GOAL #1 – Educational programs and services will be developed, evaluated, and improved to ensure student access, learning and success while maintaining appropriate academic standards.

Unit Objective #1: The Child Development discipline will ensure student learning by providing access to basic skills, general education and transfer, and degree applicable courses that are scheduled appropriately and in sufficient numbers to meet the needs of Mission College students.

In analyzing the data provided, it was found that Child Development courses are scheduled appropriately and in sufficient numbers that students do have the opportunity to earn the degree in three years.

Success Indicators:

1, 2, 3 and 4: Analysis of the data regarding day, evening, and short term course offerings indicate that there have several courses with extensive waiting lists from Fall 98 to Spring 01. We have addressed these scheduling needs in Fall 01 and Spring 02 by adding sections of CD 1, 10, 42 and 22. We are continuing to offer core courses in all three time segments: morning, afternoon and evening and are looking forward to being able to increase the number of sections in courses with the highest demand.

Plan for Improvement: We are currently adding offerings of CD10 and CD42 in our summer program, and another section of CD23 for the Fall. We will reassess the needs of our students for Spring 03 through informal surveys in our classes. Improvement will be shown by shorter waiting lists for high demand classes.

Unit Objective #2 The Child Development discipline will maintain academic standards in student learning outcomes.

The majority of students in Child Development courses do demonstrate successful accomplishment of stated learning objectives as indicated by the percentage of students who successfully complete the Child Development courses with a “C” or better.
Success Indicators:

1,2,3,4: Although we did not have data for these indicators, the success rate of our students completing courses indicates that the majority of students are successfully meeting the learning outcomes for the courses, and therefore the discipline. Since we have implemented the Child Development Skill Award for successful completion of twelve core units, we have seen a large number of students earn this award.

✓ 5: Data indicated that there were discrepancies of grade distribution among faculty. Although all faculty follow common course outlines with objectives and exit skills, we do not have a standardized grading and assessment policy.

Plan for Improvement: In the Spring 01 semester, we implemented a practice of Child Development faculty meetings once each semester to bring faculty together to discuss issues shared by full time and part time faculty. These have been very successful, and the next topic we have chosen to pursue involves “cluster” meetings of those faculty teaching the same courses to discuss assignments, grading, assessment practices, etc.

✓ Improvement will be shown by the accomplishment of cluster meetings of faculty to discuss course content, assessment, grading, and assignment policies. The goal is to see a closer grade distribution record of common course offerings.

6: Data indicate satisfaction with quality of instruction.

7,8: We have recently reviewed, updated and resubmitted all our course outlines to the Curriculum committee for approval. All have been approved, implemented and distributed to part time as well as full time faculty. Course outlines are now reflective of and enriched by current thinking, research, practice, and trends in our field.

9: Our active Advisory Committee meets regularly to share industry needs, concerns and suggestions for our Discipline. Their input has resulted in several important additions and revisions to our course offerings. The most recent meeting indicates a growing need for an additional course in Observations of Children to be added to Mission College’s Child Development Discipline.

Plan for Improvement: We have checked with the District Data Base to look into the logistics of adding this course, and will be pursuing its addition in the Fall 02 semester.

✓ Improvement will be shown by the approval by the Curriculum Committee of the addition of CD34 to our course offerings.

Unit Objective #3: The Child Development discipline will provide enough appropriately diverse full time and part-time faculty and support staff that are qualified by appropriate education, training, and experience along with adequate physical facilities and equipment to support its course offerings.
Los Angeles Mission College
Child Development Advisory Committee Meeting
Friday, February 1, 2002

Committee members in attendance:
Celina Aguilar Dabdoub, Education Coordinator, Child Development Center
Leslie Araujo, Human Resource Generalist, Kid's First Learning Center
Nancy Araujo, Kid’s First Learning Center
Gail Archie, Child Care Resource Center of the San Fernando Valley
Eloise Cantrell, Dean, Academic Affairs
Audrey Clark, Program Director, Cal State University, Northridge
Lilanami de Silva, Child Development Faculty Member
Morena Escobar, Coordinator, Project TRACK & Careers in Child Care Training Prog.
Pat Koesler, Child Care Resource Center of the San Fernando Valley
Alice Lal, Director, LAMC Child Development Center
Sandi Lampert, Department Chair, Profession Studies
Cyndee Riding, Owner/Director, Around the Korner & Kid’s Korner
Julie Ruelas, Child Development Faculty Member
Janice Silver, Child Development Faculty Member
Judy Solomon-Marks, Child Care Occupations Instructor, NVOC
Ana Soriano, Mentor Teacher, Latin American Civic Association
June Wada, Child Development Faculty Member.
Ann Wang, Child Development student

Materials Provided:
- January 27, 2001 Advisory Meeting Minutes
- Child Development Program brochure
- Child Development Training Consortium Overview of Program Services
- Profession Growth Advisor Information Sheet and Directory
- Child Development Permit Matrix (English, Spanish and Chinese versions)
- Proposed Child Development permit with a school age emphasis
- Early Childhood Mentor Program brochure
- Administrator Institute registration form
- LAMC Family Child Care Homes Network brochure
- Child Development Careers Project recruitment flyer
- Partnership for Excellence Tutoring Services flyer
- Project TRACK brochures, flyer and special needs workshop calendar
- Heads up Reading & CD 99: Emergent Literacy in Early Childhood flyers

Call to order: The meeting was called to order at 10:12 a.m. by June Wada. She welcomed all those present and briefly reviewed the materials that were provided in folders for all committee members.

MSC (Dabdoub, Riding) to accept Celina Aguilar Dabdoub as Chair of the Child Development Advisory Committee
MSC (Ruelas, Soriano) to accept Julie Ruelas as recorder for this Committee meeting

**Discipline Update:**
Immediately following self-introductions, Janice Silver provided a general overview of changes within the Child Development discipline. Some of the highlights were:
- The new 15-week calendar

**Program Updates:**
**Child Development Training Consortium:**

**Early Childhood Mentor Teacher Program:** Janice Silver reported that:
- All areas of child care and development are now represented in the mentor teacher group
- Many students have joint areas of specialization; therefore, the current mentor teacher group has helped to meet the needs for appropriate practicum experiences for these students

**Family Child Care Homes Network:** Julie Ruelas reported that:
- The FCCHN has begun serving children up to the age of five
- Program serving 0 - 3 year olds: 45 children enrolled; 25 providers
- Program serving 0 - 5 year olds: 18 children enrolled; 16 providers, all either accredited or in the process of applying for accreditation
- Several providers are taking Child Development courses as part of Project TRACK, which will qualify them for a Family Child Care Skills Award
- There may be some changes in the State budget next year, which will impact the program, such as changes in the family fee system and the percent of the state median income that the family has to fall below in order to participate in the program
- The FCCHN has begun to use the Desired Results Assessment tool for evaluating the child’s development

**Child Development Careers Project:** Julie Ruelas reported that:
- A new coordinator has been hired, who will work almost full-time for the Child Development Careers Project
- Program staff are recruiting the third group of twenty-five students for this two year training program; nine more TANF recipients are being sought to participate in the program

Julie Ruelas stated that she would provide contact phone numbers for the coordinators of each of the Child Development Training Programs.

**Partnership for Excellent Tutoring Program (Child Development):** Lil de Silva reported on the success of the PFE Tutoring Program, which was initiated last year. Committee members expressed an interest in the progress of this program, which has served over 150 students.

**Project TRACK:** June Wada gave an overview of Project TRACK and reported that:
• Subsidized training is being offered to family child care providers and low-income students
• The Project is planning a teleconference on Early Literacy for early April, as well as ordering high quality children’s books, cassettes and CD’s to add to the campus library collection
• Many topics have been discussed in the special needs workshops/support group meetings, with over 75 participants (15 - 20 per session)

Again, there was a great deal of interest from the Committee, including a request for Spanish language translations of the teleconference flyer. It was articulated that collaborators and the provision of resources to the community is vital to the continuation of the various programs.

CEITAN: June Wada reported that the purpose of CEITAN is to work toward the development of competencies for those who want to specialize in early intervention.

"Heads up" Reading/Emergent Literacy: June Wada reported that:
• Emergent Literacy classes are now being offered at Mission College, which consist of three modules of seven classes each; students have reacted favorably to these courses
• This is an example of a grant program, which has been institutionalized

Comments from Committee Members:

Sandi Lampert:
• Expressed that she is overwhelmed with the growth and progress of the Child Development discipline
• Would like Child Development faculty to encourage students to enroll in the intergenerational caregiving classes, and to open up child care centers near elder care centers
• Suggested that Child Development faculty train senior citizens to work with children with special needs

Ann Wang:
• Commented that the practicum classes are overflowing; perhaps more spaces could be added

Ana Soriano:
• Pointed out that mentees are coming more prepared in the use of the English language; they are moving toward becoming more fluently bilingual

Celina Dabdoub:
• Stated that Early Childhood Assessment is a need that should be addressed, and that a course should be offered to train students in the use of assessment tools
• Added that this should include multidisciplinary case studies to identify child’s and family’s needs

Cyndee Riding:
- Thanked faculty for training her staff, and mentioned that 52 out of 70 staff members have completed the requirements for the teacher permit
- Stated that she needs her staff to continue receiving higher degrees
- Shared the tremendous growth of her program in the past year, and acknowledged the support she has received from Mission College, other agencies and institutions represented in this Advisory Committee

Gail Archie:
- Expressed that collaboration is the key, and stated how important it is to work together to train students
- Commented that the special needs program is critical, especially the support group meetings
- Mentioned that the Head Start program has children who require additional assistance
- Pointed out that dual enrollment of Head Start children with LAUSD is no longer being provided
- Stated that there is a need for teaching staff to write evaluations/observations; they need to document children’s progress in the Head Start program

Janice Silver stated that there is a course in the District data base (CD 21: Observation in the Early Childhood Classroom), which might meet this need. It was further stated that critical changes could occur if the Head Start programs are placed under the administration of the Department of Education.

Pat Koesler:
- Congratulated the Child Development faculty for the tremendous progress they have made in developing programs

Leslie Araujo:
- Stated that she is looking forward to becoming involved with the Project TRACK programs, and to continue networking with the Advisory Committee

Nancy Araujo:
- Commented on the PFE tutoring program, and how it is meeting the needs of students, especially second language learners

Audrey Clark:
- Commended Mission College faculty for having the energy and taking the time to offer support services to students
- Stated that there are currently 31,000 students attending CSUN
- Described some options students are offered at CSUN: 1) the Child Development Interdisciplinary major, and 2) Family Studies under Family Environmental Sciences, which focuses on early childhood education
- Mentioned that a new infant/toddler program is scheduled to open at CSUN on 2-4-02
- Stated that CSUN is searching for new faculty members in Child Development
• Expressed that her association with the Head Start Collaborative Project at CSUN has brought insight regarding more curriculum content, which addresses Head Start program issues

Morena Escobar:
• Expressed the great need for more bilingual Child Development courses

Alice Lal:
• Recommended that Mission College offer CD 21
• Recommended that the next full time faculty member hired in Child Development be a bilingual instructor

Judy Solomon-Marks:
• Stated that the new 15-week/5-week schedule has drawn many students to Mission College
• Provided a recruitment flyer for the new training program NVOC is offering to license-exempt providers, via Prop. 10 funding

June Wada thanked all those present for their comments and input.

Adjournment:
The meeting as adjourned at 12:32 p.m. (lunch was provided)
Discipline Update – January 2002

New Calendar
- 15 week semesters
- 5-week winter intersession (5 courses offered)
- 2 summer sessions (length to be determined)

Course Offerings
- 36 sections of Child Development in the regular program
- 4 sections offered through Specially Funded Programs
- day, evening, weekend and compressed schedule classes

Faculty
- 4 full time faculty
- 15 part-time faculty

Specially funded training programs
- 2 – 2 year programs, 3 – 1 year programs

Programs funded through the California Department of Education
- CDTC
- Mentor Program
- CEITAN
- Partnership for Excellence Tutoring Program

Prop 10 Funding
- Project TRACK (June Wada will report)

New courses
- CD31 – Infant and Toddler Studies II
- CD47 – School Age Programs II
- CD44 – Programs for Children With Special Needs I
- CD35 – Emergent Literacy in Early Childhood

Course and Certificate Revisions (updates from 2001)
- implementation of 12 unit skill award
- name change to “Children With Special Needs”
- certificate additions for Infant and Toddler, School Age and Special Needs
- English 28 now required for all certificates
- all course outlines revised to reflect developments in the field and infusion of issues of diversity/special needs

Upcoming Events
- Annabelle Godwin Play Day – April 20
- Family Child Care Conference (to be arranged)
- Certificate Ceremony – June 1 (tentative)
Success Indicators:

1.2: Although data are not available, full time faculty selection has been undertaken with all the accepted policies regarding affirmative action. All instructors, full time and part time participate in flex activities to the extent (and often beyond) that is required by the College.

3: We are currently out of compliance with the 75% full time ratio.

√ Plan for Improvement: We have been approved by the hiring committee to hire another full time Child Development faculty when funds become available. Improvement will be shown by the addition of one more full time Child Development faculty member.

4.5: Child Development is in need of a full time program assistant to provide the support systems necessary for such a large, growing, dynamic and diverse discipline. In order to provide for the needs of the students as they pursue their academic and vocational goals, it is necessary to provide support in many areas: paper work, applications, resource collection and allocation, typing, filing, supply-ordering, grant coordination, communication, etc. It is becoming increasingly difficult for the faculty to meet these needs with the other demands and expectations of their teaching roles.

Plan for Improvement: We are submitting a request for funding above base to allow us to hire a full time program assistant for our discipline.

nze Improvement will be shown through the hiring of a program assistant and record keeping of her/his activities, projects, and accomplishments.

6: Data indicate that although most students answered “unsure” to the survey, they were clearly noting agreeing that they were satisfied with the physical facilities and technology.

Unit Objective #4: The Child Development discipline will validate student success by demonstrating that students progress through basic skills sequences into college degree programs, degree and course completion, transfers and transfer readiness.

Success Indicators:

1: Although we do not assess basic skills before entering Child Development courses, we have seen a marked increase in the number of students seeking tutoring since we have implemented it through our Partnership for Excellence program. In the 2001-2002 academic year, over 300 students requested tutoring through our program.

2: Data show over 71.9 of students attaining a grade of C or above.

3.4: We have no data to substantiate the number of students transferring to four year institutions.
5: The data seem incomplete regarding Child Development students receiving skill awards, certificates and A.A. degrees.

**Plan for Improvement:** In the last academic year, we have implemented a “tighter” policy for recording the numbers of skill awards, certificates and A.A. degrees in Child Development. We know that the numbers are increasing dramatically, but the numbers don’t seem to have been recorded in the past. **Improvement will be shown** through the maintenance of accurate records in the Academic Affairs office.

Unit Objective #5: The Child Development faculty will comply with the Faculty Ethics Statement.

**Success Indicators:**

1,2,3: Data show that the majority of students affirm that Child Development faculty distinguish between personal opinion and fact, and that they understand policies on cheating, student code of conduct and academic freedom.

**GOAL #2 - Human, physical, technological and financial resources will be managed effectively to enrich and expand educational programs and maintain fiscal stability.**

Objective #1: The Child Development discipline will effectively manage the physical, human and technological resources to ensure the fiscal stability of the program.

**Success Indicators:**

1: From Fall 95 to Fall 00 the average class size varied between 30 and 34 students.

2,3: Data not available