Childhood Education Program

Review

2011-2015

HOA PHAM

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Appendix

1. **Overview of the Program**

    a) **Narrative Description**
    The mission of the El Camino College Compton Center Education Program provides relevant coursework, exemplary role models, and sound pedagogy to successfully prepare students to pursue a multiple-subject teaching credential at a four-year institution.

    The mission of the El Camino College Compton Center Childhood Education department is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare early childhood and 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.

    The Childhood Education Department is a thriving department on this campus. The student success and retention rate is Moderate. The densely populated Compton Community and surrounding areas provide many employment opportunities for students in the field. Although most community colleges have early childhood education programs, there are more than enough students to allow each program to thrive. The Compton Center Childhood Education is different in that it offers several courses for students who work with or who are interested in working with children with special needs. In addition, we offer a Certificate of Achievement for Early Intervention Assistants that is not offered at many other colleges.

    Another attribute unique to Compton Center is that we offer more classes through the Distance Education and that we support the working individual through online classes, one day a week classes as well as weekend college which will start Fall 2017. The program participates in all campus functions such as New Student Day, Welcome Day. The program also offers activities for the community which includes Messy Art for Children, Family Child Care Business, Literature Day for Young Children, Individualized Activities , Math for Young Children and other professional workshops for students in the field of Early Education as well as the Early Educators Club which meets monthly on campus.

    Faculty are active campus citizens and serve on hiring committees, the Academic Senate, Library Advisory Committee, Curriculum Committee, Learning and Assessment Committee, College Council, and various other committees. The department continues to seek grant opportunities that will provide students with learning opportunities, supportive skills and employment services as well as ways to advance in their field.

    The Department faculty operates a "Teacher Resource Room" for student use. This room provides students with access to computers, book binders, die cuts, children's books, loaner texts, reference materials, and staff supports the students as needed. This type of room is only offered at a few other colleges.

b) Degrees/Certificates Offered

The Childhood Education department offers students the opportunity to obtain an Associate of Arts degree, certificate(s) and permits for a career in private or public Early Childhood Education programs serving infants, toddlers, preschoolers, children with special needs, or children in before and after school care. The transfer degree option prepares students to continue studies at a four-year institution. Students acquire the ability to apply developmental theories in observing and assessing children in the physical, cognitive, and psychosocial domains and will develop skills needed for working effectively with families, co-workers, and community agencies. Students also gain the ability to design, implement, and evaluate developmentally appropriate and culturally sensitive curriculum.

Program assessment is conducted regularly through examinations, presentations, student self-assessment, portfolios, and tracking student employment, acquisition of Child Development Permits, and promotion in the teaching field. Childhood Education faculty are involved in local, state, and national committees and advisory boards.
The Childhood Education Department does not offer a terminal degree or certificate; however most Education students either utilize the Transfer Option or Teacher Preparation Option for the Liberal Studies A.A. Degree.

The Department offers the following courses that fulfill general education requirements:
1. A.A and A.S. Degree General Education
      CDEV 103 Child Growth and Development and CDEV 104 The Home, The
          School, The Community (Area 2C: Social and Behavioral Sciences)
2. CSU General Education
      CDEV 103 Child Growth and Development (Area 7: Interdisciplinary and Social/
          Behavioral Sciences and Area E: Lifelong Understanding and Self-Development)
3. IGETC General Education
       CDEV 103 Child Growth and Development (Area 4: Social and Behavioral Science)

The department offers an Associate in Arts Degree in Childhood Education, three Certificates of Achievement (Early Childhood Education, Early Intervention Assistant, and Special Education Assistant).   In addition, the Department offers all courses required for the Assistant Teacher, Associate Teacher, Teacher, Master Teacher, and Site Supervisor levels of the Child Development Permit awarded by the California Commission on Teacher Credentialing.
The Childhood Education Department offers two courses, Education 101 Introduction to the Field of Education (1 unit), and Education 201: Foundations in Education (3 units). No degree or certificate is offered specifically in Education, however most Education students state they have a goal of either the Transfer Option or Teacher Preparation Option for the Liberal Studies A.A. Degree. All California State Universities accept EDU 101 and EDU 201 as elective credit, and CSU Dominguez Hills, CSU Long Beach and CSU San Diego accept EDU 201 as part of the major requirement for the B.A. in Liberal Studies.

c.) Alignment with Mission Statement and Strategic Initiatives
The Education and Childhood Education Department goals and objectives are aligned with the College's Strategic Initiatives by:

1) Offering excellent educational and student support services (Strategic Initiative A)
2) Supporting student learning using a variety of instructional delivery methods and services. (Strategic Initiative A, B)
3) Maximizing growth opportunities (when possible) and strengthening our program and services to enhance student success. (Strategic Initiative A, B)
4) Strengthening partnerships with schools, colleges and universities, and community-based organizations to provide workforce training and economic development for our community. (Strategic Initiative C, D)
5) Supporting self-assessment, renewal, and innovation by:
    Using student learning outcomes and assessment to continually improve processes, programs and services. (Strategic Initiative A, B)
6) Using research-based evidence as a foundation for effective planning, budgeting and evaluation processes. (Strategic Initiative E)
7) Using technological advances to improve classroom instruction and services to students and employee productivity. (Strategic Initiative A, F)

d) Status of Previous Recommendations

Recommendation	Previous Status	Updates in 2015
1. Continue to offer and advertise the two courses offered through the Education Department at the Compton Center	The program has continued to be offered as an effort to assist students interested in persuading a career as a teacher through the Teacher Prep or Liberal Arts program.	Ongoing
2. Hire two additional full-time faculty members for the fall 2011 semester.	Growth within the department over the last three years is almost doubled beginning with fall 2008 to fall 2010. Fall 2008 - 598 students - FTEF needed 3.883 Fall 2009 - 863 students - FTEF needed 4.48 Fall 2010 - 1031 Students - FTEF needed 6.083 Based on the growth of the department there was a need to hire two full-time faculty members; one to replace the faculty member who	A request for an additional full time faculty in Fall 2017 to meet departmental need

	retired in spring 2009 an additional one centered on departmental growth. One new faculty member was hired in the fall 2011 to replace a retired faculty member from spring 2009. A second faculty member will be hired in the spring 2012, contingent on budget availability, to meet departmental needs	
3. Identify a Division Chair position – as a growing vocational program, this person would assist with the implementation of the recommendations set forth in this report.	A Division Chair position was created in 2010. The individual represents the division which consists of Childhood Education, Education, Nursing and the Child Care Center. The Division Chair receives 20% release time.	This position has been filled by a full time faculty in Division One
4. Continue to work with CSU and UCs representatives to develop course-to-course articulation as well as formal memorandums of understanding.	Through the partnership with El Camino College (ECC) and CSUDH, ECC developed the Early Teaching and Learning Option for students seeking a bachelor's degree has begun with the CSUDH Child Development Department. An MOU has been signed with National University, CSULB and Pacific Oaks to develop a partnership.	Establish a new Matriculation Agreement with CSUDH and examine the pathways for our students. Additional MOUs with Crystal Stairs and Long Beach Unified School District Head Start programs are currently in progress.
5. Host regular advisory board meetings as an effort to gain alliance with the community. .	The economic crisis has negatively impacted the child care community, so the voice and insights of our community, via the Advisory Board has become even more important. In moving forward, Advisory Board meetings are shared between the Compton campus Childhood Education Department and the Torrance Childhood Education Department consisting of faculty and students.	Ongoing

6. Develop a 4 semester schedule that would permit students interested in Childhood Education to obtain the courses need for permits, certificates, and obtain the AA degree timely.	A reduction in sections overall has resulted in students having trouble finding open classes and is delaying their progress toward their certificate or degree. A variety of eight-week courses have been offered through the semester including the offering of classes on Saturdays and this assisted those who worked during the week with the opportunity to complete six units. At least one curriculum course has been scheduled in the summer and the enrollment has consistently been high.	Efforts are made being to continue the 4 semester schedule however there are enrollment issues.
7. Hire a part-time Permit specialist/Liaison at the Compton Center to provide assistance with the permit application process.	The Childhood Development Department at Torrance is an authorized Child Development Permit agency authorized by the State of California Commission on Teacher Credentialing to approve applications for all levels of the Child Development Permit for both campuses. Currently, a Child Development Permit Specialist meets with students on the Compton campus once a week and/or by appointment to assist with the submission of applications. However, the current Permit Specialist position is funded by a grant and is scheduled to terminate in September 2013. Many of the Compton Center Childhood Education students have received a Child Development Permit or have upgraded their permit to higher level based on assistance from the Child Development Permit Specialist.	Currently there is a permit specialist who comes from the El Camino Torrance Campus to provide assistance with attaining permits.
8. Develop a mechanism that allows students to be automatically cleared for all	This has continued to be a problem for students and needs to be resolved so that existing students	Prerequisites are now verified online by Admissions and Records office during

courses for which that course serves as a prerequisite.	can move forward seamlessly in their academic program without losing valuable time waiting for clearance by a counselor.	registration and those students without the required courses are blocked.
9. Offer Child Development 95/96—an independent study course each semester to allow students the opportunity to develop objectives specific to their work environment and for areas of professional growth and to gain course credit that can be applied to an ECC Certificate, an A.A. s degree, and the Child Development Permit.	These courses have not been offered on the Compton Center campus. These courses would be extremely helpful to students working in the field of early childhood education as it would give them units that could be used toward the Child Development Permits and A.A. Degrees.	Currently those classes are inactivivated.
10. Update the current Childhood Education department webpage	The website will need to be update at the Compton Center. It will serve as a comprehensive resource for students interested in the Childhood Education program.	Ongoing

2. **Analysis of Research Data** (include data provided by Institutional Research)
Provide and analyze the following statistics/data.

a) **Head count of students in the program**

	Fall				Compton Student Population
		Term			Fall 2014
	2011	**2012**	**2013**	**2014**	**Fall 2014**
Term Headcount	661	505	530	530	7,701

The table above indicates the total head count of students in the program from fall 2011 to fall 2014. The program experienced a decrease from 661 to 530 students from fall 2011 to fall 2014, representing a 20% decrease, with the greatest decrease of 23% from fall 2011 to fall 2012.

This decrease in enrollment was consistent with Compton Center, as a whole, as well as with the ECC campus, 5% and 8% respectively. This decrease may be attributed to some sections of classes that were cancelled due to low enrollment. Unfortunately, the program also endured the temporary absence of a full-time faculty member during that time period. With a change of multiple instructors, some students may have dropped some of their classes. Additionally, less choices of instructors to choose from and more limited quality contact with full-time faculty may also account for the low enrollment.

Despite the reduction of a full-time faculty member, classes continued to be offered at regularly scheduled times and days. This has put a burden on the remaining two full-time faculty members to teach overload classes. Assignment of courses to adjunct faculty unfamiliar with the department processes resulted in less stability in the program. However, one positive outcome that resulted in the influx of adjunct faculty was it provided a wider choice of instructors, teaching styles, innovative approaches for students to choose from, creating some positive aura in the department. This situation also accentuated the need for the department/division to guide and provide more assistance to new adjunct instructors to create a more seamless delivery of instruction for students.

Gender, Ethnicity, and Age Group

Gender	F	91.2%	91.3%	90.0%	87.4%	*63.4%*
	M	8.8%	8.7%	10.0%	12.6%	*36.2%*
Ethnicity	African-American	56.7%	53.9%	47.4%	48.7%	*34.6%*
	Amer. Ind. or Alaskan Native	0.3%	0.2%	0.4%	0.0%	*0.2%*
	Asian	2.1%	1.0%	0.8%	0.9%	*4.7%*
	Latino	35.2%	39.8%	46.0%	46.0%	*53.7%*
	Pacific Islander	0.6%	1.0%	0.6%	0.4%	*0.7%*
	White	1.2%	1.2%	1.7%	1.5%	*2.9%*

	Two or More	2.0%	2.2%	3.0%	2.1%	*2.7%*
	Unknown or Decline	1.8%	0.8%	0.2%	0.4%	*0.5%*
Age/ Age Group	<17	0.2%	0.0%	0.9%	0.0%	*0.6%*
	17	0.2%	0.6%	0.4%	0.9%	*2.2%*
	18	2.7%	1.6%	4.3%	2.1%	*7.5%*
	19	8.5%	5.0%	5.8%	7.0%	*9.2%*
	20	7.9%	8.9%	6.8%	9.4%	*9.8%*
	21	8.0%	5.3%	9.2%	8.9%	*9.5%*
	22	7.6%	7.9%	8.7%	7.5%	*7.5%*
	23	6.2%	6.5%	9.6%	6.6%	*6.3%*
	24	5.3%	5.1%	4.3%	7.9%	*5.9%*
	25-29	18.0%	20.4%	18.1%	18.7%	*16.5%*
	30-39	17.2%	18.2%	16.2%	15.7%	*13.9%*
	40-49	11.6%	11.1%	9.8%	7.7%	*6.5%*
	50-64	6.5%	9.1%	5.1%	7.4%	*3.6%*
	65+	0.2%	0.2%	0.6%	0.2%	*0.4%*

The demographics of students in the program continues to be represented by predominantly more females (87%) then males (13%), similarly to the field of Early Childhood Education (ECE) nationwide. Men in childcare (or lack of) is a major topic in ECE, as reported by the National Association for the Education of Young Children (NAEYC). The number of male students in the program, however, has steadily risen from 8.8% in 2011 to 12.6% in 2014, but generally, ECE continues to be a female-dominated field.

African-Americans and Latinos represent the two largest ethnicities in the program, much like at the Compton Center. The enrollment data also indicate that the Latino group is the largest ethnicity yet has a low success rate. According to Student Equity studies from the Institutional Research Office, males, African-Americans, and Latino groups have the lowest success rates, and therefore, have the greatest need for attention. Greater assessment of particular needs in these groups is needed to address the gap in success. As a beginning, most faculty continue to make efforts to ensure student equity by attending workshops for professional development and enrolling in online classes (for example, Teaching Men of Color in Community Colleges) to find strategies to ensure student success.

The students in the program consist predominantly of the age group of 25-29 and 30-39 year olds. These students aspire to become preschool teachers, obtain or upgrade their certificates/permits/degrees, open a family home day care, or need additional course work for their current job. Beginning fall 2012, the program also observed an inflow of nontraditional students in the age groups of 40-49 and 50-64. These students returned to school to change careers and/or for life enrichment purposes. By the end of 2015, these 2 age groups declined by about 4%.

Class Load, Academic Level, and Educational Goal

Class Load	Full-time	25.9%	20.8%	32.1%	28.3%	*25.5%*
	Part-time	65.1%	68.3%	62.8%	65.5%	*73.3%*
Academic Level	College degree	14.7%	16.4%	11.5%	8.9%	*10.0%*
	HS Grad	75.8%	72.9%	78.5%	84.0%	*81.6%*
	Not a HS Grad	4.5%	3.2%	1.1%	0.2%	*0.4%*
	K-12 Special Admit	0.0%	0.8%	0.8%	0.6%	*2.1%*
	Unknown	5.0%	6.7%	8.1%	6.4%	*5.9%*
Educational Goal	Intend to Transfer	29.0%	29.9%	31.3%	32.3%	*31.6%*
	Degree/Certificate Only	9.8%	9.7%	9.2%	8.7%	*7.6%*
	Retrain/recertification	6.2%	5.7%	3.4%	4.9%	*3.8%*
	Basic Skills/GED	5.4%	6.9%	6.2%	7.4%	*6.8%*
	Enrichment	3.6%	2.8%	2.3%	2.5%	*1.7%*
	Undecided	15.0%	15.0%	17.2%	14.2%	*1.3%*
	Unstated	30.9%	29.9%	30.4%	30.2%	*34.1%*

The fall 2015 profiles for students in the Childhood Education program are part-time students (71%) who are high school graduates (81%) with a desire to earn a college degree. Thirty-two percent of the students have educational goals to transfer to a 4-year university, while 39% have not stated or decided their educational goals. This may indicate that students may not be firmly committed to a major or may have multiple responsibilities outside of school as implied from their part-time status. Some of our CDEV 103 students are enrolled in that course as an elective or as a general education course. Upon completion of the CDEV 103 course, many have indicated their desire to make Childhood Education their career of choice. It is in this introductory course that provides faculty with a unique opportunity to nurture their excitement for the field ECE and possibly choose Childhood Education as their career path.

b) Course grade distribution

Year	COURSE	Method	We	'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2011	CDEV-103	Lecture	8	12	9	10		6	7		-	-	4	5	53	58.5%	83.0%
			12		3	11		2	5		-	-	1	2	24	58.3%	87.5%
			14	10	2	5		1	19		-	-	3	8	48	35.4%	77.1%
			16	15	7	15		11	22		-	-	5	14	89	41.6%	78.7%
	CDEV-104	Distance	16	9	6	4		2	7		-	-	2	7	37	51.4%	75.7%
		Lecture	8		9	11		4	6		-	-	1	4	35	57.1%	85.7%
	CDEV-105	Lecture	14	6	22	15			2		-	-		10	55	78.2%	81.8%
	CDEV-107	Lecture	8	2	48	2					-	-		4	56	92.9%	92.9%
	CDEV-108	Lecture	8		6	16		6	1		-	-	5	8	42	52.4%	69.0%
	CDEV-110	Lecture	8	2	24	5			8		-	-	9	2	50	62.0%	78.0%
			16	18	7	3			6		-	-	4	10	48	58.3%	70.8%
	CDEV-112	Lecture	16	9	15	7		1	4		1	-	1	3	41	78.0%	90.2%
	CDEV-114	Lecture	16	6	7	12		7	3		-	1	2	13	51	49.0%	70.6%
	CDEV-117	Lecture	14	24	5	10		5	1		-	-		7	52	75.0%	86.5%
	CDEV-118	Lecture	16		3	10		4	3		-	-	2	9	31	41.9%	64.5%
	CDEV-125	Lecture	16	4	5	3			1		-	-	2	2	17	70.6%	76.5%
	CDEV-126	Lecture	16	1	3	3					-	-		2	9	77.8%	77.8%
	CDEV-129	Lecture	16	7	9	2			2		-	-	4	7	31	58.1%	64.5%
	CDEV-131	Lecture	12		7	8			3		-	-	1	11	30	50.0%	60.0%
	CDEV-150	Distance	16	15	2	6		5	1		-	-	3	10	42	54.8%	69.0%
		Lecture	14	4	8	3		2	1		-	-		8	26	57.7%	69.2%
	CDEV-152	Distance	16	11	13	3			8		-	-	3	4	42	64.3%	83.3%
	CDEV-166	Lecture	8	9	4				4		-	-	3	3	23	56.5%	73.9%
	CDEV-169	Lecture	16	3	2	2					-	-		2	9	77.8%	77.8%
2011 Total				167	226	166		56	114		1	1	55	155	941	59.5%	77.7%
2012	CDEV-103	Distance	16	7	14	8			11		-	-		1	41	70.7%	97.6%
		Lecture	8	20	42	20		6	13		-	1	3	11	116	70.7%	87.9%
			12	13	8				7		-	-	1		29	72.4%	96.6%
			16	16	38	22		15	23		-	-	1	20	135	56.3%	84.4%
	CDEV-104	Distance	16	3	7	6		7	4		-	-		3	30	53.3%	90.0%
		Lecture	8		3	19		8	8		-	-		6	44	50.0%	86.4%
			16	12	16	30		7	3		-	-	10	24	102	56.9%	66.7%
	CDEV-107	Lecture	8	11	14	21		7	9		-	1		7	70	65.7%	90.0%
			14	13	12	9			1		-	-	1	9	45	75.6%	77.8%
	CDEV-108	Lecture	16	10	21	22		9	13		-	-	2	11	88	60.2%	85.2%
	CDEV-110	Lecture	8	11	10	6		1	3		-	-		7	38	71.1%	81.6%
			16	4	12	18		5	6		-	-	4	12	61	55.7%	73.8%
	CDEV-112	Lecture	8	21	9	2			2		-	-	6	8	48	66.7%	70.8%
			16	16	9	11		2	4		-	-		4	46	78.3%	91.3%
	CDEV-114	Lecture	16	43	12	10		12	14		-	-	3	12	106	61.3%	85.8%
	CDEV-116	Lecture	16	7	11	5		2	7		-	-	2	4	38	60.5%	84.2%
	CDEV-117	Lecture	16			12		4	4		-	-		2	22	54.5%	90.9%
	CDEV-118	Lecture	16			20		7	3		-	-		4	34	58.8%	88.2%
	CDEV-122	Distance	16	26	4	3		2	4		-	-	3	6	48	68.8%	81.3%
	CDEV-125	Lecture	16	14	8						-	-		1	23	95.7%	95.7%
	CDEV-126	Lecture	16	7	2	3			2		-	-	3		17	70.6%	82.4%
	CDEV-129	Lecture	16	7	24	10					-	-		5	46	89.1%	89.1%
	CDEV-131	Lecture	14		9	19		5	8		-	-	3	8	52	53.8%	78.8%
	CDEV-150	Distance	16	16	5	4		2	3		-	-		7	37	67.6%	81.1%
		Lecture	8		2	8		5	3		-	-	3		21	47.6%	85.7%
			14	4	10	1		1	3		-	-		2	21	71.4%	90.5%
			16	6	10	12		2	3		-	-		2	35	80.0%	94.3%
	CDEV-152	Distance	16	3	16	9		3	5		-	-		2	38	73.7%	94.7%
	CDEV-154	Distance	16	15	10	3		6	4		-	-	1	2	41	68.3%	92.7%
	CDEV-160	Lecture	8	14	6	2			3		-	-	1	4	30	73.3%	83.3%
	CDEV-163	Lecture	8	21	6			1			-	-	1	3	32	84.4%	87.5%
	CDEV-166	Lecture	8	18	2	1			3		-	-		8	32	65.6%	75.0%
	CDEV-169	Lecture	16	3	7			1	2		2	-		1	16	75.0%	93.8%
2012 Total				361	359	316		120	178		2	2	44	200	1,582	65.6%	84.6%

Year	Course	Type	Wk	1	2	3	4	5	6	7	8	9	10	Total	%	%
2013	CDEV-103	Distance	16	7	8	6		1	6	-	-		10	38	55.3%	73.7%
		Lecture	8	28	21	10		6	12	-	-		5	82	72.0%	93.9%
			12	6	4	2			4	-	-		30	46	26.1%	34.8%
			16	29	55	44		22	21	-	-		26	197	65.0%	86.8%
	CDEV-104	Distance	16	18	10	2		1	2	-	-		5	38	78.9%	86.8%
		Lecture	14	1	2	12		3	10	-	-		15	43	34.9%	65.1%
			16	13	15	15		3	11	-	-		26	83	51.8%	68.7%
	CDEV-106	Lecture	16		2	4		5	8	-	-		12	31	19.4%	61.3%
	CDEV-107	Lecture	8	12	14	3			1	-	-		5	35	82.9%	85.7%
			16	5	34	17		2	3	1	-		8	70	81.4%	88.6%
	CDEV-108	Lecture	8		2	12		2	1	-	-		4	21	66.7%	81.0%
			16	27	20	13		7	8	-	-		6	81	74.1%	92.6%
	CDEV-110	Lecture	16	17	13	16		9	11	-	-		10	76	60.5%	86.8%
	CDEV-112	Lecture	8	14	13	6		2		-	-		5	40	82.5%	87.5%
			16	16	19	13		2	6	-	-		12	68	70.6%	82.4%
	CDEV-114	Lecture	16	13	9	14		4	2	-	-		9	51	70.6%	82.4%
	CDEV-115	Lecture	16	9	2	2			2	-	-		7	22	59.1%	68.2%
	CDEV-116	Lecture	16	16	9	8		5	2	-	-		2	42	78.6%	95.2%
	CDEV-117	Lecture	16		4	10		3	2	-	-		2	21	66.7%	90.5%
	CDEV-118	Lecture	16	1	3	5		3	1	-	-		3	16	56.3%	81.3%
	CDEV-119	Lecture	16	17	21	4			6	-	-		7	55	76.4%	87.3%
	CDEV-125	Lecture	16	10	5	2			3	1	-		2	23	78.3%	91.3%
	CDEV-126	Lecture	16	9	2	1				-	-		2	14	85.7%	85.7%
	CDEV-131	Lecture	14	1	1	2			3	-	-		2	9	44.4%	77.8%
	CDEV-150	Lecture	8	4	8	3			1	-	-		5	21	71.4%	76.2%
			16	26	23	4		4	3	-	-		5	65	81.5%	92.3%
	CDEV-152	Distance	16	12	12	2		1	1	-	-		2	30	86.7%	93.3%
	CDEV-154	Distance	16	11	9	6		3	12	-	-		4	45	57.8%	91.1%
	CDEV-160	Lecture	8	25	4				1	-	-		5	35	82.9%	85.7%
	CDEV-163	Lecture	8	19	1				9	-	-		12	41	48.8%	70.7%
	CDEV-166	Lecture	8	6	4	5		1		-	-		2	18	83.3%	88.9%
	CDEV-169	Lecture	16	7	2	2				1	-			12	100.0%	100.0%
2013 Total				379	351	245		89	152	3	-		250	1,469	66.6%	83.0%
2014	CDEV-103	Distance	12	11	2				24	-	-	1	10	48	27.1%	77.1%
			16	10	11	7		6	1	-	-		4	39	71.8%	89.7%
		Lecture	12	6	2	4			19	-	-		2	33	36.4%	93.9%
			14	11	16	14		8	29	-	-		23	101	40.6%	77.2%
			16	47	44	55		12	43	-	-		37	238	61.3%	84.5%
	CDEV-104	Distance	16	22	2	2			15	-	-		3	44	59.1%	93.2%
		Lecture	16	9	15	36		22	31	-	-		20	133	45.1%	85.0%
	CDEV-106	Lecture	16	1	2	4		2	9	-	-		4	22	31.8%	81.8%
	CDEV-107	Lecture	16	39	35	16		1	4	-	-		24	119	75.6%	79.8%
	CDEV-108	Lecture	16	21	23	20		7	13	-	-		27	111	57.7%	75.7%
	CDEV-110	Lecture	16	31	26	25		7	20	-	-		27	136	60.3%	80.1%
	CDEV-112	Lecture	16	8	22	20		8	12	-	-		9	79	63.3%	88.6%
	CDEV-114	Lecture	16	16	51	14		6	6	-	-		12	105	77.1%	88.6%
	CDEV-115	Lecture	16	6	12	9		1	8	-	-		11	47	57.4%	76.6%
	CDEV-116	Lecture	16	1	8	14		2	6	-	-			31	74.2%	100.0%
	CDEV-118	Lecture	16			12		3	2	-	-		4	21	57.1%	81.0%
	CDEV-119	Lecture	16		1	5		5	4	-	-			15	40.0%	100.0%
	CDEV-125	Lecture	16	2	8	1			3	-	-		5	19	57.9%	73.7%
	CDEV-126	Lecture	16	5	3				1	-	1		1	11	72.7%	90.9%
	CDEV-129	Lecture	14	8	1				1	-	-		2	12	75.0%	83.3%
	CDEV-130	Lecture	14	8	12	1				-	-		5	26	80.8%	80.8%
	CDEV-150	Lecture	16	9	14	5			5	-	-		9	42	66.7%	78.6%
	CDEV-152	Distance	16	17	6	6		1	7	-	-		2	39	74.4%	94.9%
	CDEV-154	Distance	16	7	9	7			11	-	-		4	38	60.5%	89.5%
	CDEV-160	Lecture	8	4	5	6				-	-		7	22	68.2%	68.2%
	CDEV-163	Lecture	8	1	3	6			3	-	-		16	29	34.5%	44.8%
	CDEV-166	Lecture	8			3			3	-	-		7	13	23.1%	46.2%
	CDEV-169	Lecture	16		9					-	1			10	90.0%	100.0%
2014 Total				300	342	292		91	280	-	2	1	275	1,583	59.0%	82.6%

14

2015	CDEV-103	Distance	16	3	4	3		2		-	-		7	19	52.6%	63.2%
		Lecture	14	23	11	10	3	14		-	-		37	98	44.9%	62.2%
			16	19	17	30	10	14		-	1		35	126	52.4%	72.2%
	CDEV-104	Lecture	16	14	17	17	17	14		-	-		13	92	52.2%	85.9%
	CDEV-107	Lecture	16	10	4	6	1	5		-	-		10	36	55.6%	72.2%
	CDEV-108	Lecture	16	9	10	12	2	16		-	-		17	66	47.0%	74.2%
	CDEV-110	Lecture	16	7	4	2				-	-		6	19	68.4%	68.4%
	CDEV-112	Lecture	16	2	10	10		1		-	-		3	26	84.6%	88.5%
	CDEV-114	Lecture	16	21	10	6		4		-	-		11	52	71.2%	78.8%
	CDEV-115	Lecture	16		4	4	4	4		-	-			16	50.0%	100.0%
	CDEV-116	Lecture	16		4	6		3		-	-		3	16	62.5%	81.3%
	CDEV-125	Lecture	16	4	2	1				-	-		4	11	63.6%	63.6%
	CDEV-126	Lecture	16	2		2				-	-		1	5	80.0%	80.0%
	CDEV-131	Lecture	12		2	2				-	-		8	12	33.3%	33.3%
	CDEV-150	Distance	16		3	4	2	10		-	-		13	32	21.9%	59.4%
		Lecture	16	9	3	3	1	1		-	-		8	25	60.0%	68.0%
	CDEV-154	Distance	16	16	5	3	1	1		-	-		13	39	61.5%	66.7%
	CDEV-163	Lecture	8		1	1	2	3		-	-		3	10	20.0%	70.0%
	CDEV-169	Lecture	16	1						-	-			1	100.0%	100.0%
2015 Total				140	111	122	43	92		-	1		192	701	53.2%	72.6%

A broad examination of the grade distribution shows a majority of students passing all CDEV with a letter grad of "C" or better. However, a slight pattern appears to develop which indicates that within about 6-8 courses every year, there are very low success rates of 33% to 50%, with some outliers in the 20th percentile.

A further look at the some of the individual courses with higher than usual failing grades ("D" or "F") or low success rates are summarized below:

CDEV 103- Child Growth & Development
The aggregated data of this transfer-level course suggests a higher number of students are less successful than other courses in the Childhood Education program. Many of the students are taking it as an elective, which includes athletes who need schedule fulfilment or perhaps financial-aid recipients in need of a full load class schedule. As such, many of those students drop from the class prior to the "W" deadline and may not be as motivated to complete the class as student majoring in child development.

CDEV 104- Home, School, And Community
This grade distribution of this course is compatible to all courses in the department during 2014 when the success rate was 45%, falling below the department success rate. It is difficult to speculate the possible reason without further disaggregated data by instructors.

CDEV154- Role and Responsibilities of the special education assistant
This course experienced a significant drop in passing grades after 2012. Beginning 2013 through 2014, a high number of students received a "F" grade. While the retention rate was 89%-91%, the success rate was between 57%-60%. It appears the majority of the students in the course were not able to pass this course perhaps due to student preparation for the level of rigor.

CDEV 160's - Series of special needs courses
These series of courses appear to have as low as 20% success rates on selected semesters and as high as 90% success rates during other semesters. There is a vast disparity from one semester to another.

Selected curriculum courses - On selected semesters, the success rates can fall from 30% to 40% and increase as high as 76% success rates during a subsequent semester. A wide gap exists from one semester to the next.

Within the Childhood Education Program, grades vary tremendously from one semester to the next and from one instructor to another, so it is difficult to make conclusions about what factors influence the course grade distributions. Studies with further disaggregated data and/or faculty discussion are needed to ponder questions about rigor of classes. For example, does a low grade equate more instructor rigor or course quality? Conversely, does a high grade equate quality instruction or too little rigor from the instructor? This may indicate an opening segue for faculty discussions and self-reflections regarding the course level rigor and the "appropriate" strategy of teaching for student success, which appears to vary from faculty to faculty.

c)   **Success rates**

College Success Standard	*62.6%*
5-year Program Success Average	*67.1%*

Year	*Total Grades*	Success Rate
2011	*941*	59.5%
2012	*1,582*	65.6%
2013	*1,469*	66.6%
2014	*1,583*	59.0%

Fall Term Demographic Success

	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Ethnicity	Success	N	Success	N	Success	N	Success	N
African-American	58.7%	511	65.3%	401	58.3%	350	48.8%	322
Amer. Ind. or Alask. Native	0.0%	X	100.0%	X	33.3%	X	0.0%	X
Asian	60.0%	15	90.0%	X	87.5%	X	71.4%	X
Latino	71.2%	309	71.7%	279	73.0%	326	66.5%	337
Pacific Islander	100.0%	X	57.1%	X	75.0%	X	0.0%	X
Two or More	50.0%	16	41.2%	17	77.8%	18	56.3%	16
Unknown or Decline	78.9%	19	83.3%	X	100.0%	X	50.0%	X
White	28.6%	X	83.3%	X	72.7%	11	50.0%	X
Gender								
M	54.9%	71	50.0%	56	51.6%	64	37.1%	70
F	63.9%	815	69.4%	673	67.4%	657	59.9%	626
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Age Groups								
19 or less	53.7%	82	54.5%	44	61.8%	68	50.0%	60
20 to 24	55.0%	302	56.9%	232	62.3%	273	57.8%	277
25 to 49	68.8%	443	72.8%	390	67.7%	337	56.5%	306
Over 49	76.3%	59	87.3%	63	83.7%	43	71.7%	53
X: Counts are suppressed for groups with less than 10 students.								
Shaded regions indicate groups achieving at a rate less than 80% of the reference group,								
respectively. Reference groups are White, male, and 20 to 24 years old.								

Spring Term Demographic Success

	Spring 2012		Spring 2013		Spring 2014		Spring 2015	
Ethnicity	Success	N	Success	N	Success	N	Success	N
African-American	61.4%	404	60.6%	371	54.8%	367	47.5%	276
Amer. Ind. or Alask. Native	66.7%	X	50.0%	X	0.0%	X	0.0%	X
Asian	75.0%	12	84.2%	19	73.7%	19	60.0%	X
Latino	73.8%	340	72.8%	316	63.6%	461	55.8%	378
Pacific Islander	85.7%	X	100.0%	X	0.0%	X	0.0%	X
Two or More	58.8%	17	53.8%	13	64.0%	25	70.6%	17
Unknown or Decline	50.0%	X	88.9%	X	100.0%	X	50.0%	X
White	73.3%	15	78.6%	14	63.6%	11	75.0%	16
Gender								
M	60.0%	70	60.0%	60	52.9%	68	44.6%	65
F	67.9%	738	67.7%	688	60.8%	818	54.1%	636
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Age Groups								
19 or less	66.7%	60	56.0%	50	52.8%	89	36.0%	114
20 to 24	58.7%	298	61.3%	271	59.7%	320	54.9%	255
25 to 49	70.4%	379	70.9%	374	61.8%	400	57.0%	265
Over 49	84.7%	72	81.1%	53	62.3%	77	61.2%	67
X: Counts are suppressed for groups with less than 10 students.								
Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.								

During 2011-2014, the department's success rate fluctuated with a high of 66% in 2013 but dropping to 59% the following year. It is difficult to ascertain the cause of this approximately 7% drop in the success rate. But at this time, there was also a change of faculty workload assignments resulting in 6-9 classes for instructors who typically had lower workloads. In some cases, multiple cancelled classes necessitated full-time faculty to load balance in order to have a full load. In other cases, there were too few instructors available for the number of sections open requiring overload for other full-time faculty. This may have created a burden for faculty to teach a larger load and perhaps not fully be able to meet the needs of students. Additionally, qualitative data, such as, anecdotes from class assignments (with no official figures) and conversations with students, appear to indicate a high number of post-incarcerated students or students in the age group of 19 or less (36% success rate) who may not have been prepared for the requirements and rigor of college courses are enrolled in our program. Also, noted is the steady decrease in the success rate for spring and fall 2014, particularly in the ethnicities of African-Americans and Latinos who typically fared better during previous years; this is coherent with campus-wide data.

Overall, however, the 5 year program success average for the Childhood Education program of 67% surpassed the 62% for the Center's success standard.

d) **Retention rates**

Year	Total Grades	Retention Rate
2011	*941*	77.7%
2012	*1,582*	84.6%
2013	*1,469*	83.0%
2014	*1,583*	82.6%

A glance of the above chart reveals the overall annual retention rate of all courses in the Childhood Education program between 2011 and 2014 ranged between 77% to 84%. According to the Comprehensive Master Plan, the Childhood Education program has a 4-year average retention rate of 81% which is above the Compton Center retention rate as a whole. While the program has an above average retention rate, there is room for improvement.

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

Year	COURSE	Method	Weeks	W's	Grades	Success	Retention
2011	CDEV-104	Distance	16	7	37	51.4%	75.7%
		Lecture	8	4	35	57.1%	85.7%
	CDEV-150	Distance	16	10	42	54.8%	69.0%
		Lecture	14	8	26	57.7%	69.2%
2012	CDEV-103	Distance	16	1	41	70.7%	97.6%
		Lecture	8	11	116	70.7%	87.9%
		Lecture	12	1	29	72.4%	96.6%
		Lecture	16	20	135	56.3%	84.4%
	CDEV-104	Distance	16	3	30	53.3%	90.0%
		Lecture	8	6	44	50.0%	86.4%
		Lecture	16	24	102	56.9%	66.7%
	CDEV-150	Distance	16	7	37	67.6%	81.1%
		Lecture	8	0	21	47.6%	85.7%
		Lecture	14	2	21	71.4%	90.5%
		Lecture	16	2	35	80.0%	94.3%
2013	CDEV-103	Distance	16	10	38	55.3%	73.7%
		Lecture	8	5	82	72.0%	93.9%
		Lecture	12	30	46	26.1%	34.8%
		Lecture	16	26	197	65.0%	86.8%
	CDEV-104	Distance	16	5	38	78.9%	86.8%
		Lecture	14	15	43	34.9%	65.1%
		Lecture	16	26	83	51.8%	68.7%
2014	CDEV-103	Distance	12	10	48	27.1%	77.1%
		Distance	16	4	39	71.8%	89.7%
		Lecture	12	2	33	36.4%	93.9%
		Lecture	14	23	101	40.6%	77.2%
		Lecture	16	37	238	61.3%	84.5%
	CDEV-104	Distance	16	3	44	59.1%	93.2%
		Lecture	16	20	133	45.1%	85.0%
SP 2015	CDEV-103	Distance	16	7	19	52.6%	63.2%
		Lecture	14	37	98	44.9%	62.2%
		Lecture	16	35	126	52.4%	72.2%
	CDEV-150	Distance	16	13	32	21.9%	59.4%
		Lecture	16	8	25	60.0%	68.0%

Note: Numbers in red indicate rates one standard deviation below the mean. Numbers in green indicate rates one standard deviation above the mean.
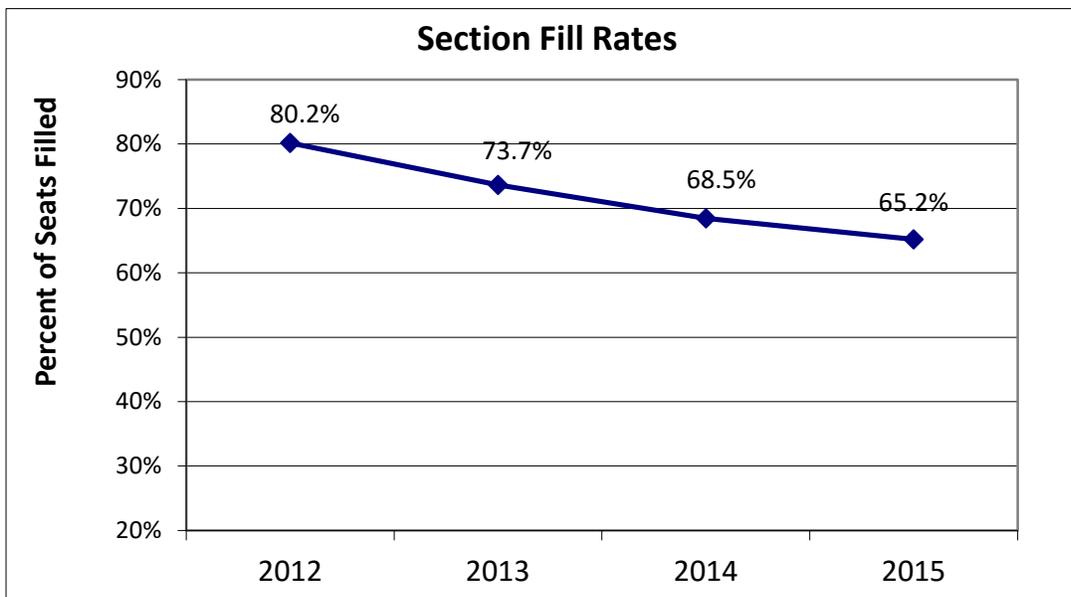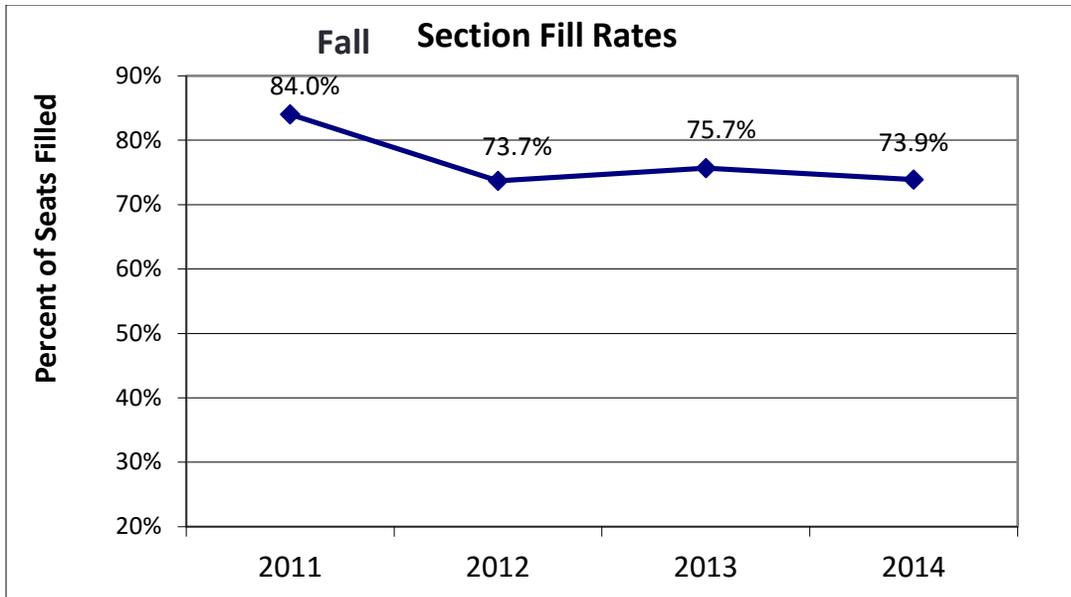
A perusal of retention rates for face-to-face classes in comparison with distance education generally indicates about a 10 % difference, with campus classes performing better. Overall, the retention rate (77 %- 93%) of the Childhood Education program online courses during 2014, surpasses the college retention rate of 73% of the same year.

However, it should be noted that the margin of success rates can vary from a 20%- 50% difference, dependent on the distance education course or section being taught. For example, in the Fall 2014, the distance education course for CDEV 103 varied from 27% success rate for one section and 72% success rate for another section. The departing gap may suggest the student engagement from one section to another section is vastly different. With the growing requirements of teaching distance education courses for instructors and the obligations of what constitutes effective online instruction, this may be one of the explanations for the gap. Instructors may need to consider more active learning online strategies and a higher frequency of communication with students. But, equally likely, students' lack of readiness to take online classes or limited knowledge of basic word processing skills may also be a deterrent of higher retention rates.

f)   **Enrollment statistics**

	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	2,247	1,877	1,775	1,620	1,880

Fall   Section Fill Rates

Percent of Seats Filled

Year	Fill Rate
2011	84.0%
2012	73.7%
2013	75.7%
2014	73.9%

Section Fill Rates

Percent of Seats Filled

Year	Fill Rate
2012	80.2%
2013	73.7%
2014	68.5%
2015	65.2%
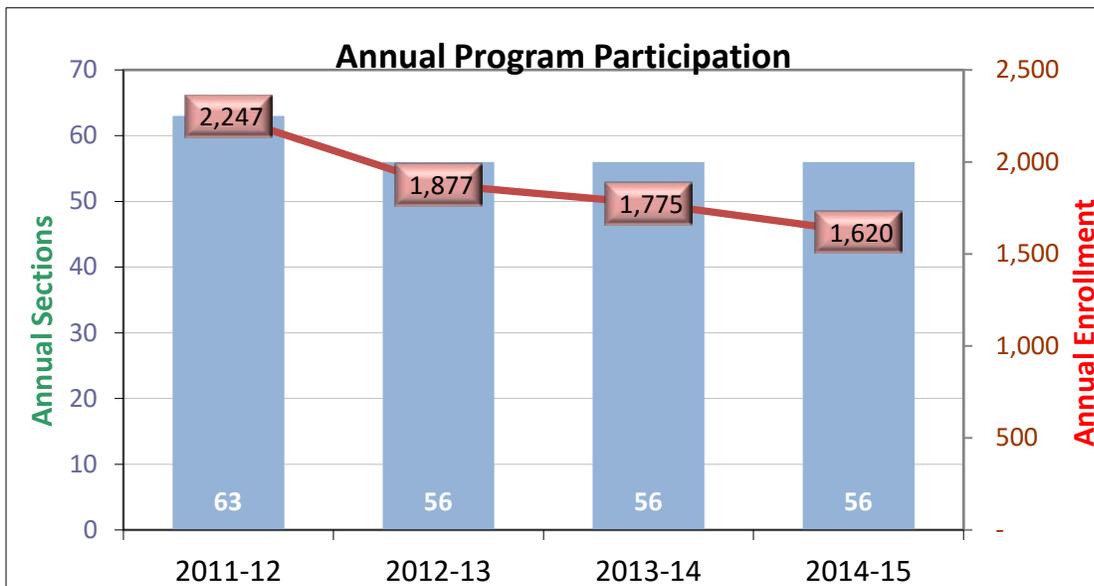
The program experienced the highest enrollment during 2011-2012 with 2,244 students and a 4-year average of 1,880 students. Over the next few years, figures indicate that the Childhood Education program experienced about 10% decrease each successive year. This decrease appears similar with the division and the center, as a whole.

In 2011, there were 63 sections of classes offered with a fill rate of approximately 80%. These sections were taught by 3 full-time faculty and approximately 5 consistent part-time faculty. During 2012-2015, there were 56 sections of classes of being offered, but only 2 full-time faculty and 2 regular part-time faculty were teaching steadily which resulted in the ratio of class sections

to faculty to increase. During this time, as a whole, the percent of seats filled plummeted by 10% to 15% over the 3 year period.

Some discussion is warranted about this decrease. First, section offerings for high-demand courses were limited, causing some faculty to maximize the number of enrolled students, in a desire to serve students' career or graduating needs but learning is not always optimal. Secondly, due to the need for increase full-time equivalent students (FTES) and lack of facilities, course enrollment maximums are sometimes adjusted upwardly. Lastly, the established maximum enrollment are not always based on pedagogical factors and effective learning practices. All of these factors influence the fill-rate not being met. From a faculty perspective, the time and attention a faculty member should dedicate to each individual student in order to facilitate student success, is not always considered in setting enrollment limits. Many professional organizations, educators, and state governments, have recognized the value added to student success when there is a lower student to teacher ratio. Because of all the aforementioned discussion, fill rates for sections may be lower because of faculty's desire for more quality student interactions.

In closing, during 2014-2015, the number of sections increased but unfortunately, as noted earlier, the fill rates decreased. A closer examination is necessary as the increase in sections may not be the issue of concern but rather the scheduling of the courses. This issue will be more thoroughly scrutinized in the next section as well as, during the next few semesters to determine if more night and/or weekend classes are merited to meet the students' working needs.

g)   **Scheduling of courses**

Enrollment by Time of Day

Fall Term	2011	2012	2013	2014
Day	51.6%	53.6%	60.9%	69.0%
Night	43.6%	41.4%	39.1%	31.0%
Weekend/Unknown	4.7%	5.0%	0.0%	0.0%

Enrollment by Time of Day

Spring Term	2012	2013	2014	2015
Day	40.1%	52.2%	55.6%	55.5%
Night	54.3%	47.8%	44.4%	32.1%
Weekend/Unknown	5.6%	0.0%	0.0%	12.5%

The Childhood Education program offers courses throughout the day Monday through Friday beginning at 8:00 am through 4:00 pm which reflects the attendance of majority of CEC students. For working students, we offer some limited courses in the evening and Saturday classes. The number of students enrolled in child development classes during the day has increased steadily in 2011 through 2014 by 2 % to almost 10%, respectively. There has been a sharp decline in student enrollment at night. It is difficult to establish whether this drop was a result in less variety of night classes being offered or because of less student availability for night classes. Students have indicated to instructors and counselors about their lack of child care

arrangements and/or transportation issues. In spring 2015, a dramatic increase of 7% is noted for weekend classes from spring 2012. This may indicate a need for more weekend classes in the future.

Course Sequences *

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

Early Intervention Assistant Certificate of Achievement Sequence				
Requirements	**Course**	**Descriptive Title**	**Units**	**Sequence**
Required Core (21units)	CDEV 103	Child Growth and Development	3	Yr 1Fall/Spring/Summer
	CDEV 104	The Home, The School, The Community	3	Yr 1Fall/Spring/Summer
	CDEV 106 or	Care and Education for Infants and Toddlers	3	Yr 2 Fall
	CDEV 107	Infant/Toddler Development	3	Yr 1 Spring
	CDEV 110	Child Health , Safety, and Nutrition	3	Yr 1 Fall/Spring
	CDEV 150	Survey of Children with Special Needs	3	Yr 1
	CDEV 152	Special Education Curriculum	3	Fall/Spring/Summer
	CDEV 169	Special Education Practicum	3	Yr 1 Fall
				Yr 2 Fall/Spring
(6 units)	CDEV 115	Introduction to Curriculum	3	Yr 1 Fall, Spring
	CDEV 116	Creative Art for Young Children	3	Yr 1 Fall
	CDEV 117	Music and Movement for Young Children	3	Yr 1 Spring
	CDEV 118	Science and Math for Young Children	3	Yr 1 Spring
	CDEV 119	Language Arts for Young Children	3	Yr 1 Fall
(3 units)	CDEV 106 or	Care and Education for Infants and Toddlers Infant/Toddler Development	3	Yr 1 Spring
	CDEV 107	Observing and Assessing Young Children	3	Yr 2 Fall
	CEDV 114	Working with Children: Autism Spectrum Disorders	3	Yr 1 Fall/Spring
	CDEV 160		1	Yr 2 Fall
	CDEV 163	Working with Children: Attention Deficit Disorders	1	Yr 1 Spring
	CDEV 166	Working with Children: Physical Disabilities or Health Impairments	1	Yr 2 Fall/Spring

Special Education Assistant Certificate of Achievement Sequence				
Requirements	**Course**	**Descriptive Title**	**Units**	**Sequence**

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

*(Resource: Program Review 2015, Childhood Education Program, El Camino College and El Camino College Catalog, 2015-2016.)

3. Curriculum

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

a) Curriculum course review timeline

All courses and certificates in the Childhood Education program have been reviewed and presented to the Division Curriculum Committee (DCC), then forwarded to the College Curriculum Committee (CCC) according to a Course Review Timeline every six years. In addition, the Childhood Education program is unique because it is also classified as Career and Technical Education (CTE) program and as such, courses are required to be reviewed every two years. The completed Curriculum course review cycle is outlined below:

Courses - CDEV	CTE Two-Year Cycle Year DCC & CCC approved
103	2012-2013 / 2014-2015
104	2013-2014 / 2014-2015
106	2012-2013 / 2014-2015
107	2012-0213 / 2014-2015
108	2012-2013 / 2014-2015
110	2012-2013 / 2014-2015
112	2012-2013 / 2015-2016
114	2012-2013 / 2015-2016
115	2012-2013 / 2015-2016
116	2015-2016
117	2015-2016
118	2015-2016
119	2015-2016
125	2012-2013 / 2014-2015
126	2012-2013 / 2014-2015
129	2012-2013 / 2014-2015
130	2012-2013 / 2014-2015
131	2012-2013 / 2014-2015
150	2014-2015
152	2014-2015
154	2014-2015
160	2011-2012 / 2015-2016
163	2011-2012 / 2015-2016
166	2011-2012 / 2015-2016
169	2011-2012 / 2015-2016

Early Childhood Certificate 2015-2016
Special Education Assistant Certificate 2015-2016
Early Intervention Assistant Certificate 2015- 2016
Education 101   2014-2016 (6-year cycle)

Education 201   2014-2016 (6-year cycle)

b) Course additions

Two course additions have been included in the program course offerings to reflect the changes in the Child Development Permit requirements issued by the CA Commission on Teacher Credentialing.

- CDEV106- Care and Education for Infants and Toddlers
- CDEV 115- Introduction to Curriculum

The specific content of both courses needed to encompass all topics necessary to ensure students' experiential preparation for the field.

- CDEV 165 - Special Needs course

Three one-unit courses are now combined to become this one three-unit course. This allowed students to complete the course in one semester rather than 3 semesters.

The Curriculum Alignment Project (CAP)
An Alignment Process funded by the California Department of Education was developed to ensure that the content of eight core courses are competency-based and prepares students as entry level professionals. This alignment also serves to facilitate the transfer of these courses as an integrated program of study into the California State University. In collaboration with the ECC campus, the Child Education program at the CEC campus also has CAP approved courses that meet the foundation for the Associate Degree for Transfer (ADT). The following eight courses meet the requirements for CAP:

1. CDEV 103 - Child Growth and Development
2. CDEV 104 - Child, Family and Community
3. CDEV 115 - Introduction to Curriculum
4. CDEV 108 - Principles and Practices of Teaching Young Children
5. CDEV 114 - Observation and Assessment
6. CDEV 110 - Health, Safety and Nutrition
7. CDEV 112 - Teaching in a Diverse Society
8. CDEV 125 - Child Development Practicum

CAP Expansion
Similarly, the project expanded to include seven more courses in the specialization areas of Infant/ Toddler, Administration, and Children with Special Needs. The following additional seven courses in the CEC Childhood Education program also meet the requirements for the CAP Expansion:

1. CDEV 106 - Care and Education for Infants and Toddlers
2. CDEV 107 - Infant / Toddler Development
3. CDEV 150 - Introduction of Children with Special Needs
4. CDEV 152 - Curriculum and Strategies for Children with Special Needs

5. CDEV 129 - Introduction to Program Administration
6. CDEV 130 - Principles of Program Administration
7. CDEV 131 - Supervising and Mentoring Adults

c) Course deletions and inactivations

As a result of limited budget and low student enrollment over a period of time, the following courses have been inactivated:

- CDEV 105 Parenting in Contemporary Society- lack of student interest and low enrollment
- CDEV111 Pediatric CPR & first Aid- an outside entity offers CPR certification in a more cost effective manner and completion in a shorter time frame.
- CDEV 137, 138, 139 and 140 Mentor Teacher Seminar- the course content of these classes are included by the CA Mentor Program Director who meets with the mentors /teachers
- CDEV 154 Role and Responsibility of the Special Education Assistant- removed as a core course and placed as elective for Certification of Achievement- integrated into two other active special education courses: CDEV 150 and CDEV 153
- CDEV 160, 163, 166- special needs courses (Autism, Spectrum Disorder Attention Deficit Disorders, and Physical Disabilities) All three courses are one-unit courses. They are now combined to become one three-unit course - CDEV 165.

d) Courses and number of sections offered in distance education

The College Curriculum Committee has approved 22 of the 25 Childhood Education courses to be available for students in distance education during selected semesters. Under the orchestration of the dean, more hybrid and online classes are being offered more regularly as more and more faculty become certified to teach online. The remaining three practicum courses (CDEV 125, CDEV 126, CDEV 169) may be considered as a hybrid course, at a future date, pending further discussions.

e) Courses, degrees, or certificates

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?

The Childhood Education program has established a two-year course offering cycle however, because of low enrollment some of the courses were cancelled. As a result of the cancellations and students' desire to complete their degree and or certificate, some students are seeking to enroll in those courses elsewhere besides CEC so they can complete their educational goal. Those courses which typically may have lower enrollment include the Special Needs courses (CDEV 150's & 160's), the Administration courses (CDEV 129, 130, 131) and selected curriculum courses. For the series of CDEV 160's, a possible reason for the low enrollment may

be because the course only offered students one unit credit each. As a result, the content of three one-unit credit courses were combined to create a new one 3 credit course -CDEV165.

2. Are there any concerns regarding program courses and their articulation?

The program continues to expand in its articulation agreements with local high schools to include Lynwood High School and Compton High School. Child Development classes are held at local Schools every semester with the dual goal of meeting career needs of the community and raising FTEs. Although enrollment is rapidly decreasing, resulting in cancellation of courses, this may be an area of possible revitalization for raising FTEs in the future.

In partnership with the Student Equity office, the Childhood Education program at CEC is also revitalizing its matriculation agreement with California State University, Dominguez Hills, in hopes of creating more career pathways for students. A presentative at CSU Dominguez Hills is being identified and discussions are pending.

3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.

Degrees and Certificates (Source: Office of Institutional Research)

Student Education Goal	2011-2012	2012-2013	2013-2014	2014-2015
A. A. Degrees Attained	19	14	19	17
A. S. T. Degrees	Not available	Not available	Not available	6
Certificates Attained	41	40	40	36
CD Permits Processed (Source: Professional Growth Advisor)	Not available	Not available	Not available	60 (ECC & CEC aggregated data)

With the introduction of the Associate of Science- Transfer (AS.-T) degrees, some students are opting to transfer to 4-year universities. As of present, there is limited numerical data to support this assertion. There are only qualitative, anecdotal data of all full-time faculty making great strides to encourage students to continue their studies beyond an Associate's degree. These efforts include consistent announcements embedded in classes, encouragement during Early Educators Club meetings, handouts with requirements and information of financial aid benefits of a higher degree.

One of the goals of the CEC Childhood Education program will be to place a focus on increasing students' attainment of permits, certificates, and degrees by at least 10%. Having a Professional Growth Advisor on-site as a consistent figure for students to visit for assistance will facilitate the attainment of permits. This will expose students to one of the professional options available to them and serve as a catalyst to continue to more higher

student educational goals. The program will aim for the achievement of the goals below:

	Current	Goal
A. A. Degrees	17	18
A. S. T. Degrees	6	7
Certificates	36	39
Permits Processed (Aggregated data)	60	66

f) List any related recommendations.

1. All instructors (full and part time) integrate information regarding permits, certificates, and degrees in their child development courses to reach a broader number of students

2. Plan department meetings to discuss curricular issues, such as, appropriate course content, level of class rigor, how to increase student success, and how to increase attention for degree and certificate attainment.

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

a) Alignment Grid

(See Appendix A)

b) Timeline for course and program level SLO assessments

SLO and PLO Assessment Timeline Spring 2014 through Fall 2017
Submitted: 1.31.14

Division: I   **Program:** Childhood Education and Education   **Program Review Date:**   2015

SLO to be Assessed (Include the SLO# and Short Title)		PLO to be Assessed
Semester and Year		
Spring 2014	1. CDEV 112 SLO #2 Anti-bias Approaches 2. CDEV 116 SLO #3 Creativity 3. CDEV 119 SLO #3 Role of the Teacher 4. CDEV 131 SLO #3 Communicating and Reflecting 5. CDEV 150 SLO #3 Resources 6. CDEV 169 SLO #3 Approaches and Strategies	~~PLO #4~~ PLO #1-Designing Environments for Children:
Fall 2014	1. CDEV 103 SLO #3 Research Methodologies 2. CDEV 107 SLO #3 Healthy Relationships 3. CDEV 110 SLO #3 Nutritional Needs 4. CDEV 117 SLO #3 Role of the Teacher 5. CDEV 118 SLO #3 Role of the Teacher 6. CDEV 163 SLO #3 Behavior Techniques	~~PLO #5~~ PLO #2- Effective Guidance and Assessment:
Spring 2015	1. CDEV 108 SLO #3 Personal Philosophy 2. CDEV 112 SLO #3 Environments 3. CDEV 114 SLO #3 Interpretation and Imp of Assessments 4. CDEV 115 SLO #1 Positively Influencing Development 5. CDEV 116 SLO #2 Activity Plans 6. CDEV 119 SLO #2 Activity Plans 7. CDEV 125 SLO #3 Relationships 8. CDEV 126 SLO #3 Children's Needs 9. CDEV 130 SLO #1 Leadership Roles 10. CDEV 131 SLO #2 Evaluating Teacher's Performance 11. CDEV 154 SLO #1 The Role 12. CDEV 169 SLO #2 Self-Assessing Teaching	**~~PLO #1 Home, School, and Community Partnerships~~** In 2014, in conjunction with ECC campus, the five PLOs were reduce to three PLOs.
Fall 2015	1. CDEV 103 SLO #2 Milestones 2. CDEV 104 SLO #1 Family Support Services 3. CDEV 106 SLO #1 Learning Activities 4. CDEV 107 SLO #2 Interpreting Data 5. CDEV 110 SLO #1 Health Risks 6. CDEV 118 SLO #2 Activity Plans 7. CDEV 129 SLO #1 Criteria for Staff 8. CDEV 152 SLO #1 Curriculum 9. CDEV 160 SLO #1 Diagnostic Tools and Criteria 10. CDEV 166 SLO #1 Emergency Actions	

Spring 2016	1. CDEV 108 SLO #2 Value of Play 2. CDEV 112 SLO #1 Social Identity 3. CDEV 114 SLO #1 Assessment Tools 4. CDEV 115 SLO #2 Anti-bias Curriculum 5. CDEV 116 SLO #1 Supporting Play 6. CDEV 119 SLO #1 Curriculum Cycle 7. CDEV 125 SLO #2 Self-Assessing Teaching 8. CDEV 126 SLO #2 Self-Assessing Teaching 9. CDEV 130 SLO #2 Formulating Staff Procedures 10. CDEV 131 SLO #1 Stages of Teachers 11. CDEV 150 SLO #2 The Law 12. CDEV 163 SLO #2 Working with Children and Families 13. CDEV 154 SLO #2 Advocating for Children 14. CDEV 169 SLO #1 Understanding Disabilities	**PLO #2 Ethics and Professionalism** In 2014, in conjunction with ECC campus, the five PLOs were reduce to three PLOs.
Fall 2016	1. CDEV 103 SLO #1 Major Theoretical Frameworks 2. CDEV 104 SLO #2 Analyzing Values 3. CDEV 106 SLO #2 Multiple Influences 4. CDEV 110 SLO #2 Regulations 5. CDEV 117 SLO #2 Activity Plans 6. CDEV 118 SLO #1 Supporting Play 7. CDEV 129 SLO #2 Title 22 Regulations 8. CDEV 152 SLO #2 Qualifying Categories 9. CDEV 160 SLO #2 Working with Children and Families 10. CDEV 166 SLO #2 Working with Families	

(Continued on next page)

Spring 2017	1. CDEV 114 SLO #2 Observation Methods 2. CDEV 115 SLO #3 **Active Learning Activities** 3. CDEV 125 SLO #1 Designing Curriculum 4. CDEV 130 SLO #3 Professional Development 5. CDEV 150 SLO #1 Analyzing Special Education Programs 6. CDEV 154 SLO #3 Behavior Techniques 7. CDEV 163 SLO #1 Diagnostic Tools and Criteria	PLO #3 An Integrated Understanding of Children's Needs
Fall 2017	1. CDEV 104 SLO #3 Impact of Communities Upon Families 2. CDEV 106 SLO #3 Environments 3. CDEV 107 SLO #1 Policies and Practices 4. CDEV 108 SLO #1 Best Practices 5. CDEV 117 SLO #1 Curriculum Cycle 6. CDEV 126 SLO #1 Designing Curriculum 7. CDEV 129 SLO #3 Fiscal Planning 8. CDEV 152 SLO #3 Laws and Practices 9. CDEV 160 SLO #3 Behavior Techniques 10. CDEV 166 SLO #3 Behavior Techniques	

c)   Percent of course and program SLO statements that have been assessed

Semester and year	Percentage assessed
Fall 2012	(Not available)
Spring 2012	(Not available)
Fall 2013	(Not available)
Spring 2013	35%
Spring 2014	50%
Fall 2014	66%
Spring 2015	66%
Fall 2015	40%
Spring 2016	85%

d) **Assessment Results**

Generally, the number of SLOs been assessed every semester is steadily improving. There are several reasons for a lower number of SLOs being assessed. First, when enrollment numbers are low and classes are canceled multiple times, the SLO assessment for that semester would be rescheduled for the following semester. Additionally, on a few occasions, instructors did not assess the SLOs and they would also be rescheduled to a later date. Both of the situations, would result in two or more SLO assessments been scheduled for the following semester and consequently overwhelming the next instructor who teaches that course. Secondly, an SLO may have been assessed but entered into Trac Dat erroneously, which records as an incomplete report. Thirdly, some faculty initially had difficulty navigating Trac Dat or may not have access to Trac Dat. And lastly, when multiple sections are offered, not all instructors will complete the SLO assessment and provide results in a timely manner.

The SLO assessment results have given rise to some changes and improvements in teaching strategies for more effective student learning and success. The following are specific examples of some of those changes.

- In several of the special needs classes, more case study examples have been incorporated into the lecture as class activity to assist students to better grasp characteristics of different disabilities.
- A revision of the syllabus to include a restructuring of the order of topics/ assignment projects to be presented yielding better results for the same SLO assessments so that significant or critical material was spaced out over the course and not so concentrated at the end of the semester.
- In the practicum class, several changes were made to improve the experience for students. First, early announcements via email informed students of hours requirements, so they could arrange their schedules and immunization requirements accordingly, so that placements could be made in a more efficient manner. Secondly, a better collaboration formed between the instructor and the mentor program coordinator for site placements of students. Lastly, the quality of lesson plans improved because of earlier implementation/exposure in prior curriculum classes.
- As the first class in the program, the introductory CDEV 103 class offers an important theoretical foundation for students. To strengthen students' success in mastering the fundamental concepts, a Supplemental Instruction (SI) coach for the class was requested and approved. The results of that inclusion are still pending.
- The results of the SLO assessment for the CDEV 114 Observation and Assessment course indicate some possible changes to the course could be made to improve the program: 1.) Additional resources or change in the textbook to be more focused on assessments. Currently only one chapter focuses on observations. 2.) A revision of the assignment tool itself 3.) A possible change one of the SLO statements to focus on multiple assessments pertinent to the Child Development field rather solely focus on one assessment. 4.) Creation of an additional new course which focuses on guidance, an important issue in early childhood. 5.) Faculty teaching course emphasize on observations and assessments as indicated in Course Outline of Record (COR) and CAP Alignment.

e) **Improvements in SLO Process**

The Childhood education program appears to be firmly aligned at the level of "Development" in the SLO rubric. The department faculty is more engaged in developing assessment tools, better keeping with the timelines, and allocating resources to support the outcomes. The department is gradually progressing to the next level of "Proficiency" by improving their teaching practices, creating more authentic assessments and using results to promote student learning. To be fully proficient, the faculty need to participate in more dialogue with each other regarding assessment results or creating the assessment tool as a teaching team. More comprehensive, quality assessment reports should be written and completed in a timely manner, with less dependence on SLO facilitators.

The overall SLO within the department has improved as indicated by the increased number of completed SLO's from semester to semester (see previous section "4c"). As the department moves forward to the level of "Proficiency," we will focus our efforts on each instructor (full-time and adjunct) to more independently create, implement, and complete the SLO assessments with less monitoring. Additionally, to strengthen and improve the program all instructors in the department should engage in more professional dialogue before, during, and after the process to discuss and compare data/recommendations to help achieve more students' success.

f) Related Recommendations.

1. As indicated by the results of the SLO assessment, the course material in CDEV 114 may warrant a creation of a new course. It is suggested that CDEV 114 class should continue to focus on observation and assessments and be CAP aligned to support transfer to California State University. However, a new course should be explored to concentrate on children's behavior and guidance, an important topic for students to master in the child development field.

2. Faculty should continue to begin the SLO process early in the semester. This includes reflecting on the tool at the start of the semester, revising the instrument as needed, administering the assessment to students and gathering the results. Then once this process is completed early, only then can meaningful discussions among faculty happen during each semester and the program can be strengthened.

3. Full-time faculty should be more involved in assisting adjunct faculty with access and guidance into Trac Dat. This will help our completion rate to increase within the program.

4. Schedule department meetings at least once a semester with all faculty (full-time and adjunct) to discuss the implications of the SLO results. The discourse should include how courses can be revised to more effectively ensure optimal student learning and a more seamless transition into the next course of study.

5. Strengthen the collaboration between the department faculty and the Child Development Center (CDC) as a mentor site for Practicum students. Dependent upon her availability, invite the CDC Director to participate in more departmental meetings.

6. Create Memorandums of Understanding (MOUs) with local preschools to provide more mentor sites for student placement to meet the needs of the growing enrollment for the Practicum class.

7. Identify potential SI tutors for core classes (103 &104) to assist students with their assignments, study skills, lecture notes, etc. thereby, increasing student success in

passing the class. Develop strategies to increase student participation and attendance to SI sessions.

5) Analysis of Student Feedback

a) **Student Survey Results**

During spring 2013, the Childhood Education Program developed a survey to solicit information from students in order to better fulfill their educational needs. (see appendix B). The following indicates some of the topics that were included in the survey:

- Contribution of the department to assist students in pursuit of goals
- Involvement of department to keep students informed of professional opportunities
- Solicitation of students' interest for topics of significance for workshops
- Recognition of enrollment issues with specific courses due to inadequate number of classes
- Identification of specific classes needed to obtain Child Development Permit
- Establishing scheduling options for courses to meet student needs

As a result of this departmental survey, some pivotal changes were made in the Childhood Education Program. First, class scheduling included more Fridays and Saturdays; although, the enrollment for some classes was low and consequently, were cancelled. Secondly, an Early Educators Club was formed to assist students to pursue their professional goals and discuss topics of significance. Thirdly, workshops were organized and still continue to be an established event held every semester. Fourthly, students are consistently informed of professional opportunities via class announcements and a resource book with jobs that is periodically updated. Fifthly, the opening of a Teacher Resource Room where students can access limited materials to complete their curriculum assignments. A tutor was also available to assist students with their assignments and provide help for computer proficiency. And lastly, a Child Development Permit Specialist was hired to support students in completing their application for a permit and serve as a liaison for information with the California Commission on Teacher Credential.

b). Related Recommendations.

1. Increase student enrollment in the Childhood Education program by distributing informational flyers at campus-wide events, such as new student orientation, and posting at various locations, such as student success center, campus bulletin boards, various classrooms and local high schools. The program will continue the partnerships with counselors, email past students and solicit assistance from other instructors.

2. Specifically promote male enrollment and success in the early childhood field. Faculty should attend classes, flex day workshops, and other events that focus on increasing the success of young men of color. While males are historically sparse in the field, the department should make increased efforts to retain the current enrollment of male students.

3. The grade distribution indicates a disparity among certain classes with lower success rates. A more in-depth examination of specific classes should be conducted. Provide more professional support of instructors and/or where students are typically assigned lower grades, to determine if level of rigor, teaching practices, course expectations are at an appropriate level.

4. The comparison of success and retention rates of face-to-face and distance education courses in childhood education program generally appear to be consistent with trend of less retention for online classes. With the increased demand of online education, students should be prepared in advance. Students should perhaps attend an orientation to develop the minimum technological competency to prepare them for struggles that they might experience. Additionally, as more statewide standards for what constitutes "meaningful" contact with students are developed, more preparation and commitment from the online instructors will be required. To strive for improvement, administration should offer faculty more support through workshops, classes, presentations to assist faculty with student engagement strategies.

5. Secure funding for a student tutor to work in the Teacher Resource Room, with a child development background, hired with the consensus of full-time faculty, to assist students with their homework, assignments, checking out books and materials needed for classes, and proofreading papers,

6. Increase student retention in the program by providing more events/opportunities for student engagement outside of the classroom. To this end, a guest speaker should be invited once a semester to conduct a workshop to disseminate information about current topics in the field. Consistent funding for this regularly held free event, since 2011, is a dire need for the department to maintain student engagement in the field and increase student motivation to attend CEC for the available opportunities.

7. The newly formed Early Educators Club should meet regularly at least once a month for all students in department to discuss variety of issues pertinent in the child development field, not review theory. Assistance is needed from the student Life Office or the Associate Student Body to give training or guidance for club advisors on ideas to increase student attendance and involvement.

8. Since spring 2015, one full-time faculty has not been on active duty. Consequently, the 5-7 courses that are usually taught by that faculty member has to be dispersed amongst other full time and adjunct faculty. This resulted in all faculty teaching more than their required, contracted load. With low funds for a full-time faculty, an additional adjunct faculty or at least an adjunct faculty list should be created and advertised to the public to search for quality faculty for classes when needed. This will eliminate course overload for full-time and part-time faculty, unless it is desired. A qualified adjunct faculty would also lift department morale and provide students with more quality choices.

9. Core classes (103, 104, 108, 115) that are needed to obtain the CD Permits should be offered every semester. CDEV 103 is a prerequisite class for most other classes and should be offered in the AM and PM and/or Fridays/Saturdays. In a survey conducted by the Childhood Education program in 2013, students indicated that the two classes they had the most difficulty enrolling in because they were always full were: 103 & 104. If enrollment is low in multiple sections, offer every other semester with evening or weekend classes (for example in the spring, offer in the

evening and in the fall, offer on Friday/Saturday). Alternate between full-time faculty so that one faculty member is not always teaching in the evening or Fri/Sat. This ensures that a full-time department representative is always present for visibility and student support.

6). Facilities and Equipment

a) **Existing program facilities and equipment**

Clean, safe, well-lit facilities are necessary to provide an environment conducive to teaching and learning. Well monitored parking lots are also needed to support the existing program.

Facilities
1) Provide better lighting for walkways and parking lots.
2) Maintain landscape in front of classrooms.
3) Increase maintenance for student restrooms.
4) Better lit vending areas with a working microwave

Equipment
1) Purchase rolling tables for the classroom to easily reconfigure to meet the needs of various class activities and to use for meetings and or other events.
2) Rolling cart for teacher supply transportation from office to classroom
3) Recycle bin for the classroom ($100.00) to collect recyclables.

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.
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.

Facilities

Facilities	
Description	Classroom, AC and Heating, Faculty Offices
Immediate Needs (1-2 years)	Classroom, Faculty offices, and environment need to be cleaned and maintained on a regular basis as well as hallways need to be better lit with bathrooms.
Long Range Needs (2 to 4 years)	Continue classroom, faculty offices, and environment to be cleaned and maintained on a regular basis as well as hallways to be better lit with bathrooms.
Estimated Cost	No cost Need to work with facilities and maintenance to ensure rooms are cleaned on a regular basis and AC and Heating are maintained.

Equipment

Equipment	
Description	Desks, Tables, Chairs, Garbage Cans
Immediate Needs	Purchase a newer model television as well as a projector and drop down projection screen

(1-2 years)	
Long Range Needs (2 to 4 years)	Continue maintenance on the television, projector and projector screen.
Estimated coast	Television- $500 Projector - $3,500 Projection screen - $ 300

d.) Related Recommendations.

1. **Facilities**
   a. Clean classroom (E 19); faculty office (E 18); and Teacher Resource Room (backroom in E 18) on a regular basis
   b. Clean and maintain restrooms designated on the E-Row

2. **Equipment**
   a. Purchase New Television

   b. Purchase Projection screen

   c. Purchase projector

7.) <u>Technology and Software</u>

a)   Technology and software used by the program.

Current: Teacher Resource Room 4 Computers, TV, Printer, and Copy Machine

b)   Immediate (1-2 years) needs related to technology and software.
       See table below.
c)   Long-range (2-4+ years) needs related to technology and software.
       See below

Technology

Technology	
Description	Teacher Resource Room, Computers, Portable Smart Classroom (with Computer & LCD Projectors), Document Camera, DVD and Video Players, Laminating machine, Printer, and Copy Machine
Immediate Needs (1-2 years)	New printer and skype capable monitors Regular Maintenance of the equipment in the Teacher Resource Room; Update the software for compatibility for most current and common applications. Closed Caption Capability for all Media Equipment
Long Range Needs (2 to 4 years)	Purchase a maintenance agreement for computers and TRR Copy Machine Update hardware and software for computers in the Teacher Resource room
Estimated cost	New computers monitors and printers - $5,000 Maintenance agreement - $2,500 annually Updated software - $2,000

d)   List any related recommendations.

Technology
a. Provide regular maintenance of the Teacher Resource Room computers and copy machine.

b. Update the software for compatibility for most current and common applications.

c. Ensure closed caption capability and skype compatibility for all media equipment.

d. Purchase one printers for the resource room. Purchase a maintenance agreement for the TRR Copy Machine to be used by full time faculty.

8.) **Staffing**

a) **Current staffing including faculty, administration, and classified staff**
At this time the Education department consists of 3 full time faculty members and 4 part-time faculty members. Enrollment in the Education department has been very strained. Potential future enrollment hikes may warrant additional classes or part time staff. (See 4e and 5a)

The Childhood Education department at El Camino Compton College Center is supporting student involvement in early education as well as critical observations for our students along with building partnerships with both California State University, Dominguez Hills and California State University, Los Angeles. The college requires consistent participation in faculty meetings and work, diligently stay current and updated by attending meetings and maintaining a full time teaching load. We would like to have an assigned person to counsel and support students as well as to represent the interests of El Camino Compton Center Childhood Education Department at the meetings, advisory boards, and programs providing permits, certificates, and transitions in the department.

Childhood Education Staffing

Number of Faculty and Staff	
Full-time Faculty	3
Adjunct	4 (based on # of sections offered)

Overview of Full-Time Faculty				
Name	Reassigned time	Currently on leave	Retired in last 2 years	FT hired last 1-2 years
Hoa Pham				X
Cassandra Washington				X
Pamella West		X		

b) **Staffing Needs in the immediate (1-2 years) and long-term (2-4+ years)**

Immediate Needs
  a. The Early Childhood Education Field is in significant transition. We are in the process of building relationships with many of the participating colleges, UC and CSU programs as well as the local feeder schools.

  b. The department is assisting with those students interested in the California Commission on Teaching Credentialing (CTC) offered permits; we need to have someone in place that is familiar with the CTC goals, required paper works and preschool and state programs.

c. The college requires improved participation in the SLO and PLO planning as well as Program Review completion

d. Our faculty works diligently to stay current and attend the many meetings and conferences around the state while maintaining a full time teaching load.

e. We need to have a person to keep on top of all the changing legislation, and represent the interests of El Camino College Compton Center at the meetings and advisory boards.

Long Range Needs
a. A focus on advertisement and the building of the program of Childhood Education

b. Further, the significant changes to our field, both academically and legislatively requires faculty to spend considerable time attending meetings, keeping abreast of legislative changes, serving on advisory boards and participating in surveys and research in the field.

c)   Related Recommendations.
   1) Hire one designated individual familiar with the CTC to assist with permits
      Estimated cost - $30,000
   2) Allow Full time faculty to attend new training offered through the NAEYC and IDEA to better support new ways of learning for the students in the program
      Estimated cost - $5,000

9.) **Future Direction and Vision**
a) **Relevant changes within the academic field/industry**

According to the Bureau of Labor Statistics, employment in child day care services is projected to increase moderately, but a large number of jobs will open each year from the need to replace the large numbers of experienced workers who leave the industry for other jobs. Wage and salary jobs in the child day care services industry are projected to grow about 20 percent over the 2012-18 period compared with the 15 percent employment growth projected for all industries combined. (http://www.bls.gov/oco/cg/cgs032.htm)

Center-based day care is projected to continue to expand its share of the industry because an increasing number of parents prefer its more formal setting and believe that it provides a better curriculum foundation for children before they begin traditional schooling.

Demand for Early Education teachers to staff centers should increase further if more States implement preschool programs for 2 and 3 year-old children, some programs have begun and others are planning to start. In addition, supporting those children from low-income families and attending child day care programs also will result in more children being served in centers,. Legislation requiring more welfare recipients to work or attend school could also contribute to growing demand for child day care services. (http://www.bls.gov/oco/cg/cgs032.htm)

Opportunities within this industry are expected to be excellent, because of the need to replace workers who choose to leave the industry to return to school or enter a new occupation or industry. Replacement needs are substantial, reflecting the low wages and relatively meager benefits provided to most workers. The substantial replacement needs, coupled with moderate employment growth, should create numerous employment opportunities

b) **Explanation and Plan**

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

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

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

c) Related Recommendations

1) Align the program more closely with the pedagogical and philosophical practices purported by the department. As well as SLO and PLO implementation; the full time faculty and department chair will be influential in implementing this.

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

3) Continue to work as team, advertise the discipline more actively, meet regularly, share responsibilities and develop relationships for retention

4) More on campus meetings and workshops as well as a better community relationship.

5) The Department will maintain the Teacher Resource Room, which serves not only as a resource room but a meeting room for the Early Educators Club and other committee meetings.

6) Faculty will work toward securing grant/funding to support the department, continue to work as team, meet regularly, discuss concerns, and develop timelines for goals and objective, with newly adopted SLOs or curriculum areas.

7) The Department will work to secure additional grant/funding to continue to offer services to students which include Resource Room equipment, supplies, and personnel, the CTC position, and global educational opportunities, and student success initiatives. Work with the college grant writer to research and develop grant proposals.

10.) <u>Prioritized Recommendations</u>
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 (see Appendix A). Use the following chart format to organize your recommendations.

Recommendations	Cost Estimates
1. Both the California Mentor Teacher Program and the Child Development Training Consortium should be moved to the Childhood Education program. These program are currently under the direct supervision of the Director of the Child Care Center at the Compton Center; however it should be supervised by a faculty member. This faculty member serves as one of the Regional Coordinator and would be responsible for recruiting and training mentors to supervise student teachers as well as recruiting and training mentors to supervise student teachers	**Stipend provided CDTC**
2. Teacher Resource Room (TRR) Staff /Super Tutor (Temporary Casual 25 hrs. per week x $12 per hour) x 48 weeks	**15,000**
3. TRR Equipment and Supplies Laminating film, construction paper, die cuts, children's books, journals	**5,000**
4. Maintenance Agreement for TRR Copy Machine	**2,500**
5. Full Time Faculty Position	**85,000**
6. Two Day SLO Retreat for Compton Faculty	**500**
7. Four Computers and Printers	**7,000**
8. Update Software on Computers	**2,000**
Total	**$118,000.00**

APPENDIX A

[http://www.elcamino.edu/academics/slo/docs/alignment_grids_by_division/bssc/FA15_CHE D-ED_Alignment-Grid_2015-1013.pdf](http://www.elcamino.edu/academics/slo/docs/alignment_grids_by_division/bssc/FA15_CHED-ED_Alignment-Grid_2015-1013.pdf)

APPENDIX B

Child Development Department Survey

N = 218

1. How helpful has the Childhood Education Department been to you in pursuing your goals as a childhood educator?

Response	Frequency	Percent	
5	105	48.61	
4	71	32.87	
3	32	14.81	
2	7	3.24	
1	1	0.46	

2. How well do you think the Childhood Education Department keeps you informed of professional opportunities?

Response	Frequency	Percent	
5	64	30.05	
4	75	35.21	
3	56	26.29	
2	10	4.69	
1	8	3.76	

8-10 am

Response	Frequency	Percent	
Mon	34	36.17	
Tues	26	27.66	
Wed	31	32.98	
Thurs	24	25.53	
Fri	39	41.49	
Sat	41	43.62	

10 am -12 pm

Response	Frequency	Percent	
Mon	44	39.29	
Tues	43	38.39	
Wed	49	43.75	
Thurs	38	33.93	
Fri	44	39.29	
Sat	42	37.50	

12-2 pm

Response	Frequency	Percent	
Mon	47	43.12	
Tues	48	44.04	
Wed	47	43.12	
Thurs	46	42.20	
Fri	40	36.70	
Sat	30	27.52	

2-4 pm

Response	Frequency	Percent	
Mon	36	40.45	
Tues	34	38.20	
Wed	29	32.58	
Thurs	27	30.34	
Fri	30	33.71	
Sat	22	24.72	

4-6 pm

Response	Frequency	Percent	
Mon	27	48.21	
Tues	26	46.43	
Wed	23	41.07	
Thurs	21	37.50	
Fri	26	46.43	
Sat	11	19.64	

6-8 pm

Response	Frequency	Percent	
Mon	27	49.09	
Tues	26	47.27	
Wed	25	45.45	
Thurs	24	43.64	
Fri	28	50.91	
Sat	9	16.36	

Early Morning before 10 am

Response	Frequency	Percent	
Mon	80	68.97	
Tues	62	53.45	
Wed	66	56.90	
Thurs	52	44.83	
Fri	47	40.52	
Sat	31	26.72	

Late AM/Early pm - 10am-2pm

Response	Frequency	Percent	
Mon	74	60.16	
Tues	76	61.79	
Wed	68	55.28	
Thurs	65	52.85	
Fri	41	33.33	
Sat	29	23.58	

During Late afternoon - 2pm-4pm

Response	Frequency	Percent	
Mon	45	60.81	
Tues	40	54.05	
Wed	41	55.41	
Thurs	36	48.65	
Fri	18	24.32	
Sat	9	12.16	

During the Evening - 4:30pm-6:30pm

Response	Frequency	Percent	
Mon	47	66.20	
Tues	39	54.93	
Wed	39	54.93	
Thurs	28	39.44	
Fri	23	32.39	
Sat	6	8.45	

During late Evening - 7:00pm & later

Response	Frequency	Percent	
Mon	41	66.13	
Tues	43	69.35	
Wed	43	69.35	
Thurs	31	50.00	
Fri	14	22.58	
Sat	6	9.68	

During the Weekend

Response	Frequency	Percent	
Yes	101	53.44	
No	88	46.56	

Online

Response	Frequency	Percent	
Yes	130	69.15	
No	58	30.85	

Summer Session

Response	Frequency	Percent	
Yes	165	86.84	
No	25	13.16	

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5. .What topics would you be interested in getting more information about? (Mark all that apply.)

Response	Frequency	Percent	
Resumes	114	53.02	
Preparing for interviews	107	49.77	
Permits/Certific ates/A.A.	134	62.33	
Transfer- G.P.A. requirements	84	39.07	
Jobs in child development	143	66.51	
Creating a portfolio for a job	93	43.26	
Parenting workshops	45	20.93	
Basic skills tutoring	44	20.47	
Organizational skills	51	23.72	
Financial aid	77	35.81	
Room arrangement	46	21.40	
Guidance techniques in the ECE classroom	38	17.67	
Information on workshops available	55	25.58	
Small/Large Group management and skills	51	23.72	

6. Which of the following Classes, if any, have you had trouble enrolling in because the classes are full? (Mark all that apply)

Response	Frequency	Percent	
CDEV 103 Child Development	21	25.00	
CDEV 104 The Home- The School- The Community	23	27.38	
CDEV 105 Parenting in Contemporary Society	5	5.95	
CDEV 107 Infant/Toddler Development	16	19.05	
CDEV 108 The Preschool Child	15	17.86	
CDEV 110 Child Health and Safety	8	9.52	
CDEV 111 Pediatric First Aid and CPR	12	14.29	
CDEV 112 Teaching Young Children in Multicultural Classrooms	16	19.05	
CDEV 114 Observing and Guiding Children	9	10.71	
CDEV 116 Creative Art for Young Children	13	15.48	
CDEV 117 Music and Movement for Young Children	15	17.86	
CDEV 118 Science and Math for Young Children	9	10.71	
CDEV 119 Language Arts for Young Children	9	10.71	
CDEV 122 Development of the School Age Child	0	0.00	

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Hand-on activities for children	75	34.88	▰▱	CDEV 123 Principles and Practices School Age Programs	1	1.19	▱
Socialization activities for children	47	21.86	▰▱	CDEV 125 Child Development Practicum I	7	8.33	▰▱
How to find the right job for you	77	35.81	▰▱	CDEV 126 Child Development Practicum II	7	8.33	▰▱
Dealing with parents	61	28.37	▰▱	CDEV 129 Introduction to Program Administration	2	2.38	▱
Assessments - How to do the DRDP	41	19.07	▰▱	CDEV 130 Principles of Program Administration	2	2.38	▱
Other	6	2.79	▱	CDEV 131 Supervising and Mentoring Adults	6	7.14	▰▱
				CDEV 137-140 Mentor Seminar A	4	4.76	▰▱
				CDEV 150 Survey of Children with Special Needs	9	10.71	▰▱
				CDEV 152 Disabilities in the Developing Child	4	4.76	▰▱
				CDEV 154 Role and Responsibilities of the Special Education Assistant	3	3.57	▱
				CDEV 160 Working with Children: Autism Spectrum Disorders	5	5.95	▰▱
				CDEV 163 Working with Children: Attention Deficit Disorders	4	4.76	▰▱

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CDEV 166 Working with Children: Physical Disabilities and Health Impairments	3	3.57	
CDEV 169 Special Education Practicum	7	8.33	
Nut/Foods 15 Nutrition & Foods for Infants and Young Children	15	17.86	

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7. Which of the following classes do you still need to obtain your permit, certificate or degree in Childhood Education? (Mark all that apply)

Response	Frequency	Percent	
CDEV 103 Child Development	13	9.56	
CDEV 104 The Home- The School- The Community	21	15.44	
CDEV 105 Parenting in Contemporary Society	15	11.03	
CDEV 106 Infant/Toddler Curriculum	0	0.00	
CDEV 107 Infant/Toddler Development	19	13.97	
CDEV 108 The Preschool Child	37	27.21	
CDEV 110 Child Health and Safety	34	25.00	
CDEV 111 Pediatric First Aid and CPR	24	17.65	
CDEV 112 Teaching Young Children in Multicultural Classrooms	29	21.32	
CDEV 114 Observing and Guiding Children	0	0.00	
CDEV 115 Introduction to Curriculum	0	0.00	
CDEV 116 Creative Art for Young Children	33	24.26	
CDEV 117 Music and Movement for Young Children	11	8.09	
CDEV 118 Science and Math for Young Children	31	22.79	
CDEV 119 Language Arts for Young Children	40	29.41	

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CDEV 122 Development of the School Age Child	28	20.59	▮▭
CDEV 123 Principles and Practices School Age Programs	21	15.44	▮▭
CDEV 125 Child Development Practicum I	10	7.35	▮▭
CDEV 126 Child Development Practicum II	8	5.88	▮▭
CDEV 129 Introduction to Program Administration	34	25.00	▮▭
CDEV 130 Principles of Program Administration	31	22.79	▮▭
CDEV 131 Supervising and Mentoring Adults	13	9.56	▮▭
CDEV 137-140 Mentor Seminar A	16	11.76	▮▭
CDEV 150 Survey of Children with Special Needs	26	19.12	▮▭
CDEV 152 Disabilities in the Developing Child	9	6.62	▮▭
CDEV 154 Role and Responsibilities of the Special Education Assistant	31	22.79	▮▭
CDEV 160 Working with Children: Autism Spectrum Disorders	27	19.85	▮▭
CDEV 163 Working with Children: Attention Deficit Disorders	15	11.03	▮▭

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CDEV 166 Working with Children: Physical Disabilities and Health Impairments	22	16.18	▮□
CDEV 169 Special Education Practicum	20	14.71	▮□
Nut/Foods 15 Nutrition & Foods for Infants and Young Children	15	11.03	▮□

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