El Camino Community College

PROGRAM REVIEW 2019

Behavioral and Social Sciences

Childhood Education

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WILL REVISE WITH NEW NUMBERS ONCE COMPLETE

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SECTION 1   Overview of the Program

A) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves. Also include in this section any program highlights and/or accomplishments, as well as the most critical needs of the program.

Mission Statement

The Childhood Education Department provides relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required 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.

Program Highlights
- The Childhood Education Department serves over 1,400 unduplicated students per year.
- Includes students who are currently working in the field, those who are planning to enter the workforce, as well as those seeking to advance in their careers.
- Offers the highest number of certificates of achievement on campus.
- Is a unique program in that it is a career education program _and_ a transfer program.
- Offers a state-of-the-art Teacher Resource Room (TRR) for students (grant funded for 20 years).
- Developed a SuperTutor Program that combines strategies from Supplemental Instruction and tutoring to offer services to all students in all Childhood Education courses (grant funded for 15 years).
- Provides the services of a Child Development Permit Specialist to assist students in applying for, renewing or upgrading their Child Development Permit awarded by the state of California Commission on Teacher Credentialing (grant funded for 20 years).
- Provides the coursework for the AS-T required for students to transfer to a university to earn a bachelor's or master's degree in the field which includes a required practicum course
- Received a Strong Workforce Silver Stars Award for attaining threshold outcomes on two metrics.
- Awarded and managed over $20 million in grant funding over the past 25 years.
- Under the advisement of Childhood Education faculty, the Child Development Club was established in the Fall 0f 2017 and the Future Teachers Club was re-chartered in the Fall of 2019.
- Under the advisement of Childhood Education faculty, the award winning Child Development Club has hosted a monthly play group for children ages 0-5 and their parents, in collaboration with Connections for Children (local Child Care Resource and Referral Agency) for the past 2 years, since the establishment of the club. In addition, the Child Development Club actively collaborates with campus organizations such as CARE/CalWorks/EOPS to organize a Holiday Toy Program and Parents' Day.
- The Childhood Education Faculty has also trained the Child Development Club students in the Strengthening Families Protective Factors and Parent Café Model. Thus, in the Spring of 2019, five Friday night sessions were held for student parents. The Parent Cafés will be offered again in the Spring 2020 semester, with the intent of also hosting a Parent Fair to provide resources for all parents on campus.

What We Do

- The Department offers a diverse curriculum of 24 specialized courses ranging from child growth and development, curriculum, program administration, special education, practicum, and education classes.

- Since this is a Career Education (formerly named CTE) program, the curriculum must be reviewed every two years instead of every six years as with academic programs. This means that we have three times the amount of curriculum review compared to non- career education programs.

- In addition, we assess 72 student learning outcomes (SLOs) and three Program Learning Outcomes (PLOs) during each cycle and are required to submit a Career Education Supplemental Question Supplement to Program Review every two years. The results of these assessment help us to improve teaching and learning.

Additional Department Responsibilities

In addition to teaching and College responsibilities, the four full-time faculty members serve in many other roles. This includes

- Writing grant proposals and managing grant programs.
- Working with local agencies such as Connections for Children, LA County Office of Education (LACOE), Child Care Resource and Referral Agencies and Head Start Programs, and state-wide entities such as the Commission on Teacher Credentialing (CTC) and Curriculum Alignment Project (CAP).
- Managing the Child Development Training Consortium (CDTC) and the California Mentor Teacher Program (CMTP)
- Organizing professional development activities such as conferences and workshops.
- Serving as Professional Growth Advisors for all students with Child Development Permits
- Serving on local and state committees and advisory boards.
- Advising the award winning Child Development Club on campus.
- Team teaching in collaboration with Torrance Adult School and South Bay Adult School.
- Collaborating with the Student Equity Program to provide Peer Assisted Study Sessions (PASS) mentors in selected Childhood Education courses.
- Overseeing TEACH El Camino (formerly TEP) which was reinstated through grant funding.

Background of the Teacher Education Program (TEP)

El Camino had a thriving Teacher Education Program (TEP) funded by two consecutive Title V grants for 10 years. It brought faculty from all disciplines together to collaborate on curriculum and undergo training in pedagogy to best prepare our future elementary, middle, and high school teachers. This included the development of MOUs, developing working relationships and attending monthly meetings with our local CSUs to provide "seamless transfers" to their institutions. When the funding ended the program was completely shut down with no funds or commitment of its components. However, the Childhood Education Department was given the task of overseeing the education courses including the SLOs and curriculum, hiring and evaluating faculty, and working with the CSUs as best as possible.

Revived and Renamed - TEACH El Camino

Based on a statewide interest and a new teacher shortage, grant funds became available. A strong partnership with the Grants Office led to securing funds from Education Futures, Teacher Preparation

Pipeline (TPP), and Strong Workforce Development. This new program, now referred to as TEACH El Camino provides services for students interested in all levels of teaching from infant/toddler through college.

TEACH El Camino is led by two part-time faculty members who have participated in local and regional activities relevant to the Education Futures Model grant projects and are also active members in the regional community of practice. They participated in and provide leadership in statewide work and assisted in the preparation of the statewide conference "Bringing Education Systems Together to Strengthen California's Teacher Workforce; Shaping the Future of Teacher Preparation." The two part-time faculty members are also advisors to the "Future Teachers Club". Staff also attend the quarterly LA TEACH Regional Strong Workforce meetings. However, these funds were temporary and the TPP grant and Education Futures grant have ended leaving us back at "square one", running the program on limited resources.

Three Major Challenges

The current situation and workload is not sustainable and there is a sincere concern that the success, retention, transfer rates, overall quality of the program, and the ability to compete with other local programs cannot be maintained with grant money alone. Therefore, we are requesting that the College seriously consider supporting the program as it does with other programs on campus (such as Nursing, Cosmetology, Fashion, Automotive Technology, Construction Technology) and provide a budget for the three major challenges described below.

Challenge One: Negative Impact of the Closing of the ECC Child Development Center

The Child Development Center was designed for two discrete and important purposes. First, to serve as a lab school for students in the Childhood Education Department and second to serve the children and families of the College and community by providing high-quality early childhood education.

The closing of the center in 2014 posed a major challenge for faculty and students as 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, practicum students conducted their fieldwork at the Center, students in curriculum classes developed and tested their activity plans with children. The 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, faculty has spent countless hours locating early childhood education programs that will allow our students to observe at their schools and to secure high-quality 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.

In order to work toward a solution, a full-time faculty member took a sabbatical in order to visit, evaluate and secure observation sites for students.

Recommendation: Reinstate the ECC Child Development Lab School

The Department strongly recommends that the College re-open the Child Development Center Lab School and place it under the direction of the Dean of Behavioral and Social Sciences and the Childhood Education Department.

Reinstating a lab school is critical because:

- It will ensure that the program remains competitive among peer programs at Colleges such as Santa Monica, Harbor, Cerritos, and Long Beach City who have lab high-quality lab schools.
- It will provide a much-needed early childhood education site to meet overwhelming student demand for observation and practicum placements.
- It will increase the program's capacity to offer advanced coursework and practical experiences in the field. We have been unable to do because of the inability to locate a sufficient number of observation/practicum opportunities to support students in the courses.
- It will improve the experiences for students as, unfortunately, the quality of their observation and practicum sties has decreased over time with us sometimes stating, "Now you know what NOT to do in your classroom."
- It will ensure that students have access to training experiences that optimally prepare them for gainful employment.

Challenge Two: Discontinuance of the California Mentor Teacher Program (Fall 2021)

The state funded California Mentor Teacher Program has provided training and stipends for mentor teachers for over 20 years. This allowed the program to place 15 students per semester in high-quality programs under the direction of highly-trained mentor teachers, some of whom were at the ECC Child Development Lab School.

Since the closure of the Center in 2014, finding schools that are willing to take mentees has become increasingly more difficult. In order to mitigate this situation, faculty worked hard to secure other funding source such as CTEA, Strong Workforce, and others to provide stipends as incentives to mentors.

Recommendation: Provide Stipends for Mentor Teachers for Practicum Students

Since the Child Development Lab School was closed in 2014 and the California Mentor Teacher Program is being discontinued in 2020, it is imperative that the College provide an annual budget of $25,000 for stipends for mentors.

Providing stipends for mentor teachers for practicum students is critical because:
- it will become impossible to find quality placements for students and the level of training will weaken dramatically
- the number of sections of the practicum will need to be reduced
- AS-T rates will decline as the practicum is a required course.
- the number of students earning a Site Supervisor Child Development Permit in order to advance in the field will decline.

Challenge Three: Services Provided to Students through Grant Funded Positions is Unsustainable

Student success is based on the work of dedicated faculty, the TEACH El Camino Coordinators, the services of the SuperTutors, the availability of the Teacher Resource Room, and the services of the Child Development Permit Specialist, all of which have been grant funded for over 20 years.   However, relying on only grant funding creates instability, the inability to ensure continued employment for the Permit Specialist and SuperTutors, and a lack of ability to continue to provide services on a consistent basis. This is a sincere and overarching concern.

Recommendation: Fund a Full-time Program Specialist and SuperTutors

The Full-time Program Specialist will coordinate several positions and will:
- Oversee and coordinate the day-to-day operations of the Childhood Education Department and its services to students and provide support for related grant programs.
- Serve as the Permit Specialist and assist students in applying for, renewing, or upgrading their Child Development Permits
- Serve as the TEACH El Camino Coordinator and recruit students, work directly with university partners, provide professional development opportunities for faculty and students, ensure that grant objectives are met, develop required reports.
- The Program Specialist will work with Guided Pathways to ensure that students move through the program expeditiously.
- Other duties as assigned.

Funding a Full-time Program Specialist position is critical because
- The current practice of piecing together these services is not sustainable and does not provide consistency for students.
- The process for applying for, renewing or upgrading permits is very complicated and these permits are required for working in school districts or other state or federally funded programs necessitating the services of a Permit Specialist.
- The certificate, degree and transfer rate will increase.
- Professional growth opportunities will be offered through workshops and conferences on a regular basis.
- The number of students entering the teaching field will increase which will allow us to become eligible for additional grant funds.

The SuperTutors will:
- Continue to provide high-quality tutoring to students for all childhood education courses.
- Work directly with faculty to understand course and assignment requirements in order to assist students in a meaningful and productive manner.
- Sit in on courses when faculty is presenting new materials or assignments as needed.
- Assist students in becoming independent learners with the ability to transfer the skills they are learning to general education courses.

Funding the SuperTutors is critical because:
- Isolated tutoring does not work.
- 91% of students reported that the TRR has "contributed" or "greatly contributed" to success in their classes.
- Supplemental Instruction is too expensive and does not serve enough students
- It provides for equity as students cannot attend SI sessions at the scheduled times, but can work with a SuperTutor on campus or online at their convenience.
- This program utilizes components of SI but allows all students access to tutoring services.

In conclusion, the College currently supports many vocational programs such as Nursing, Fashion, Cosmetology, Construction Technology, and Automotive Technology and provides state-of-the-art facilities, laboratories, and support personnel that are critical to the education and training of their students. It is time for the Childhood Education Program to be given these same considerations.

B) Describe the degrees and/or certificates offered by the program.

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.

College Vision

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.*
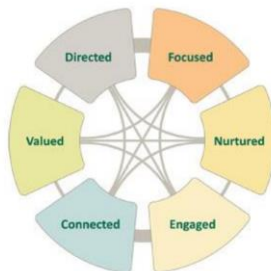
For over 25 years, faculty has worked determinedly to assist students in all of these areas. This includes setting up a Teacher Resource Room which serves as the "hub" for students in the program and provides a one-stop location for program information, supplies and materials, and specialized tutoring 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 partnership 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. These partnership agreements that are approved by the ECC and the community partner provide a formal memorandum of understanding that allows students to observe or conduct their field work hours at their sites.

Faculty work to secure partnerships with local companies whenever possible. In the past, Boeing provided funding for training and workshops for students interested in working with children with special 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 recommend upgrades to technological resources including hardware and software to improve the learning and working environment and to stay current with technological advances.

**C)** **Discuss the status of recommendations from your previous program review.**

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)	On Hold Faculty are pursuing a full-time Program Specialist position.
2. TRR Staff/SuperTutor (Temporary Casual 30 hrs. per week x $12 per hour) x 48 weeks	Ongoing
3. Child Development Permit Specialist (50%) 180 days x 4 hours per day x 20. per hour	On Hold Will be part of the Full-Time Program Specialist Position
3. TRR Equipment and Supplies Laminating film, construction paper, die cuts, children's books, journals	Active
4. Maintenance Agreement for TRR Copy Machine	On Hold Trying to get o the College rotation schedule for a leased copy machine.
5. Full Time Faculty Growth Position	On Hold Department understands that the full/part time ratio that the College uses to determine growth positions does not support this position.
6. Two Day SLO Retreat for ECC and Compton Faculty	Abandoned
7. Lighting for Stairwells, Restroom Maintenance, and Window Cleaning, Four Garbage Cans and Five Recycling Bins	Abandoned. This was determined that it was being handled by facilities and did not need to be included in our Program Review.
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.	Completed
10. Four Computers and Printers	Completed
11.Work with Curriculum Office and ITS to solve Prerequisite Clearance Problem	Active
12. Update Software on Computers	Ongoing

SECTION 2
Analysis of Research Data

A) Head count of students in the program

Based on the research from Institutional Research and Planning and as seen in the table below, the head count has increased continuously over the past four years from 2,963 to 3,540 students.
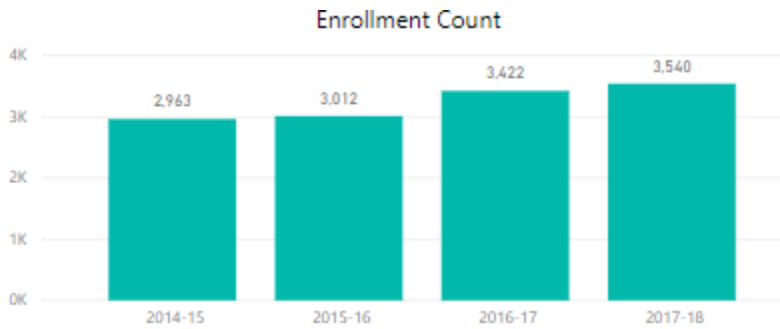
B) Course grade distribution
A review of the grade distribution on the following pages shows the lowest success rates were in online classes, but that, in most cases, the success rates increased each year as shown in the table below.

Lowest Success Rates Analyzed CDEV 104 Online			
2014	2015	2016	2017
63.3%	-	69.6%	75.5%
CDEV 150 Online Success Rates			
67.3%	75%	78.6%	78.4%

The theory is that there is a learning curve when teaching online classes and converting materials for online distance learning can be challenging. It seems that as instructors become more experienced and managing the online class, the success rate increases.

CDEV 103 Online Success Rates			
2014	2015	2016	2017
63%	66.4	72%	61.3%

The anomaly to this is with CDEV 103. In this case the success rate started to improve but then dipped dramatically in 2017. Additional sections of this class were offered online at this time, and several instructors were teaching this for the first time. The "instructor learning curve theory" may be in play here.   As soon as available, the 2018 success rates will be reviewed to see if they trended up again. If not, the matter will be carefully reviewed.

Course	Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Course Completion Rate
CDEV-103	2014/FA	On Campus	108	79	39	18	30	0	0	32	306	73.9%	89.5%
CDEV-103	2014/FA	Online	26	25	12	4	10	0	0	23	100	63.0%	77.0%
CDEV-104	2014/FA	On Campus	41	24	6	3	8	0	0	13	95	74.7%	86.3%
CDEV-104	2014/FA	Online	21	6	4	3	5	0	0	10	49	63.3%	79.6%
CDEV-107	2014/FA	On Campus	38	3	4	1	2	0	0	2	50	90.0%	96.0%
CDEV-108	2014/FA	On Campus	46	23	8	1	3	0	0	4	85	90.6%	95.3%
CDEV-110	2014/FA	On Campus	18	14	4	0	0	0	0	3	39	92.3%	92.3%
CDEV-112	2014/FA	On Campus	46	19	6	0	8	0	0	4	83	85.5%	95.2%
CDEV-114	2014/FA	On Campus	20	7	4	1	13	0	0	2	47	66.0%	95.7%
CDEV-114	2014/FA	Online	21	5	5	1	8	0	0	10	50	62.0%	80.0%
CDEV-115	2014/FA	On Campus	12	11	8	0	1	0	0	1	33	93.9%	97.0%
CDEV-116	2014/FA	On Campus	34	13	8	3	8	0	0	7	73	75.3%	90.4%
CDEV-119	2014/FA	On Campus	43	9	5	0	7	0	0	2	66	86.4%	97.0%
CDEV-125	2014/FA	On Campus	9	1	0	0	0	0	0	3	13	76.9%	76.9%
CDEV-126	2014/FA	On Campus	1	1	2	0	0	0	0	0	4	100.0%	100.0%
CDEV-129	2014/FA	Online	21	3	1	1	6	0	0	3	35	71.4%	91.4%
CDEV-131	2014/FA	Online	21	2	2	0	8	0	0	1	34	73.5%	97.1%
CDEV-150	2014/FA	On Campus	14	7	10	1	0	0	0	2	34	91.2%	94.1%
CDEV-150	2014/FA	Online	17	8	8	1	9	0	0	6	49	67.3%	87.8%
CDEV-152	2014/FA	On Campus	34	6	1	1	2	0	0	1	45	91.1%	97.8%
CDEV-160	2014/FA	On Campus	22	3	2	2	4	0	0	1	34	79.4%	97.1%
CDEV-166	2014/FA	On Campus	10	7	0	0	5	0	0	2	24	70.8%	91.7%
CDEV-169	2014/FA	On Campus	4	0	0	0	0	0	0	0	4	100.0%	100.0%
CDEV-103	2015/FA	On Campus	133	68	51	11	17	0	0	25	305	82.6%	91.8%
CDEV-103	2015/FA	Online	43	29	21	8	13	0	0	26	140	66.4%	81.4%
CDEV-104	2015/FA	On Campus	49	22	12	2	4	0	0	12	101	82.2%	88.1%
CDEV-107	2015/FA	On Campus	27	6	4	1	5	0	0	3	46	80.4%	93.5%
CDEV-108	2015/FA	On Campus	42	23	5	0	6	0	0	9	85	82.4%	89.4%
CDEV-110	2015/FA	On Campus	20	12	3	0	0	0	0	1	36	97.2%	97.2%
CDEV-112	2015/FA	On Campus	53	10	2	0	5	0	0	6	76	85.5%	92.1%
CDEV-112	2015/FA	Online	31	10	3	1	1	0	0	2	48	91.7%	95.8%
CDEV-114	2015/FA	On Campus	19	8	4	2	4	0	0	3	40	77.5%	92.5%
CDEV-114	2015/FA	Online	23	19	2	1	3	0	0	5	53	83.0%	90.6%
CDEV-115	2015/FA	On Campus	14	7	8	0	2	0	0	3	34	85.3%	91.2%
CDEV-116	2015/FA	On Campus	51	14	3	0	4	0	0	2	74	91.9%	97.3%
CDEV-119	2015/FA	On Campus	39	16	9	1	3	0	0	2	70	91.4%	97.1%
CDEV-125	2015/FA	On Campus	6	2	1	0	1	0	0	0	10	90.0%	100.0%
CDEV-126	2015/FA	On Campus	6	4	0	0	0	0	0	0	10	100.0%	100.0%
CDEV-131	2015/FA	Online	18	3	1	0	2	0	0	1	25	88.0%	96.0%
CDEV-150	2015/FA	On Campus	17	9	5	0	5	0	0	3	39	79.5%	92.3%
CDEV-150	2015/FA	Online	17	13	9	3	2	0	0	8	52	75.0%	84.6%
CDEV-152	2015/FA	On Campus	18	6	1	2	0	0	0	3	30	83.3%	90.0%
CDEV-160	2015/FA	On Campus	19	6	2	0	2	0	0	0	29	93.1%	100.0%
CDEV-166	2015/FA	On Campus	7	11	3	1	4	0	0	1	27	77.8%	96.3%
CDEV-169	2015/FA	On Campus	3	1	0	0	0	0	0	1	5	80.0%	80.0%
CDEV-103	2016/FA	On Campus	132	92	64	20	34	0	0	63	405	71.1%	84.4%
CDEV-103	2016/FA	Online	60	40	26	5	16	0	0	28	175	72.0%	84.0%
CDEV-104	2016/FA	On Campus	64	31	19	0	8	0	0	14	136	83.8%	89.7%

													Success %	
CDEV-104	2016/FA	Online	17	11	4	2	3	0	0	9	46	69.6%	80.4%
CDEV-107	2016/FA	On Campus	29	7	4	0	3	0	0	2	45	88.9%	95.6%
CDEV-108	2016/FA	On Campus	25	9	6	3	2	0	0	3	48	83.3%	93.8%
CDEV-110	2016/FA	On Campus	21	12	2	1	2	0	0	3	41	85.4%	92.7%
CDEV-112	2016/FA	On Campus	55	14	3	1	1	0	0	9	83	86.7%	89.2%
CDEV-114	2016/FA	On Campus	14	18	7	2	1	0	0	9	51	76.5%	82.4%
CDEV-114	2016/FA	Online	21	8	7	2	3	0	0	5	46	78.3%	89.1%
CDEV-115	2016/FA	On Campus	13	13	7	0	0	0	0	2	35	94.3%	94.3%
CDEV-116	2016/FA	On Campus	51	7	6	0	2	0	0	5	71	90.1%	93.0%
CDEV-119	2016/FA	On Campus	18	15	5	2	2	0	0	8	50	76.0%	84.0%
CDEV-125	2016/FA	On Campus	15	5	0	0	0	0	0	0	20	100.0%	100.0%
CDEV-126	2016/FA	On Campus	4	1	0	0	0	0	0	0	5	100.0%	100.0%
CDEV-130	2016/FA	On Campus	7	10	1	0	0	0	0	0	18	100.0%	100.0%
CDEV-131	2016/FA	Online	15	5	4	1	2	0	0	8	35	68.6%	77.1%
CDEV-150	2016/FA	On Campus	24	6	5	0	3	0	0	1	39	89.7%	97.4%
CDEV-150	2016/FA	Online	19	11	3	1	6	0	0	2	42	78.6%	95.2%
CDEV-152	2016/FA	On Campus	10	7	4	0	1	0	0	3	25	84.0%	88.0%
CDEV-169	2016/FA	On Campus	1	1	0	0	0	0	0	1	3	66.7%	66.7%
CDEV-103	2017/FA	On Campus	116	96	71	22	61	0	0	43	409	69.2%	89.5%
CDEV-103	2017/FA	Online	43	21	12	6	26	0	0	16	124	61.3%	87.1%
CDEV-104	2017/FA	On Campus	65	35	20	4	8	0	0	15	147	81.6%	89.8%
CDEV-104	2017/FA	Online	28	6	3	2	3	0	0	7	49	75.5%	85.7%
CDEV-107	2017/FA	Online	28	2	6	0	6	0	0	3	45	80.0%	93.3%
CDEV-108	2017/FA	On Campus	10	17	11	0	1	0	0	3	42	90.5%	92.9%
CDEV-110	2017/FA	On Campus	12	15	8	1	3	0	0	1	40	87.5%	97.5%
CDEV-112	2017/FA	On Campus	36	6	2	0	0	0	0	2	46	95.7%	95.7%
CDEV-112	2017/FA	Online	23	8	4	0	11	0	0	3	49	71.4%	93.9%
CDEV-114	2017/FA	On Campus	16	16	6	6	3	0	0	3	50	76.0%	94.0%
CDEV-114	2017/FA	Online	19	9	8	1	2	0	0	12	51	70.6%	76.5%
CDEV-115	2017/FA	On Campus	17	17	3	0	0	0	0	2	39	94.9%	94.9%
CDEV-116	2017/FA	On Campus	51	14	5	1	4	0	0	2	77	90.9%	97.4%
CDEV-119	2017/FA	On Campus	30	11	8	2	3	0	0	8	62	79.0%	87.1%
CDEV-125	2017/FA	On Campus	14	2	0	0	0	0	0	0	16	100.0%	100.0%
CDEV-126	2017/FA	On Campus	4	0	1	0	0	0	0	0	5	100.0%	100.0%
CDEV-130	2017/FA	Online	14	5	3	0	0	0	0	3	25	88.0%	88.0%
CDEV-131	2017/FA	Online	17	5	1	2	5	0	0	5	35	65.7%	85.7%
CDEV-150	2017/FA	On Campus	28	6	5	0	0	0	0	3	42	92.9%	92.9%
CDEV-150	2017/FA	Online	24	10	6	4	4	0	0	3	51	78.4%	94.1%
CDEV-152	2017/FA	On Campus	16	10	0	1	4	0	0	5	36	72.2%	86.1%
CDEV-169	2017/FA	On Campus	5	0	0	0	0	0	0	0	5	100.0%	100.0%

C) **Success rates**
Discuss your program's success rates, addressing any issues of student equity and how your program is addressing any performance gaps. Describe any demographic success characteristics and set a success standard for your program.
The success rate for Fall 2018 was 77.2% (7.2% higher than the institutional success rate of 70.%) students are experiencing a high level of success in this program

Success Rates by Demographics							
Demographic	CDEV 103 Only		Major Courses Only		All Courses Combined		All Genders All Courses
	Males	Females	Males	Females	Males	Females	
African American	30.8	51.9	50	76.6	40.7	69.9	66.4

| Latino	57.9	68.9	81.8	81.9	66.7	78	77.2
Two or more	66.7	57.9	100	72.4	90	66.7	70.7
Asian	91.7	81.1	100	89.9	95.2	85.9	87.2
White	66.7	83.3	84.6	90.7	77.3	88.8	87
Pacific Islander	0	66.7	0	100	0	71.4	71.4

*Important Finding: Lowest success rates are African American and Latina males in the 17 – 24 age ranges.

These results demonstrate that overall, students are struggling in CDEV 103, with African American and Latino males showing the lowest success rates. Faculty will need to further discuss these trends and strategize to address this issue and help to students to be more successful. Many sections of this course is offered both on campus and online and most often taught by part-time faculty. Although we mentor our part-time faculty, more time and effort needs to be placed into sharing best practices with part-time faculty and reviewing individual success and retention rates with them to help them help our students.

Demographic Information

Students by Ethnicity

Students by Age Group


Percent Female

75.7%
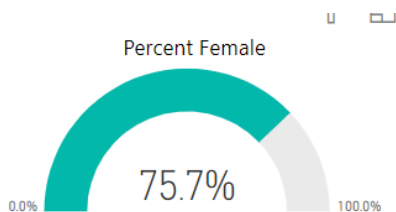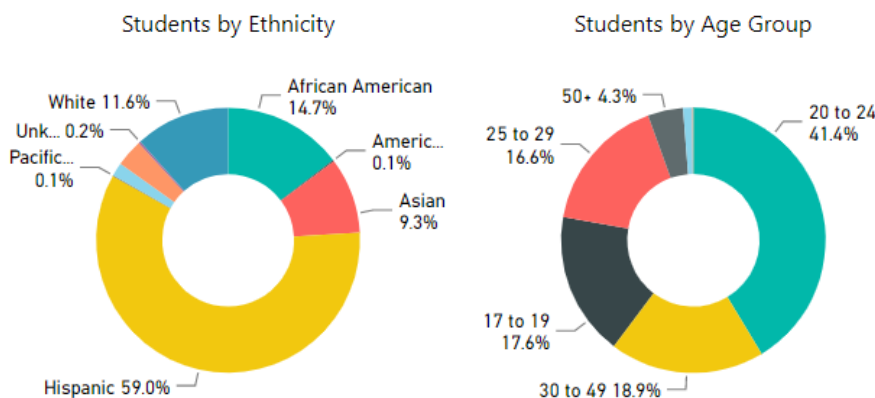
The program is 75.7% female (only 24% male). This number maybe skewed by the students enrolled in CDEV 103 who are non-majors. It does, however, confirms that it is a female dominated field. It also shows that the number of males in the program is increasing.

Percent Enrolled Full-Time

31.5%
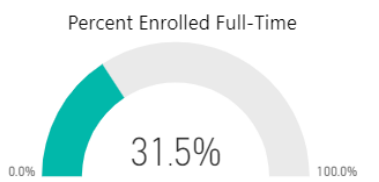
This data show that 68.5% of students are enrolled part-time which most like means that they are also working or raising a family. This information is helpful in that it reminds us that we must keep this in mind when we schedule classes to meet student needs by offering enough weekend, evening, online and 8-week classes.

D) Retention rates - *if applicable, include retention based on placement method*

The course retention/completion for Fall 2018 88.7%. This rate is 4.6% higher than the Institution's rate of 84.1%

Course Completion Rate

91.8%

0.0%   84.1% Institutional Course Completion Rate   100.0%
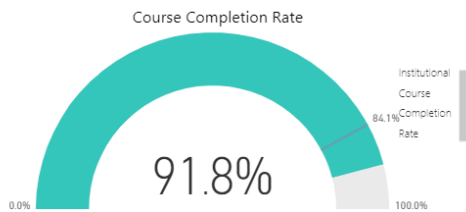
D (a) Success Rate Anomaly with CDEV 103 Child Growth and Development

An interesting phenomenon regarding success rates was discovered when reviewing the data related to CDEV 103. This course is a transferable GE class and is often filled with as many as 75% non-majors. The success rates for this class are lower than the overall success rates when all child development classes are combined as shown below.

CDEV 103 Only Success Rates Only 4-year trend		All Course Success Rate 4-year trend
CDEV 103	67.3%	81.5%

One theory is the child development majors are more interested and invested in the course content which leads to better performance in the class. Another theory is that students enroll initially because they think the class will be "easy" and are surprised by the amount of work and rigor involved.   We certainly do not wish to discount these students and will work on strategies to improve success in the class.

E) A comparison of success and retention rates in face-to-face classes with distance education classes

Based on statistics for Fall 2018, the success rates for online and on campus show only a 4.2% decrease in success for online students.   This number has steadily improved since the initiation of online classes. The overall success rates are 8% higher than the campus-wide averages illustrated in the table below

| Online versus On Campus Success Rates Fall 2018		Campus Wide Success Rates	Difference
On-campus classes	78.7%	70.4%	+ 8.3
Online classes	74.5%	66.4%	+8.1

Note:
93% of students in the survey stated that online classes were valuable learning experiences.
90.7% stated they were very or somewhat satisfied with Canvas.

F) Enrollment statistics with section and seat counts and fill rates

The fill rate is consistent at over 90% with a spike of 94% in 15-16.
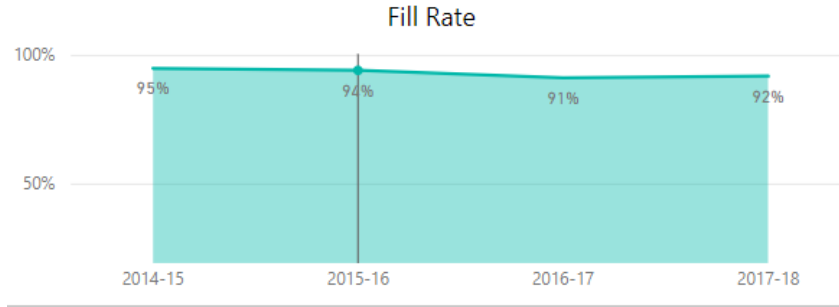
The section count has also continuously increased over the past for years from 74 to 89 sections with an increase of 15 sections.
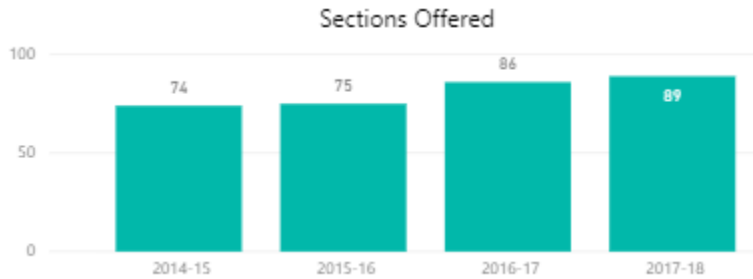
G) Scheduling of courses (day vs. night, days offered, and sequence)

The fill rates for all our courses are generally high with a low of 89% and a high of 101%.
The outlier is a 50% fill rate for a weekend class in 2015-2016. This is unusual because students have indicated that they would like more Saturday class options and the fill rate for Saturday offerings in 2016-2017 was 100%.   We are currently researching this outlier.

All courses are offered each semester with the following exceptions:

| Course	Semester Offered
CDEV 129 Introduction to Program Administration	Spring Only
CDEV 130 Principles of Program Administration	Fall Only

Enrollment in CDEV 129 and 130 is growing as they are required for the Site Supervisor and the Director's Child Development Permits. If enrollment continues to grow, we will consider offering theo

courses each semester with CDEV 129 for the first eight weeks and CDEV 130 for the second eight weeks.

Course	Semester Offered
CDEV 152 Curriculum and Strategies for Children with Special Needs	Spring
CDEV 165 Autism, ADHD, Physical and Health Impairments	Fall

CDEV 152 and CDEV 165 will continue to be offered during alternative semesters until additional sections are warranted.

Winter and Summer Offerings	
Course	Term
CDEV 103 Child Growth and Development	Winter/Summer
CDEV 104 The Home, The School, The Community	Summer
CDEV 110 Child Health Safety and Nutrition	Winter
CDEV 112 Teaching Young Children in a Diverse Society	Summer
CDEV 114 Observing and Guiding Children	Summer and Winter
CDEV 150 Introduction to Children with Special Needs	Winter/Summer

Fill Rate by Time of Day
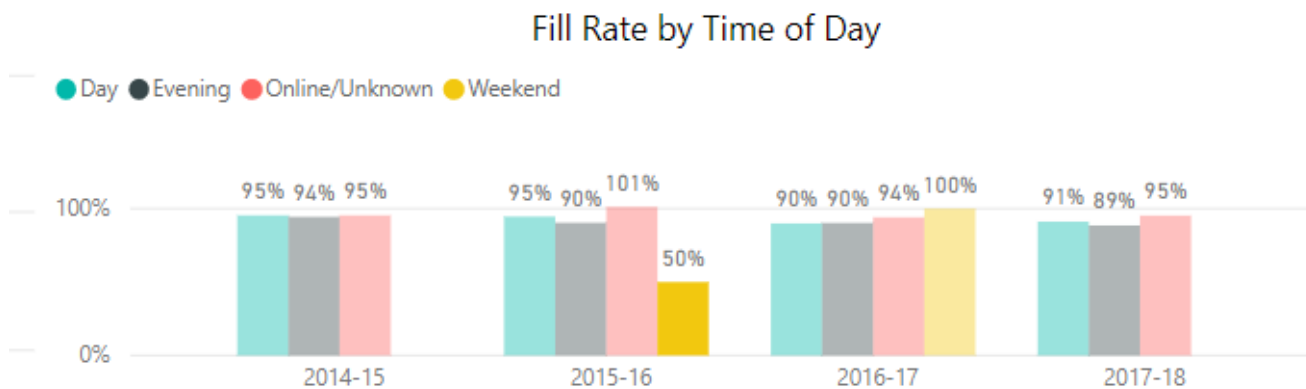
H) **Improvement Rates (Course success by placement method, if applicable)**
Not applicable.

I) **Additional data compiled by faculty.**
n/a

Degrees and Certificates Awarded

The total number of degrees (AA/AS and ADT) combined as increased each year from 46, 48, 72, to 77 in 2017-2018.   More students are aware of the degree requirements, they are able to see a specialized

counselor (Cheryl Kroll) and they are focused and determined to attain this goal.

Degree or Certificate Type	2014-2015	2015-2016	2016-2017	2017-2018
AA Degree	46	48	39	37
Early Childhood ADT (AS-T)	-	-	33	40
Certificates of Achievement (All)	82	86	103	100
Totals	128	134	175	177

It is important to note the Childhood Education Department awards the highest number of certificates at the College. 56.6% of students indicated they plan to earn an AA or AS-T.

Top Number of Certificates of Achievement Awarded in 2017-2018	
1. Childhood Education	**100**
2. Paramedical Technician	86
3. General Studies Culture and Communication	55
4. Automotive Tune-Up Technician	39
5. Cosmetology Level II	39

http://www.elcamino.edu/about/depts/ir/docs/research/outcomes/Degrees_Certificate_Report_2017-18.pdf

J)   Enumerate any related recommendations.

1. Increase the number of Saturday and 8-week courses offerings both online and on campus.

2. Market the Teacher Resource and Room and SuperTutors to African American and Latino males so they may take advantage of the services.

3. Hire a male SuperTutor to assist males in their studies.

4. Formalize a mentoring program for part-time faculty who teach CDEV 103.

SECTION 3
Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

All curriculum has been reviewed based on the required timelines and is up-to-date. . In addition, Education 101 and 201 were revised at the request of CSULB to maintained articulation. .Since these two courses were not due for review, an extenuation circumstances request was made to the Curriculum Office.   The courses was reviewed and approved by the College Curriculum Committee and the Board and articulation was maintained.

A) Curriculum Course Review Timeline

Childhood Education Two-Year Course Review Cycle Since all Childhood Education Courses fall under the category of Career Education they must be reviewed every 2 years.						
COURSE	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
CDEV 103	2 YR		2 YR		2 YR	
CDEV 104	2 YR		2 YR		2 YR	
CDEV 106	2 YR		2 YR		2 YR	
CDEV 107	2 YR		2 YR		2 YR	
CDEV 108	2 YR		2 YR		2 YR	
CDEV 110	2 YR		2 YR		2 YR	
CDEV 112	2 YR		2 YR		2 YR	
CDEV 114	2 YR		2 YR		2 YR	
CDEV 115	2 YR		2 YR		2 YR	
CDEV 116	2 YR		2 YR		2 YR	
CDEV 117	2 YR		2 YR		2 YR	
CDEV 118	2 YR		2 YR		2 YR	
CDEV 119	2 YR		2 YR		2 YR	
CDEV 125	2 YR		2 YR		2 YR	
CDEV 126		2 YR		2 YR		2 YR
CDEV 129		2 YR		2 YR		2 YR
CDEV 130		2 YR		2 YR		2 YR
CDEV 131		2 YR		2 YR		2 YR
CDEV 150	2 YR		2 YR		2 YR	
CDEV 152		2 YR		2 YR		2 YR
CDEV 165		2 YR		2 YR		2 YR
CDEV 169	2 YR		2 YR		2 YR	

Education Courses 6-year Course Review Cycle		
Course	2019-2020	2025- 2026
EDUC 101	6-YR	6-YR
EDUC 201	6-YR	6-YR

B) Explain any course additions to current course offerings.

The following three one-unit courses were originally designed so that students could study the content that most interested them in relation to working with children with special needs.

CDEV 160 Working with Children: Autism Spectrum Disorders
CDEV 163 Working with Children: Attention Deficit Disorders
CDEV 166 Working with Children: Physical Disabilities or Health Impairments

However, these 1-unit courses were not filling and were often cancelled. A student survey determined that offering the courses as one comprehensive three-unit course would better serve students interested in working in the field of special education. Therefore, CDEV 165 was developed

The special education courses (CDEV 150 Introduction to Children with Special Needs, CDEV 152 Curriculum and Strategies for Children with Special Needs, and CDEV 165 Autism, ADHD, Physical and Health Impairments) are taught by experts in the field of special education.

C) Explain any course deletions and inactivations from current course offerings.
As described above, the following three courses were inactivated.
CDEV 160 Working with Children: Autism Spectrum Disorders
CDEV 163 Working with Children: Attention Deficit Disorders
CDEV 166 Working with Children: Physical Disabilities or Health Impairments

D) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)
The following courses are offered fully online.

Classes (10)	Sections (13)
CDEV 103 Child Growth and Development	4
CDEV 104 The Home, The School, The Community	1
CDEV 106 Care and Education for Infants and Toddlers	1
CDEV 107 Infant/Toddler Development	1
CDEV 114 Observing and Assessing Children	1
CDEV 115 Introduction to Curriculum	1
CDEV 129 Introduction to Program Administration	1
CDEV 130 Principles of Program Administration	1
CDEV 131 Supervising and Mentoring Adults	1
CDEV 150 Introduction to Children with Special Needs	1

E) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?

All courses have been designed to meet student need. The courses serve as a career ladder for students allowing them to earn various levels of the Child Development Permit, certificates of achievement, and degrees. The course sequences are designed to build on one another so students can move up the professional career ladder.

All courses required for our program's degrees and certificate have been offered in the past two years. The only exception is CDEV 126 Child Development Practicum II. This course has been temporarily suspended because the demand for CDEV 125 is so high that we cannot accommodate all the students who wish to also take CDEV 126. Since <u>either</u> CDEV 125 Child Development Practicum I or CDEV 126 Child Development Practicum II are required for the AS-T, this does not hinder students from obtaining the transfer degree. However, not offering CDEV 126 does prevent students from having an additional, more advanced experiences in the early childhood classroom and keeps them from developing further skills that could lead them to better paying jobs or promotions.

<u>Evolution of the Practicum Courses</u>
Ten years ago, only one practicum course was offered. The mentor teachers strongly recommended adding an "early" practicum so that students could gain hands-on experience in the classroom sooner in their academic careers. Many students started taking both Practicum I and II as well as the Special Education, which gave them a broader range of experiences and preparation for the workforce. However, students enrolling in multiple practicums semester after semester, made it challenging to find enough placements for all students. And, since students who had been at ECC longer had earlier registration dates, they were filling up the classes making it impossible for newer students to enroll and complete the requirements for the AS-T. Therefore, the department had no choice but to stop offering CDEV 126 Child Development Practicum II until the enrollment problem could be solved.

The closing of the Child Development Lab School has placed a burden on the department to find all practicum sites for students in the community instead of placing many of them at the preschool on campus. Therefore, not being able to place student teachers at our campus lab school along with the fact that the course is a core requirement for the AS-T has exacerbated the problem and made it more difficult to meet student needs.

2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?

As illustrated above, the concern is the ability to offer enough sections of CDEV 125 to meet the needs of students who wish to earn the AS-T in Child Development. In order to meet student needs, the instructor has <u>continually over-enrolled</u> the course and offered it once in the summer. In order to solve this issue, two sections will be offered in Spring 2020 order to meet student demand. Without a campus lab school, finding quality placements and qualified mentor teachers to accept practicum students is a growing challenge. The recommendation to provide a budget to offer stipends to mentor teachers will be helpful in solving this problem of needing to over-enroll students in this class as this practice is unsustainable.

3. **How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.**

Certificates of Achievement				
Certificates of Achievement	2014-15	2015-16	2016-17	2017-18
Early Childhood Education	68	76	96	82
Special Education Assistant	8	8	3	10
Early Intervention Assistant	8	5	3	8
Totals	**84**	**89**	**102**	**100**
Goal: 110				

Degrees				
	2014-15	2015-16	2016-17	2017-18
Childhood Education Associate Degree	41	36	37	35
Early Childhood for Transfer (ADT)	3	10	31	40
Liberal Studies/Elem Teaching Associate Degree	1	21	14	19
Elementary Teacher Ed for Transfer (ADT)	-	6	10	11
Totals	**45**	**73**	**92**	**105**
Goal: 120				

4. **Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

In the field of early childhood education (ECE), students are hired based on the number of ECE units they have successfully attained, an associates degree, bachelor's degree, or a Child Development Permit awarded by the State of California Commission on Teacher Credentialing. At ECC, the pass rates are directly related to the success rates (C or above) in all ECE courses. This pass rate is 85.1%

F)   Enumerate any related recommendations.

1. Hire a full-time Program Specialist to serve as the Child Development Permit Specialist, oversee the Teacher Resource Room personnel, equipment, and materials, and manage the various projects and grant programs for the department.

2. Offer additional Saturday and eight-week courses.

SECTION 4
Assessment of Student and Program Learning Outcomes (SLOs & PLOs)
The Childhood Education Department offers 22 Child Development courses and two Education courses. This means that we are responsible for assessing 72 SLOs and 3 PLOs each cycle. All SLO, PLO, and Follow-Ups are up to date. Full-time faculty assist the eleven part-time faculty with their SLO assessments. According to the Student Survey, 92% of students reported they were aware of Student Learning Outcomes (SLOs) and understand the skills they should possess after completing Child Development courses.

A) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

The Alignment Grid was last update on 6 June 1, 2019.
See Appendix A (Separate attachment.)

B) Provide a timeline for your course and program level SLO assessments.

The timeline has been updated through 2021. It was last updated on June 11, 2019
See Appendix B. (Separate attachment.)

C) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

Childhood Education faculty members have always developed varied, meaningful and effective assessments that give students multiple ways to "show what they know." Most assignments are project-based with comprehensive instructions. Instructors assess SLOs and reflect upon student learning on a continual basis. Based on these assessments, faculty have developed and implemented teaching strategies to improve student learning. This includes strategies such as:

- providing students with samples of completed exemplary projects
- providing additional concrete examples of concepts to help students better understand them
- presenting information and then repeating it later in the semester to reinforce the ideas
- developing more rubrics for assignments so students have a better understanding of what is expected of them
- providing additional lectures through video or narrated PowerPoints for online classes
- using Canvas for face-to-face classes so that course materials are easily accessible
- making assignments relevant and relatable especially when complex theories or concepts are being presented.

For example, in Child Development 103, students have struggled with Bronfenbrenner's Ecological System Theory for years. CDEV 103 faculty developed an assignment that includes a template with questions in which students are asked to think about themselves when they were 10 years of age.

They were asked to answer a series of questions related to each of the four components of the theory which include the microsystem, mesosystem, exosystem, and macrosystem during this period of their lives.   Next, students review their answers and then write an essay explaining what they have learned about Bronfenbrenner's Bioecological Approach to Development that might help them understand their own development and/or help them in their with children?   Based on this assignment the level of understanding of this theory and its applications has increase dramatically. This assignment was shared with full and part-time faculty.

Another important discovery based on SLOs assessments was the number of students who cannot afford to purchase a textbook and how this directly affects their success in the class. Sometimes they are waiting for financial aid funds and some have no means to purchase a book at all. To remedy this, more books have been put on reserve in the library and the Teacher Resource Room and instructors are exploring Online Education Resources (OER) for students to provide no-cost or low-cost textbooks and materials for students.   Currently three instructors are using OER materials for students and this number is expected to increase as more childhood education materials are developed and become available.

A third example is information that was obtained from a part-time instructor's assessment. She had determined that there was not enough class time for a weekly children's book review activity that was part of the course. Based on the assessment report, she was planning to discontinue the activity.   The full-time faculty felt strongly that this activity was integral to the course and should remain. They determined that the part-time faculty member did not have easy access to the books and materials needed for this activity. They have since ordered a classroom set to be stored in a common location with easy access for part-time faculty so this important learning activity can continue to be presented.

A fourth example from the Education courses relates to the instructor planning to show model and samples of previously completed observations and portfolios. The instructor stated, "I continue to provide examples of exemplary portfolios and project to use as guides. Students are responding positively and are using these models. I am seeing improvement in the quality of the portfolios."

D) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.

Due of the nature of the discipline, Childhood Education faculty discuss teaching and learning   on a regular basis. We consistently learn from one another and from our students and we revel in sharing information, strategies, and assignments with one another.

Based on our experiences with writing and assessing SLOs and PLOs for well over 10 years, refinements have been made to the SLO and PLO statements and assessment methods. Several SLO statements have been revised to make them more meaningful and relate more directly to what is being taught and assessed in the class. One example would be the revisions to SLOs for CDEV 106 and 107 - the Infant Toddler classes.

The number of PLOs has been reduced from five to three as the department determined that the most important component of the programs were covered in the three statements. This reduction allows us to spend more time assessing the PLOs in a more meaningful and timely manner.

The methodology for assessing PLOs has also changed. In the past, we developed new assessment tools for the PLOs which was time consuming and was not providing authentic data.
We now use the data from the SLOs that are related to that PLO based on the alignment grids.
Since a feature in Nuventive Improve was added to allow us to insert an overall percentage for the success rate for each SLO, this data is used to assess the PLO. A chart of each overall percentage is developed which allows us to see exactly which classes, and more specifically, which SLOs are in most need of attention and improvement. In addition, all of the time and energy spent assessing the SLOs is utilized and faculty do not feel as though they are duplicating efforts.

We also developed a new assessment tool for assessing CDEV 103 Child Growth and Development. Once again, we found the current assessment tools ineffective for assessing multiple sections with various instructors. A common rubric was developed that allowed faculty to use relevant assignments for the assessment.   We found the results to be more informative and meaningful.   We will continue to use this methodology for other courses for which multiple sections that are taught by various instructors.

Childhood Education faculty are committed to reviewing SLO and PLO results and offering feedback and suggestions for continued improvement. These discussions take place on Professional Development Days, during Department meetings, and anytime data needs to be reviewed.

Faculty "leave their egos at the door" when discussing ways to improve their own teaching strategies and continually serve as reflective practitioners during the SLOs and PLOs process and all the time in between.   Even if an assessment result is one or two percentage points under the expected success rate it is marked as "Not met" and faculty are ready to implement plans for continued improvement.

E) Enumerate any related recommendations. None.

SECTION 5
Analysis of Student Feedback
The office of Institutional Research and Planning assisted the department in developing and disseminating a student survey.   The full report can be found in Appendix D in a separate attachment.

A)   Describe the results of the student survey in each of the following areas:

i. Student Support: The Childhood Education Department prides itself in providing a holistically supportive environment for students. The following will be addressed in this section in relation to the student survey results: Childhood Education Instructors, Teacher Resource Room, Child Development Permit Specialist, Child Development Club and TEACH Program.

Childhood Education Instructors
Key findings in the student survey related to student support provided by Childhood Education instructors include the following:

Childhood Education instructors …	Strongly Agree or Agree
know me by name.	86%
encourage me to do my best	97%
support my goals and pursuit of my career in child development	94%
are approachable and helpful	99%
ask for feedback and input about the course and assignments	87%
are interested in my personal contributions to class discussions and assignments	91%
nurture a sense of community among students	94%
encourage space and time for peer support and mentorship	86%
direct me to get support for skills I need to be a successful student.	96%

The above results indicate that the majority of the students surveyed feel supported by their Childhood Education instructors.

Teacher Resource Room
The Teacher Resource Room (TRR), 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. The TRR is operated by two SuperTutosr and one attendant who have been specially trained by faculty. The tutors attends select class sessions and tutors students for all childhood education classes on campus and online. Twenty-four (24) percent of students surveyed responded that they use the TRR weekly.   Eight (8) percent use it on a monthly basis and 39% responded that they use the TRR a few times per semester.

What resources and materials do you use from the TRR? Please check all that apply.	
Computers	77%
Printers	75%
Laminator	36%
Children's Books	39%
Puppets	13%
Book Binders	19%
Journals and Reference Books	22%
TextBook Depot	22%
Butcher Paper	14%
"Take Some, Leave Some" Materials	29%
Die Cuts or Electronic Die Cut	16%
Construction Paper	41%
Scissors, glue, markers, etc.	47%
Displays of exemplary curriculum ideas	24%

Other Key Findings related to the TRR and SuperTutors

SuperTutors are successful child development majors from El Camino College who go who go through specialized training with faculty and who attend classes when new concepts or major assignments are being presented. They serve all students in all classes both on campus and online.

- 70%of the students surveyed indicated they were *very satisfied* with the resources and materials available in the Teacher Resource Room.
- 72% of the students surveyed indicated the TRR greatly contributed or contributed to their success in classes.
- 71% of the students surveyed were very satisfied or somewhat satisfied with the services of the SuperTutors in the Teacher Resource Room.
- 25% of the students surveyed used the services of the SuperTutors at least once a week.
- Of those students, 56% stated that using the services of the SuperTutors greatly contributed or contributed to the success in their classes.

The lower number of students who used the services of the SuperTutors could be attributed to the availability of the SuperTutors, as indicated in the survey. Additional days and longer hours were stated as the main suggestions to improve the services of the SuperTutors. Permanent funding to help staff the TRR will help in providing these needed resources to Child Development students who attend both day and night classes.

Child Development Permit Specialist

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.

Key findings related to the Permit Specialists
Date provided in the table below indicate the number of students for the ECC and Compton campuses that the current Permit Specialist assisted in obtaining or upgrading a child Development Permit in the 2018-2019 academic year.

Note 176 students responded to questions related to the Permit Specialists
65% of the students surveyed have never used the Permit Specialist
Of the 35% who have used the services of the Permit Specialist, the following reasons were noted:

"I have used the Permit Specialist for"	
Initial permit	23%
Permit renewal	2%
Permit upgrade	4%
Professional growth advisory	4%
Letter of recommendation	3%
Job placement	5%
Workshops	4%
Community care licensing requirements	2%

The student survey results for the 2014 Program Review Supplemental Questions indicated that 40% of the students surveyed were unaware of the existence of a Permit Specialist. The current student survey did not include this question. The lower number of students using the services of the Permit Specialist and the unfamiliarity of students regarding the professional growth advisory process (63% of the students surveyed recently were unaware they needed a professional growth advisor to renew a permit) indicate that we need to do a much better job of promoting the Permit and the services of the Permit Specialist.

Data provided by the current Permit Specialist shows that the Permit Specialists have 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.

Documented Permit Specialist Usage			
18-19	Month	Total Meetings with Permit Specialist	Permits Forwarded to the CTC
2018	July	42	9
2018	August	85	6
2018	September	120	3
2018	October	107	3
2018	November	108	18
2018	December	129	15
2019	January	127	9
2019	February	145	11
2019	March	109	13
2019	April	99	6
2019	May	173	21
2019	June	174	19
2019	July	102	11
	Totals	1,520	144

Child Development Club

"Bringing together students with an interest in fostering the growth and development of children in their communities" is the purpose of the Child Development Club (CDC). The CDC started in the Fall of 2017 and has been unstoppable since then. Everything provided by the CDC offers students opportunities to grow professionally and holistically. The CDC hosts a monthly "You and Me" play group in collaboration with Connections for Children, a local child care Resource and Referral agency. The play group is for children ages 0-5 and their parents (students, faculty, staff, and community members), offering developmentally appropriate activities and parental support. The CDC is active within the department of Childhood Education, participating and volunteering in events/workshops/conferences. The CDC has collaborated with the CARE program and organized developmentally appropriate activities for the Holiday Program and Parents' Day. In the Spring 2019 semester, the CDC offered a series of "Parent Cafes" for ECC students on 5 Friday nights. The club members who organized the "Parent Cafes" participated in over 10 hours of training. For the Fall 2019 semester, the club is organizing a Career event that will provide students with opportunities to network with professionals currently working in the child development field.

Key findings from the Student Survey related to the Child Development Club

72% of the students surveyed were aware of the existence of the Child Development Club.

What would you look for in the Child Development Club? Please check all that apply.	
Networking opportunities	64%
Experiences working with children	77%
Experiences working with parents	52%
Job opportunities	58%
Professional growth	70%
Campus involvement	47%
Friends	48%
Support	59%
Leadership opportunities	50%
Recreational activities	44%

43% of the students surveyed were unaware of the "You and Me" Play Group organized by the Child Development Club.

The Child Development Club will continue offering the above in order to continue supporting student success. In addition, the club will promote its weekly meetings and monthly "You and Me" playgroup more in Child Development classes and throughout campus.

TEACH El Camino Program

The TEACH El Camino Teacher Education Program was created in response to California's projected need for teachers over the next decade. Through partnerships with local universities, TEACH offers courses and fieldwork for those planning to teach at all grade levels as well as for students interested in other careers within the field of education, including school administration, school counseling, school psychology, school social work, school librarian, school nurse, and speech/language pathology. The TEACH program staff will direct students to appropriate academic support services available on campus and in the community and will assist students in defining, pursuing, and ultimately achieving their professional goals.

45% of the students surveyed indicated they were unaware of the TEACH program. Therefore, more emphasis will be placed in promoting the TEACH program throughout campus. The chartering of the Future Teacher's Club will also assist with this promotion.

ii. **Curriculum**

Key findings from the student survey related to curriculum:

More sections offered overall (62%) and more evening sections (36%) were noted by the students surveyed, as the top two ways to assist them in graduating or transferring more quickly. 37% of the students surveyed stated they had no trouble enrolling in any courses.

CDEV 125 Child Development Practicum 1
24% of the students surveyed stated they had trouble enrolling in CDEV 125 because it was full or not offered at a convenient time. To aid students with this situation, CDEV 125 was offered in the summer of 2018 as a hybrid course and will continue to be offered every other summer. In addition, two sections will be offered in Spring 2020.

CDEV 108 Principles and Practices of Teaching Young Children
17% of the students surveyed stated they had trouble enrolling in CDEV 108 because it was full or not offered at a convenient time. To help students with this situation, CDEV 108 will consistently be offered in the afternoons in the Fall semester and in the evenings during the Spring semester. In addition, our department will continue offering two sections of CDEV 108 in the Spring semester. We will continue monitoring this situation and possibly add a section of CDEV 108 online.

CDEV 115 Introduction to Curriculum
14) percent % of the students surveyed stated they had trouble enrolling in CDEV 115 because it was full or not offered at a convenient time. To aid students with this, CDEV 115 has been offered online for the past two years, in addition to offering two sections a semester, every other year.

Online courses

73% of the students surveyed indicated they would take more Child Development courses if they were offered online. This will be considered when creating the next schedule of classes.

Of the 46% of students who have completed an online course, an overwhelming 91% found the course to be a valuable learning experience.

School- Age courses
An overwhelming 93% of the students surveyed have a high or medium interest in taking classes designed specifically for working with school-age children (K-3rd grade). This will be considered when hiring new part time faculty and when creating the next schedule of classes.

Professional Growth Advisors
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 that 63% of students surveyed did not understand this process. More promotion of this process is required.

iii. Facilities, Equipment, and Technology

Teacher Resource Room

Students use the TRR 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. 71% of the students surveyed indicated that they use the TRR at least a few times each semester. 70% of the students surveyed indicated they were *very satisfied* with the resources and materials available in the Teacher Resource Room.

Child Development Lab School

The closing of the Child Development Lab School in 2014 has continued to make it difficult for students to find observation sites in order to complete their assignments. Neighboring community colleges have lab schools available for their Child Development students to complete fieldwork, conduct observations, etc. 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.

84% of the students surveyed indicated they are required hours of observation in a childcare setting are required for class assignments. Not having a lab school on campus, continues making it challenging for students to secure a quality preschool site for observations.

79% of the students surveyed indicated that El Camino College should reopen the Lab School. Securing a quality preschool site is an added task for students at El Camino College, not encountered by other students at neighboring community colleges. We will re-add the lab school as a program recommendation for 2020-2021.

Issues encountered by students when searching for a preschool site to conduct observations. Please check all that apply.	
Too many students had already been scheduled	8%
Preschool was not accepting student observers	13%
Preschool requires proof of immunizations	25%
Preschool requires proof of a current TB test	33%
Preschool requires letter from the instructor	20%
Preschool requires Fingerprints/Livescan	18%
Preschool requires current student ID	21%
No problems	54%
No appointments available at a convenient time	5%
Center is not in alignment with best practices taught in the program	5%

Related Recommendations

1. Hire a full-time Program Specialist with part of their responsibilities to serve as the Child Development Permit Specialist, oversee the Teacher Resource Room personnel, equipment, and materials, and manage the various projects and grant programs for the department.

2. Have the Permit Specialist conduct presentations in classes to inform students of the benefits of the permit and the services to assist students.

3. For the next Program Review, have the Program Specialist conduct focus groups as a venue for collecting student data.

iv. Program Objectives

According to the Student Survey, 92% of students reported they were aware of Student Learning Outcomes (SLOs) and understand the skills they should possess after completing Child Development courses. This understanding aligns with the support students feel from the childhood education department.

B) Discuss the implications of the survey results for the program.
Overall, students have a positive opinion of the faculty and the department of childhood education in relation to their interest in student success and willingness to help them achieve their goals. This data aligns the overarching equity goal at El Camino College to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

C) Discuss the results of other relevant surveys.
In the Spring of 2017 with the assistance of Institutional Planning and Research, 58 students were surveyed for the Career Education (formerly known as CTE) two- year review.

The following were some of the findings:

STUDENT SATISFACTION
Teacher Resource Room (TRR)
- 89% of students indicated they used the TRR at least 1 time per week with 20% of those using the room three to five times per week. This data does not align with the data from the Student Survey conducted for this program review. Only 24% of those students indicated that they use the TRR on a weekly basis. Perhaps the lower number of students surveyed for the 2017 survey affected the great difference in numbers. Also, the courses used for the surveys could have affected the results because students enrolled in curriculum courses

tend to visit the TRR more frequently and some curriculum courses meet in the TRR every week.

- 91% of students reported that the TRR has "contributed" or "greatly contributed" to success in their classes.
- Over 1/3 of students (31%) used the services of the SuperTutors while 9% didn't know we had SuperTutors. 25% of the students surveyed in the recent survey indicated that they used the services of the Super Tutors once a week. This data indicates that more promotion of the SuperTutor services are required, in addition to longer hours and more days offered.
- 61% of students reported that the SuperTutors have "somewhat" or "greatly" contributed to overall success in their classes. This data is somewhat consistent with the data from the recent survey that found 56% of the students surveyed reported the SuperTutor to have contributed to overall success in their classes.

Child Development Permit Specialists

- Over 1/3 of students (31%) used the services of the Permit Specialist while 4% indicated that they didn't know we had a Specialist. This is consistent with the 35% of students surveyed for the recent 2019 survey. More promotion in classes is required.

Workforce Development

- 71% of students indicated that child development coursework led to employment in the field and 45% of students reported that child development coursework led to promotions in the field. 44% of the students recently surveyed indicated either has occurred. However, 42% in the recent survey have never applied for a job in early childhood education.
- 95% of students stated that the role that the Childhood Education Department plays in preparing them for the workforce as "excellent" or "very good". 92% also agreed in the recent survey. Again, this is an indicator of the quality support offered by the Childhood Education Department.
- 34% of students used the Department Job Board for employment opportunities. This is consistent with the 33% of students in the recent survey. More promotion is required. Also, students may be finding employment opportunities elsewhere, most likely online.

Professional Development

- 31% of students utilized the Professional Development Board to find workshops and/or conferences. 33% of students recently surveyed utilized the Professional Development Board. More promotion of the board may be helpful.
- 45% of students have attended workshops and/or conferences presented by the Childhood Education Department. This is somewhat consistent with the 52% of students in the recent survey. Limited capacities to workshops may affect these numbers, in addition to the hours/days of the workshops/conferences.

- 90% of the students who attended the conferences or workshops said that they found them helpful or extremely helpful. 93% of the students recently surveyed, who attended the conferences or workshops found them helpful or extremely helpful.

Educational Goals
- 81% of students plan to transfer to obtain a bachelor's degree. This number is consistent with the 76% of respondents in the recent survey.

Course Offerings
- 60% of students agreed that there were enough sections of courses offered. 37% agreed in the recent survey. In the section on Student Survey results and curriculum, the top 3 needed sections were discussed.

D) List any related recommendations.

b) Recommendations
1. Hire a full-time program specialist to serve as the Child Development Permit Specialist, oversee the Teacher Resource Room and personnel and manage various projects and grant programs.
2. Secure permanent funding for Teacher Resource Room SuperTutors and attendant.

SECTION 6
Facilities and Equipment

A) Describe and assess the existing program facilities and equipment.

In addition to classrooms and faculty offices, the program has a Teacher Resource Room (ART 313). This room doubles as a classroom for curriculum classes. This room houses laminators, book binders, computers, die cuts, journals, reference and children's, puppets, construction paper, and other materials and supplies for students use. Students use this room to study, conduct group work, and to develop curriculum materials and activities for their classes or their own classrooms. The SuperTutors provide support and tutoring services in this room as well.

The computers have been placed under the College's replacement plan. This has been extremely helpful to students in the program.

Since plans for constructing a new building is underway, the current facilities are adequate. However, continued support is needed for the Teacher Resource to maintain the materials, supplies, and equipment. Although some funding is available through current grants, we hope to maintain a budget within the division for maintaining equipment and purchasing supplies.

B) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The program needs a copy machine for the Teacher Resource Room (ARTB 313) as part of the College's lease program. The current copy machine is very old, works only intermittently, was purchased with grant funds, and has no service agreement. Since the program houses TEACH El Camino with two co-coordinators, the Child Development Permit Specialist, the SuperTutors, and other project staff, this copy machine is needed. It is not intended for student use.

Continue to upgrade Teacher Resource Room computers and software on rotation schedule.

C) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Long term plans for the Teacher Resource Room in relation to tables and chairs and storage bins and storage space has been built into the architectural plans for the building renovation.

In the meantime the following will be needed over the next 2-4 years.

- Provide and maintain a leased copy machine in the Teacher Resource Room (Permit Specialist, SuperTutors, Project Staff, TEACH El Camino Staff Use only). Not intended for student use.
- Continue to upgrade Teacher Resource Room computers and software on rotation schedule.
- Reinstate the Child Development Lab School. If the College demonstrates an interest in this recommendation, the department will provide detailed information from sister colleges.

D) Enumerate specific recommendations based on the information provided above, as well as any related recommendations (e.g., creating and budgeting for a cycle for ongoing maintenance, repair, and replacement).

Reinstate the Child Development Lab School. If the College demonstrates an interest in this recommendation, the department will provide detailed information from sister colleges.

Place the leased copy machine on a cycle for maintenance and repair along with all of the other copy machines on campus.

SECTION 7
Technology and Software

A) Describe and assess the adequacy and currency of the technology and software used by the program.

The College updates the Teacher Resource Room computer software on a routine basis and is adequate.

B) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

If the College determines that it will no longer support computers on campus, 10 Chrome Books will be needed for student use while in the Teacher Resource Room only.

An updated wireless printers that is compatible with the new Chrome Books will be needed.

C) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Place the leased copy machine on a cycle for maintenance and repair along with all of the other copy machines on campus.

D) Enumerate specific recommendations based on the information provided above, as well as any related recommendations (e.g., creating and budgeting for a cycle for ongoing maintenance, repair, and replacement).

Ten (10) Chrome Books for use the Teacher Resource Room

Budget: 10 x $500 = $5,000.00

SECTION 8
Staffing

A) Describe the program's current staffing, including faculty, administration, and classified staff.

College Funded Positions
Administrator Chris Gold, Ph.D, Dean
Four (4) Full-Time Faculty
Eleven (11) Part-Time Faculty
Two (2) Division Counselors

Grant Funded Positions	
Two (2) TEACH El Camino Co-coordinators	Faculty Special Assignment
One (1) Career Education Specialist	TNC Casual
One (1) TEACH Program Clerical Support	TNC Casual
Two (2) SuperTutors (TNC Casuals)	TNC Casual
One (1) Teacher Resource Room Attendant	Work Study
One (1) Child Development Permit Specialist	TNC Casual
One (1) LACOE Grant Project Director	Faculty Special Assignment
One (1) LACOE Grant Administrator	Faculty Special Assignment
One (1) CTEA Mentor Program Project Director	Faculty Special Assignment
One (1) CDTC Student Stipend Project Director	Faculty Special Assignment
One (1) California Mentor Teacher Program Coordinator	Faculty Special Assignment

B) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

As shown in the tables above, Childhood Education has never had any support staff funded by the College. The success of the program has relied completely on outside grant funding and has done so for well over 15 years. This is unacceptable, makes the program unsustainable, and is not in parity with other Career Education Programs on campus such as Nursing, Cosmetology, Automotive Technology and others who have various support positions.

Support staff is warranted by the fact that support positions in the table above have been operating successfully for many years with outside funding. They have clearly been deemed indispensable to the program and contribute to our student's high rates of success. Continually having to secure grant sources along with work associated with managing the goals and objectives of grants is challenging, stressful, and exhausting.

Faculty Coordinator – Not a Viable Solution
An idea to support a 40% release time for a faculty coordinator to take on the many responsibilities of the program was proposed by the VPAA. Although greatly appreciated, the department does not believe that it solves the problems at hand.   Instead, after years of discussion and consideration (and as indicated in past Program Reviews) we maintain that a full-time program specialist is greatly needed (see appendix X for job description).

Concerns with the Faculty Coordinator Position
Faculty does not wish to give up two classes (40%), especially since they often teach specialized classes that are not easily filled with part-time instructors.

This job cannot be done with 40% release time for a faculty member.

No current full-time faculty members want this faculty coordinator position. One faculty member is currently on 50% release time as the College Curriculum Committee Chait for at least two more years.

This position should not be relegated to a part-time instructor, who, at any time could get a full-time
 job and leave us with the task of training someone else for the position.

The learning curve is high with various programs, grants, policies, regulations, projects, reporting requirements, Board items, protocols, and advisory boards. Therefore, one permanent person is needed for consistency.

The skill sets needed to support the Childhood Education Department are more administrative and clerical and a person with project management, computer, and organizational skills rather than teaching skills is needed.

Childhood Education faculty cannot sustain the level of work required to grown and maintain this important relevant program on campus without additional support. Under these conditions, the quality of the program cannot be sustained. Many career education programs on campus have support staff such as Directors, full-time clerical assistants, administrative assistants, tool keepers, and lab assistants. Childhood Education has no support staff except for those positions funded through grants for nearly 20 years.   Grant funded positions are part-time, the turn-over is great as people find "real jobs." This means that full-time faculty must train and retrain those who support our program.

See Job Description in Appendix E

C) Enumerate specific recommendations based on the information provided above, as well as any related recommendations.
    Recommendation:

1. Hire a full-time Program Specialist to serve as the Child Development Permit Specialist and TEACH El Camino Coordinator and oversee the Teacher Resource Room personnel, equipment, and materials, and manage the various projects and grant programs for the department.

SECTION 9
Direction and Vision

A) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

Difficulty in Finding Observation and Practicum Sites
Since our Center closed, it has become necessary to find all observation and practicum sites in the community. We are witnessing an unfortunate trend of a reluctance to allow students to observe in preschool programs. Administrators site liability and children's safety as a concern. Some sites are requiring fingerprinting which can cost our students up to $95. This is a difficult issue to overcome and requires the development of trust between the school sites and the Department faculty to formalized MOUs and move through the Board approval process at both institutions.

This semester, the problem of finding observation and fieldwork sites for the two education classes has surfaced. Schools are more reluctant than ever to have "strangers" in their classrooms even if these strangers are college students. We will be eliciting the help of the President to secure partnerships with local elementary, middle, high schools to secure these observation and fieldwork sites at the public schools in our service areas.

As a team, we continually work to develop relationships with principals and directors and recruit mentor teachers to combat this problem, Michelle Moen, M.A. is on sabbatical working with programs and school districts to set up partnerships and protocol that will increase the number of observation and practicum sites in the future.

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 as well.

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. The Permit Specialist and faculty serve as profession growth advisors and

provide the required documentation needed by the State so that students may qualify for renewal.

Increase In Educational Requirements

Fifteen 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.

Transitional Kindergarten

Legislation is requires K-12 teachers who wish to work in Transitional Kindergarten programs to have 24 units of early childhood education coursework. We are seeing an increase in the number of credentialed teachers coming to the community college to obtain these units. It is 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.

B) Explain the direction and vision of the program and how you plan to achieve it.

The full-time Program Specialist outlined in this document will provide the support and services needed to reach the goals described in this section.

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 fieldwork and interact with children on a regular basis. In all professions, internships, practicums, field work, or any type of hands-on experience with professionals provide experiences in ways textbooks 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. It is important to note that student teaching fieldwork is offered each semester because the practicum class is required for the AS-T degree and we need to increase our offerings to meet

student demand.   In addition, we are seeing record numbers of younger faculty members with children who could benefit from having their children in a high-quality program with them on campus. The vision includes having department staff in place which includes a Program Specialist (who serves as the Child Development Permit Specialist0, a TEACH El Camino Coordinator and SuperTutors, and a fully funded Teacher Resource room in the new building so that students can succeed at the highest levels possible.

C) Enumerate specific recommendations based on the information provided above, as well as any related recommendations.

To improve educational and employment opportunities for students the department should.

1. Continue to provide education and training to support students within their courses and through workshops and other learning activities and continuing to offer workshops and conferences.

2. Support the Child Development Club to develop future leaders and advocates for children as they provide important services and learning opportunities with children and families on campus.

3. Continue counseling services with our specialized counselor, Cheryl Kroll need as well as working relationships with our feeder universities.

4. Develop formal MOUs and partnerships with local public and private schools need to be developed as observation and practicum sites.

5. Expand the membership of the Advisory Board to include business and other professionals.

SECTION 10
Prioritized Recommendations

A) Provide a single, prioritized list of recommendations and needs for your program/ department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation. Use the following chart format to organize your recommendations.

	Recommendations	Cost Estimate	Strategic Initiatives
1.	Resolve Prerequisite Issues with ITS and Admissions	0	A,B,E
2.	Offer Additional 8-week, Online, hybrid, and Weekend Classes	0	A, B, E
3.	Full-Time Program Specialist Rate 36 Step A $4,988 per month 12-Month Position = $59, 856.00 Benefits 23% 13,767	$73,623	A, B, C, D, E
4.	2 SuperTutors for the Teacher Resource Room 48 weeks x 50 hours per week x $16 per hour ($38,400) Benefits x 12% =$4,608	43,008	A, B, C, E
5.	Annual Budget for Materials and Supplies for the TRR	5,000	A, B
6.	Annual Budget for Mentor Teacher Stipends 100 x $250	25,000	A, B, C, E
7.	Copy Machine for Teacher Resource Room $165 per month lease and .007 per copy for 10, 000 copies	3,408	A, B, F
8	10 Chrome Books for student use in the TRR 10 x $500 = 5, 000	5,000	A, B, F

B) Explain why the list is prioritized in this way.

1.Students are our top prioirity. If a student has met the CDEV 103 prerequisite (required for nine of our classes) because they took CDEV 3 (former number) at ECC or they completed the equivalent course at a different campus, they must file for a clearance every time they enroll in a class. This often takes days to resolve and the classes often up being full. In addition, this is frustrating to students and we do not know how many students we lose in the process.
2. Offering 8-week classes is something we can implement soon to help students move through the program.
3. SuperTutor funding is needed to maintain this important support service for students. These services have proven to boost student success and retention.
4. Full-Time Program Specialist is essential to support the program as outlined repeatedly in this document. This is a CTE program and should operate as one.
5. Supplies and materials are need to maintain the TRR.
6. Stipends for Mentor teachers for practicum students in needed because the California Mentor Teachers program is being discontinued and these placements are needed for students in the practicum class.
7. We are long overdue for a copy machine and wish to be part of the College's lease and maintenance program to support the many grant programs and activities in the department.
9. Chromebooks are needed for students use as it is expected that computers will no longer be upgraded and supported by the College in the near future.

Appendix A
SLO Alignment Grid
(See Attached)

Appendix B
SLO and PLO Timeline
(Please see attached.)

Appendix C
Two-Year Course Review Timeline
(Please see attached.)

APPENDIX D
CAREER AND TECHNICAL EDUCATION (CTE) SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CTE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:

1. **How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next 5 years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

   The occupational demand for this program is strong. As the economy and the employment rate are high, the need for child care has increased.

   The Bureau of Labor Statistics projects an increase of 36,900 jobs in this field which is 7% higher than average.

Bureau of Labor Statistics Quick Facts: Preschool Teachers https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm	
2018 Median Pay	$29, 788 per year $14.32 per hour
Typical Entry-Level Education	Associate's Degree
Number of Jobs, 2018	523,600
Employment Change 2018-2028	+36, 900
Job Outlook	7% (Faster than average)

   Labor Market data indicate that there will be an average of 4, 685 jobs per year in the next 10 years in the field of early childhood education

Labor Market Information 10-Year Projections of Employment for

Child Care Workers/ Child Development/Early Care and Education for Los Angeles County 2016 – 2026
https://www.labormarketinfo.edd.ca.gov/CommColleges/Projections.asp
Table Generated on 9/15/2019 11:21:57 AM
TOP CODE: 130500   SOC CODE 399011

2016 Employment: 29,390	Annual Job Openings[1:] 4,685

[1]Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

It is important to note, however, that teachers in state and federally funded programs earn higher wages. While the average salaries for entry level preschool teachers is $29,639, Senior level Head Start Teachers (8+ years of experience) earns an average salary of $45,276. These are usually teachers with bachelor's degrees.
https://www.salaryexpert.com/salary/job/head-start-teacher/united-states/california/los-angeles

2. **How does the program address needs that are not met by similar programs in the region?** In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.

The quality of the Childhood 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.

Although most community colleges offer a childhood education program, this program is unique in that, in addition to its focus on early childhood education, and offers two certificates for students interested in working with children with special needs.

Additional specialized components of the program include a fully equipped Teacher Resource Room, a Child Development Permit Specialist, and SuperTutors. The Teacher Resource Room, designed for student use, is equipped with computers, laminators, book binders, die cuts, children's books and puppets teacher resource books, journals, materials to support curriculum classes, and a textbook lending library. This room serves as an information center and hub for students to work together as a community to support and network with one another. The Permit Specialist assists students with the complicated process of applying for, renewing, or upgrading all levels of the Permit. The SuperTutors are specially trained in the field of early childhood education who assist students with all child development courses (including online courses) to assist them in becoming successful and independent learners.

The table below shows the number of duplicated students, verified by sign in sheets and student IDs, who use the use the Teacher Resource Room

Teacher Resource Room Usage Report Duplicated Students Verified by Sign-in Sheets with Student ID	
2011-2012	2,625
2012-2013	2,723
2013-2014	2,866
2014-2015	3,561
2015-2016	3,355
2016-2017	2,557 (closed Jan/Feb due to lack of funding)
2017-2018	3,568

The Child Development Club, under the leadership of Cynthia Cervantes, the students organized a formal Child Development Club on campus and has won awards from the Interclub Council for the "Most Active Club 2018", the " Most Interesting Activity ("You and Me" Play Group) 2018" and the EOPS/CARE/Guardian Scholars Community Partner Award 2019.

They hold regular meetings and organize many campus activities. The club has partnered with Connections for Children, a Child Care Resource and Referral Agency, and has provided play group activities on campus for students and the community. Students are developing leadership skills that will serve them well in this profession. In addition, the club collaborated with the Future Teachers Club in the Fall of 2019 to host a FREE career event for over 130 students, with opportunities to network with professionals in the fields of Child Development and Education.

Led by Michelle Moen, the department continues to offer workshops and conferences to provide professional development opportunities for students which include CPR Certification, A "Math Counts" half-day conference with over 200 attendees, and many workshops on related topics throughout the semester. Students receive certificates of attendance that they place in their professional portfolios.

The Childhood Education department has collaborated with Connections for Children (CFC) to offer workshops (on various subjects) on our campus since 2014. CFC facilitates the two hour workshops most every Tuesday night during the semester. The workshops typically average 16-20 people in attendance. The topics range from curriculum, health & safety, etc.

3. **What are the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.

Degrees and Certificates Awarded

The total number of degrees (AA/AS and ADT) combined has increased each year from 46, 48, 72, to 77 in 2017-2018.   More students are aware of the degree requirements, they are able to see a specialized counselor (Cheryl Kroll) and they are focused and determined to attain this goal.

Degree or Certificate Type	2014-2015	2015-2016	2016-2017	2017-2018
AA Degree	46	48	39	37
Early Childhood ADT (AS-T)	-	-	33	40
Certificates of Achievement (All)	82	86	103	100

It is important to note the Childhood Education Department awards the highest number of certificates at the College.

Top Number of Certificates of Achievement Awarded in 2017-2018	
1. Childhood Education	**100**
2. Paramedical Technician	86
3. General Studies Culture and Communication	55
4. Automotive Tune-Up Technician	39
5. Cosmetology Level II	39

http://www.elcamino.edu/about/depts/ir/docs/research/outcomes/Degrees_Certificate_ Report_2017-18.pdf

Statewide Recognition

The Childhood Education Department received Statewide Recognition as "Strong Workforce Stars" *for success in outstanding career education* designed to improve student employment and wage outcomes. The program met the threshold for two of the three indicators and were awarded a Silver Star:

1. An increase in earnings by 50 percent or more.
2. Attainment of the regional living wage by 70 percent or more of graduates.
3. 90 percent or more students are employed in a job similar to their field of study.

Employment Rates

According to the Student Survey 47.3% students indicated that they are currently employed in the field.   Based on past surveys the numbers are as follows.

Students Employed in the Field – Self Reporting		
2015	2017	2019
46%	55%	47.3%

   We are unable to follow the employment rates for our students as we currently do not have the mechanism or the 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. The department is very interested in capturing and analyzing this data.

Success and Retention Rates
https://app.powerbi.com/view?r=eyJrIjoiYTdmM2JmZDEtNmRhYS00OGVhLWE5NTktMWEyMWUxNm
M4NDlmIiwidCI6IjE2YTJhYzEzLTk5YmQtNDA1ZC05YWI2LWIxZmU2YjhkNWJhNiIsImMiOjZ9

2018
Success Rate 81.5%   Retention: 91.8%

Term	Success	Retention
Fall	76.8	90.4
Winter	84.5	92.9
Spring	84.8	92.7
Summer	76.8	92.9

4. **List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.

   To work in a licensed program, students must have completed child development units. Entry level, lower wage jobs start with 6 units and they move up the career ladder with additional units including associate and bachelor's degrees. In most programs, and all state and federally funded program, they are required to hold a Child Development Permit awarded by the Commission on Teacher Credentialing.

   The Permit is designed as a career ladder program with six levels:

   Assistant Teacher Certificate of Accomplishment (6 Units)
   Associate Teacher Certificate of Achievement (12 units)
   Teacher Certificate of Achievement (24 units)
   Master Teacher Certificate of Achievement (48 units)
   Site Supervisor Certificate of Achievement (AA with 32 units of ECE)
   Director (BA or above with 32 units of ECE)

   The various levels of the Permit are based on coursework and documented experience in early childhood education programs. 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 we are able to approve the applications locally and students receive their permits in six weeks instead of waiting six months for those who submit their application on their own.

For the past 20 years, the Department has procured funds from outside grant sources and CTEA for a Permit Specialist to handle the number 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.

This table shows the numbers of students served in 2018.

	Month	Total	Permits Processed
2018	July	42	9
2018	August	85	6
2018	September	120	3
2018	October	107	3
2018	November	108	18
2018	December	129	15
2019	January	127	9
2019	February	145	11
2019	March	109	13
2019	April	99	6
2019	May	173	21
2019	June	174	19
2019	July	102	11

5. **Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Use data from student surveys, employer surveys, and other sources of employment feedback to justify your response.

Results from the survey indicated to students Workforce Development
- 71% of students indicated that child development coursework led to <u>employment</u> in the field and 45% of students reported that child development coursework led to <u>promotions</u> in the field. 44% of the students recently surveyed indicated either has occurred. However, 42% in the recent survey have never applied for a job in early childhood education.

- 95% of students stated that the role that the Childhood Education Department plays in preparing them for the workforce as "excellent" or "very good". 92% also agreed in the recent survey. Again, this is an indicator of the quality support offered by the Childhood Education Department.

- 34% of students used the Department Job Board for employment opportunities. This is consistent with the 33% of students in the recent survey. More promotion is required. Also, students may be finding employment opportunities elsewhere, most likely online.

EMPLOYER SATISFACTION

Graduates from ECC are working in local school districts, Head Start programs, and private schools in all of our service areas.   Anecdotal data indicate that employers are satisfied with the level of preparation of our students. Formal evaluations completed by the mentor teachers and directors who supervise ECC teachers in our practicum classes have been very positive.

Employers and Mentor Teachers who serve on the Advisory Board have provided input for many years. One excellent recommendation was to develop an "early practicum" to get students in the classrooms early on instead of at the very end of the program. This was designed to serve two purposes: 1) to allow students to determine if this is, indeed, the field for them; and 2) to provide context and inspiration to those who wish to continue in the field.   The addition of this early practicum has served students well. Recently, we had to stop offering CDEV 126 to accommodate the high number of students who need CDEV 125 for the AS-T.

Overall, the department is pleased with the results of the survey. Areas of improvement include:

1. Increase the number of students who are aware of and use the services of the SuperTutors, Teacher Resource Room, Permit Specialist, Job Board, and Professional Development Board.
2. Conduct formal employer satisfaction surveys in the future.
3. Offer additional 8-week and Saturday courses.
4. Provide additional workshops and conferences for students and faculty.
5. Continue to secure Career Education funding and other grants for innovative projects for student success.

6. **Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

   The Advisory Board meets annually. It is 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.

   They also voiced the importance of stressing the importance of play in all classes and possibly offering a class that focuses on the role of play. Faculty mentioned that play is the cornerstone of the developmentally appropriate practices presented in all courses, and that although a course dedicated to the role of play may not be feasible, we will keep their recommendation to emphasize the role of play in mind.

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.

In addition, and as indicated in the Advisory minutes, the Board strongly supports developing a full-time Program Specialist to assist faculty and students with the many facets of this career education and academic program.

California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee. Provide the following information:

a. Advisory committee membership list and credentials.

Childhood Education El Camino Advisory Board Members Fall 2019		
Name	**Email address**	**Title**
1 Dr. Chris Gold	cgold@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 Cynthia Cervantes	ccervantes@elcamino.edu	CDEV full-time faculty
5 Michelle Moen	mmoen@elcamino.edu	CDEV full-time faculty CDTC Campus Coordinator
6 Nancy Alvarez	nance2124@gmail.com	CDEV Super Tutor at ECC
8 Susan Baxter	sbaxter@elcamino.edu	CDEV part-time faculty
9 Paul Harley	P_harley@sbcglobal.net	CDEV part- time faculty
10 Toni Newman	NEWTL41@aol.com	ECC Counselor
11 Alec Colchico	Alec@Colchico.com	Preschool Director/ECC part time faculty
12 Janice Jefferis	janice.chan.415@gmail.com jjefferis@elcamino.edu	CDEV part time faculty
13 Brittany Wilson	brittanyawilson@yahoo.com bwilson@elcamino.edu	CDEV part time faculty, Community teacher & Former ECC student (CDEV)
14 Christina Mundt	lady_akasha13@hotmail.com	Community teacher & Former ECC student
15 David Welch	dwelch3@socal.rr.com	Community teacher & Former ECC student (CDEV)
16 Francine Buitron	buitronf@stcat.org	Community teacher & ECC student - CDEV
17 Julie Caballero	luisaotaiza@yahoo.com	Former ECC student (CDEV)
18 Erik Fisk	mmmef@msn.com	ECC student (CDEV)
19 Shireetha Gethers	sgethers@elcamino.edu sdgethers@cpp.edu gethers@outlook.com	CDEV part time faculty Community teacher
20 Carol Tatsumi	mbns.director@gmail.com	Community preschool director

21	Amel Khan	amelroz@yahoo.com	CSUDH staff and former ECC student - CDEV
22	Zubia Khan	zb_khan@hotmail.com	ECC student & community teacher
23	Joyce & Tim Bettes	joyce.bettes@gmail.com	owner, family child care site
24	Annie Castillo	a_castillo03@yahoo.com	CDEV student worker/TRR
25	Albert Morales	moralesalbertinho@gmail.com	Former ECC student (CDEV)
26	Allyson Steiner Dowling	allysonsteiner@gmail.com	CDEV part time faculty/community teacher
27	Judy Laureano (310) 452-3325	judyl@cfc-ca.org	Connections for Children (R&R)
28	Andrew Riggle	ariggle@rbusd.org	RBUSD

      b.   Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.

El Camino College Childhood Education Department
Torrance and Compton Campuses
Advisory Committee Meeting
Fall 2018

November 16, 2018
6:00 pm to 7:30 pm
ARTB 313

Attendance (El Camino): Dr. Janet Young, Cynthia Cervantes, Michelle Moen, Brittany Wilson, Paul Harley, Antoinette Phillips, Toni Newman, David Welch, Nancy Alvarez, Annie Castillo, Erik Fisk, Judy Laureano, Zubia Khan

Attendance (Compton Center): Pam West-Lee, Dr. Hoa Pham, Cassandra Washington, Dorothy Haskin, Prescious Sasser

Regrets: Dr. Gloria Miranda, Susan Baxter, Jennifer Montgomery, Janice Jefferis, Christina Mundt, Julie Caballero

Agenda Item 1 - Introductions
The meeting convened at 6:05 pm. M. Moen and P. West-Lee welcomed the advisory members and introductions were made.

Agenda Item 2 – Child Development Training Consortium (CDTC) Updates
M. Moen gave a brief summary about the CDTC as there were a couple of new members on the board. She also shared the current CDTC budget (re: El Camino College) of $22,500 for the year 2017-2018. This fall the department accepted 447 units from 60 students this semester. The program budget is for 900 units for the school year, an increase of 100 units from previous years.

P. West-Lee shared that the Compton Center is funded for 300 units and they accepted 11 of 29 applications this fall.

M. Moen shared part of the information from the recent CDTC Conference Meeting- in Palm Springs (which was held the week before the meeting). Career Incentive Grants (which are targeted for 4 year university students in our field) are no longer funded. The $1500 grant opportunity is no longer available.

With the additional 100 units being awarded to El Camino this year, M. Moen asked the board to consider accepting Winter semester units, which was voted upon. The board was unanimously in favor of providing stipends to CDEV students enrolled in Winter classes.

Agenda Item 3 - SLOs
J. Young, Student Learning Outcome (SLO) coordinator for the Childhood Education department at El Camino stated the Childhood Education Department is current with all SLOs. They had 100% completed by the end of Spring semester again. H. Pham, coordinator for the Compton Center, stated that their SLOs for Spring 2017 were all completed but the PLOs are still in progress. In the new 4 year timeline, 2017-2020, the SLOs for the Childhood Education department at Compton will be staggered. So, no single course will have all 3 SLOs due in one given semester.

Agenda Item 4 –Mentor Teacher Program
J. Montgomery, the Mentor coordinator at El Camino College, was not in attendance to address this program's updates.

Agenda Item 5 – Professional Growth Advisors
M. Moen addressed the need for people seeking a permit to secure a professional growth advisor. There is a high need for advisors to volunteer their time to help students with their permit applications and renewals.

Agenda Item 6 – Compton Center CDEV Department Updates
H. Pham stated that the CDEV department at the Compton Center might not apply for CTEA grants this year but it has not been discussed within the department or firmly decided yet. Rather, they are interested in the TTP and Strong Workforce grants. They plan to hire Greg and Steve to present a concert in Spring 2017. She introduced their new Permit Specialist, Prescious Sasser, who started in September this year. She has been hired to work 10 hours/week and has helped with 11 permit applications thus far.

C. Washington stated that the Early Childhood Educators Club (at the Compton Center) didn't have enough members to continue this semester. Many of the members graduated last spring.

C. Washington also stated that the enrollment is low in their administrative classes and they are working on a solution for the certificate. She mentioned there seems to be more interest in certificates than permits. She also stated that there are more males enrolled in CDEV classes than the past.

C. Washington mentioned that the Regional Center came and spoke regarding services in their CDEV 125/126 Practicum classes. They also had an analyst from the Community Care Licensing (CCL) speak to the same class.

Agenda Item 7 – El Camino Campus Childhood Education Department Updates

Practicum Placements

J. Young shared that she has 26 students enrolled in the Practicum classes, with 19 on a waiting list. Nine of the students were placed with a California mentor teacher. Since this class is now part of the requirements of our AS-T (transfer degree), the classes have been extremely impacted and she is over-enrolling to accommodate a few extra students each semester. We have recently acquired formal MOU (Memos of Understanding) with the Redondo Beach Unified School District (with the help of M. Moen and Z. Khan) as well as the Wiseburn Unified School District. We continue to need to nurture these and other relationships in order to provide quality sites for our students to conduct their student teaching.

The committee discussed the problems associated with the closing of the Child Development Center and the need to find more practicum sties. The committee agreed to forward any ideas for sites willing to accept our student teachers. J. J. Young mentioned that there is a turnover with mentor teachers as some leave the field while others leave the school district or community. Some teachers grow tired of having student teachers semester after semester and decide to take a break. In other cases, a new site supervisor or director is hired, and the process of develop a rapport and relationship has to begin all over again. The Committee offered the idea of compensating the mentors citing the California Mentor Teachers as an example. According to J. Montgomery, California Mentors go through a selection process, receive $250 per student teacher, and are giving additional funds of up to $500 for professional development activities. The committee Determined that a stipend of $250 per student, without any additional funds for professional development, would be appropriate for regular mentors. J. Young asked if we were going down a "slippery slope" by compensating the mentors – especially if the money were to run out. C. Cervantes suggested that the contract should stipulate that "compensation is dependent upon available funding" and that the Department should seriously consider securing permanent funding from the College for this, especially since the Center was closed and the College is earning money from its lease to PACE Head Start. It was also noted that these teachers deserve this compensation and this is really a mere token of appreciation for their professional contribution to the next generation of early childhood educators.

Mentor Mentee Match-Up Program

J. Young shared information about this new program funded by The Teacher Preparation Pipeline (TTP) Grant. One component of the grant was to provide a mentoring program. A mentor and mentee are matched up and were required to meet at least 5 times during the semester. The mentor would receive $250 (per mentee) from the grant. The mentor/mentee can be from any Educational level (Early Childhood, Elementary, etc.). There is an evaluation at the end of the semester (for both the mentor and mentee) to complete. The program will be expanded next year.

CTEA Grant Application for 2018-2019 (Advisory Support for Permanent Position)

J. Young asked for advisory support for a permanent position in our department. Since the Childhood Education department is both an academic program and a CTE/Vocational Program there is extra work involved. For example, we are required to review our 23 courses every two (2) years (instead of every 6 years as with other programs) and we are required to complete an addendum to our Program Review every 2 years along with our comprehensive 6-year review.

All vocational programs such as Nursing, Cosmetology, Refrigeration, and Auto Collision and Repair, receive institutionalized funding for support staff, but not our program. We have relied on grants for the past 17 years which require vast amounts of energy and time to secure each year. In addition, there is a great deal of stress involved in not knowing if we are going to be able to offer services to students from year to year.

Our Teacher Resource Room (TRR) is located in ArtB 313. This room, along with our Super Tutors, Permit Specialists, and Community Liaison have been grant funded for over twenty (20) years. The grants included Careers in Child Care, SEEDS, CTEA, LACOE, First 5, Title 5 Teacher Education Program Grants, and the Teacher Preparation Pipeline. From year-to-year (sometimes semester-to-semester) we don't know if we are going to be able to keep our TRR open (it has been closed for a couple of months in the past) and our Super Tutors don't know if they have a job at times. It is very stressful to try and secure funding each year since the grants only support the room temporarily. It is not internally funded by the college. We need a plan to institutionalize a full-time position that incorporates a permit specialist, community liaison, and Super Tutor.

The Advisory board provided support for further research regarding the appropriate job position, description, duties, etc. to figure out the best proposal to be institutionalized. (For example: Program Specialist, Program Assistant, Student Support Specialist, etc.) J. Young offered to review current job descriptions. A question was posed regarding qualifications (should the person have a BA in Child Development?)

The department hopes to submit a proposal to pilot this position in February. We need to submit a proposal, collect data and pilot the position before we will apply for a formal, permanent position to provide the support that our department needs. The CTEA grant will fund it for a year (if approved), or maybe two years, but we want a full time support staff position institutionalized; funded by the college as many of the other vocational programs have such support.

We have made some progress because the term "SuperTutor" has been institutionalized. A question was posed whether the Super Tutors should have a separate job description or not. There might be a possibility of getting money from Guided Pathways and Student Equity funds.

The group discussed the plan to institutionalize the funding needed to support this valuable part of our program.   Former student David Welch, said those positions are vital to educational success. As a student, he shared that he greatly needed and appreciated the TRR availability and support as well as the Permit Specialist. Other former students present, including N. Alvarez and Erik Fisk underscored his statements. N. Alvarez, current Super Tutor in the TRR, mentioned that current and former students seem to embrace the availability of both the TRR and the Super Tutor help. A. Phillips mentioned that years ago approximately $1,000-1,500 of supplies were purchased with CDTC funds to get the room functioning in the early years. T. Newman shared possible names for the new position, including Student Advisor, CDEV Specialist, and Student Service Technician. J. Young mentioned that the term "Super Tutor" has been institutionalized, which is a good step for our program. Super Tutors have more education and are compensated more than regular tutors.

H. Pham shared that the Compton CDEV curriculum classes are growing so they might need to replenish their TRR consumable supplies.

Teacher Preparation Pipeline (TPP) and Strong Workforce Program (SWP)
J. Young stated there is a widely reported teacher shortage. She reported that our funding for the Teacher Pipeline Grant will end June 30, 2018, but that we also have some Strong Workforce Program (SWP) funding to fund basic aspects of the Teacher Education Program.   The College Grant Writer, Bobby Becka, and Janet Young are pursuing additional funding for the Teacher Education Program.

Teacher Resource Room

N. Alvarez stated that a new die cut machine and computers were greatly needed and recently added to the TRR. J. Young mentioned that the computers are now financially institutionalized, which means they will be regularly replaced (as needed) without grant money.

N. Alvarez said hundreds of students sign in and use the TRR on a regular basis. She will bring the exact numbers to our next meeting. She mentioned that students come into the TRR seeking information about the permits as well as various CDEV classes. She attends some of the CDEV (curriculum) classes to be kept updated about assignment guidelines in order to better serve students as a Super Tutor. She offered to visit classes early in the semester to introduce herself, which seems to make seeking her help less intimidating. She also helps many students with their CDTC stipend applications. A. Castillo helps in CDEV 112 and 116 which helps her serve as a TRR worker.

Permit Specialists
B. Wilson stated that the CDTC received their Permit funding a bit late this academic school year. They usually have funding available by mid to late August and this year it was available in late September so they are off to a slow start. Both B. Wilson and J. Jefferis are busy with initial permit appointments as well as follow up appointments. There is an interest in upgrading current permits and interest in obtaining higher level permits. For those permits, CDEV 125 and 131 are required, so enrollment might be affected in those classes soon.

B. Wilson is hired for about 5 hours/week and J. Jefferis for about 5-6 hours/week through various grants.

J. Young stated that the Chancellors Office recommends that we create certificates to correspond with the various levels of the permit. This will allow the college to be formally recognized for awarding permits and will affect future funding. Dorothy mentioned the permits will be changing. H. Pham stated that it was proposed about 2 years ago by several child development entities in Sacramento, there was going to be a change to have only 4, instead of 6, levels of the permit. However, it was announced at a California Community College Early Childhood Educators (CCCECE) meeting this idea was tabled. H. Pham stated that the proposal was turned down.

Workshops
El Camino College has been collaborating with Connections for Children present workshops (on various subjects) on our campus since 2014. CFC facilitates the two hour workshops most every Tuesday night during the semester. C. Cervantes, current full time faculty and former CFC employee, and J. Laureano (CFC director) have been working on this collaboration, which seems to benefit both organizations. J. Laureano wanted a location to host events in the South Bay since their main office is in Santa Monica. Their Tuesday night workshops typically average 16-20 people in attendance. The topics range from curriculum, health & safety, etc. The agency is committed to 48 hours for California Competencies. This collaboration provides great opportunities to network.

M. Moen stated that she plans on offering another Family Child Care workshop during Spring 2018. This particular workshop is offered about every 2 years as many students indicate they are interested in opening up a family child care center.

J. Young and C. Cervantes recently presented a Careers in Early Childhood Education workshop at the Torrance Adult School in Torrance. J. Young hosted a table at the South Bay Adult School/ ECC Resource Fair.

Children's Day
M. Moen said the department's annual Children's Day is scheduled for mid to late April. It is open to the public. A. Phillips mentioned that she was the person who initiated this event during her first or second year as faculty (c. 1986). The structure has changed a bit over the years, but it is still a strong event for the department.

Child Development Club
C. Cervantes, the Club's advisor, stated the club was approved in May and meets each Thursday from 5:10-6:10pm in ArtB 311. They recently had their first event, with the help of Connections for Children. It was entitled "You and Me Play Group" and was held on Saturday, November 4, 2017 at El Camino College from 10:00-11:30am. The event focused on providing various centers to explore and concluded with a lively large group circle time. Twenty six (26) children showed up, including 5-6 various faculty, students, and community members. J. Laureano said the Club members were an energetic group and looked forward to a permanent collaboration with the college. The Club voted to approve collaboration with CFC. Their second event will be held December 2nd. This event might be a possible collaboration with CFC's Dad's Day.

Department Website
M. Moen postponed this topic until the next meeting. No updates were available.

Agenda Item 8 – Childhood Education Field Updates and Announcements
M. Moen briefly mentioned the focus on QRIS (Quality Rating Information Systems), and STEM (Science, Technology, Engineering, and Math) in the field. She will research this information and present it at our next meeting.

Agenda Item 9 – Community Outreach
This position was funded for the 2016-17 academic year and part-time instructor, J. Jefferis, was hired to serve in this position. She is building relationships with schools in our service area to find quality practicum, observation, and volunteer sites for hours for the Permit and to help students find jobs. She is also in charge of the Professional Development and CDEV job boards, as well as the Childhood Education Website (in collaboration with the Division Office staff).
Further discussion regarding this item was postponed as J. Jefferis, the Community Liaison at El Camino, was not in attendance.

Agenda Item 10 – Old Business
This item as tabled until our next meeting, due to time constraints.

Agenda Item 11 – Advisory Members Announcements and Contributions
J. Laureano expressed her desire to keep the collaboration going between CFC and the campus. She said CFC acquired the South Bay region a few years ago and they have been wanting to have a stronger presence in the area. This collaboration seems to be a win-win for both their organization and the department.

Z. Khan, who works with school age children, wanted to discuss about possible CDEV classes and workshops focused on that age range. J. Young mentioned that the department used to have school age classes, and school age permits, but when the budget crisis happened, these things were cut. A. Phillips mentioned that some ECE curriculum can be applied/adjusted to school age.

Z. Khan also addressed her concern about the amounts of homework given to school age children. She said one out of four hours is dedicated towards homework (while the children are in her care in an after

school program). D. Haskin addressed the issue of preschool parents wanting homework, which is not developmentally appropriate. A brief discussion between members voiced concerns about this issue and the value of learning through play which needs to be re-emphasized.

J. Young shared that the department has added a new course - CDEV 165 Autism, ADHD, Physical and Health Impairments that will be offered in spring 2018.

A. Castillo added that Teacher Resource Room is utilized by not only the CDEV students, but also by the Extended Opportunity Program & Services (EOPS), Mathematics, Engineering, Science Achievement (MESA), and PUENTE program students on campus.

Agenda Item 12 – Recruiting Advisory Board members
The topic of recruiting new Advisory board members was not discussed, but appreciation was shared for the new members attending tonight's meeting.

Agenda Item 16 – Other thoughts of brilliance!
Not discussed.

By popular demand, P. West read the poem which was shared at the beginning of the meeting.
M. Moen thanked everyone for attending the meeting.
Meeting adjourned at 7:30 pm.

Minutes taken by Michelle Moen.