Los Angeles Harbor College
Academic Program/Pathway Review
Revision Date—10-22-09

PREAMBLE: All areas of the College are subject to Program Review A program is identified as an area of the college with a distinctive fund center. This includes all programs within Academic Affairs, Student Services, Administrative Services, and President's Clusters. For the purpose of this document, Academic programs are addressed. All other clusters will develop their own policy and procedure manuals.

All academic program and viability reviews will be guided by the Los Angeles District Board of Trustees rules 6800, 6801, 6802 and 6803, approved June 11, 2003, pursuant to Title 5, 5500 (b), "and will consider: Mission, Need, Quality, Feasibility, and Compliance." Vocational programs are reviewed on two-year cycles and all other academic programs on six-year cycles.

PROGRAM/PATHWAY DEFINITION:

An Academic Program is a course or a series of courses designed to be applied toward completion of requirements for a certificate or degree. However, as there are many separate disciplines that do not lead to a degree or certificate, divisions at LA Harbor College may choose to group together in a rational way disciplines that share common outcomes.

PURPOSE: 6800. COURSE AND PROGRAM APPROVAL AND MODIFICATION.
The purpose of the Program Review is to improve student learning outcomes. The Chancellor, in consultation with the District Academic Senate, shall develop policies for the establishment and modification of courses and programs.

Title 5, CCR, 51022(a)
The program review process provides all individual programs with an opportunity to formally review their goals and objectives in order to integrate these programs into the College master plan. The program review process is designed to enable department members and other stakeholders to identify needs and evaluate the effectiveness of a program.

I. Program Review

The purposes of educational program review include (Board Rule 6709.1):

a) Defining and affirming excellent academic programs,
b) Providing for a systematic program planning process,
c) Reviewing the quality of instructional programs and courses,
d) Fostering self-renewal and self-study of programs.

II. Viability Review

Initiation, revitalization, or discontinuance of a program involves additional scrutiny of a viability review. The purpose of viability review is to provide an opportunity for
program modification, improvement, departmental reorganization, initiation, or discontinuance.

OUTCOME: The overall goal of the program/pathway review process is to continually improve quality, as measured by improvements in student learning (see Board Policy 6800). The planning process at LA Harbor College should be student-focused and outcomes driven. In short, it should begin with the measurement of student learning outcomes at the course and program/pathway levels. Based on a gap analysis or identification of practices or activities that are demonstrably successful, a program/pathway should identify initiatives they wish to pursue in the ensuing planning period. This information then becomes the basis for resource requests or approvals for those activities or initiatives. The result of this assessment will be viability recommendations, specific objectives, budgets, and timelines for implementation.
Academic Program/Pathway Review

Name of discipline: Child Development

Division chair: Joyce Parker  
Phone number: 310/233-4556

Names and types of program/pathway: If the division is grouping like disciplines into pathways, please list them here.

Child Development, Family and Consumer Studies

☑️ Degree program: A.S. Child Development

☑️ Certificate program: Certificate of Achievement in Child Development

☒ Skills certificate:

A Program/Pathway Review Self-Study Committee will be formed two years prior to the review completion date (See Appendix B. Program Review Schedule). Please submit the attached committee participant list to the dean by September 15. This committee will consist of:

Division Chair(s) or Manager(s): Joyce Parker

Program/Pathway Review Chair: Joyce Parker

Program Faculty (all full-time and adjunct): C. Ayoluwa Betts, Dennis Griffith, Joyce Parker, Cheryl Watson (full-time); Laura Gray, Danielle Holmes, Kym Valvieja, Cynthia Latulip, JoNeen Ohlåker (adjunct)

Program/Pathway Staff: Kym Valvieja, Instructional Assistant

Administrator responsible for the area: Dr. David M. Humphreys

Vice-President of the Cluster: Luis M. Rosas

One outside professional or alumni: JoNeen Ohlåker, Emma Payares

Two students currently enrolled in the program/pathway under review: Fany Abrego, Alexandra Martinez
Program/Pathway mission: Please also list Program/Pathway Level Outcomes for this program/pathway.

The mission of the LAHC Child Development Department is to provide quality vocational, transfer, and continuing education programs in the field of Early Childhood Education (ECE) in a supportive, educational environment. Coursework is offered that meets California Child Development Permit requirements for associate teacher, teacher, master teacher, site supervisor, and program director positions.

Program/Pathway Description and Overview: Please write a brief overview of the program/pathway. Focus on the program/pathway’s role(s) in student success, how these are supported by the program/pathway’s learning outcomes, and how this role supports the college’s ILOs.

The Child Development Department has designed curriculum, learning activities, and a supportive environment in order to provide a framework for students to obtain quality educational opportunities to advance as professionals in the field of child development. The Child Development Department supports the college’s ILOs by intentionally providing students with strategies and purposeful instruction aimed at fostering and enhancing skills in communication, cognition, information competency, social responsibility, and personal development.

For each discipline included in the review, please identify all courses for which:

1. Student Learning Outcomes have been developed
2. Assessment measures have been written
3. Outcomes have been measured
4. Results have been analyzed
5. Modifications have been made

| Syllabus | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Course Outline | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Course Outcomes (SLO's) | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Means of Assessment | IP | C | IP | C | C | IP | IP | IP | IP | IP | IP | IP | C | IP | FG | IP |
| Summary of Data | FG | IP | FG | FG | FG | FG | FG | FG | FG | FG | FG | FG | FG | FG | FG | FG |
| Use of Results | FG | IP | FG | FG | FG | FG | FG | FG | FG | FG | FG | FG | FG | FG | FG | FG |

Key:
In Progress = IP  Complete = C  Future Goal: = FG
Based on the assessment of student learning outcomes at the course and program/pathway levels, indicate areas that require modifications to improve performance and areas that are working well and should be expanded.

1. Areas for improvement:
2. Areas for reinforcement:

During the past two years, the department has been establishing and revising student and program learning outcomes. The process of collecting data and assessing criteria for success for each course is in progress.

**College Data:** In the following sections, please write an analysis and response to the data:

i) Number of full-time faculty FTEF BY FALL SEMESTER* since last review or previous five years:

There has consistently been a total of four faculty instructors in the Child Development Department during the last five years.

ii) Number of adjunct FTEF BY FALL SEMESTER since last review or previous five years.

There has been between three to five adjunct instructors in the Child Development Department during the the last five years. In 2010, there has been a total of four adjunct instructors.

iii) Number of FTEF taught as overload by full-time faculty since last review or previous five years.

iv) Total FTEF BY FALL SEMESTER since last review or previous five years.

### Analysis & Response to FTEF College Data

<table>
<thead>
<tr>
<th></th>
<th>FTEF (Reg)</th>
<th>FTEF (Hrly)</th>
<th>FTEF (OT)</th>
<th>FTEF (Tt)</th>
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<td>3.63</td>
<td>1.81</td>
<td>1.41</td>
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<td>1.53</td>
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<td>4.80</td>
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<td>1.33</td>
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<td>4.33</td>
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<tr>
<td>Fall 09</td>
<td>2.71</td>
<td>1.59</td>
<td>0.79</td>
<td>4.30</td>
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Document changes in support personnel and equipment budgets since last review or the previous five years. Write a narrative that explains any variations in the table below.

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<thead>
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<th>Equipment $</th>
<th>Hourly</th>
<th>Full-time</th>
<th>Classified</th>
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<td>2005-2006</td>
<td>299</td>
<td></td>
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<td>2006-2007</td>
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<td>2007-2008</td>
<td>5,137</td>
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<td>Instructional Asst.</td>
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<td>2008-2009</td>
<td>3,355</td>
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<td>2009-2010</td>
<td>1,344</td>
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</table>

* Equipment CTE funding

Using the District Database Directory of Programs (www.laccd.edu), indicate the number of sections offered, including the number canceled over the last five years or since last review:

Total FTES: Please Chart for last five years by FALL SEMESTER by discipline.

Total FTES to FTEF:
The current FTES to FTEF ratio is 24:8

List FTES to FTEF for the past five years BY FALL SEMESTER:
In 2005, the FTES to FTEF ratio was 20:7
In 2006, the FTES to FTEF ratio was 22:7
In 2007, the FTES to FTEF ratio was 20:9
In 2008, the FTES to FTEF ratio was 19:8
In 2009, the FTES to FTEF ratio was approximately 18:7
In 2010, the FTES to FTEF ratio was approximately 15:8

<table>
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<tr>
<th>Faculty (Full-Time Equiv)</th>
<th>2003</th>
<th>2004</th>
<th>*2005</th>
<th>2006</th>
<th>R 07</th>
<th>H 07</th>
<th>2007</th>
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<tr>
<td>Ch Dev</td>
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<td>4.67</td>
<td>4.92</td>
<td>5.20</td>
<td>2.40</td>
<td>2.60</td>
<td>5.00</td>
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</table>


List total numbers for past five years:
Degrees awarded:
Certificates awarded:
Skills certificates awarded:
Retention rate by program/pathway & course not by major/elective, etc.:
Degrees/Certificates Awarded

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<td>6</td>
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<td>15</td>
<td>16</td>
<td>12</td>
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Completion

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<th>College</th>
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<td>75.6%</td>
<td>63.8%</td>
<td>65.6%</td>
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<td>2004</td>
<td>77.4%</td>
<td>64%</td>
<td>67%</td>
</tr>
<tr>
<td>2005</td>
<td>79.2%</td>
<td>63.2%</td>
<td>64.5%</td>
</tr>
<tr>
<td>2006</td>
<td>73.1%</td>
<td>61.1%</td>
<td>66.1%</td>
</tr>
<tr>
<td>2007</td>
<td>70.1%</td>
<td>61.3%</td>
<td>63.5%</td>
</tr>
<tr>
<td>2008</td>
<td>%</td>
<td>%</td>
<td>%</td>
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Retention

<table>
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<th>Ch Dev</th>
<th>Division</th>
<th>College</th>
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<tr>
<td>2003</td>
<td>92.3%</td>
<td>84%</td>
<td>83.7%</td>
</tr>
<tr>
<td>2004</td>
<td>93.4%</td>
<td>80.8%</td>
<td>84.5%</td>
</tr>
<tr>
<td>2005</td>
<td>92.3%</td>
<td>82.3%</td>
<td>83.4%</td>
</tr>
<tr>
<td>2006</td>
<td>92.3%</td>
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<td>84.6%</td>
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<tr>
<td>2007</td>
<td>92.8%</td>
<td>85.7%</td>
<td>84.5%</td>
</tr>
<tr>
<td>2008</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>


GE courses:
Child Development 1
Family & Consumer Studies 21

Major required courses:
Child Development 1, Child Growth & Development
Child Development 2: Early Childhood Principles & Practices
Child Development 3, Creative Experiences for Children I
Child Development 4, Creative Experiences for Children II
Child Development 5: Puppetry I
Child Development 10: Child Health
Child Development 11, Home, School, & Community Relations
Child Development 12: Parenting
Child Development 22: Practicum in Child Development I
Child Development 23: Practicum in Child Development II
Child Development 38: Administration & Supervision of Early Childhood Programs I
Family & Consumer Studies 21: Nutrition
* Child Development Electives (4 Units from Elective Courses)

Elective courses:
Child Development 30: Infant & Toddler Studies I
Child Development 31: Infant & Toddler Studies II
Child Development 36: Literature for Early Childhood
Child Development 39: Administration & Supervision of Early Childhood
Child Development 42: The Child in a Diverse Society
Child Development 45: Programs for Children with Special Needs II
Child Development 46: School Age Programs
Child Development 65: Adult Supervision/Early Childhood Mentoring
Child Development 185: Independent Study

Successful course and program/pathway completion since last review or last five years:

GE courses:
Major required courses:
Elective courses:
Overall successful course and program/pathway completion rates:

<table>
<thead>
<tr>
<th>Successful Completion Rates</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<tbody>
<tr>
<td>Ch Dev</td>
<td>76.6%</td>
<td>77.4%</td>
<td>79.2%</td>
<td>73.1%</td>
<td>70.1%</td>
</tr>
</tbody>
</table>


A.) Advisory Committee: For programs requiring advisory committees, attach minutes from the last five meetings indicating that recommendations have been discussed. Refer to Attachment A.

B.) Provide an analysis and response to the environmental scan provided by the Office of Institutional Research. Chairs are encouraged to add any additional data sources they find appropriate. What trends are indicated by a review of the data?

According to the Office of Institutional Research, there is a projected growth rate of 4% in our service area. The population is aging, therefore, there may be an increased number
of students who are returning to obtain the necessary education to begin a second career. The Child Development Department is experiencing an increased number of students interested in early education to positively influence the lives of young children.

**Vocational Program:** Only those vocational programs undergoing their six-year review this year should complete sections 1 through 4 below:

**Section 1. Program Specific – Desired Student Outputs (Ed Code 78016(a)(1))—Meets a documented labor market demand.**

What do the data indicate about the desired student outputs at the program level?

a) Documents and labor market data from professional organizations, government agencies, and community groups related to needed skills and demand for future workers.

Data from surveyed professional organizations, government agencies, and community groups point to the dramatically increasing need for early childhood education workers to have degrees, credentials, and specialized training necessary for meeting current quality benchmarks.

According to the January 2008 Economic Impact of the Early Care and Education Industry in Los Angeles County Executive Summary, the early care and education (ECE) industry is vital to Los Angeles County’s economy. Early care and education currently generates 1.9 billion annually and provides over 65,000 full-time equivalent jobs; is projected to generate the sixth highest number of new jobs between 2006 and 2016 of all industries in Los Angeles County; benefits all industries in the county by enabling parents to work and attend higher education programs or job training programs to upgrade their skills; lays the groundwork for Los Angeles County’s future economic success by preparing the next generation for effective participation in the economy and by attracting business to Los Angeles County. Concisely, nontraditional stakeholders have a vested interest in joining existing ECE stakeholders in ensuring that there is a high-quality and affordable ECE system in Los Angeles County. Numerous professional organizations and government agencies have implemented strategic plans and programs with the intention of supporting this goal.

As the ECE industry in Los Angeles County lays the foundation for expansion, it faces major challenges in terms of creating a skilled and stable early care and educational workforce. With the most educated segment of the ECE workforce approaching retirement, research has documented an alarming need for ECE workers ages thirty and below to begin to obtain their AA degrees in order to meet the proposed increasing qualifications for teachers. Whitebrook et. al. (2006) suggests that this includes up to forty-one percent of our ECE workforce.

The Economic Impact of Early Care and Education Industry in Los Angeles County reports that while there is already a shortage of ECE services (and workers) for infants, demographers estimate that births in Los Angeles County will increase by approximately 3 percent between 2005 and 2015, further straining service provision.
First 5 California is collaborating with their county commissions across the state, including Los Angeles county, investing nearly a billion dollars, with the intention of creating quality preschool opportunities for every 4 year-old in California. Quality teachers and assistants with specialized training, credentials, and degrees are necessary for staffing these early childhood classrooms. In fact, to better meet these new rigorous standards, the National Institute for Early Education Research (NIEER) and the National Education Goals Panel (NEGP) have set benchmarks indicating that early childhood teachers must possess skills that support young children in achieving school readiness. This includes the ability to support children in the dimensions of health and physical development, emotional well-being and social competence, approaches to learning, cognitive knowledge, and communicative skills.

In First 5 California's Power of Preschool (PoP) program alone, which includes preschool sites in nine of California’s counties, thirty-five percent of Los Angeles County lead teachers do not possess any degree, which fails to meet the 5-10 year commitment to First 5 to build a qualified workforce. Sixty-one percent of all PoP program lead teachers must still obtain a Bachelor degree within a 5-10 year timeframe in order to reach quality standard benchmarks. As a result, partnerships with community colleges have been established with the intent of meeting program degree and professional development commitments and requirements.

Other professional organizations and government agencies have also predicted a trends for growth in the child care industry. The American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) predicts that the demand for child care workers will increase significantly in the future, projecting jobs in the child care industry to grow as fast as 10 to 20 percent between 2002 and 2012. According to the U.S. government's Occupational Outlook Handbook & Bureau of Labor Statistics (BLS), employment of preschool teachers and child-care workers is projected to increase faster than the average of all other occupations through the year 2018. High turnover, combined with rapid job growth, are expected to contribute to the creation of many openings for preschool teachers and child-care workers. Full-day care programs and Universal Preschool programs will also promote a continued emphasis on early childhood, cultivating higher enrollment growth for preschool age children, which, in turn, creates new jobs for preschool teachers. In addition, Head Start programs must comply with Federal standards for teacher requirements, including meeting the directive for all teachers to obtain an associate’s degree, at minimum. As indicated by BLS, an increasing number of employers in the early childhood field are beginning to require at least an associates degree in early childhood education for all employees.

b) Data from advisory committee regarding appropriateness of current outcomes and needs for entry and upgrade level training.

The need to train students for employment in the ECE Industry is well supported by research. In point of fact, $210,000 study funded by a collaboration between LAUP, Los Angeles County Child Care Planning committee, and the city of Los Angeles Workforce Investment Board found that Early Child Care and Education sector generates more than $1.9 billion annually in Los Angeles County and employs more than 65,000 people. Yvonne B. Burke, chair of First 5 LA Commission and the county’s Children’s Planning Council, stated: “Small ECE businesses do not only educate and care for our children, but lay the groundwork for the county’s future economic success by preparing the next generation for constructive participation in the economy, which will help in attracting business to the area.”
Governor Arnold Schwarzenegger underscored the significance for entry and upgrade level training when he endorsed two bills, SB 1629 and AS 2759, in September of 2008. Both bills aim to streamline funding for preschools and improve program quality. These bills are a result of a plethora of research indicating that children who attend quality early childhood care programs are better prepared for kindergarten and elementary school, and are at lower risk of dropping out of school. Consequently, the need for teachers and early childhood workers to gain higher level permits and degrees will become considerably greater.

c) Data from employers
The need to train students in order to meet the documented labor demand is emphasized by expanding early education centers such as Bright Horizons. Bright Horizons plans to open three new child development centers by 2011, in Los Angeles, Irvine, West Los Angeles, with the largest facility being approximately double the size of their 96 child occupancy center in El Segundo. This will create an estimated additional 58 new jobs for teachers in the early education field. Bright Horizons requires that all of their teachers have a minimum of 24 units of child development, but prefer to hire workers with an associate or bachelor degree in child development.

d) Data from students via focus groups, & surveys/questionnaires
Data was collected from in the form of a student survey/questionnaire in order to review the desired student outputs for the Child Development program. To view actual survey and feedback, please refer to Attachment B at the end of this report.

Section 2. Review and comments from a local South Bay Workforce Investment Board (N.B.—Required by LACCD Board regulation).

Extensive review of information on the following websites provided no information specifically related to Child Development.
www.labormarketinfo.edd.ca.gov/
http://www.worksourcecalifornia.com/information/wib_LAcounty.htm

Section 3. Evidence of Students’ Attainment of Intended Learning Outcomes (Ed Code 78016(a)(3)—Is of demonstrated effectiveness as measured by the employment and completion success of its students.

How and why is the program/discipline effective? Analyze student performance indicators and patterns of student success in the course and/or the program. Provide evidence regarding progress toward and achievement of desired student outputs. Where appropriate, please indicate “not applicable.”

The Child Development program is effective because it meets the demonstrated need to train students in order to meet the documented increased labor demands in the early childhood education field. A number of early childhood education care facilities have employed students after completion of student teaching, thereby indicating successful performance and
achievement. The Child Development Department is dedicated to understanding and meeting the educational needs of students through vehicles such as advisory committee meetings, contact with California Mentor Teachers, active affiliation with professional organizations, all which continue to connect the Child Development Department with the community.

Since data from surveyed professional organizations, government agencies, and community groups point to the dramatically increasing need for early childhood education workers to have degrees, credentials, and specialized training necessary for meeting current quality benchmarks, the Child Development program has surveyed the interests and needs of students in order to better facilitate student growth and achievement.

It is the future role of the Child Development Department to complete the collection and analysis of "student attainment of intended learning outcomes" data in order to align instructional and course learning pathways.

a) Certification exam results: NA

1) Is there a governing board that provides certification exams for students in your program? NA

2) What was the most recent pass rate and how does this compare to pass rates over the past 3 to 5 years? What factors affecting pass rates are relevant for program planning? NA

b) Job placement rates:

**Analysis & Response to Job Placement Rates**

**Child Development Student Survey Data**

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<th>Fall 2009 - Students by Category</th>
<th>Employed ECE</th>
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<tr>
<td>Child Dev Major</td>
<td>98</td>
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<tr>
<td>Goal: CA CD Permit</td>
<td>17</td>
</tr>
<tr>
<td>Goal: Upgrade CA CD Permit</td>
<td>11</td>
</tr>
<tr>
<td>Employed ECE w/unrelated declared major</td>
<td>--</td>
</tr>
<tr>
<td>Excluded from study</td>
<td>61</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>187</strong></td>
</tr>
</tbody>
</table>

*Note: Results of data collected during end of Fall 2009 semester (Includes all Child Development courses)*

1) Do you track job placement of students in your program or use external data (VTEA)?

The Child Development Department conducted student surveys in the Fall of 2009 in order to collect and measure data in a number of areas including declared Child Development majors, California Child Development Permit recipients and intended applicants, and current employment. According to the
survey information collected, approximately 98 students had a declared major of child development. Of the 98, 53 were employed in the early childhood field. Additionally, 17 students listed it as their goal to obtain a California Child Development Permit (7 were currently working in the early childhood field), 11 already had their permit (9 currently working in the early childhood field), 13 students were employed in the early childhood field with declared a major in an unrelated area but listed a goal of obtaining a child development degree, and 10 students were working in the child development field but did not list a goal or degree.

2) Do your rates compare to external criteria or standards?
The Child Development department will use the Fall 2009 student survey data to establish a benchmark for use in forecasting and analyzing changes in enrollment and offerings. After reviewing external criteria, the Child Development department remains confident that course offerings are adequate.

Section 4. Duplication—(Ed Code 78016(a)(2)) Does this program represent unnecessary duplication of other manpower training programs in the area? Please describe any relevant differences between your program and the college and/or other programs. Not applicable

✔ Attach current course outlines, accepted by the Curriculum Committee, for all approved classes offered in the program/pathway; certify that the Course Outline of Record has been reviewed and updated within last four years as required for articulation:
Refer to Attachment D. Course outlines have been reviewed and updated as of May 2010.

✔ Current sample class syllabi for courses offered in the program/pathway are available for review in the Department/Division office.
Refer to Attachment E.

✔ Attach current Unit Plan:
Refer to Attachment F

Summary of Review and Plan of Action:
Summarize program/pathway and unit plan modifications necessary for program/pathway improvement, including objectives, budgets, and timelines for implementation. This section should rely heavily on data from the assessment of student learning outcomes and inform the six-year Plan of Action—Pre/Post Validation form attached.

*Most of the data in the college Fact Book is derived from fall semester totals.*

The Child Development Department has updated all course outlines and are in the process of establishing SLOs and means of assessment criteria for success. We have also begun the collection of results data and plan to continue this process in order to intentionally plan for
future changes. The Child Development Department is dedicated to collaborating efforts in order to improve the program and to ensure student success.
Los Angeles Harbor College

Academic Program/Pathway Review

Program/Pathway Review Self-Study Committee

A Program/Pathway Review Self-Study Committee will be formed two years prior to the review completion date (See Appendix B. Program/Pathway Review Schedule). This committee will consist of:

<table>
<thead>
<tr>
<th>Program Name: Child Development</th>
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<tbody>
<tr>
<td>Division Chair or Manager:</td>
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<tr>
<td>Program/Pathway Faculty (all full-time and adjunct):</td>
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<tr>
<td>Program Staff:</td>
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<tr>
<td>Administrator responsible for the area:</td>
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<td>Vice-President of the Cluster:</td>
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<tr>
<td>One outside professional or alumni:</td>
</tr>
<tr>
<td>Two students currently enrolled in the program/pathway under review:</td>
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N.B.—This form is to be completed and submitted to the Office of Academic Affairs no later than September 15,
Plan of Action – Pre/Post Validation
(Six-Year Evaluation)

Department __________________________ Program __________________________

In preparing this document, refer to the discipline or program/pathway data collected during the self-study and the recommendations of the validation team. Identify the actions the discipline or program/pathway will take during the next six years. Be as specific as possible and indicate target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives.) The completed final plan should be reviewed by the department as a whole. Be sure the signature page is attached.

<table>
<thead>
<tr>
<th>Recommendations to improve desired student outcomes and improve student performance</th>
<th>Theme/Objective/Strategy from strategic plan</th>
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<td>Related Community Plans:</td>
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<tr>
<td>Recommendations that require <em>additional resources</em></td>
<td>Theme/Objective/Strategy from strategic plan</td>
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Validation Team Duties

A program/pathway review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

Duties of the Team Member

Pre-Visit Responsibilities
- Study the self-study report prepared by the faculty.

Visit Responsibilities
- Meet with program/discipline faculty.
- Examine teaching materials, supplies, and equipment presently being used in the program/pathway.

Post-Visit Responsibilities
- Develop an executive summary of team findings and recommendations.

The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program/pathway by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program/pathway improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program/pathway, talk with instructors and students in the program/pathway, and request any further information materials which would be helpful in preparing the executive summary.
Program/pathway review -- Validation Team Members

TO: Academic Dean

Date: 1/22/10

FROM: __________________________

We recommend the following persons for consideration for validation team:

Department __________________________ Program __________________________

The validation team should be comprised of the dean of the area, one faculty member from a related discipline/program/pathway, two faculty members from unrelated disciplines, and two members from outside of the college.

<table>
<thead>
<tr>
<th>(Name)</th>
<th>(Related discipline/program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joene Ohlaker</td>
<td>National University</td>
</tr>
<tr>
<td>(Name)</td>
<td>(Unrelated discipline/program)</td>
</tr>
<tr>
<td>William Zotterman</td>
<td>Political Science, LAUC</td>
</tr>
</tbody>
</table>

In addition to the above, the validation team should also include at least two individuals from outside of the institution. This may be someone from a four-year institution in the same discipline, someone from another community college in the same discipline, a high school instructor in the same discipline, or a member of college community employed in the area of the program.

<table>
<thead>
<tr>
<th>(Name)</th>
<th>(Title)</th>
<th>(Affiliation)</th>
<th>(Telephone Contact Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma Payares</td>
<td>Community Instructor</td>
<td>L.A.U.S.D. READY For School</td>
<td>(310) 518-7480</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Telephone Contact Number)</td>
<td>(310) 844-8546</td>
</tr>
<tr>
<td>Karen Gregas</td>
<td>Head Teacher</td>
<td>Ascension Lutheran Preschool</td>
<td>310-373-6083</td>
</tr>
</tbody>
</table>

(Mailing Address)

1140 Mahan Ave

2623 Silver Spur Rd.
<table>
<thead>
<tr>
<th>Print Name</th>
<th>Title/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kym Valviejn</td>
<td>Adjunct Faculty/Instructor</td>
</tr>
<tr>
<td>Randy Wade</td>
<td>Ass't Professor/Life Science</td>
</tr>
<tr>
<td>C. C. Dutta</td>
<td>Ass't Professor - Child Dev.</td>
</tr>
<tr>
<td>Karen Adjgus</td>
<td>Lead Teacher Outside private facility</td>
</tr>
<tr>
<td>Dave Humphrey</td>
<td>Sean</td>
</tr>
<tr>
<td>H. Z. Haterman</td>
<td>Prof. Political Science</td>
</tr>
<tr>
<td>Joyce Farkel</td>
<td>Joyce Nivison Clark</td>
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<tr>
<td>Joneen Ohlaker</td>
<td>Outside Professional</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Joneen Ohlaker</td>
<td>Outside Profess.</td>
</tr>
<tr>
<td>William Lancaster</td>
<td>Unrelated discipline/program</td>
</tr>
<tr>
<td>E. O. Betts</td>
<td>Full-time Faculty</td>
</tr>
<tr>
<td>Vinn Vatruja</td>
<td>Adjunct Faculty/Instructional Assist.</td>
</tr>
<tr>
<td>Karen Ayns</td>
<td>LAUSD Ready for School Community</td>
</tr>
<tr>
<td>Joy Tomke</td>
<td>Outside professor, ascension</td>
</tr>
<tr>
<td>BM Humphrey</td>
<td>LAHC CD Division Chair</td>
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<td>Dean AA</td>
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</tbody>
</table>
Los Angeles Harbor College
Academic Program/Pathway Review

Child Development Department

Order of Attached Documentation

A. Advisory Committee Minutes
B. Student Survey/Questionnaire
C. Analysis of SCAN - Trends
D. Course Outlines & Assessments
E. Course Syllabi Sampling
F. Unit Plan
Los Angeles Harbor College
Academic Program/Pathway Review

Child Development Department

Attachment A
Advisory Committee Meeting Minutes
April 16, 2010

Dear Early Childhood Program Representative:

In order to keep our Early Childhood Educational Program relevant to the needs of the community, we are seeking advice from qualified persons in the field of Child Development. You are cordially invited to attend the annual meeting of the Los Angeles Harbor College Child Development Advisory Committee which will be held May 13, 2009 from 12:30 to 2:00 PM in the Adult Wing of the New Child Development Center on "L" Street at the northwest corner of campus. Please park in the large parking lot on the north side of "L" Street.

We will be hosting a light lunch prepared by the Culinary Arts Department at 12:30 PM.

Enclosed are vocational advisory committee guidelines and the agenda for the meeting. Any suggestions for topics that you may wish to present for discussion will be welcomed.

Your participation is critical to our providing students/future Early Childhood Education employees a quality program. We value and appreciate community involvement in shaping our curriculum offerings.

Please call Joyce Parker at (310) 233-4556 to R.S.V.P.

Respectfully,

[Signature]

Joyce E. Parker, Division Chair, Science/Family & Consumer Studies

cc Bobby R. McNeel, Vice President of Economic Development
cc Dr. David Humphreys, Dean of Academic Affairs, Curriculum
Los Angeles Harbor College
2009 – 2010  Child Development Department Advisory Committee Meeting

May 13, 2010

Agenda

I. Welcome and Greetings

II. Program and Curriculum Update

III. Advisory Committee Member’s Responses

IV. Discussion Points

V. Recommendation of Advisory Committee

VI. Review of Equipment

VII. Closing and Appreciation
Los Angeles Harbor College
2009 - 2010 Advisory Committee Guidelines
May 13, 2010 – 12:30 to 2:00 PM

PURPOSE:

To maintain the occupational programs' strength by keeping them responsive to the current and future needs of the respective business and industry.

To ensure program effectiveness by continuing review of existing occupational programs.

FUNCTIONS AND RESPONSIBILITIES OF THE ADVISORY COMMITTEE ARE TO:

Advise and assist in the development of new programs.

Review existing programs and courses.

Suggest modification in course content, deletion of courses or programs, and updating of equipment, tools, supplies, and facilities.

Suggest standards of performance (level of skills to be developed).

Determine the value of occupational programs for up-grading employees presently employed in the occupation.

Evaluate texts, manuals, brochures, and other instructional materials.

Assist with acquisition of donated equipment and supplies.

Provide information relative to the employment trends, immediate and future.

Assist in the development of new facilities.

COMPOSITION OF ADVISORY COMMITTEES:

Advisory committee members should be selected employers or representatives of highly respected early childhood education programs. They may be owners, managers, or persons employed in vocational occupational areas.

Mr. Bobby McNeel
Vice President of Economic Development
(310) 233-4041-office
(310) 233-4661-fax
Los Angeles Harbor College Child Development Department
Advisory Committee Meeting
May 13, 2010

Discussion Points

1. What are your projections for employment needs for the next one to two years?

2. Please share your recommendations for additional training subjects for LAHC Child Development students.

3. Please review the attached Child Development Program Student Learning Outcomes. Are these appropriate outcomes to meet the needs for entry and upgrade level training at your facility?

4. What can the Child Development Department do to maintain/encourage enrollment at Los Angeles Harbor College?

5. What is the overall trend in success and retention in your program?
Los Angeles Harbor College

2009—2010 Child Development Department Advisory Committee Meeting

May 13, 2010

I. Welcome and Greetings

Joyce Parker greeted all participating advisory committee members and asked each to introduce herself/himself to the group. A list of all attendees is attached.

II. Program and Curriculum Update

Joyce Parker reviewed the activities of the Child Development Department during the 2009-2010 academic year. The specialty one-unit courses offered on Saturdays; numerous workshops presented throughout the year by Child Development professionals; Child Development Training Consortium, California Mentor Teacher, CDC Careers, and the Boys and Girls Club of the South Bay Grants; and program assessment were reviewed as said activities. Kym Valvieja presented a Power-Point presentation detailing the annual Music and Movement Workshop that was held May 1, 2010.

III. Advisory Committee Member’s Responses

Positive feedback was given by Ana Ramirez, Karen Grgas, and Fany Abrego about the Music and Movement Workshop. All thought the presenters were successful in challenging the participants to take what they had learned and use the information in their present or future early education sites. Ms. Grgas stated she had used one of the activities presented in her classroom on the following Monday. Ms. Ramirez commented that such enrichment activities are not just challenging or motivating, but fun.

IV. Discussion Points

Five questions were presented for discussion.

1. What are your projections for employment needs for the next one to two years?

The Early Head Start Program has received new funding for two-year-olds. Funding will be used to establish new centers where teachers will need bachelor’s degrees. Additionally the sites will need family service workers. Community college programs such as Harbor’s are able to provide transferrable courses and afford the opportunity to students investigating the possibility of an early education career. Susan Gilbert, representative form National University, added that teachers must be qualified and credentialed to move up the salary scale.
Secret Onoh stated that Los Angeles Unified School District needs parent educators who are required to hold an Associate’s degree. Also early education teachers prepared to work with special needs children are in demand.
Sandy Witlam commented that with the increased awareness of the importance of early education, the demand for infant/toddler teachers has increased.

2. Please share your recommendations for additional training subjects for LAHC Child Development students.

Again the need for teachers to have more training to effectively work with children with special needs was emphasized. All early childhood educators need to be prepared to identify behaviors in children that indicate the need for referral/testing to diagnose special needs. Karen Grgas said it has been her experience during the past two years that more children need IEPs. Ms. Grgas suggested parents, teachers, and future teachers should be aware of the importance of early intervention. Parents should be aware of resource and referral agencies and learn to advocate for their children. Spanish-speaking families need the same information and guidance. One-unit courses or workshops to address subjects such as Autism and ADHD should become a consideration when the Child Development Department makes plans for the future.

Danielle Holmes, director of Play House West, works with homeless children and families. She has observed trauma, educational delay, and depression in very young children. She recommended offering a workshop or training that enlightens early childhood educators about the special needs of these children.

Ana Ramirez, representative from the Boys and Girls Club of the South Bay, indicated the club staff sees many children with low self-esteem which turns to anger and resentment which leads to behavior problems. She would like to see Harbor staff offer a workshop to teach tools and techniques that would be effective in working with young, middle-years, and teenage children.

Dennis Griffith, LAHC faculty member, proposed investigating the idea of modularizing Child Development 44 to include the above mentioned topics.

3. Please review the attached Child Development Program student learning outcomes. Are these appropriate outcomes to meet the needs for entry and upgrade level training at your facility?

Susan Gilbert started the discussion by stating that a program SLO that students completing the program need to be able to observe and assess the developmental needs of children is important.

Sandy Witlam stated teachers need more assessment strategies. Students need to be taught how to use assessment tools.

Carol Minami, LAHC Child Development Center instructor, said the Desired Results Developmental Profile (DRDP) assessment tool/instrument is used at the Center. Students have little knowledge of the system. Actually employed teachers receive extended training
to be able to complete the involved assessment forms. She thought an introduction to the system is adequate for student teachers/advanced students. John Berndt, representative for LACOE Head Start, agreed that DRDP training for those already in the field and Harbor students is needed.

Joyce Parker stated that the CD Department is planning to develop the curriculum for an observation and assessment course which would be transferable to four-year institutions.

4. What can the Child Development Department do to maintain/encourage enrollment at LAHC?

Brenda Guertin, LAHC counselor, stated Harbor currently has 11,000 students. Enrollment is enhanced by offering classes on Saturdays, shortening the time needed to complete the class by having the course meet more than once per week, and by offering hybrid classes (online and on-campus).

5. What is the overall trend in success and retention in your program?

Lisa Drake; owner of Brighter Beginnings, private child care facility; understands the importance of augmenting the salaries of those who have furthered their educations.

Renee Rivas, grant coordinator at the Boys and Girls Club of the South Bay, believes hiring community members and supporting their educational efforts is one way to retain dedicated staff members.

V. Recommendation of Advisory Committee

The CD Advisory Committee recommended the CD Department act upon suggestions made during the discussion of questions. The Department should also continue to promote the CD Program as providing education essential to a viable career or continuing pathway to a career in early childhood education.

VII. Review of Equipment

Carol Minami and Ana Ramirez recommended equipment be purchased when funding was available to support instruction in the classroom.

VIII. Closing and Appreciation

Joyce Parker expressed the Child Development Department’s appreciation for all those present at the 2009—2010 Advisory Committee meeting. The meeting was adjourned at 2:35 PM.
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<thead>
<tr>
<th>Print Name</th>
<th>Facility</th>
<th>E-mail</th>
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</thead>
<tbody>
<tr>
<td>Lisa Drake</td>
<td>Brighter Beginnings</td>
<td>ltrudell@<a href="mailto:drake@yahoo.com">drake@yahoo.com</a></td>
</tr>
<tr>
<td>Allie Gardner</td>
<td>Brighter Beginnings</td>
<td><a href="mailto:bbe1c@sbcglobal.net">bbe1c@sbcglobal.net</a></td>
</tr>
<tr>
<td>Esperanza Corregado</td>
<td>Park Western Elem SPS.</td>
<td><a href="mailto:spcorregado@yahoo.com">spcorregado@yahoo.com</a></td>
</tr>
<tr>
<td>Secret Oroh</td>
<td>LAUSD CATS</td>
<td><a href="mailto:sonoh@lausd.net">sonoh@lausd.net</a></td>
</tr>
<tr>
<td>John Berndt</td>
<td>LACOE Head Start</td>
<td><a href="mailto:berndt.john@lacoe.edu">berndt.john@lacoe.edu</a></td>
</tr>
<tr>
<td>Karen Gregas</td>
<td>Ascension Lutheran Preschool</td>
<td>mrgregas@<a href="mailto:great@yahoo.com">great@yahoo.com</a></td>
</tr>
<tr>
<td>Darlene Kurt</td>
<td>LAHCC</td>
<td><a href="mailto:dkurt@alerpv.org">dkurt@alerpv.org</a></td>
</tr>
<tr>
<td>Janelen Ohlaker</td>
<td>First Lutheran Early Ed Center, <a href="mailto:beckers@flchurch.org">beckers@flchurch.org</a></td>
<td></td>
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<tr>
<td>Shirley Becken</td>
<td>Articulation Officer</td>
<td><a href="mailto:quentins@lahc.edu">quentins@lahc.edu</a></td>
</tr>
<tr>
<td>Brenda Guertin</td>
<td>First Lutheran Early Ed Center, <a href="mailto:witham@flchurch.org">witham@flchurch.org</a></td>
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<tr>
<td>Sandy Witham</td>
<td>Student Worker</td>
<td><a href="mailto:sgilbert@no.edu">sgilbert@no.edu</a></td>
</tr>
<tr>
<td>Tanya Abrego</td>
<td>NU</td>
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<tr>
<td>Susan Gilbert</td>
<td></td>
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<tr>
<td>Emma Paylace</td>
<td>WLM PARK READY FOR SCHOOL exp 79442 e lausd.net</td>
<td></td>
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<tr>
<td>Kym Valviejix</td>
<td>Adjunct Instructor - LAHCC</td>
<td><a href="mailto:valvie.kym@lahc.edu">valvie.kym@lahc.edu</a></td>
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<tr>
<td>Carol Minami</td>
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<tr>
<td>Stephanie Regalado</td>
<td>BGC of the South Bay</td>
<td><a href="mailto:stephanie@southbayclubs.org">stephanie@southbayclubs.org</a></td>
</tr>
<tr>
<td>Ana Ramirez</td>
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</tr>
<tr>
<td>Diana L. Linares</td>
<td>Wilmington Park Ready for School</td>
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</tr>
<tr>
<td>Danielle Holmes</td>
<td>Children Today</td>
<td><a href="mailto:danielle@childrentoday.org">danielle@childrentoday.org</a></td>
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<tr>
<td>Gwen Crews</td>
<td>Junior University</td>
<td><a href="mailto:little_lamb@kids.org">little_lamb@kids.org</a></td>
</tr>
<tr>
<td>Joyce Larker</td>
<td>LAHC</td>
<td><a href="mailto:parkerje@lahc.edu">parkerje@lahc.edu</a></td>
</tr>
</tbody>
</table>
LAHC Child Development Advisory Committee Meeting Minutes

May 21, 2009 – 12:30 to 2:30 PM

Prior to the commencement of the meeting, a luncheon was hosted by Joyce Parker and Cheryl Watson. The food was prepared by students of the Los Angeles Harbor College Culinary Arts Program.

Welcome and Greetings

The meeting was called to order by Joyce Parker at 1:00 PM.

Program and Curriculum Update

Joyce Parker summarized the accomplishments of the Child Development Department during the 2008—2009 Academic Year. Highlighting the year was a series of workshops that provided students and community members with the opportunity to further their knowledge of diversity, bullying, and discipline. Approximately 100 CPR and First Aid Certificates were awarded. The annual Music and Movement Workshop enriched the understanding of these curriculum areas for over 120 participants. Kym Valvije shared a Power Point presentation of the event.

Discussion

A question and discussion session provided Department members with information pertinent to planning and implementation of curriculum and activities essential to providing students with a quality education. Questions and responses were as follows.

What are the projections for employment needs for the next one to two years?

Rosemary Jiles, Head Start, stated that starting in 2013 teachers will be required to possess a BA Degree. There is a push to raise the academic skills of Head Start teachers.

Los Angeles Unified initiated a guideline that requires all new teachers to have a BA Degree. Substitutes can work with an AS or AA Degree.

Kathy Paul, Torrance Tikes -- Torrance Unified School District, indicated that at present the requirement for teachers is 12 Child Development units and for aides is six Child Development units.

Sandy Witham, First Lutheran Preschool, stated that the demand for infant care is increasing. Administrators are planning to expand their program. There is a need for teachers that understand the specific needs of infants and toddlers. Infant and toddler courses are a necessity for teachers working with these age groups.
Danielle Holmes, Children Today – Play House West, is currently constructing a third building to expand their program. Teachers, including substitutes, will need a California Teacher Child Development Permit.

Jerico Campbell, LAHC student & After-School Program Aide, commented that those working with school age children also need education and experience to meet the needs of this age group.

Emma Payares, Wilmington Park Ready for School/Family Day Care, added that family day care providers need to be trained to serve as early childhood educators not only providers of a safe environment. Presently family day care providers are being encouraged to enroll in Child Development courses.

Roselina Samala, LAUP, asked what efforts are being made by California Community Colleges to facilitate articulation with four-year institutions. Joyce Parker explained that there is a state-wide effort led by CCCEC to offer courses that can easily be transferred to four-year public institutions. The initiative is known as the CAP Program. Twenty-four units (eight courses) of Child Development/Early Childhood Education courses have been identified. Harbor College is planning to initiate new and revise existing courses to meet the CAP requirements during the Summer of 2009. The majority of courses that meet the CAP requirement are already being offered. Students who do not seek an Associate Degree will be able to complete only those classes for the major that transfer. Harbor has established a transfer agreement with California State University, Long Beach and National University (private). Several LAHC Child Development graduates have successfully transferred their Child Development units to LaVerne University (private) and completed BA Degrees.

Are LAHC students properly trained to be employed at an entry level or higher position?

Many Child Development students have been hired by community agencies. A number of hires have occurred after students have completed volunteer hours for which they have received credit in Child Development 22 and 23, the practicum courses.

There is a need for students to improve their writing skills which are needed for preparing lesson plans, assessment reports, etc.

Students need an orientation class or workshop to plan their futures in the field of Child Development/Early Childhood Education. An overview of CORE classes and classes needed for the California Child Development Permits, the CD Vocational Certificate, and an AS Degree in Child Development would be helpful to students. The Department should continue to participate in high school career days to attract new students. Current and potential students need to have an understanding of the CD career ladder and potential position opportunities.
Joyce Parker reported that the Department and the Harbor City Boys and Girls Club were presenting a Child Development Careers Workshop on June 6, 2009 with panel members of various occupations in the field. This workshop will be open to students, community members, high school students interested in the field from Narbonne High School, and any other interested individuals. Advisory committee members were given a flyer and encouraged to promote the workshop.

Karen Crummer, LAHC Child Development Center, commented that students need skills in working as a team player, being punctual, and reporting illness in a timely manner, etc.

Kym Valvieja, LAHC Child Development Instructional Assistant/Adjunct Instructor, remarked that these skills should be emphasized by on-site, supervising practicum teachers. The need for training in these areas supports the importance of practicum courses in academic programs.

Is there a need for traditional hours of child care to extend into evening hours?

The consensus was that especially now with the economic conditions, parents are accepting employment for hours otherwise not considered. The need for extended hours is growing rapidly and will most likely be a continued need in the future.

What can we do to maintain and encourage enrollment?

The first response was to go into the high schools for career days and participate in job fairs.

A recommendation was made to establish a work experience program where high school students can volunteer at Child Development Centers linked with the Child Development Program. Karen Crummer stated students would need to be 18 years of age. Several CD Advisory Committee members responded that a provision is made in Title 22 for 16 year olds. With work permits, 16 year olds can work with lead teachers in work study programs.

Another recommendation was to post flyers about Harbor's Child Development Program in public places such as libraries and grocery stores.

Geri Fuchigami, Los Angeles Unified School District/Special Needs, suggested students need training in collaboration skills and practicing positive behavior to be successful and motivated to continue working in programs with all children especially those with special needs.
Approval of New Equipment

The recommendation for a laser printer, laminators (replacement as needed), a CD player, DVD players (replacement as needed), CPR mannequins, and small wares for curriculum courses was approved.

Closing and Appreciation

Joyce Parker extended the Child Development Department’s appreciation for Advisory Committee members’ support. All Advisory Committee members were encouraged to contact CD Department members with future concerns or for collaborative efforts.

Adjournment

The meeting was adjourned at 2:30 PM.
Los Angeles Harbor College
Academic Program/Pathway Review
Child Development Department

Attachment B
Student Survey/Questionnaire
LAHC Child Development Department
Student Survey

December 2009

STUDENT INFORMATION

1. Student Name:

Last __________________________ First __________________________ Middle Initial

2. Student ID Number __________________________ E-mail __________________________

3. Mailing Address: __________________________ City: __________ Zip Code __________

4. Contact Number: (_____) __________________________

5. Ethnic Background: 28 African-American 7 American Indian or Alaskan Native
   20 Asian or Pacific Islander 40 Caucasian 106 Hispanic 8 Multi-racial
   2 Decline to Answer 3 Other (specify) Middle Eastern

6. Gender: 18 Male 192 Female
   Student Status: 87 Full-time 79 Part-time (12+ units)

7. Declared Major: 68 Child Development 24 Undecided

8. Which California Child Development Permit do you hold? (Check one.)
   123 None 12 Assistant 7 Associate Teacher 2 Teacher 4 Master Teacher
   2 Site Supervisor 1 Program Director 1 Other (specify) __________________________

9. Current Position: (Check all that apply.)
   8 Family Child Care 36 Assistant/Aide 6 Associate Teacher 16 Teacher
   2 Master/Head Teacher 1 Site Supervisor 1 Program Director 2 Substitute
   Other (specify): 4 (Caregiver); 3 (Tutors); 1 (Infant Teacher); 1 (Yard Aide)

10. Long-term Goal:
   27 California Child Development Permit If so, which? 7 (Site Supervisor); 1 (Director);
       4 (Assistant Teacher)
   57 A.S. Degree 64 B.A. Degree 44 M.A. Degree
11. Indicate the ages of children with which you work. (Check all that apply.)
   _____ Infant/Toddler (birth to 2½ years)  ___ Preschool (2½ to 6 years)
   _____ School-age (kindergarten, before/after school or off-track care only)

EMPLOYMENT INFORMATION

12. Name of Employing Agency: _____________________________________________

   Employing Agency Address: _____________________________ City: ________________
   Zip Code: _______________

   Length of Employment at Present Employment Site: _________________________

   Agency/Center Type: ______ Public ______ Private Non-Profit ______ Private for Profit
   ______ Family Child Care

STUDENT OPINION

13. What do you see as strengths of the Child Development Program at LAHC?
   Overall, student responses fell into the following categories: quality staff, class availability, and course content. Quality staff was overwhelmingly the most important strength of the Child Development program.
   Quality staff = 117
   Course content = 24
   Class availability = 10

14. What do you see as weaknesses of the Child Development Program at LAHC?
   Overall, student responses fell into six categories: lack of funding, poor facilities, class availability, need more workshops/videos, course content lacking, and staff related. Class availability was overwhelmingly selected as a weakness for the Child Development program.
   Class availability = 39
   Course content = 11
   Facilities = 7
Funding = 4
Staff = 4
Workshop/Videos = 3

15. What subjects for new Child Development classes would be of interest to Early Childhood Education students?
Student responses fell into 10 categories: work child psychology, additional work experience classes, special needs (including sign language), classroom management/discipline, Arts, literacy, math/science, physical education, and miscellaneous. The most popular request for new subject content in the Child Development department was in the area of special needs.
   Special needs (including sign language) = 16
   Arts = 8
   Work Experience = 8
   Classroom mgmt/discipline = 6
   Math/Science = 5
   Child Psychology = 3
   Literacy = 3
   Physical Educ = 3
Children & Gender Identity, Teaching diversity through play, methods of studying children, preschool & technology, problem solving with parents, middle yrs & adolescence, supporting transitions. (1 each)

16. Would you be interested in joining a Child Development club that met monthly?
   115 Yes  86 No
EXECUTIVE SUMMARY
(Validation Team Report)

(Early Childhood Education)
(2009-2010)

Team Members

Randy Wade
Karen Grgas
Joneen Ohlaker
William Loiterman
David Humphreys

MAJOR FINDINGS

Strengths regarding the program/discipline:

Overall, the team found that the Early Childhood Education Program at Los Angeles Harbor College was sound and well-run program offering significant advantages to its students. They cited a number of exemplary opportunities for students:

- The Boys and Girls Club partnership offers the students a unique opportunity for training.
- The team was pleased with the effort of the faculty to attend state and national conferences in order to identify and invite experts to speak at the Child Development department’s hosted professional development workshops.
- The program has a very strong outreach component (for example, music and movement workshops and a careers workshop) which brings community members to the school. One team member remarked that the "the practice put more community in their community college."
- The team appreciated the faculty efforts to find money to support students and publicized their efforts.
- A very significant program is the mentor program which connects Harbor College to different preschool programs in the community. This program educates the preschool as well as our students; knowledge flows both ways.
- The team noted that the staff was always available to students to help them with the permit application process and to advise them.
- Room 201 is a great study hall and gives good cohesion to the students’ experience.
- The program offers a large number of classes which provides great variety for our students.
- The faculty have also been diligent in pursuing grants to support the activities of the program.
- The team also noted the high devotion to staff development. They attend many conferences in order to gather new information, cultivate connections with the community in order to get feedback on our graduates, and better understand community needs.
- This staff has developed an excellent database of local preschool directors and uses it to facilitate communication and to invite them for professional development workshops.
- The programs completion/retention rates are outstanding. They are keeping students in class longer and provide the right personal support for a 90% completion rate.
- Faculty have created a career ladder that clearly shows students the steps in pursuing their career incrementally. They clearly communicate this ladder to the students.
- Teamwork is very important for the members of this unit.
• The childhood Development department’s loan library of reference materials is a very nice addition to the program.

**Concerns regarding the program/discipline:**

• Air conditioning is clearly a necessity; however, this will probably have to wait for construction of the new building.
• There is a lack of access to technology in the classrooms located in the Science Building, making it difficult to support diverse learning needs.
• Overall financial constraints of the college limit the number of courses that can be offered.
• The staff still needs to strengthen the assessment effort to complete the collection of assessment data.
• There is some difficulty for students who wish to transfer from Harbor to the four-year and private schools. Receiving institutions are reluctant to accept students coming from the two-year college because they themselves are impacted. Harbor might explore having a four-year institution offer a bachelor of arts cohort on campus, taught by members of the faculty of CSU Dominguez Hills, National University, or CSU Long Beach.

__________________________________________  _______________________________
Karen Grgas      David Humphreys

__________________________________________  _______________________________
William Loiterman     Joneen Ohlaker

__________________________________________
Randy Wade