15. **SLO and TracDat Training and Discussion Retreat for Full and Part-time Faculty**	$500.	A, E
16. **Reopen Lab School in Fall of 2018**	$250,000	A, B, C, D, E, F
17. **Reinstate the Teacher Education Program**	$100,000	A, B, C, D, E, F
18. **Facilities** Clean faculty office windows. Light stairwells for safety for evening students Maintain bathrooms on a more consistent basis. Four large garbage cans for the hallways, larger trash cans for the classrooms, and recycle bins for each classroom and hallway.	Facilities	F
19. **Recycling** - Comprehensive recycling program for bottles, cans, cardboard, and paper	College	F

b) Prioritization Justification

The list was prioritize in this way to in order to solve the issues that most directly affect students which is why the prerequisite issue, A.A. and transfer workshops and additional tables for the Teacher Resource Room (which doubles as a classroom) were listed first. Next was the Faculty Coordinator Position that will serve students my getting major projects completed and freeing up the time of faculty to assist with projects and the myriad of other duties. Next, temporary positions were recommended that will allow us to keep our personnel in place after the grant funds end. This will give us time to watch the trends in our field and develop justifications for full-time permanent position.   The computers and printers in the Teacher Resource Room were recently updated, so these items are lower on the list and can wait for a few years. Reopening the Child Development Lab School is a priority, but we understand that there is a current lease with the current facility and that it will take time to build the Center up to a high-quality, state-of-the-art, model Center.   Other issues such as the recycling program may also take time and be instituted once we have a change in leadership.

11. CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

1. How strong is the occupational demand for the program? As you analyze demand over the past five years and projected demand for next five years, address state and local needs for the program.

According the Bureau of Labor Statistics, The great recession impacted childcare as budget cuts caused major declines over the past five years by as much as -42% in Los Angeles County and -43% in the local area. As the economy shifts, a slight increase in childcare jobs is projected over the next five years: 7% in Los Angeles County and 6% in the local area. Most of the jobs will stem from childcare services from centers and private households.

The benefits of decrease in the number of jobs, is that there are more highly qualified people looking for jobs allowing employers to select from a larger pool of well-educated and well-trained teachers. This will in turn result in higher quality early educational experiences for children.

Demand Over the Past Five Years				
Region	2009 Jobs	2014 Jobs	Change	% Change	Median Hourly Earnings
Los Angeles County	85,924	49,826	(36,098)	(42%)	$8.09
State	239,983	157,685	(82,298)	(34%)	$8.64
Nation	1,410,917	1,294,239	(116,678)	(8%)	$8.23
7.5 mile zip radius	11,858	6,814	(5,044)	(43%)	$7.91

(Bureau of Labor Statistics)

Five-Year Projections				
Region	2014 Jobs	2019 Jobs	Change	% Change	Median Hourly Earnings
Los Angeles County	49,826	53,117	3,291	7%	$8.09
State	157,685	165,459	7,774	5%	$8.64
Nation	1,294,239	1,348,711	54,472	4%	$8.23
7.5 mile zip radius	6,814	7,230	416	6%	$7.91

(Bureau of Labor Statistics)

2. How does the program address needs that are not met by similar programs in the region?
Although most community colleges offer a childhood education program, this program is unique in that, in addition to its focus on early childhood education, it offers two certificates for students interested in working with children with special needs and their families.
The quality of the education program is extremely high with dedicated faculty who provide demanding yet interactive classes that include authentic assessments and developing a learning community within the program.

3. What are the completion, success, and employment rates for the students? Discuss any factors that may impact completion, success, and employment rates. If applicable, what is the program doing to improve these rates?

Completion and Success Rates
Completion and success rates are consistently high for this Department.

Yearly Averages for Success and Retention Rates		
Overall Rates	Success	Retention
2010	82.4%	91.0%
2011	77.4%	89.6%
2012	80.7%	91.0%
2013	77.2%	87.5%

NOTE: In Spring 2015, Institutional Research and Planning reported the Success Rate at 89% and the Retention Rate at 94%.   Based on student feedback and analysis of the data support of the faculty, the Teacher Resource Room and The SuperTutors contribute greatly to their success.

It is also noteworthy to mention that, of the 36 Certificate Programs offered at ECC,   Childhood Education had the highest number of certificates in 2013-14.

Top 5 Certificate Programs 2013-14	
1. Childhood Education	80
2. Air Conditioning and Refrigeration	54
3. Automotive Technology	43
4. Machine Tool Technology	37
5. Cosmetology	36

Employment Rates
 According to the Student Survey 46% are employed in the field.   We are unable to calculate the employment rates for our students as we currently have no mechanism or staff to capture this information. Anecdotally, we have many students in the field who have earned a certificate or degree from ECC, we have students in the Student Teaching Practicum Classes that are offered a position during or at the end of their assignment, we have students who obtain jobs by networking with other students and we have students who find jobs from the flyers on our job board.

4. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all. Discuss any factors that may impact licensure exam pass rates. If applicable, what is the program doing to improve these rates?

There is no licensure exam but students are required to obtain a Child Development Permit awarded by the Commission on Teacher Credentialing (CTC). This career ladder program offers six levels of the Permit. The various levels of the Permit are based on coursework and documented experience in an early childhood education program. Students are required to upgrade or renew their permit every five years. This requires that they obtain a Professional Growth Advisor (usually faculty member or our current Permit Specialist) who assist them in developing a plan and documenting the student's progress. Since the Childhood Education Department is a designated "VOC" agency, students receive their permits in six weeks instead of waiting six months for those who submit their application on their own.

For the past 15 years, the Department has procured funds from outside grant sources and CTEA for a Permit Specialist to handle the large volume of students who apply for their permit.   It usually takes two or three meetings with the Specialist before the application packet is ready to be forwarded to the CTC. In June 2016, the grant program will end and there are currently no funding sources available. The Advisory Board believes that this position should be institutionalized as the requirements for the Permits will be increasing soon and the application process will become even more complicated.

5. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input been used in the past two years to ensure employer needs are met by the program? Describe any advisory committee recommendations that the program is either unable to implement or is in the process of implementing.

 The Advisory Board meets twice per year (Fall and Spring). It is overall satisfied with the course offerings and the rigor of the program. The Advisory Board strongly recommends that the College reopen the Child Development Lab School. They view it as an integral part of the program which is necessary to facilitate interaction with children through observations, curriculum design and implementation, and student teaching experiences. They recognize, that in most fields, internships and first hand experiences in an exemplary program is key to future success. This is especially true in the field of early childhood education.

The Board strongly supports the Teacher Resource Room, SuperTutor Program, and the Child Development Permit Specialist as they provide a high level of support to students academically, socially, and with career advancement possibilities.

a) Advisory Committee Membership List and Credentials

	El Camino College Childhood Education Advisory Board Members Spring 2015		
	Name	**Email address**	**Title**
1	Dr. Gloria Miranda	gmiranda@elcamino.edu	BSS Division Dean at ECC
2	Janet Young	jyoung@elcamino.edu	CDEV Full-Time Faculty
3	Jennifer Montgomery	jmontgomery@elcamino.edu	CDEV Full-Time Faculty CEC Mentor Coordinator
4	Susan Baxter	sbaxter@elcamino.edu	CDEV Full-Time Faculty CDTC Campus Co-Coordinator

5	Michelle Moen	mmoen@elcamino.edu	CDEV Full-Time Faculty CDTC Campus Co-Coordinator
6	Nancy Alvarez	nance2124@gmail.com	CDEV Super Tutor at ECC
7	Noemi Santa Cruz	noemi_santa_cruz@yahoo.com	CDEV Super Tutor at ECC
8	Nubia Cornejo	ncornejo@elcamino.edu	CDEV Permit Specialist at ECC
9	Antoinette Phillips	aphillips@elcamino.edu	Former CDEV Faculty
10	Cynthia Pacheco	cpacheco@elcamino.edu	Local Resource & Referral Agency/ CDEV Part- Time Faculty
11	Jocelyn Tucker	Jtucker4@hotmail.com	CDEV Part- Time Faculty
12	Paul Harley	P_harley@sbcglobal.net	CDEV Part- Time Faculty
13	Toni Newman	NEWTL41@aol.com	ECC Student Advisor – Counseling
14	Alec Colchico	Alec@Colchico.com	Preschool Director/ECC part time Faculty
15	Amel Khan	amelroz@yahoo.com	CSUDH Staff and Former ECC student -CDEV
16	Brittany Wilson	brittanyawilson@yahoo.com	Community Teacher & Former ECC Student
17	Christina Mundt	lady_akasha13@hotmail.com	Community Teacher & Former ECC Student
18	David Welch	dwelch3@socal.rr.com	Community Teacher & Former ECC Student (CDEV)
19	Francine Buitron	buitronf@stcat.org	Community Teacher & ECC Student (CDEV)
20	Julie Caballero	luisaotaiza@yahoo.com	Former ECC student (CDEV)
21	Sarah Barthelet	sarah.ars@sbcglobal.net	ECC CDEV Student (CDEV)
22	Zohra Haji	zohra@beachcitieskids.com	Preschool Director/Owner
23	Erik Fisk	mmmef@msn.com	ECC CDEV Student (CDEV)
24	Jessica Wigley	jeswigley@yahoo.com	CDEV Part- Time Faculty Special Education Teacher -TUSD
25	Shireetha Gethers	sgethers@elcamino.edu gethers@usc.edu	CDEV Part- Time Faculty Community Teacher
	Compton Faculty Members		
	Name	**Email address**	**Title**
1	Dr. Wanda Morris	wmorris@elcamino.edu	Division Dean at Compton
2	Shirley Edwards	sedwards@elcamino.edu	CDEV Center Director CEC Mentor Coordinator CDTC Campus Coordinator
3	Pam West	pawest@elcamino.edu	CDEV Dept. Head/Faculty
4	Hoa Pham	htpham@elcamino.edu	CDEV Full-Time Faculty
5	Cassandra Washington	cwashington@elcamino.edu	CDEV Full-Time Faculty
6	Sandra Lee		Part- Time CDEV Faculty at Compton
7	Bruce Boyden	bruceboyden@yahoo.com	Local School Superintendent

b. Meeting Minutes
(To demonstrate that the CTE program review process has met the above Education Code requirement.)

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El Camino College Childhood Education Department
Minutes for Spring 2015 Advisory Committee meeting

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Details: April 28, 2015
                   6:00 pm to 7:00 pm
                   ARTB 313 Teacher Resource Room

Attendance: Dr. Janet Young, Jennifer Montgomery, Susan Baxter, Michelle Moen, Noemi Santa Cruz, Nubia Cornejo, Brittany Wilson, Francine Buiton, Julie Caballero

Regrets: Dr. Gloria Miranda, Nancy Alvarez, Antoinette Phillips, Toni Newman, Christine Mundt, Paul Harley

The meeting convened at 6:00 pm. S. Baxter welcomed the advisory members and introductions were made.

Agenda Item 2

S. Baxter invited J. Montgomery and J. Young to address the first agenda item regarding Mentors/Professional Growth Advisors/Practicum placements. J. Montgomery began by stating that with the closure of the campus child development center our program lost three mentor teachers and nine placements for our practicum students. This situation is further complicated by the loss of a fourth mentor teacher and three more spots for students. This means mean are down 12 spots for 25 student placements for our practicum. J. Montgomery continued to say that recruiting new mentor placements has been really challenging because most area sites are requiring students to be finger printed. J. young stated that this was particularly complicated in the school district sites which is now also requiring MOUs (Memo Of Understanding). This process is slow and cumbersome.

J. Young is extremely challenged in her efforts to secure sites that support our department's standard of best practices. M. Montgomery confirmed S. Baxter's question about the need for mentor centers to pass the ECERS in order to qualify for a student placement. This sometimes requires our faculty to "mentor" the mentors to get their site approved. J. Montgomery said that there is one new mentor director, a form El Camino Alumni, who is in the Mentor Director application process. J. Young noted that California State University- Dominguez Hills (CSUDH) is interested in participating in the mentor process also and will keep us updated on this development.

Several Solutions were offered:
The department will apply for funds to hold a Mentor Director Outreach for local community centers to start to build trust and opportunity for area centers to participate in the education of our future students. Advisory committee member Brittany Wilson, stated that her center, *Creative Kids*, is interesting in taking students and she will start developing a conversation with the director about participating in the Mentor

Program. M. Moen is spending part of her summer holiday looking for and inviting possible sites to consider student placement and/or allowing students to complete observations without issues of finger printing or TB tests where appropriate.

J. Young finished this discussion by saying that we need to keep working on putting the word out. S. Baxter confirmed that Family Child Care facilities are also an option for placement. We are going to ask advisory member and El Camino faculty, C. Pacheco who currently works at our Resource and Referral Agency to help us with connections in this area.

Professional Growth Advisors (PGA) were discussed as a follow up to the mentor teacher situation. S. Baxter explained the history of PGA and how funding for trainings were no longer available. She continued by saying that at El Camino most of the advising is done by the faculty and it is becoming increasingly difficult to juggle. S. Baxter discussed the *PGA Qualifications* hand out and noted that qualified advisors also get 50 hours toward their professional growth hours. She asked the members to take this information and start spreading the word. S. Baxter asked permit specialist Nubia Cornejo how many students and community members, she is serving. Based on the data from January to April she stated that she provided information and services regarding the permit to 607 people (see attached). It was noted that the number of PGA that would be needed to support renewals in the next five years could be significant and that getting a list of 25 people qualified and on a master list would be a good goal. N. Cornejo noted that when students submit the permit applications she clearly directs them to the need for 105 personal growth hours, in tandem with a PGA over the next five years from the time the application is processed.

Agenda Item 3

M. Moen noted that the CDTC Spring Regional meeting has been postponed until May 1 so that there were no current budgetary updates for the 2015-2016 year. She continued by stating that we had good news and exceeded our budget and that we over earned our contract for the first time in five years. She explained the following chart to the advisory committee. It was noted that we did not apply for more units due to the amendment process for our CDTC contract within the time constraints. We will find out from the CDTC how the College can increase the initial number of contracted units allocated to our college.

Due to the good fortune of increase in participation the students will be issued $11.30 per unit. This is in keeping with the college eligibility policy which states a *student may earn up to $25.00 per unit.*

Year	Units	Applicants	Total for 2013-14
Fall 2013	413	68	763 units
Spring 2014	350	50	118 students
			Total for 2014-15
Fall 2014	547	85	956 units
Spring 2015	409	61	146 students

S. Baxter announced that she will be remaining on as coordinator with M. Moen for 1 more year to help with the administrative duties such as the course matrix, staff profiles and paper work. M. Moen will continue to be responsible for campus affairs, meetings and conferences.

Agenda Item 4

a/b) M. Moen started the departmental news by stating that due to S. Baxter's leaving her full time position on the faculty, the administration granted our request to fill the position for fall 2015. The interview process took place during the spring and Cynthia Pacheco has been hired to replace S. Baxter. C. Pacheco had been teaching at El Camino as an adjunct and will be starting her full time position in January. The department will be staffed by new adjuncts that have been added to the pool through the job interview process.

c) S. Baxter stated that we are starting our 4- year cycle Program Review and that a 50 question student survey has been sent out on line. To date, there have been 119 respondents. The department wants a larger sample of respondents and has pushed the end date out a week and is asking faculty and students to encourage students who have not completed the survey to have a voice in the outcome of our department's growth and development. The survey closes May 6th .

d) J. Young expressed the challenged to keep the excellent program created through our Super Tutors in the Teacher Resource Room (TRR) funded. The department feels the support of the TRR is critical to the College's focus on Student Success. The committee members agreed. Due to the nature of the CTEA grants our department needed to create a new vision for ways to enhance our program and support the students. The CTEA grant is called *PASS* an acronym for *Program Aides for Student Success. Program* Aides for Student Success (PASS) is a pilot project that will provide a cost-effective and efficient means of working to meet all five of the Core Indicators which includes skill attainment, completion and persistence rates, increase in employment, and the recruitment of non-traditional (male) students. The main components of this project are to 1) provide direct program services to students; 2) manage Teacher Resource Room (TRR); 3) upgrade the technology in the TRR; and 4) recruit and retain more males in the field. This direct assistance will result in faculty spending less time on daily program activities that can be handled by program aides, and will give faculty more time to focus on major program goals. These goals include aligning pedagogy, mentoring part-time faculty, curriculum review, securing high-quality partners for internships and volunteer sites, developing working relationships with local school districts and private schools that can lead to career opportunities for our students, and joining the current national movement to recruit and retain more males in the field of early childhood education. All of these efforts will lead to a stronger department, increased student success, and growth in the number of certificates, degrees, transfers, jobs, and career advancement opportunities.

e) See *Agenda Item 2* Professional Growth Advisors

f) N. Santa Cruz discussed the Teacher Resource Room and the Super Tutor Program. She stated that the TRR has been having significant technical difficulties. Our equipment is old and the amount of power needed and the endless systems of cords have not supported the situation. As well the cords have been damaged with the storage of the felt boards, which is being addressed. Further, as the TRR is not considered a "classroom" (although 2 to 4 sections of classes are taught in the TRR each term) room 313 did not receive a new computer system as the classrooms did on the rest of the floor. There have been printer problems (the new printer will only print some user id names and block others). N. Santa Cruz also said that due to the increase of room use and printing problems the Tutors have been letting the students use their computer. J. Caballero noted that the number of computer labs on campus has also decreased.

S. Baxter noted the new tables and while they will not accommodate the 35 students that are in the curriculum class, another table will be added in the back and five new folding tables have been requested. The size of the new table does make the TRR much easier to move around and teach in, which is an important element for the TRR and the activity of the curriculum classes.

N. Santa Cruz noted that there is a significant increase in the amount of help students are needing with basic English skills and wondered if English 1A or lower would be helpful as a requirement not a recommendation. She explained that she is even working with students who are uncertain how to write a sentence and sometimes felt that she was writing their papers. S. Baxter answered that based on entry level English skills into junior colleges a prerequisite could easily prohibit many students from taking classes. N. Cornejo commented that she use to feel that as well and suggested that Ms. Santa Cruz develop more strategies to "assist" but not "do." A general conversation followed with the ideas of requesting students go to the campus writing center for edits, and if the support did not involve theory or assignment support, possibly looking to the writing center to provide guidance and strategies for the super tutors. J. Caballero said she had many positive experiences at the college writing center. M. Moen conveyed that when she asked students why they do not go to the writing center they say it is because they feel safe and familiar in the TRR and like the tutors.

g) M. Moen reported that on Thursday April 9th she held a free puppet workshop for J. Young's practicum class (and other interested Child Development students) to help accumulate professional growth hours. The workshop went well. A special needs workshop has been requested and M. Moen had put this opportunity over into the fall schedule, date to be determined.

Saturday November 21, 2015 is the Childhood Education Department's annual mini-conference. The title, *Full STEAM Ahead: Science, Technology, Engineering, Art, and Mathematics in Early Childhood Education.* She thanked advisory member B. Wilson for her theme idea. M. Moen is in the process of putting the workshop presenters this month and will report back at the fall meeting with final details.
Our annual Spring Children's Day was held on April 25th. It was well attended, there was great diversity in the activities offered and there were more male students than ever participating. S. Baxter and M. Moen also noted how the opportunity for students to be inspired by other students' ideas and build community is a huge component of the event.

Agenda Item 5

M. Moen asked the committee members if there were any News or updates. F Buitron asked how the committee could better support the faculty in meeting the many goals and opportunities that seem greater that the energy and time of the Department. There was a general discussion which generated some really great ideas. It was noted that if the CETA grant is awarded to the Childhood Education Department then many of the following ideas would be possible.

- Set up a Facebook page to gather Alumni and Students together
- Update the website and keep job posting conferences and so on updated
- Set up and WE NEED section on Facebook and ask for whatever needs donating, computers, printers, money for a project, materials not in the budget, people power for an event.
- Set up an El Camino Childhood Education Association that would meet monthly of every other month for news, networking, speakers and so on.

Agenda Item 6

Due to the inspiring brainstorming of ways to support the department, the Chairs decided not to show the TED talk. S. Baxter recommended that people watch it if they have a chance as it is such a great 12 minute by early childhood expert, *Kathleen Gallagher*. In her talk, she clearly sets out why our jobs and practices that support quality care are so critical to the fabric of our society based on a long term study of children who received quality child care in preschool.

Agenda Item 7

S. Baxter thanked everyone for attending the meeting and said she will be thinking them all in the fall and appreciated all their work and dedication.

Meeting adjourned at 7:15 pm.

PROGRAM AND DIVISION COLLEAGUE REVIEW SHEET

1. **Use this sheet to demonstrate that your program review has been reviewed by the appropriate program and division colleagues. Review does not necessitate full agreement with the program review findings, but does indicate that input has been sought from appropriate program and division colleagues.**

Program: Childhood Education

Laurie Houske   9/30/15
Division Curriculum Committee Representative   Date Review Completed

Eduardo Munoz   10/1/15
SLO Facilitator   Date Review Completed

Cheryl Kroll   9/16/15
Counselor   Date Review Completed

Lori Suekawa   9/16/15
Articulation Officer   Date Review Completed

           N/A   N/A
Division Associate Dean (if applicable)   Date Review Completed

Gloria Miranda, Ph.D   10/1/15
Division Dean   Date Review Completed

2. **Indicate below when the program review was presented at a program/division meeting.**

Department Program Review Meeting   9/28/15 & 10/8/15
Type of Meeting (Program/Division)   Date of Meetings