Compton College

Childhood Education Program Review

2016-2020

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1. **Overview of the Program**

   a) **Narrative Description**
   The mission of the Compton College 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 Compton College 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.

   Another attribute unique to Compton College is that we offer more classes through the Distance Education and that we support the working individual through online classes, one the program participates in all campus functions such as New Student Day, Welcome Day. The program also offers activities for the community which includes 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.T 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 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 2016-18
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	Ongoing

	Teacher Prep or Liberal Arts programs.	
2. 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 CSUDH, 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 both 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.
3. 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 happen on the Compton College campus consisting of both faculty and students.	Ongoing
4. 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.
5. Hire child development tutors to provide assistance with the Assignments, activities and support knowledge and understanding.	In the past there were two super tutors that would come in the afternoon to support the day to night students it is needed more so then for those students that work in the morning and attend at night	Currently there is a resource room in E-19 which is set up to support additional support of students. If this is reopened it will again be in support of students from CDEV 103 till

		practicum classes, as well as resources in the field.
6. Develop a mechanism that allows students to be automatically cleared for all courses for which that course serves as a prerequisite.	This has continued to be a problem for students and needs to be resolved so that existing students can move forward seamlessly in their academic program without losing valuable time waiting for clearance by a counselor.	Prerequisites are now verified online by Admissions and Records office during registration and those students without the required courses are blocked.
7. Institute Weekend College to support two classes that would ride one after another in order to get permits in a timely manner with specific courses to the individual permit	Courses such as these have not been offered on the Compton College campus. If incorporated it would give them units that could be used toward the Child Development Permits and A.A. Degrees.	Currently week end College does not exist. But there is talk of a possible reinstatement which will better support the working student.
8. 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 training to complete this task in which the full time instructors can trade off semesterly.

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

Child Development Head Counts Fall Terms 2014-2018					
		Term			
		2014	2015	2016	2017	2018
Term Head Count		325	318	285	307	318
Gender	F	292	292	267	280	293
	M	33	26	18	27	25
Ethnicity	Asian	5	9	10	6	5
	Black	152	133	103	94	93
	Latinx	152	161	158	181	193
	Pacific Islander	<5	<5	<5	<5	<5
	Two or More	8	8	5	13	15
	White	6	5	7	9	11
	Unknown or Decline	<5	<5	<5	<5	<5

Age / Age Group					
<17	<5	<5	<5	<5	9
17	<5	<5	<5	<5	19
18	7	11	8	6	10
19	14	21	17	20	13
20	25	24	16	23	15
21	21	20	22	25	29
22	25	18	24	25	24
23	18	25	15	24	25
24	24	25	12	25	24
25-29	73	68	79	72	75
30-39	54	53	49	58	47
40-49	31	25	19	13	17
50-64	28	23	19	13	11
65+	<5	<5	<5	<5	<5

Class Load					
Full-time	78	77	69	63	58
Part-time	247	241	216	244	260

Education Goal					
Intend to Transfer	142	155	146	136	127
Degree/Cert Only	56	43	28	33	41
Enrichment	8	6	11	15	13
Retrain / Recertify	14	8	12	9	12
Basic Skills / GED	<5	<5	<5	<5	5
Undecided / Unstated	103	106	88	113	120

Child Development Head Counts Spring Terms 2015-2019					
	Term				
	2015	2016	2017	2018	2019
Term Head Count	331	308	364	370	313
Gender F	294	288	342	345	282
M	37	20	22	25	31
Ethnicity Asian	8	9	6	10	13
Black	115	101	110	116	86
Latinx	185	175	220	223	191
American Indian / Alaskan Native	<5	<5	<5	<5	<5

	Pacific Islander	<5	<5	<5	<5	<5
	Two or More	9	7	12	7	7
	White	11	13	12	11	12
	Unknown or Decline	<5	<5	<5	<5	<5
Age/Age Group	<17	11	<5	<5	9	16
	17	24	<5	<5	<5	7
	18	13	5	14	8	8
	19	13	22	17	16	13
	20	24	19	24	25	21
	21	17	27	31	34	20
	22	17	19	30	30	19
	23	15	12	21	32	24
	24	25	23	24	25	17
	25-29	61	87	90	98	82
	30-39	46	43	62	54	51
	40-49	31	31	27	21	25
	50-64	29	19	22	13	9
	65+	5	<5	<5	<5	<5
Class Load	Full-time	65	74	61	60	51
	Part-time	266	234	303	310	262
Educational Goal	Basic Skills	<5	<5	<5	5	<5
	Degree/Cert Only	47	49	42	34	34
	Enrichment	5	8	11	15	13
	Intend to Transfer	142	127	162	147	108
	Retrain/Recertify	13	11	10	14	10
	Undecided/Unstated	123	113	139	155	144

b).   Course grade distribution (continued the next page

   The table above indicates the total head count of students in the program from fall 2014 to fall 2019. The program experienced a decrease from 331 to 313 students from fall 2014 to fall 2019, representing a 15% decrease, with the greatest decrease of 20% from fall 2014 to fall 2019.

This decrease in enrollment was consistent with Compton College, as a whole, as well as with the 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. Enrollment may also have been affected my other issues such as the removal of the high school diploma program, child care funding from outside resources and more

   Despite the reduction of a full-time faculty member, classes continued to be offered at regularly scheduled times and days however some that were previously offered on weekends or evening were not offered as they did not fill or had very low numbers. This put a burden on the remaining two full-time faculty members to teach overload classes as well as support positive   stability in the program and this was done by positive teaching attributes positive teaching styles

and innovative approaches used to support a diverse student population. This situation sought the support of department/division to guide and provide more assistance to new adjunct instructors to support positive instruction for students.

Gender, Ethnicity, and Age Group

The demographics of students in the program continues to be represented by predominantly more females (87%) then males (13%), similar 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 not seen an increase but a drop from 2014 12.6 % to a current 8.8 % in 2018, 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 Compton College. The enrollment data also indicate that the Latino group is the largest ethnicity yet has a low success and retention 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 and retention.

The students in the program consist predominantly of the age group of 26-35 and 40-55 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 2018, 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 2019, these 2 age groups declined by about 4%.

Class Load, and Educational Goals

Class Load		180 % (34%)	186 % (35.7%)	189% (35.9%)	173% (33.3%)	145% (30.5%)
	Full-time					
	Part-time	65.1%	68.3%	62.8%	65.5%	73.3%

Education Goal						
	Basic Skills	< 5	< 5	< 5	< 5	5 (1.1%)
	Degree / Cert Only	95 (17.9%)	77 (14.8%)	67 (12.7%)	56 (10.8%)	63 (13.3%)
	Enrichment	8 (1.5%)	9 (1.7%)	20 (3.8%)	22 (4.2%)	17 (3.6%)
	Intend to Transfer	253 (47.7%)	279 (53.6%)	293 (55.7%)	269 (51.7%)	214 (45.1%)
	Retrain / Recertify	17 (3.2%)	10 (1.9%)	13 (2.5%)	11 (2.1%)	17 (3.6%)
	Undecided / Unstated	155 (29.2%)	146 (28.0%)	131 (24.9%)	161 (31.0%)	159 (33.5%)

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.

a)   Course grade distribution

School Year	Course ID	A	B	IB	C	IC	P	D	ID	NP	F	IF	RD	UG	DR	W	Total	Succ
2014-15	CDEV-103	86	69	0	78	0	0	22	0	0	102	<5	0	0	<5	113	472	
	CDEV-104	36	22	0	35	0	0	25	0	0	43	0	0	0	0	20	181	
	CDEV-106	<5	<5	0	<5	0	0	<5	0	0	9	0	0	0	0	<5	22	
	CDEV-107	37	9	0	13	0	0	<5	0	0	6	0	0	0	0	22	88	
	CDEV-108	21	19	0	19	0	0	<5	0	0	20	0	0	0	0	29	112	
	CDEV-110	32	26	0	15	0	0	<5	0	0	17	0	0	0	0	20	114	
	CDEV-112	7	22	0	21	0	0	<5	0	0	<5	0	0	0	0	<5	63	
	CDEV-114	22	12	0	15	0	0	6	0	0	7	0	0	0	0	15	77	
	CDEV-115	6	13	0	9	0	0	<5	0	0	8	0	0	0	0	<5	45	
	CDEV-116	0	<5	0	6	0	0	0	0	0	<5	0	0	0	0	<5	17	
	CDEV-118	0	0	0	12	0	0	<5	0	0	<5	0	0	0	0	<5	21	
	CDEV-125	<5	8	0	<5	0	0	0	0	0	<5	0	0	0	0	7	23	
	CDEV-126	<5	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	<5	9	
	CDEV-131	0	<5	0	<5	0	0	0	0	0	0	0	0	0	0	8	12	
	CDEV-150	10	6	0	7	0	0	<5	0	0	11	0	0	0	0	21	58	
	CDEV-152	17	6	0	6	0	0	<5	0	0	7	0	0	0	0	<5	39	
	CDEV-154	16	<5	0	<5	0	0	<5	0	0	<5	0	0	0	0	14	40	
	CDEV-163	0	<5	0	<5	0	0	<5	0	0	<5	0	0	0	0	<5	10	
	CDEV-166	0	0	0	<5	0	0	0	0	0	<5	0	0	0	0	7	13	
	CDEV-169	<5	9	0	0	0	0	0	0	0	0	0	0	0	0	<5	11	
2015-16	CDEV-103	110	87	0	74	0	0	32	0	0	70	0	0	0	0	114	487	
	CDEV-104	14	46	0	58	0	0	12	0	0	25	0	0	0	0	20	175	
	CDEV-106	0	<5	0	<5	0	0	<5	0	0	<5	0	0	0	0	<5	11	
	CDEV-107	31	13	0	7	0	0	<5	0	0	<5	0	<5	0	0	17	79	
	CDEV-108	25	15	0	16	0	0	<5	0	0	7	0	0	0	0	14	81	
	CDEV-110	41	20	0	23	0	0	<5	0	0	7	0	0	0	0	15	109	
	CDEV-112	24	12	0	10	0	0	0	0	0	<5	0	0	0	0	<5	52	
	CDEV-114	21	14	0	12	0	0	<5	0	0	<5	0	0	0	0	7	61	
	CDEV-115	23	14	0	12	0	0	<5	0	0	<5	0	0	0	0	<5	57	
	CDEV-116	0	<5	0	11	0	0	<5	0	0	<5	0	0	0	0	<5	19	
	CDEV-117	20	6	0	<5	0	0	<5	0	0	0	0	0	0	0	10	40	

Year	Code																
	CDEV-125	13	8	0	6	0	0	0	0	0	0	0	0	0	0	<5	30
	CDEV-126	<5	<5	0	<5	0	0	0	0	0	0	0	0	0	0	<5	11
	CDEV-150	14	7	0	8	0	0	<5	0	0	7	0	0	0	0	37	77
	CDEV-152	<5	8	0	13	0	0	<5	0	0	<5	0	0	0	0	<5	32
	CDEV-154	7	8	0	8	0	0	<5	0	0	<5	0	0	0	0	13	41
	CDEV-169	<5	<5	0	<5	0	0	0	0	0	0	0	0	0	0	<5	6
2016-17	CDEV-103	89	72	0	75	0	0	35	0	0	82	0	0	0	0	105	458
	CDEV-104	63	46	0	43	0	0	8	<5	0	15	0	0	0	0	48	224
	CDEV-107	12	6	0	11	0	0	0	0	0	21	0	0	0	0	11	61
	CDEV-108	8	19	0	18	0	0	<5	0	0	9	0	0	0	0	10	68
	CDEV-110	22	<5	0	10	0	0	<5	0	0	6	0	0	0	0	13	58
	CDEV-112	23	13	0	7	0	0	<5	0	0	<5	0	0	0	0	6	56
	CDEV-114	25	37	0	18	0	0	<5	<5	0	8	0	0	0	0	30	124
	CDEV-115	14	27	0	16	0	0	<5	0	0	<5	0	0	0	0	<5	65
	CDEV-116	19	6	0	7	0	0	0	0	0	<5	0	0	0	0	<5	35
	CDEV-117	13	7	0	7	0	0	<5	0	0	0	0	0	0	0	<5	33
	CDEV-118	6	7	0	0	0	0	0	0	0	0	0	0	0	0	<5	14
	CDEV-125	15	11	0	<5	0	0	<5	0	0	<5	0	0	0	0	6	40
	CDEV-126	<5	<5	0	<5	0	0	0	0	0	0	0	0	0	0	<5	10
	CDEV-150	6	9	0	20	0	0	<5	0	0	13	0	0	0	0	29	79
	CDEV-152	<5	6	0	<5	0	0	<5	0	0	<5	0	0	0	0	<5	15
	CDEV-154	13	13	0	10	0	0	<5	0	0	<5	<5	0	0	0	7	50
	CDEV-169	0	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	<5	<5
2017-18	CDEV-103	96	82	0	77	0	0	25	0	0	84	0	<5	0	0	101	468
	CDEV-104	50	30	0	30	0	0	7	0	0	25	0	0	0	0	37	179
	CDEV-107	20	13	0	<5	0	0	<5	0	0	8	0	<5	0	0	8	53
	CDEV-108	54	13	0	<5	0	0	<5	0	0	9	0	0	0	0	9	90
	CDEV-110	32	18	0	10	0	0	<5	0	0	0	0	0	0	0	7	71
	CDEV-112	23	13	0	<5	0	0	<5	0	0	<5	0	0	0	0	6	51
	CDEV-114	36	43	0	21	0	0	6	0	0	9	<5	0	0	0	27	145
	CDEV-115	30	17	0	8	0	0	<5	0	0	<5	0	0	0	0	<5	64
	CDEV-116	10	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	10	30
	CDEV-117	7	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	<5	24
	CDEV-118	12	0	0	<5	0	0	0	0	0	<5	0	0	0	0	0	16
	CDEV-125	18	10	0	<5	0	0	<5	0	0	<5	0	0	0	0	<5	37
	CDEV-126	0	0	0	0	0	0	<5	0	0	0	0	0	0	0	0	<5
	CDEV-150	10	12	0	12	0	0	<5	0	0	14	0	0	0	0	29	80
	CDEV-152	<5	<5	0	<5	0	0	0	0	0	0	<5	0	0	0	0	10
	CDEV-154	8	10	0	<5	0	0	<5	0	0	0	0	0	0	0	10	35
	CDEV-169	<5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<5
2018-19	CDEV-103	83	69	0	84	0	0	22	0	0	87	0	<5	0	0	98	445
	CDEV-104	35	33	0	32	<5	0	10	0	0	41	0	<5	0	0	28	182
	CDEV-107	13	21	0	<5	0	0	<5	0	0	<5	0	0	0	<5	7	52
	CDEV-108	26	18	0	13	0	0	<5	0	0	14	0	0	0	0	6	79
	CDEV-110	18	17	<5	8	0	0	<5	0	0	6	0	0	0	0	<5	57

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CDEV-112	24	7	0	9	0	0	0	0	0	<5	0	0	0	0	8	49
CDEV-114	32	28	0	25	0	0	11	0	0	12	<5	0	0	0	18	127
CDEV-115	10	19	0	<5	0	0	0	<5	0	<5	<5	0	0	0	<5	40
CDEV-116	<5	<5	0	7	0	0	<5	0	0	<5	0	0	0	0	<5	24
CDEV-117	10	0	0	0	0	0	<5	0	0	7	0	0	0	0	<5	21
CDEV-118	0	<5	0	<5	0	0	<5	0	0	<5	0	0	0	0	<5	11
CDEV-125	35	9	0	0	0	0	0	0	0	<5	0	0	0	0	<5	48
CDEV-126	<5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<5
CDEV-129	<5	<5	0	<5	0	0	<5	0	0	<5	0	0	0	0	<5	11
CDEV-150	0	6	0	11	<5	0	<5	0	0	9	0	0	0	0	23	54
CDEV-152	10	<5	0	0	0	0	0	0	0	0	0	0	0	0	0	13
CDEV-154	7	<5	0	<5	0	0	0	0	0	<5	0	0	0	0	14	30
CDEV-169	<5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<5

A broad examination of the grade distribution shows a minimal of students passing most CDEV with a letter grad of "C" or better. However, there is also pattern in which develop indicates that within about 5-8 courses every year, there are very low success rates of 40% to 60%.

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 both nursing and cosmetology 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 would a 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 2016 when the success rate was 49%, 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 2014. Beginning 2015 through 2016, a high number of students received an "F" grade. While the retention rate was 65%, 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 (161 & 162)
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 when these open sections are offered however in the past when it was offered on the weekend back to back there was success until 2014.

Selected curriculum courses - On selected semesters, the success rates can fall from 40% to 50% and increase as high as 80% 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, or even the learning curves of the student in the program. Research and continued collection of data and/or faculty discussion are needed to ponder questions about rigor of classes. For example, how can a student in one section same course transition into another course offering of the same subject and still be confident in attaining the information from the instructor more and what will the rigor of the same course be? Conversely, does a difference in instruction and assessments equate quality better understanding and better grade outcomes for the student? While an instructor does have discretion on how they teach the subject matter and end result should mimic one another to make for student success.

b)   Success rates (Discuss your program's rates, demographic success characteristic and set a success standard for your program.)

College Success Standard	58.33%
5-year Program Success Average	61.51%

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

Year	Total Grades	Success Rate
2014-2015	1427	55.15%
2015-2016	1368	64.40%
2016-2017	1394	62.48%
2017-2018	1356	64.16%
2018-2019	1245	61.37%

Fall & Spring Term Demographics for Success (2014-2018)

Ethnicity	Child Development Success Rate (%)									
	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
Asian	71.43	60.00	83.33	94.44	68.75	77.78	85.71	50.00	90.00	78.95
Black	48.76	46.39	55.35	53.23	46.81	48.91	52.15	55.25	57.89	45.21
Latino	66.47	56.01	73.53	67.35	71.88	69.82	74.37	68.07	63.30	67.30
American Indian / Alaskan Native	0.00	0.00	100.00	100.00	0.00	0.00	20.00	100.00	50.00	0.00
Pacific Islander	56.25	72.22	78.95	44.44	50.00	55.56	36.00	37.50	56.52	72.22
Two or More	45.45	75.00	75.00	81.82	62.50	87.50	76.92	70.59	72.22	68.42
White	50.00	50.00	0.00	100.00	50.00	66.67	0.00	0.00	0.00	40.00
Unknown or Decline	0.00	0.00	33.33	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Gender	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
F	59.81	53.78	67.39	63.61	63.10	64.05	66.72	63.27	63.18	61.18
M	37.14	44.12	51.85	54.24	49.12	46.51	52.46	60.00	47.92	56.92
Age/Age Group	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
17	0.00	66.67	100.00	0.00	100.00	0.00	0.00	22.22	55.56	50.00
17	71.43	25.93	66.67	0.00	60.00	0.00	100.00	80.00	82.61	25.00
18	58.33	26.47	72.41	25.00	41.38	47.06	41.18	62.07	66.67	45.00

19	43.90	44.19	51.16	45.83	47.92	46.15	51.67	52.78	43.59	58.18
20	55.36	53.97	65.52	64.81	62.71	63.27	64.71	59.26	52.17	59.57
21	63.16	59.18	70.69	65.67	70.37	67.12	75.38	65.71	64.81	61.54
22	60.00	49.15	55.88	48.98	61.40	69.49	59.65	72.31	66.04	63.04
23	48.00	51.85	73.33	53.85	67.65	62.50	73.91	59.65	64.41	78.05
24	61.02	52.27	72.34	64.62	65.71	70.59	66.00	60.42	46.15	56.67
25-29	52.21	56.56	65.75	72.35	66.47	63.22	71.53	62.73	61.36	62.34
30-39	60.34	62.63	70.33	64.52	60.00	66.67	65.71	65.98	67.90	61.46
40-49	58.18	47.06	66.67	72.22	68.29	67.39	55.56	62.22	87.50	68.09
50-64	70.59	54.84	55.10	65.91	45.16	51.52	63.64	68.42	41.67	52.94
65+	100.00	100.00	100.00	60.00	100.00	25.00	50.00	100.00	0.00	0.00

During 2014-2019, the department's success rate fluctuated with a high of 66% in 2018 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, sections were closed due to low enrollment, and additional part time instructors were added to support but also had classes to cancel or refused certain classes. 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 20 or less (30% 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 semesters in 2017-2019, 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.

c)   Retention rates

Year	Total Grades	Retention Rate
2014-15	1427	78.80%
2015-16	1368	80.26%
2016-17	1394	79.77%
2017-18	1356	81.05%
2018-19	1245	82.23%

A glance of the above chart reveals the overall annual retention rate of all courses in the Childhood Education program between 2014 and 2019 ranged between 78% to 81%.   According to the Comprehensive Master Plan, the Childhood Education program has a 4-year average retention rate of 61%. While the program struggles with retention rate, there is a grave need for improvement, communication and support from all those involved.

d)   A comparison of success and retention rates in face-to-face classes with distance education classes
e)   Enrollment statistics with section and seat counts and fill rates

CDEV

Term	Fill Rate
Fall 2014	73.17%
Fall 2015	67.41%
Fall 2016	67.65%
Fall 2017	66.67%
Fall 2018	62.69%
Spring 2015	63.84%
Spring 2016	64.14%
Spring 2017	67.63%
Spring 2018	61.68%
Spring 2019	55.28%

f) Scheduling of courses (day vs. night, days offered, and sequence)

CDEV Enrollment by Time of Day

Term	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
Day	70.88%	55.48%	62.60%	55.40%	62.80%	51.51%	62.22%	57.82%	64.90%	62.66%
Night	29.12%	26.85%	25.80%	21.46%	10.24%	13.01%	8.35%	11.19%	9.98%	2.72%
Unknown	0.00%	17.67%	11.60%	23.14%	26.96%	35.48%	29.44%	30.99%	25.12%	34.62%

a) Improvement rates (if applicable)

b) Additional data compiled by faculty

c) List any related recommendations.

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 2015, 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.

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

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

The program has experienced some lows and 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 fall 2016, there were 26 sections of classes offered with a fill rate of approximately 60%. These sections were taught by 3 full-time faculty and approximately 4 consistent part-time faculty. During 2012-2015, there were 32 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 20 % to 30% 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 2015-2016, 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 as well as the offering of courses for employees and parents as well as concurrent enrollment students. 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' needs.

e)   Scheduling of courses (day vs. night, days offered, and sequence)

The Childhood Education program offers courses throughout the day Monday through Friday beginning at 8:00 am through 6:00 pm which reflects the attendance of majority of CEC students. The number of students enrolled in child development classes during the day has increased steadily in 2016 through 2019 by 10% to almost 15%, 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, are the change in family structure and support. Students have indicated to instructors and counselors about their lack of child care arrangements and/or transportation issues. In Fall 2018, a survey was taken in which weekend classes was indicated with a special interest for those that would lead to a permit or certificate. This survey was repeated in 2019 before the pandemic and again indicated evening classes and weekend college 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 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

Early Intervention Assistant Certificate of Achievement Sequence				
Requirements	**Course**	**Descriptive Title**	**Units**	**Sequence**
Required Core (21units)	CDEV 103	Child Growth and Development	3	Yr 1 Fall/Spring/Summer
	CDEV 104	The Home, The School, The Community	3	Yr 1 Fall/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	Working with Children: Attention Deficit Disorders	1	Yr 2 Fall
	CDEV 163	Working with Children: Physical Disabilities or Health Impairments	1	Yr 1 Spring
	CDEV 166		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

f)   Additional data compiled by faculty

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

a)   Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

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)   Explain any course additions to current course offerings.

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)   Explain any course deletions and in-activations from current course offerings.

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)   Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)

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)   Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:
1. Have all courses that are required for your program's degrees and certificates been offered
    during the last two years? If not, has the program established a course offering cycle?

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 representative 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	60	66
(Aggregated data)		

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 curriculum issues, such as, appropriate course content, level of class rigor, course load, course implementation as well as how to increase student population, success and how to increase attention for degree, permit and certificate attainment.

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

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

b)   **Provide a timeline for course and program level SLO assessments**.

SLO and PLO Assessment Timeline Spring 2015 through fall 2019
Submitted: 1.31.14
Division: I   **Program:** Childhood Education **and** Education   **Program Review Date:**   2019

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	

b.   State the 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%

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

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 hour's 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.

d. **Describe how you have improved your SLO process and engaged in dialogue about assessment results**.

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, various Program Development, Canvas skills as well communicate with 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.

e. **List any 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. Full –Time Faculty should also set up meeting for discipline and not department only.

4. Schedule department meetings at least once a semester with all faculty (full-time and adjunct) to discuss the implications of the SLO results, look at course offering, support any cuts that do not support student numbers or development. 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. This should also include all full time faculty being on one accord with text-books, resources and more.

5. Strengthen the collaboration between the department faculty and the Child Development Center (CDC) as a mentor site for Practicum students, support the parents of the CDC with a monthly meeting about child development, and invite the CDC Director to participate in more departmental meetings and address concerns that may support students and parents.

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 &107,108) to assist students with their assignments, Lesson plans, study skills, lecture notes, etc. thereby, increasing student success in passing the class. Develop strategies to increase student participation and attendance to SI sessions.

8. Implement Weekend College or Friday fallout in which the students could in two courses that would attain permits or increase courses applicable for certificates.

5   Analysis of Student Feedback

During spring 2018, the Childhood Education Program developed a survey to solicit information from students in order to better fulfill their educational needs. 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 or certificates
- 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 as well as supporting resumes, job seeking, professional portfolios and more. 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. 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.

a.   List any 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, and 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 as well as a owner/operator of a daycare Center should be invited twice a semester to conduct a workshop to disseminate information about current topics in the field. Funding can be sought out early to support and increase student motivation to attend CEC for the available opportunities.

7. The Early Educators Club will meet regularly at least once a month for all students in department to discuss variety of issues pertinent in the child development field. 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, A valid ASB sticker will also be needed to attend workshops ,hold a position or attend meetings.

8. Since spring 2017, 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 more part-time faulty being hired. It is suggested that until the numbers come back up that no additional part –time faculty are hired

9. Core classes (103, 104, 108,107 and 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 2018, 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 Friday evening or weekend classes (for example in the Fall, offer in the evening and in the Spring, offer on Saturday). Alternate between full-time faculty so that one faculty member is not always teaching in the evening or Saturday, Also support any Part Time Faculty in taking the position as well. This ensures that a full-time department representative is always present for visibility, communication and student support.

6   Facilities and Equipment

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

The CDEV program is currently housed in "row buildings" built circa the 1950's. Classes are conducted in predominantly three areas on campus in, 1.) two classrooms next to faculty offices.

According to the Facilities Master Plan, the District's 2002 Measure CC facilities bond money will be used to construct an Instructional Building 2. The Abel B. Sykes Building will need to a fully renovated building with better heating/cooling system, more efficient use of space, and an environment more conducive to teaching and learning. Both buildings will house classes and offices for the department.

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 (1-2 years)	Purchase a newer model television as well as a projector and drop down projection screen
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

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

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

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

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

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

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

Staffing Needs –
   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)   List any 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)   Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

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

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) **List any 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.) **Prioritized Recommendations**

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

Recommendations	Strategic Initiative	Cost Estimates
1. Institutionalize the Permit Specialist position with the college categorical funds. The position has been deemed indispensable to the program by contributing to our students' high rate of success in securing jobs to secure entry level and higher-level ECE jobs which all typically require the possession of the permits.	-Support the success of all students to meet their education and career goals. -Minimize the equity gap for access, retention, and graduation rates.	$10,000
2. Strengthen the partnership with the Child Development Training Consortium (CDTC) and request an increase in student allocation funds for the Educational Support Grants for 2022-2023 Instructional Contract. Continue to enhance Compton College Childhood Education Program's status with the state by fulfilling and surpassing contract obligations.	-Improve recruitment, enrollment, retention, and completion rates for our students.	$15,000
3. Refine the Early Educators Club and support its mission to assist students with their career interests as well as advocate for the early childhood profession. Meet regularly at least once a month for ALL child development students in all courses to discuss a variety of issues pertinent in ECE field. Obtain assistance from Student Life Office to give training or guidance for club advisors on strategies to increase attendance and involvement.	- Improve recruitment, enrollment, retention, and completion rates for our students.	-$300 from Student Life -$1000 for marketing peripherals.

4. Continue the partnership and contract with the Los Angeles County Office of Education (LACOE) by offering CDEV courses that integrate academics and skills training to help students develop the knowledge for transitioning to careers in ECE. We currently offer a series of six eight-week courses for a cohort of students. This enables students to earn coursework, become qualified for an internship, and lead to entry-level employment in an accelerated manner. Ultimately, this facilitates students to commit to an early childhood education career and reap the long-term benefits of a continued education and lifelong learning.	-Establish partnerships in the community and with the K-12 schools. -Continue to develop more Career and Technical Education programs that meet the needs of the community. -Support the success of all students to meet their education, and career goals.	
5. Construction paper, glue, scissors, flannel, markers, paints, and other supplies to use in curriculum courses	Support the success of all students to meet their education, and career goals.	$1000
6. Allow one full-time faculty to receive release time to manage the permit process and coordinate the ESG grants from the Child Development Training Consortium. The Permit Specialist position has become a familiar support person for students to help them meet their educational and career goals. The position has been deemed indispensable to the program by contributing to our students' high rate of success in securing jobs to secure entry level and	-Support the success of all students to meet their education, and career goals -Identify and provide clear pathways for traditional and non-traditional students to meet their goals. -Continue to develop more Career and Technical Education programs	$5,000

higher-level ECE jobs which all typically require the possession of the permits. It is essential for the program to have this part-time position institutionalized so there is consistency of one person who is dedicated to keeping updated on maintaining the ever-changing applications and state requirements. The infrastructure of state Child Care and Development Quality Initiatives, which supports the annual Educational Support Grants (ESG) provided by the Child Development Training Consortium (CDTC) is in significant transition. The CDTC will now be supported by the CA Department of Social Services. The significance of this change will require the program to submit supporting documents at an earlier due date.	that meet the needs of the community -Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields -Create collaborative partnerships with industry leaders in the Allied Health and Technical fields -Improve recruitment, enrollment, retention and completion rates for our students -Educate students about pathways to graduation Enhance student participation for academic success and completion	
7. It is essential that the new Instructional Building 2 or Abel B. Sykes building or any new campus location for the Childhood Education program is situated to support the educational needs of students. Purchase large tables that encourage collaboration	-Support the success of all students to meet their education, and career goals -Identify and provide clear pathways for traditional and non-traditional students to meet their goals. -Continue to develop more Career and Technical Education programs	$1600 Wi-Fi access-Support from the college

Purchase vertical filing cabinets with locks Purchase a document projector for faculty use to improve instructional delivery during lecture Continue campus-wide Wi-Fi access for all buildings	that meet the needs of the community -Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields -Create collaborative partnerships with industry leaders in the allied Health and Technical fields -Improve recruitment, enrollment, retention and completion rates for our students -Educate students about pathways to graduation -Enhance student participation for academic success and completion	
8. It is essential that the new Instructional Building 2 or Abel B. Sykes building or any new campus location for the Childhood Education program contains technology to support the educational needs of students and inspire more quality teaching from instructors. Purchase printer for faculty use	-Support the success of all students to meet their education, and career goals -Identify and provide clear pathways for traditional and non-traditional students to meet their goals.	$5500

Purchase copy machine for faculty use with limited daily usage Purchase tripods for iPods already procured for recording student teaching experiences and observation assignments in various courses	-Enhance student participation for academic success and completion	
9. Faculty members work tirelessly to retain students beyond one semester and up to degree attainment or transfer options. Having adequate technology and software will encourage healthy enrollment and have a positive impact on the program. Faculty training is needed, provided by IT or DE, for new technology and equipment to better service students and provide quality education. Finance the purchase of new computers and printers in the new Instructional Building for all students to support their success and retention in courses. For students who have limited access to computers, this minimizes some equity gaps for all students and ensures the delivery of quality education is seamless. Purchase Maintenance agreement for copier Purchase portable hard drives for faculty	-Support the success of students through the use of technology -Provide robust distance education courses and service offerings -Enhance technology for teaching and learning through professional development	$3900

Purchase new computers for TRR for student use Purchase maintenance agreements for computers, printers, and copy machines		
10. Having adequate technology and software will encourage healthy enrollment and have a positive impact on the program. Need current application software for Microsoft Word for students' computer use in TRR No cost; Support from the college Update the software on the computer on a routine basis	-Improve recruitment, enrollment, retention, and completion rates for our students -Provide a student-centered environment that leads to student success - Support the success of students through the use of technology -Enhance technology for teaching and learning through professional development	$500
11.Purchase membership for TEACHSTONE training videos for student viewing in various child development courses	-Support the success of all students to meet their education, and career goals - Support the success of students using technology	$1000/year

CAREER AND TECHNICAL EDUCATION (CTE)
SUPPLEMENTAL QUESTIONS
2-Year Review
Childhood Education Program
2020
Hoa Pham, Cassandra Washington, Pamella West

1. **How strong is the occupational demand for the program? As you analyze demand over the past 5 years and projected demand for next 5 years, address state and local needs for the program.**

For the purpose of this review, the occupation of childcare workers or preschool teachers include those individuals who care for children younger than age 5 who have not yet entered kindergarten. They typically work in public, private schools, in-home childcare

settings, or childcare centers. Most childcare and preschool teachers can work the traditional 10-month school year or work a year-round schedule. The education and training requirements of a preschool teacher varies depending on the settings, state, or federal regulations. Entry-level employment may require little or no formal school (e.g. family childcare providers) while preschool teacher positions may need at least an associate's degree or bachelor's degree (e.g. Head Start programs).

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	46,470	2.83	1.06	$ 19.45	$ 40,450
Florida	29,290	3.47	1.30	$ 14.34	$ 29,820
Texas	25,320	2.09	0.78	$ 20.03	$ 41,670
New York	21,750	2.50	0.94	$ 21.52	$ 44,760
Illinois	20,110	3.57	1.34	$ 16.89	$ 35,140

Nationwide, according to the Bureau of Labor Statistics (BLS), during the year 2020, California had the highest level of employment for preschool teachers among many states, surpassing Florida, Texas, and New York.
(https://www.bls.gov/oes/current/oes252011.htm#st)

Summary

Quick Facts: Preschool Teachers	
2020 Median Pay	$31,930 per year $15.35 per hour
Typical Entry-Level Education	Associate's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2020	469,600
Job Outlook, 2020-30	18% (Much faster than average)
Employment Change, 2020-30	86,400

Additionally, the summary for preschool teachers by BLS (https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm) shows that employment is projected to grow 18 percent from 2020 to 2030, much faster than the average for all occupations. About 59,600 openings for preschool teachers are projected each year, on average, over the decade. Many of those

openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Estimated Employment and Projected Growth Childcare Workers					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Total Job Openings
California (2018-2028)	96,700	100,800	4,100	4.2	151,440
Los Angeles County (2018-2028)	29,510	30,940	1,430	4.9	46,520

Source: EDD/LMID Projections of Employment by Occupation

Both statewide and countywide, the figures exhibit an estimated employment of 96,700 and 29,510, respectively, as well as a projected employment of 100,800 and 30,940, respectively,   surfacing as a small percentage total increase of 4+ %.

C·O·E CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

Social Sciences

Child Development

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Preschool Teachers, Except Special Education	7,275	7,359	84	1%	685	$14.04	$15.74	$22.60
Childcare Workers	28,887	27,636	(1,251)	(4%)	4,057	$13.10	$13.88	$18.30
Total	36,162	34,995	(1,167)	(3%)	4,741	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018 -19	2019-20	3-Year Award Average
1305.00	Child Development/ Early Care and Education	Cerritos	108	140	132	127
		Citrus	174	313	161	216
		Compton	50	64	21	45
		East LA	200	335	690	408
		El Camino	166	161	187	171
		Glendale	19	32	34	28
		LA City	201	163	190	185
		LA Harbor	39	35	26	33
		LA Mission	210	259	227	232
		LA Pierce	104	92	107	101
		LA Southwest	65	50	51	55
		LA Trade	190	164	132	162
		LA Valley	71	98	148	106
		Long Beach	148	183	169	167
		Mt San Antonio	82	111	106	100
		Pasadena	83	105	114	101
		Rio Hondo	1,071	245	285	534
		Santa Monica	179	174	554	302
		West LA	30	51	60	47
Total			3,190	2,775	3,394	3,120

Regionally, Labor Market Research indicates the Preschool Teacher occupation is expected to have a minor increase in demand from 7,275 to 7,359 from 2020 to 2025 at a 1% rise. In contrast, a decrease in demand of 4% is expected for the Childcare Worker occupation from 28,887 down to 27,636. The supply of workers in Child Development/Early Care and Education, in comparison to some colleges, shows Compton College has a decrease in supply from 64 to 21 from 2018-19 to 2019-20, respectively.

In a situation of excess *supply* in the labor market, if there are many applicants for every *job* opening, employers may have an incentive to offer *lower* wages. If *labor supply* and *demand* are well matched, a rapid return to *high* levels of *employment* with faster real wage gains could be possible. But with the supply decrease at Compton College, as in this local situation, there may be several different interpretations.

First, the childcare and preschool teacher occupations may have taken a downward detour from the formerly projected growth due to the unforeseen 2020 global pandemic. Childcare providers deliver care and supervision for the essential workforce and play a key role in helping to stop the spread of COVID-19 within communities. But with more rigorous requirements from federal, state, and local authorities, some Childcare providers may not have the financial capacity to comply causing a temporary closing and employment opportunities to decrease.
https://www.cde.ca.gov/sp/cd/re/elcdcovid19.asp

A second interpretation may be individuals may no longer be interested in the field because historically, low wages are ubiquitous in the preschool teacher occupation. Figures from BLS for 2020, indicates an entry-level education with an Associate's degree is needed but the median pay is $15,35 per hour or $31,930 per year with benefits widely varying from organization to organization. (https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm)

Lastly, during the pandemic, requirements for completion of coursework for degrees, certificates, or permits may be impacted because field work experience cannot be fulfilled due to a variety of possible reasons. (https://www.ctc.ca.gov/docs/default-source/commission/files/covid-19-child-development-faqs.pdf?sfvrsn=ee4e2cb1_2) Among some possible causes may be preschool closures for in-person field experience, students' hesitancy or rejection of immunization, no childcare for their own school-aged children, student's own possible compromised immune system or a multitude of other explanations.

2.   How does the program address needs that are not met by similar programs in the region?

There are three certificates that are offered by the Childhood Education program. Two of those certificates are not offered at surrounding colleges. One is the Early Intervention Assistant Certificate which allows students to work with young children with disabilities or children who may be at-risk for developmental delays and disabilities. Their functions may include serving as a special education assistant with expertise in special needs or as an assistant to the early intervention team. The second certificate is the Special Education Certificate which prepares students to individualize lesson plans and provide instructions to meet the needs of children with varying disabilities. Students will also learn federal and state laws to ensure that all children with disabilities are provided a free and appropriate public education.

Monies provided by Strong Workforce (SWF) funds, supports the department with a much-needed part-time Permit Specialist. This person assists students with all aspects of the application process which includes applying for an initial permit, renewing, or upgrading to higher level of the Permit. The Permit Specialist verifies student applications, assists with completion of CDTC reimbursements,

and documents the number of students served. In addition, the specialist serves as a Professional Growth Advisor for students in selecting and attaining professional growth activities to satisfy the 105-hour professional development requirement needed for renewal, as well as conduct informational workshops about permits. When funding ends in December 2022, the position will need to be financially supported by other means. Few programs have a person dedicated to this time-consuming task which will require 2-5 student visits before the application is fully complete without errors. An application returned by the CTC twice will render the student ineligible for CDTC reimbursement.

Compton College has also partnered with the Los Angeles Office of Education (LACOE) to offer a series of six eight-week courses for a cohort of students. Upon successful completion of the courses, the students can receive the first two Child Development Permits (with required hours of experience) and an Early Childhood Certificate from the college. This enables students to earn coursework, become qualified for an internship, and lead to entry-level employment in an accelerated manner. Ultimately, this facilitates students to commit to an early childhood education career and reap the long-term benefits of a continued education and lifelong learning. As an additional incentive, the program also offers working students a state grant for all coursework leading to a permit, certificate, or degree in Child Development/Early Childhood Education. Fewer programs in the region offer this grant as requirements for the CDTC campus administrator are changing.

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

Compton College Course Success and Retention
Faculty View 2016-2021
CDEV Program
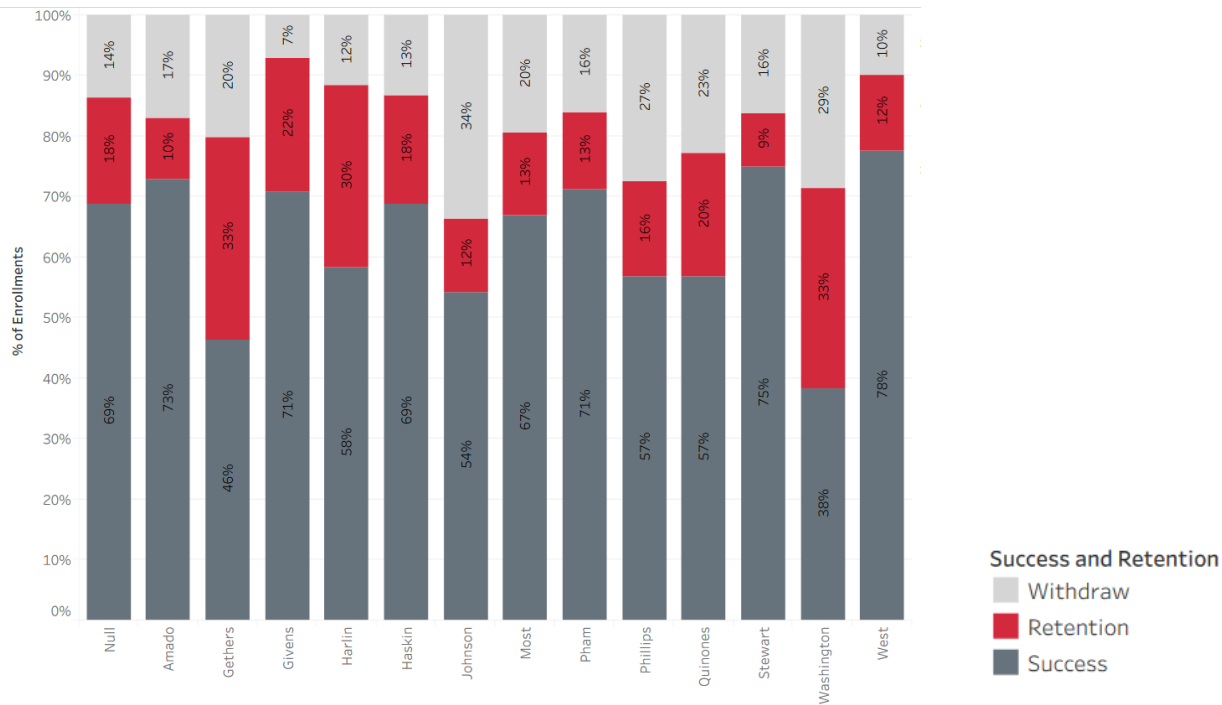
As reported by the Institutional Effectiveness Committee (IEC), the success rate for the program from 2016-2021, shows the majority of individual faculty are between 54-78 percentile, with two outliers at 46% and 38%. IEC indicates the retention rate for most faculty at 9%-22% with three outliers at 30%-33%.

To support faculty with student success and retention during the pandemic in 2020, the program faculty met twice on Zoom to discuss strategies. Once to share resources (e.g. activities, assignments, discussions, quizzes, etc.) and another to discuss the use of an OER textbook with the author of the OER. Both meetings yielded very low attendance with limited sharing and discussion. As a consequence of those two meetings, one full-time faculty and one part-time faculty met every week to share and create resources for the OER textbook. It would be beneficial to the current program to meet monthly to address any barriers to student completion, discuss individual lesson learned to support students, and perform a self-reflection on teaching styles.

Data obtained by the IEC does not indicate an employment rate for students but a question from a survey completed the CTE students is shown below with the results.

What is your current employment status?
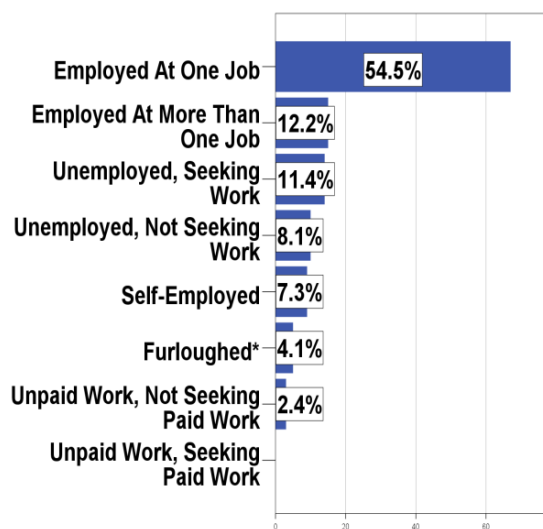
Overall, it appears a majority of students (55%) are employed at one job. The data is not disaggregated by CTE programs, so it is difficult to ascertain what percentile is from Childhood Education program. The data also does not reveal whether the job is related to students' area of study or if the job is in another field.

Regional data from Centers for Excellence for Market Labor Research shows the supply for the Child Development at Compton College has plummeted by 50% from 2018 to 2020.

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

Licensure exams are not required for employment in the Child Development field of study. There are requirements to work in a licensed facility.   The California Commission on Teacher Credentialing has created six levels of permits: Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director. Each permit level has its own set of issuance requirements that build from one level to the next, authorizing the holder to perform different levels of service in state-subsidized Child Care and

Development Programs. Each level also has one or more ways to qualify. Students must meet all the requirements listed in one of the available options and complete the one that best reflects their own education and/or experience.

Child Development Training Consortium (CDTC)
History of Child Development Permits Submitted to the CA Commission on Teacher Credentialing by the CDTC
August 1, 1996 through June 30, 2021

COUNTY	Assistant	Assistant Five Year Renewal	Associate Teacher	Teacher	Master Teacher	Site Supervisor	Program Director	School-Age Emphasis	Renewals	Total Processed
Los Angeles										
96-97	12	‡	181	198	*	*	*	*******	*	391
97-98	45	‡	347	317	26	98	*	*******	*	833
98-99	58	‡	370	343	36	181	0	*******	*	988
99-00	72	‡	275	415	52	198	47	*******	113	1,172
00-01	106	‡	351	394	44	161	37	*******	98	1,191
01-02	85	‡	438	384	9	15	2	*******	12	945
*****02-03	104	‡	565	346	79	189	53	3	97	1,436
******03-04	84	‡	382	263	35	82	22	0	72	940
*******04-05	115	‡	373	297	77	160	37	25	131	1,215
********05-06	130	‡	387	303	95	159	58	2	147	1,281
*********06-07	104	‡	315	285	104	166	49	10	135	1,168
***********07-08	226	‡	495	386	90	187	61	19	78	1,542
† 08-09	250	‡	486	360	89	195	62	65	88	1,595
†† 09-10	294	5	490	374	101	167	39	52	113	1,635
††† 10-11	244	6	443	329	54	84	10	23	75	1,268
‡11-12	327	7	433	396	50	95	8	3	77	1,396
‡‡12-13	334	14	436	394	50	114	6	10	100	1,458
‡‡‡13-14	279	10	327	347	34	80	5	16	62	1,160
‡‡‡‡14-15	281	0	309	310	33	75	4	18	72	1,102
‡‡‡‡‡15-16	183	0	229	262	21	65	5	12	33	810
16-17	152	0	184	228	29	59	6	10	48	716
17-18	112	0	192	206	14	61	7	1	38	631
18-19	139	0	183	212	16	50	3	2	37	642
19-20	116	0	143	188	16	45	19	1	33	561
20-21	90	0	104	150	56	82	22	0	0	504
Los Angeles Total	**3,942**	**42**	**8,438**	**7,687**	**1,210**	**2,768**	**562**	**272**	**1,659**	**26,580**

When students apply for the permits through the Child Development Training Consortium (CDTC), it provides stipends to students to offset the cost of application, Live Scan, and other cost incurred. According to CDTC website, CTC processed a total of 504 permits from Los Angeles county during the 2020-2021 year. The data is not disaggregated by colleges, but totals include all colleges in the county of LA. (https://www.childdevelopment.org/docs/default-source/permit-documents/1996-2021-history-of-permits.pdf?sfvrsn=77749238_2)

To improve these rates and encourage completion, a Permit Specialist was hired on a part-time basis from SWF funds to help students obtain permits at all levels. The rationale was simple. There would be a knowledgeable person consistently dedicated to assisting students through their application process from beginning to the end. At least three workshops would be conducted every semester to

provide students with information about the requirements. Students complete their applications, get a reimbursement from CDTC, and submit their finished applications to CTC. Students would obtain their different levels of permits. Once the permits were in their possession, they could apply for at least entry-level jobs, and begin their career in the child development field. The process was fairly seamless, but not perfec,t if students did not submit their applications.

Child Development Permit Specialist
Office Visits

Year	Number of Visits	Number of Students	Number of Permit Applications Submitted
2017	46	42	8
2018	82	46	14
2019	(Position vacant until October)		
2020	52	45	24 (Number of Students Qualified)

Data obtained by the program from the sign-in sheets of the Permit Specialist's appointments demonstrates the increase in number of permits obtained by students each year. This important position is crucial to the success of students in acquiring gainful employment. Once the SWF funding terminates, it is essential that this position be institutionalized to maintain the momentum that have been experienced over the years.

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

Two CTE Advisory Board meetings are conducted during the year. One meeting is coordinated by the Director of the Workforce Development and Adult Education as an Annual Advisory Breakfast as recognition for the contributions of the local industry leaders. The second Advisory Board Committee meeting is conducted by the Childhood Education program to garnish recommendations from community preschools and leaders in the early childhood occupation.

Their expertise serves to help the department remain current in the field for the purpose of program or curriculum improvement.

Members of the Advisory Committee identified skills that they believed students needed to be successful in the field or when applying for an ECE job. The responses were varied, and details of the written replies can be found at the end of the minutes. Some of the recurring skills that many members agreed upon included:

- Communication and interpersonal skills
- Ability to collaborate with others
- Professionalism and professional development
- Cultural sensitivity and understanding of diversity
- Knowledge of special needs education
- Personal characteristics: compassion, positive attitude, reflective, caring, patient, creative
- Developmentally appropriate and hands-on activities

Some discussion followed about the importance of student having knowledge about children's special needs, having an understanding of the effects of trauma, and meeting children where they are at in their developmental level. Members also discussed modeling for children, adult students, and colleagues at work. One member commented that faculty were doing a good job of preparing students, while another member commented that modeling was not being used effectively.

This was the first Advisory Committee meeting that was held, independent of ECC, since we received accreditation as Compton College. So Advisory members were given updates and more information about the program such as our progress with the CDTC Grant, Guided Pathway maps, CA. Mentor program, Child Development permits, Early Educators Club, Abel B. Sykes Jr. Child Development Center, and permit workshops.

A. Advisory committee membership list and credentials

Compton Community College District - Compton College

Child Development Training Consortium (CDTC) Advisory Committee Meeting
Thursday, October 24, 2019
6:00 - 8:00pm
Room: E-18
Meeting Sign-In

	Name	Title	Organization
1	Angela Beck	CDTC Campus Administrator	Cerritos College
2	Antoria Davis	CA. Mentor Teacher	Compton College
3	Curlean Turner	CDC Teacher	Compton College
4	Cynthia Cervantes	Faculty	El Camino College
5	Daniel Orosco	Project Director - Region 11	CPIN- CA. Dept. of Educ.
6	Dorothy Haskin	Adjunct Faculty	Compton College
7	Ed Garcia	Program Admin. of Teaching/Learning	LBUSD Head Start
8	Faaidah Ameen	CA. Mentor Teacher	Compton College
9	Cassandra Washington	Faculty	Compton College
10	Gretchen Hayes	CDC Director	Harbor College
11	Gwen Crews	Director	Junioryersity
12	Gwendolyn Sanchez	Job Placement Specialist	Compton College
13	Dr. Hoa Pham	CDTC Coordinator	Compton College
14	Dr. Janet Young	Faculty	El Camino College
15	Jennifer Montgomery	CA. Mentor Regional Coordinator	El Camino College

16	Joseph Blair	CDC Teacher	Compton College
17	Juan Quinones	Adjunct Faculty	Compton College
18	Dr. Kendahl Radcliffe	Division Chair	Compton College
19	Kisha W-Champion	Co-Lead - ECE Credential Wrkg Grp	PEACH-CA. Dept. of Educ.
20	Lailanie Jones	Executive Director, Private Non-Profit	Precious Lambs Preschool
21	Leena Willis	CDC Teacher	Bethany Manor
22	Leonard Harlin	Adjunct Faculty	Compton College
23	Marleen Gil	CDC Teacher	Compton College
24	Dr. Melita Ferguson	CDC Director	Compton College
25	Monique Anderson	Student Services Advisor	Compton College
26	Pamela Godfrey	Foster and Kinship Care	Compton College

27	Pamella West	Faculty	Compton College
28	Dr. Paul Flor	Dean of Student Learning	Compton College
29	Renee Koska	Director, Public Non-Profit	Bethany Manor
30	Bruce Boyden	Commissioner	City of Compton
31	Rosemary Most	Adjunct Faculty	Compton College
32	Samitha Givens	Community Representative	CC & Dev. Planning Council
33	Shanika Jones	CDC Teacher	Compton College
34	Dr. Shreetha Gethers	CDC Director	Rio Hondo College
35	Susan Gradin	CA. Mentor Regional Coordinator	Cerritos College
36	Dr. Tiesha Stewart	Specialist	Children's Institute
37	Yadira Murillo	Former CDEV Student	Compton College
38	Donald Williams	Executive Director, Private Non-Profit	Dads Project
39	Catherine Scott	CA. EC Mentor Program	Family Childcare South LA Region

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

<div align="center">

Compton Community College District- Compton College

Child Development Training Consortium (CDTC) Advisory Committee Meeting

Meeting Minutes

Thursday, October 24, 2019
6:00-8:00 pm
Room: E-18

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1. **Welcome and Introduction**

 H. Pham started the meeting by welcoming and thanking everyone for their attendance. She invited members to take a few minutes and help themselves with food and drinks that were provided. After a brief pause, personal introductions took place. All members were seated in a semi-circle. Ed Garcia, Program Administrator from LBUSD Head Start began the introductions and continued until all introductions were made.

2. **Child Development Training Consortium (CDTC) Report**

H. Pham thanked everyone for attending and explained to the committee of the role of the CDTC at Compton College and the funding they provide for students, from the stipends for Child Development Permits, reimbursements for coursework, assistance with aligning curriculum (CAP), and generally, improving the professionalism and work quality in the Early Childhood Education field. Compton College was contracted for 150 units for the year. In the summer and fall semesters of 2019, we have offered 143. Next semester she plans to ask for an increase in funding to provide more courses and more allocated units. She addresses the group as ECE leaders and mentions the reason for their requested presence is to share their thoughts and expertise on what they believe that every student needs to get employment and be successful in the workforce within the community. All centers have teachers and need certain characteristics to get hired at your places. She asked that all member to please take a few minutes to give feedback by writing down

two things on the notepads and pens provided by the CDTC. They were asked to share their thoughts afterwards with a neighbor and together we would take the time to share a few with the entire committee.

Approximately 10 minutes is allotted for everyone to write down their thoughts and discuss with a partner. There is a bit of excitement and several good ideas being discussed. Once everyone seems to finish, H. Pham asks volunteers to share their insights. (See Appendix 1 for details.)

3. **Early Childhood Education (ECE) Leaders**

P. Godfrey shares that a lot of children at her centers suffer from drug or alcohol syndromes and college students are not always aware of that. Some of these children do not always pick up on certain things and we need to better prepare these college students to understand that. We need to be master teachers and make sure they understand. Some teachers over-look children with syndromes and they need to be treated like a person. No child wakes up thinking they will be bad that day. It only takes 21 days to change a behavior. As educators, you need to be able to apply yourself differently to accommodate every child's learning. Teachers must have patience and be loving and caring with the children. It is easy to spot a teacher that is caring and loving and the child development center at Compton College, you know they are loving. That's what students need to take away into the ECE field.

Dr. Pham agrees that the college does not offer enough courses about special needs education.