

Long Beach City College - 2015-16 Program Review FINAL

Program Review 2015-16 - Child Development - Special Education Asst.

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PR 2A - Enrollment Data:

The enrollment in the Special Education courses has dropped 20% over the past three years from 145 to 114. The number of sections of the special education courses available during the same period dropped from 5 to 4. The number of courses dropped because the demand for the courses dropped.

PR 2B - Achievement Data:

While retention rates in the special education classes dropped from 85% to 78% over the past two years, the success rate went up from 58% to 61%.

Over the past three years only 8 students received certificates in special education and there were no AA degrees awarded. No employment data is available on these students.

PR 2C - HR (Staffing) Data:

Two part time and one full time instructor work in this program. The entry level courses in this area are taught by part time instructors. Having a full time instructor in charge of this program could potentially help turn this program around as a full time instructor would have the time and resources to promote the program. They would also be able to coordinate any part time instructor data collection and evaluation to ensure that they are completed in such a way that real data evaluation can be used to improve the program.

Representation on the Child Development advisory committee does include members from the special education community, however their participation has not been consistent.

PR 3A - SLO - summary of collected program data:

Data collection has taken place in all special education courses. However the original plan for collection required only a small sample of only students who successfully completed the courses. This has not provided sufficient data and is now being revamped to improve consistency in assessment and include a larger sample size of both students who successfully complete the course and those who do not.

PR 3B - SLO - uses in program improvement :

This is an area of weakness in this program. Having part time instructors in charge of the collection, reporting and interpretation of data has provided inconsistent data collection and interpretation. Training for both full time and part time instructors on how to report data, interpret data and complete the SLO forms needs to happen to ensure the data collection can help improve the course and program goals.

PR 3C - SLO - action/ change based on results:

As explained in 3B) the lack of consistency in assessment, data collection and interpretation has made it difficult to focus on changes for improvement. Training is necessary for all instructors in this program as well as a full time instructor in charge of the program to ensure this area is addressed.

PR 4A - Projects/ Strategies-development & change:

The California Community Colleges Curriculum Alignment Project (CAP) engaged faculty from across the state to develop a 24 unit lower-division program of study supporting early care and education teacher preparation. In 2012, additional funding was provided by the Race To The Top/Early Learning Challenge Grant (RTT/ELCG) to expand the project to include seven additional courses in the three specialization areas of Infant/Toddler, Administration, and Children with Special Needs. This included two courses in special education. Our strategy in 2013 -14 was to revise and submit the LBCC special education courses for approval by CAP as soon as the process allowed for submission.

PR 4B - Projects/ Strategies - results:

The CAP course expansion courses were revised and submitted last year and we are expecting State level approval very soon. Each year we continue to recruit new special education representatives in hopes of finding more that will have the time to participate in the advisory meetings.

PR 4C - Projects/ Strategies - future plans:

Assign a full time instructor to oversee the special education program. Provide consistent evaluation assignments for all instructors who teach the special education courses. Train all faculty who teach the courses in data collection. Form a small group of faculty to norm, assess, and evaluate SLO assignment outcomes. Use this next three years to assess as to whether this program should continue as is, or be rolled into the Child Development program as an area of specialization.

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

The program SLO's include:

- Design, implement, and evaluate environments and activities that support optimum developmental play and learning outcomes in an inclusive environment for all children.
- Demonstrate responsive care and teaching practices for all children through the integration of assessment, theory, and practice.
- Apply effective guidance and interaction strategies to support all children's social learning, peer relations, and self-confidence.
- Incorporate ethical and professional standards engaging in collaborative learning and reflective practices.

These special education program SLO's support the Educational Masterplan goals of Excellence, Integrity, Community, Student Success, Equity and Diversity. They also support the President's agenda for student success and CTE workforce development.

Project/ Strategy and Resource Needed
