

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
Program Title: Child Development

Agreement No.: 17-C01-006
TOP Code: 130500

Briefly describe the program improvement issue(s) concerning this TOP code.
As in 2016 - 17 (7.9), Core Indicator 1, Technical Skill Attainment, although lower, continues to exceed negotiated targets, in 2017-2018 (5.6). The following core indicators, completions, nontraditional participation, and nontraditional completions all fall short of negotiated targets. Similar to last year, it is not possible to fully explain the data. College data collection tools have been revised; however, at the time this data was collected, it is questionable whether the tools used to collect the data gathered accurate identification of non-traditional populations. For Core Indicator 3, Persistence and Transfer, the negotiated Level decreased, from 4.3 to 2.0, but still are above the negotiated level. Under Core Indicator 5a. Nontraditional Participation and 5b. Non Traditional Completions, which for Child Development are "males", there is a continued decrease in the negotiated levels, from -18.4 to -21.8 for participation and from -19.7 to -22.00 for completions. That being stated, here are some possible reasons that continue year to year, producing the (-) negotiated levels half of the core indicators: 1. As reported by both traditional and non-traditional participants, large numbers of CD students continue to struggle with completing the required General Education Math and/or English requirements for the AS-T in Early Childhood Education or A.A. degree in Child Development. 2. When comparing 2016/17 to 2017/18, the Child Development Department "Cohort CTE Enrollment", only changed by 2, from 2,793 to 2791 and the CTE Headcount has decreased by 55, from 1,716 to 1,661. Male students (our nontraditional participant) continue to not choose Child Development/Early Childhood as their major, due to the low pay and the bias view male teachers experience in Early Childhood Education programs. 3. Although Core Indicator 4, employment is above the negotiated level, at 11.8, the CD Department continues to prepare for future changes in requirements for te

Briefly describe how the issue(s) will be addressed.
This year the CD Department re-evaluated our Program Review Plus goals and the chart listing the actions to be taken for each of the goals. 3 of the goals will continue to help the CD Department address the issues discussed above. Goal 1: Recruit and maintain non-traditional students (men) Actions: Consistently participate in Senior Preview Day and CTE Career Day (in particular be represented at the Non-traditional Career booth). Collaborate with Teacher TRAC in recruitment events, on and off campus. Distribute Child Development Pathway brochure high school principals, athletic coaches, counselors and community leaders. Goal 2: Develop a process to improve the teaching practices of all CD instructors in CD Department. Actions: Coordinate events for full and part time instructors to discuss class content, student engagement, teaching practices, through the SLO Assessment Cycle. Seek approval for all faculty members to attend trainings on the most current classroom assessment tools and pedagogy used in early childhood programs. (Reggio Emilia, Constructivism) (DRDP's, CLASS, ECERS-3). Goal 3: Work on articulation with Adult Education Programs and increase graduate and transfer rates to four year institutions. Actions: Use the Child Development Overview and Pathway brochure to advise students. Schedule ongoing meetings with counselors Meet with Adult Education programs in the area

Final Report Summary:
1. Was the program improvement issue(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.
If the response in Section 1 is Yes or Partially describe the accomplishment and/or effectiveness practices derived from the project in Section 3
Select Yes No Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

For Goal #1, recruiting and maintaining non-traditional students (men), this year, the Child Development Department participated in the Cerritos College Senior Preview Day & CTE Career Day. During Fall 2017, CD 110 Child Development and currently during Spring 2018, 2 courses, CD 110 and CDEC 111 Principles and Practices were taught at Downey Adult School. Male students were enrolled in all 3 courses. The chair of the CD Department is a member of the Teacher TRAC Leadership Team, at Cerritos College. This year, Teacher TRAC is revising their VISION to include the Early Childhood Education pathway, so that Teacher TRAC will be another program on campus sharing information for students (both male and female) interested in teaching children birth - 5 years old. Regarding Goal #2: to improve the teaching practices of all CD instructors, Dionne Gibson attended the Reggio Emilia Study Tour, in Italy. Upon her return she presented to both the CD Department Advisory Committee and Mentor Teachers, what she had learned about this world renowned approach to Early Childhood Education. CD faculty also attended a variety of workshops and conferences, like the CAAEYC (California Association for the Education of Young Children) Annual Conference. All PT faculty are invited to the monthly CD Department meetings, where the Student Learning Outcome action plans are discussed. Lastly, we worked on Goal #3: increase graduate and transfer rates to four year institutions, by providing additional support for students to apply for the Child Development Permit, granted by the state. Full time faculty continue to guide CD students through the permit application process. The permit encourages students to continue taking CD & General Education courses, as a way to move up on the Child Development Permit matrix. This summer, the 4 core classes (CD 110 Child Development, 2 sections, CDEC 111 Principles and Practices, CDEC 112 ECE Curriculum, & CDEC 113 Child, Family and Community) plus CDEC 161 Health, Safety and Nutrition will be offered. This is an increase in summer offerings compared to the past 5 years, when courses were cut back due to budget cuts.

Requirement for Uses of Funds	MET	UNMET	NOW MET
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):