Long Beach City College - Program Review

Program Review 2014-15 - Child Development: Early Childhood Education

PR 2A - Enrollment Data:
Because of college wide budget cuts, child development course sections were cut by 10% between the 2011-12 year and the 2012-13 year. Student enrollment dropped by the same percentage. The following year, 2013-14 the number of course sections dropped by 2%. However the student enrollment dropped by 6%, which is significantly greater. This same fall was the beginning of the program discontinuance process which led to a significant number of programs being cut from the college the following spring. This process appeared to undermine student trust. Fall of 2014 showed improved enrollment over the previous fall, but not quite back to pre-program discontinuance time.

In 2009 the department efficiency number (FTES/FTE) was average college wide at 18. That number dropped to 17 the following year and down to 13 in 2011. In 2012 the number was back up to 18, which was at the 94% of the college wide index. In fall of 2013, that number dropped down to 15 which is at 86% of the college wide index. Retention rates have grown from 81% to 83% over the last three years while the success rates have moved from 65% to 66%. 2013 levels are equal to those in the CTE School.

Only 12% of the students enrolled in the CD courses are male. The success rate of the male students has varied between 51 and 57% over the last three years, while the female student success rate varied between 63 and 65%.

There is no student ethnic majority enrolled in CD courses, however of the students enrolled in the CD classes 44% have declared themselves to be Hispanic/Latino, 22% Black/African American, 19% White, 9% Asian and 1% Pacific Islander. While the overall success rates for Asian, White and Latino varies between 65 and 77% the success rates for African American and Pacific Islanders is at 44%.

The lower achievement rates for both males and African American students is a concern for the program and the department faculty are looking into ways to address this issue.

The PLS for 2012 program load average for Child Development was at 569 in 2012 which is equal at 1005 of to the CTE Load level and at 94% of the college wide level. In fall 2012 that number dropped to 484 which is at 94 of the CTE level and 86% of the college wide level. While there was a slight drop this last year, it represents a significant upturn from 2011 which was at an all-time low of 386.

PR 2B - Achievement Data:
Between 2010 and 2013 there were 93 AA degree awarded, 30 certificates requiring between 18 and 30 units awarded and 496 certificates requiring between 6 and 18 units awarded. The number of certificates grew significantly in the middle year and dropped a bit by the third year. We have not been able to identify why there was such a significant increase and then a sudden decrease, however we suspect that many students opted to complete the transfer degree program that was discontinued when we added the AS-T degree. There have been only two AS-T degrees awarded to this point, however it is new and the previous transfer degree required fewer Child Development Courses and did not include the Practicum course which requires a significant number of hours in the lab school setting. A significant number of students seemed to have chosen to complete the outdated transfer degree.

We are sure that this will soon change around with the new influx of students and a better understanding of the advantages to the AS-T degree when it comes to transferring to the university.

In January of 2012 the program was provided with “real time” data concerning employment for our students who complete the certificates and degrees. The program could benefit from continued access to this information. At the same time an employer survey was completed for some of the CTE programs at the college. Approximately 30% of the employers surveyed, employed Child Development program graduates or certificate recipients. Although the data did not provide information specific to this program, 60% of the employers were highly satisfied with the employee’s overall performance and 30% were satisfied. Although this information is valuable, it would be beneficial to the program if employer satisfaction as well as employment data were provided to the department on a regular basis.

The Child Development Advisory board meets twice a year. The Advisory Board members include employers in privately funded and publicly funded child development programs that employ early childhood professionals. The advisory board provides us with input on trends within the community, such as lack of hiring in the fall of 2011 and the present need for child care assistants. They have also expressed a need for off campus classes specifically for their employees. The department is looking into the possibility of reinstating the contract education program we formally established with community employers.

PR 2C - HR (Staffing) Data:
The department has 8 full time faculty members and 20 part time faculty. Over 50% of the core courses in the Child Development programs are taught by part time instructors, which is a concern of the department.

The Child Development programs depend on the Child Development Learning Labs for student observation and hands on application of practices which are necessary for students to successfully complete the SLO’s, certificates and degrees. There are two Child Development Learning Labs one is located near the LAC campus and the other is located on the PCC campus. Students are required to observe at the learning labs as part of the curriculum in most of the classes in the Child Development Program. The students apply what they have learned in the cap stone Practicum course where they work with the children in the lab school under the supervision of the full time instructor and the Child Development Learning Lab Classroom teacher. The labs are a vital part of the Child Development program as they provide both observation and hands on experience that is required of all Child Development graduates. Full time faculty teach at each of the learning labs to ensure all students have access to faculty when they are observing and/or completing the lab hours in the preschool classrooms. Each Lab school has a Site Supervisors who are under the supervision of the Department Head. The PCC lab has 5 preschool Teachers, 5 Associate Teachers, 12 Child Care Assistants and one Administrative Assistant. At the LAC lab there are 8 preschool teachers, one Associate Teacher, 9 Child Care Assistants, and one Administrative Assistant. All of these employees are necessary for licensing which is a requirement to maintain the Child Development Learning Labs. The labs also have an Accounting Technician and Program Analyst that work to maintain the funding that provides child care for low income students.
The department has made every attempt to offer a sufficient number of course sections for students to complete their certificates and degrees. Over the years, we have worked to ensure that funds are available for childcare in our child development learning labs for low income parents in our community, which includes student parents. We have also provided stipends for Child Development students who are working in the field for the completion of college course work. These funds also support the acquisition of state issued permits.

Our Child Development Training Consortium helps us achieve our goals. It provides stipends for highly qualified early childhood teachers in the community to mentor our students in a variety of ways including direct modeling and support.

Over the past three years, the department has continued to participate in statewide initiatives that support students. These efforts include:

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Certificates, Degrees and Transfer
The total number of certificates and degrees has continued to increase despite the drop in enrollment from 190 in 2010-2011 to 218 in 2013-2014 which represents a 13% increase.

State-funded Programs that support child development students
Over the past three years the department has continued to participate in statewide initiatives that support students. These efforts include:

- California Early Childhood Mentor Teacher Program
- Child Development Training Consortium
- California Department of Education general childcare funds.

Course Offerings
The department has made every attempt to offer a sufficient number of course sections for students to complete their certificates and degrees. Over the years, we have worked to ensure that funds are available for childcare in our child development learning labs for low income parents in our community, which includes student parents. We have also provided stipends for Child Development students who are working in the field for the completion of college course work. These funds also support the acquisition of state issued permits.

Each action taken in response to the assessment results contributes to program improvement because it is in response to students’ demonstrated understanding of the content of the course, the true measure of the effectiveness of our assessment tasks. The practicum course, the capstone course in our Early Childhood Education program, is a unique blend of lecture and lab experiences for students, and needs to measure students’ knowledge and skill in the children’s environment. The results of the process indicates that we offer a strong program for students that meets our intended outcomes.
past three years budget cuts have caused the number of course sections to be cut by 12% and there has been a corresponding 12% drop in student enrollment. 

Maintain sufficient FT and PT faculty, staff, and Center Staff

• The department hired one FT faculty and have requested one more to address the retirement/death vacancies left to us in the last several years
• As a result of the Affordable Care Act, we converted 22 LTE positions to part-time permanent Childcare Assistants. This provides continuity for the Lab Schools, which is one component of Best Practices.

Child Development Learning Labs

• The department continues to maintain high-quality early childhood laboratory classroom experiences based on developmentally appropriate practices, a fiscal responsibility as well as the departments direct direction and purpose.
• Lab school staff maintain standards and policies in the laboratory schools that promote high-quality programs as defined by ECERS-R, ITERS-R, PITC, DRDP, CLASS, STEP, Title V and State of California guidelines.
• Recently, the lab schools were rated a 4: Advanced Quality Level through The Steps to Excellence in Los Angeles county

PR 4B - Projects/Strategies - results:

Strategy: Complete course and program SLO outcomes assessment –
• Align course SLO’s with assignments and assessments.
• 10/16/2013 - All courses have completed SLO assessment plans, and 100% of syllabi include SLO’s. Course and program SLO assessment evaluations are completed on a regular basis (according to college-wide assessment schedule). 75% of course SLO assessment evaluations have been completed to date

Strategy: Best Practices - Model best practices based on current research, technology and theory in a learning community of children and/or adults. Instructors will be encouraged to:
• To do this camera and recording equipment upgrades were requested for the labs.
• 10/01/2013 - Funding has been approved through VTEA
• 10/02/2014 - Recording capability was installed.

Strategy: Maintain sufficient full-time faculty and staff - Maintain sufficient Full-Time Faculty and Staff to ensure student success, while ensuring fiscal responsibility.
• 10/18/2013 - New part-time permanent Childcare Assistants provide continuity for the Lab Schools, which is one component of Best Practices.
• 10/02/2014 - One full time faculty hired. We are still requesting one faculty

Strategy: Offer a sufficient number of course sections for students to complete their certificates and degrees.
• 10/18/2012 - The number of sections has dropped by 12% over the last 3 years because of state and college budget cuts.
• 10/2/14 New sections were added to Fall 2013 and Spring 2014 because of state funding augmentation.

Strategy: Student Support - Support student success by working with the Counseling Department and collaborating with professional organizations.
• 10/18/2013 - Offered joint trainings with: - BCAEYC (job search workshop and consumerism in ECE workshop) - LBECE committee (healthy eating workshop and a film documentary) - CCCECE Collaborated with Counseling and Project RISE: - Held events in Fall (Open House) and Spring (Career Fair)

Strategy: Continue to offer certificate and degree programs that reflect current demands in the field of Child and Adult Development, and prepare students for workforce and transfer.
• 10/18/2013 - Over the past 3 years, approximately 100 students earned CD AA degrees, while only 42 chose to apply for the state recognized certificate. - Advisory Committee Meetings held in September and April each year.
• Aligned courses with new CAP expansion courses (CDECE 40, 41, 60A, 60B, 31, CDSED 67 and 70).
• All course Routine Reviews were completed and are up to date.

Strategy: Maintain high-quality early childhood laboratory classroom experiences based on developmentally appropriate practices, a fiscal responsibility as well as the departments clear direction and purpose.
• 10/18/2013 - The following trainings were offered to Faculty and Staff: - CPR and First Aid - DRDP - KABOM Block training - Raising Boys - Positive Guidance
• 10/2/2014 - Lab School Teaching Staff continually assess their classrooms using the ECERS-R and changes are made accordingly.

Strategy: State-funded Programs that support child development students - updated - • Continue department involvement in the Child Development Training Consortium and the CA ECE Mentor Program.

• 10/18/2013 - 120 students received stipends funded by the Child Development Training Consortium for working in the field and completing courses (GE courses with a C or better, and CD courses with a A or B). We currently have 6 mentors with whom practicum students are placed.

Strategy: Maintain programs that best serve the needs of the community. - To ensure we continue to meet the needs of the community and workforce, while making the most of our limited resources the department will: (1) meet twice a year with its advisory board (2) Use a survey to gauge parent satisfaction with their experience at our lab schools

• 10/18/2013 - Advisory Board meetings were scheduled biannually. At the Fall 2013 Advisory Board meeting, members were asked to suggest new members to balance representative composition of the Board.

• 10/2/2014 CDC Lab Schools conducted annual Parent survey and the results were very positive showing a very high overall satisfaction rating.

Strategy: Curriculum Revision: To meet the changing needs of the Department and the Early Childhood Profession, Course Outline changes are necessary. Faculty need to rewrite CDLL 52A, 52B, CDECE 40 and 41, CDECE 31, 60A and 60B, and CDS 67 and 70.

• 10/02/2014 - Completed all course revisions, with the exception of 60A, 60B, 40 and 41.

Strategy: Prepare students for transfer into baccalaureate institutions. Work with counselors concerning the AS-T guide (including the benefits vs. the old CD Guide), informing them of the articulation agreements with CSU Dominguez, Long Beach and Fullerton. Include information on transfer degree at student information sessions, and in CDECE 1, 53, and 68. Conduct class presentations and counseling sessions facilitate successful student transfers to four-year universities.

• 10/18/2013 Completed

PR 4C - Projects/Strategies - future plans:

• In this years plan we included: “Department will ensure the collection of data and completion of SLO assessment and evaluation according to the college-wide assessment cycle. To address this plan and ensure more accountability, we will add additional meetings for part and full time faculty.”
Because the results for the program SLO's were just collected, we will add more to this portion of the review in the spring once all full time faculty in the department have a chance to review and discuss the information.

**PR 5 - Dept - how does it fit into big picture?**

**Equity**

The Child Development Department supports the college wide equity goal by providing access to high quality, state funded child care services through the campus Child Development Centers and Lab Schools. This is particularly important because so many of our students are low income parents. Project Rise, Early Childhood Work Force Development Grant, targeted a diverse population of students that are historically underrepresented to great success.

**Student Success**

Student success is supported by all department goals. There are a variety of strategies used to support success, details are specified in the content of the department plan.

**Community**

The Child and Adult development department support the college community goal by:

- Maintaining quality programs that best meet the needs of the community.
- Collaborating with others to provide outside support to our students, such as CCCECE and the Chancellor’s State Advisory, Los Angeles county early care and education workforce consortium. Using community resources to support student, such as ASPIRE program, the Consortium Stipend Program, the CA Mentor Teacher program
- Improving student access to college by providing state funded childcare slots through our CA Dept. of Ed. Grants.
- Meeting regularly with our Advisory Board and solicit information from community partners and the local four year universities to inform our Dept. practices
- Collaborating with professional organizations (CCCECE, LBECE and BCAEYC) to offer training.

**Projects/ Strategies and Resources Needed**