

Assessment: Program Review Updates prior to Fall 2018



Program (ECE) - Early Childhood Education: Family Child Care Cert CL.3154

Program Catalog Summary:

Certificate:

SC Program: CL.3154

PROGRAM DESCRIPTION: The Early Childhood Education Family Childcare Certificate offers students initial training for employment as a family childcare provider. After completion of the 17-unit certification program, the student will be prepared to seek a family childcare provider position or family childcare licensure (assuming ability to pass Community Care Licensing [Social Services Dept.] requirements related to physical site).

This is a locally approved certificate. Upon satisfactory completion of the listed requirements and application for completion of the certificate to Admissions and Records, the student will receive a certificate of completion. This certificate program is not approved through the California Community College Chancellor's Office; therefore, completion of the certificate will not be listed on the student's transcript.

PROGRAM LEARNING OUTCOMES:

Upon successful completion of the certificate, the student should be able to:

1. Apply principles of child development in planning inclusive and developmentally appropriate curriculum and environments.
2. Utilize positive guidance of young children based on an understanding of cognitive, social and emotional development of children.
3. Create environments that are healthy, respectful and supportive to children and their families.
4. Identify and analyze the elements of professionalism and its importance in family childcare settings.
5. Complete class exercises applying management and operation knowledge by developing an operational structure of a mock family childcare setting.

GAINFUL EMPLOYMENT INFORMATION: For information about our graduation rates, the median debt of students who completed this certificate, and other important information, please visit our website at www.shastacollege.edu/specs/ece_fccert_gainfulemployment/.

All courses to be applied to the Early Childhood Education Family Childcare Certificate must be completed with a "C" grade or better.

CERTIFICATE REQUIREMENTS:

CORE COURSES:

- ECE 1 Human Development OR 3
- ECE 9 Child Growth and Development
- ECE 2 Child, Family, Community 3
- ECE 6 Exploring Family Childcare 1
- ECE 52 Guidance in Adult-Child Relations 3

RESTRICTED ELECTIVES: (Choose two courses) 6

- ECE 12 Infant/Toddler Learning (3)
- ECE 14 School-Age Learning (3)
- ECE 17 Principles/Practices of Teaching Young Children (3)

ECE 20 Introduction to Curriculum (3)
ECE 22 EC Curriculum: Infant/Toddler Care (3)
ECE 24 EC Curriculum: School Age Care (3)
ECE 26 The Child With Special Needs (3)
ECE 27 Teaching Children with Special Needs (3)
ECE 28 Teaching in a Diverse Society (3)
TOTAL UNITS FOR CERTIFICATE 16

Fall 2017

Prepared By: Kate Ashbey, Lorraine Haas, Tami Winternitz, Debbie Whitmer

What improvements are needed? Please reference items from any associated program reviews as needed.: Per Title 22 Health and Safety requirements, the curriculum storage buildings must be renovated and maintained. Safety lighting and emergency call stations for students need to be installed.

Who completed this form?: Kate Ashbey, Lorraine Haas, Debbie Whitmer and Tami Winternitz

Participation in the report: Area Faculty (list in the next box)

Summarize Participation comments: Surveys were sent out to the 2017-18 Part Time Faculty and ECE Advisory Board. The lists of names and the results are in the document repository.

Recommendation for Discontinuance?: N/A

Analyze Overall PLO achievement: We have now aligned all PLOs with course SLOs and they are being tracked. Our PLOs are aligned with the ISLOs.

What changes could be (or have been) made to improve the program?: Improvements Completed:

- Hiring of third FT faculty member.
 - Development, fundraising and coordination of Advanced Summer Institute.
 - Continuation of Teacher Treasure Box trainings.
 - Certifications of current tools in the field: ERS; ECERs Anchor, CLASS Observer for Infant, Toddler, PreK and TOT for PreK.
 - Certification of MMCI trainer and provided trainings to all Mentor Coaches and Mentor Teachers.
 - Hired Instructional Administrator: Director of ECE Lab School.
 - The Observation Lab provides opportunities for 500 students and over 3,000 observation hours per semester for Shasta College and other academic programs in the region to learn about child development.
 - ECEN activities: grant writing, Men and Child Care Conference and community presentations, Overcoming Addiction: Hope for Families, CPIN workshops, Take Back the Night/ ACES booth, WOYC, state conferences, One Safe Place support, Diaper Drive, Labor Day Picnic, Graduation Reception, the Little Free Library.
 - Reducing the cost of text books by using OER and creating custom texts.
 - Expanded student staff and hiring of CALWORKS and Federal Work Study students.
 - Created two ECE scholarships fully funded for ten years.
 - Completed updating of the Outdoor Classroom in design and safety issues to meet state standards.
 - Clean and organize outdoor curriculum storage areas.
 - Active participation on various local and state boards (e.g. Chancellor's Office Advisory Board, Local Child Care Council, Reach Higher Shasta, QRIS, HUB, CCAEYC, ERS Trainer, CLASS Trainer, Help Me Grow. Director's Round Table, CCCECE Catalyst, Student Club, CPIN, ROP).
 - Participation in community efforts to reduce Adverse Childhood Experiences (e.g. ACES Town Hall meeting, Implementation Science discussions, training with researchers).
 - Attend PD Forum.
 - Attend PLI.
 - Attend NAEYC with staff and faculty.
 - Developed, planned, and implemented Growing Teachers guided pathway through Innovation Grant in order to meet the needs of local employers in the community.
 - Planned and implemented accelerated classes.
 - Developed, wrote and implemented Strong Workforce Regional Partnership grant with two partner community colleges to better prepare students through increased access and use of technology and digital tools.
 - Incorporate the use of current tools in the field (e.g. CLASS, MMCI, ERS, Learning Genie, DRDP)
- Improvements To Be Completed:
- Students to declare ECE as their major early on.
 - Update technological tools to reflect current needs such as tablets, update audiovisual tools for the lab.
 - Expand the preschool to include 8-10 more children which will require hiring of another teacher.
 - Renovate curriculum storage areas.
 - Improve lighting along ECE pathway to parking lots and at the back picnic table behind building.

- Improve emergency call stations and lock down blue buttons.
- Develop outreach for including more children with disabilities and special needs to mirror the inclusive practices in our college classes.
- Keep current on NAEYC Accreditation for the Lab School.
- Explore the possibility of an Infant/Toddler program.
- Outreach and recruitment of high school students.
- Incorporate a SMART classroom.
- It is critical to retain three full-time faculty in the event of any retirement or leave due to the many responsibilities to our program and community beyond teaching courses which include local and state advisory boards, Chancellor's Office Advisory Board, Local Child Care Council, Reach Higher Shasta, QRIS, HUB, CCAEYC, ERS Trainer, CLASS Trainer, Help Me Grow. Director's Round Table, CCCECE Catalyst, Student Club, CPIN, ROP, perinatal wellness committee.
- Add Advisory of basic reading and writing proficiency for GE/transfer courses.
- Keep current on CLASS and ERS certifications and resources for drifting and calibrations.
- Retain ECE dedicated counselor.
- Continued allocation through the Division for PD funds.
- Explore release time for FT faculty coordination of Mentor and CDTC programs.
- Explore the Self-Study for the Academic Accreditation through NAEYC.
- Provide funds for subscriptions to various professional development teaching resources.
- Integrate cultural responsive practices into all ECE classes.
- Strengthen department cohesiveness through biannual meeting with Part Time faculty.
- Continue Advisory Board responsibilities.
- Increase collaboration with GE teachers to support students in being successful in their GE classes.
- Investigate co-requisites for entry level courses: ECE 2, 9, and 20.
- Increase success and retention strategies in ECE 2, 9, and 20.
- Work more effectively with academic counselors.
- Assess effectiveness of accelerated and hybrid courses as well as the effectiveness of the Growing Teachers program and adjust planning for the future accordingly.
- Assess the sustainability of the long range implementation of Growing Teachers.

Resources needed to implement the changes noted above: In order to achieve these changes, we need to retain a third Full Time Faculty position.

- Retain dedicated ECE Academic Counselor.
- Ensure our students declare ECE our major earlier.
- Obtain data on the number of degrees/pathways that require ECE courses.

Labor Market Demand: According to the Labor Market Analysis for the Centers for Excellence, the demand in the field of early childhood care and education in the Far North Region is at 6% growth for preschool teachers and 4% for teacher assistants. According to California EDD Labor Market Index (LMI) data, there will be a 7.6% projected increase in demand for preschool teachers through 2024. This makes ECE a growth field.

Shasta College CTE Program Area Job Placement Rates report 100% employment for ECE graduates.

Transitional Kindergarten state requirements of 24 units of ECE have increased the number of elementary credentialed teachers taking ECE courses.

Supporting documents for this data can be found in the Document Repository.

Duplication of training: While other colleges in the North State (e.g. Butte, Lassen, College of the Siskiyou and College of the Redwoods) offer ECE training, Shasta College offers accelerated classes, an academic lab program and technologically advanced practical educational experiences for students as well as articulated partnerships with online universities while accessing Shasta College resources if they so choose.

Program effectiveness: The overall data is misleading. Our graduates are employed at 100% within one year of graduating. To help with this, the ECE designated counselor will have students complete the degree request form specifying ECE as their major.

There are 10 degrees and 3 certificates that require ECE courses at Shasta College. Student enrollment in these courses for 2016-17 totaled 1,124 for ECE 1, 2 and 9. This means we serve far more students than those who declare as ECE majors. This highlights the importance of three Full Time Faculty.

Other data indications for program improvement: -Due to repeated low numbers in ECE 60, we are investigating other ways to provide advanced curriculum training.

- We have consistently lower class sizes in ECE 8 since offering it each semester. The solution we have proposed is to now offer it only in the Spring semester.
- We have noticed lower success rates in some courses like ECE 20 and ECE 9. As a result, we have decided to include an advisory when students sign up for these courses. We will also be examining the way we offer these courses (e.g. face-to-face, online, hybrid and/or accelerated).

-While the data is strong for males in our ECE courses at 10.2%, further outreach to other groups will be considered to maintain and improve this underrepresented population.

-It is extremely important for students to declare ECE as their major early on. This will be achieved by strengthening communication with college counselors.

Replicating community college programs north of Sacramento?: While other colleges in the North State (e.g. Butte, Lassen, College of the Siskiyou and College of the Redwoods) offer ECE training, Shasta College offers accelerated classes, an academic lab program and technologically advanced practical educational experiences for students as well as articulated partnerships with online universities while accessing Shasta College resources if they so choose.

CSU and UC Transfer impact analysis:: The Family Child Care Certificate is a foundational pathway to degree completion at both the community college and CSU level.

Influence on related programs and services: There is high demand and high growth in the field. High demand means many students are hired before they complete the program which extends their completion of a degree or certificate. We continue to struggle with students entering the field without basic skills. QRIS scholarships have provided support to our students for both tuition and books year round. BOLD pathways have reduced the need to leave the community to pursue higher education goals thus keeping the educated workforce.

-There are 10 degrees that require at least one of three ECE courses. Multiple sections are offered in a variety of formats every semester including summer.

-Three of our ECE courses are listed as options for the UC/CSU General Education Transfer requirements in categories D and E.

-Our AS-T is articulated with all CSU's through the Curriculum Alignment Project (CAP).

-The lab school is an integral part of the academic program and provides opportunities for college students to observe and interact with children to enhance understanding of development in a wide variety of GE courses.

-The GE courses required for transfer are consistently offered in the ECE Department.

-Overall, our success and retention rates of ECE courses exceed the average for Shasta College.

-We support students access to technology in our courses with the availability of 4 classroom computers, laptops and free printing.

Specific additional program reflections: There is high demand and high growth in the field. High demand means many students are hired before they complete the program which extends their completion of a degree or certificate. We continue to struggle with students entering the field without basic skills. QRIS scholarships have provided support to our students for both tuition and books year round. BOLD pathways have reduced the need to leave the community to pursue higher education goals thus keeping the educated workforce local.

Other factors for consideration: Our ECE online course are extremely popular and always fill. We are hesitant to offer this program completely online due to the lab requirements and the ethical nature of the work. We have found that ITV is not an effective format for most of our ECE classes. All ECE courses are web-enhanced. We have recently implemented accelerated hybrid classes and will be evaluating their effectiveness. We have changed scheduling patterns to support the Growing Teachers guided pathways and the urgent need in the field.

****TO BE COMPLETED BY THE PROGRAM REVIEW COMMITTEE** PRC Action::** PRC recommends the program continue with qualification

Summary Date: 05/09/2018

Summary of findings: The PRC recommends this program continue with qualification. The program has a 6-year average of 2.33 completers (2011/12-2016/17) but this is based on one year with 7 completers (2013/14) but most recently just one completer (2016/17). Among core and restricted elective classes associated with this certificate, the 5-year average (2011/12-2015/16) success rate is 71.07% which is above the Institution-set Standard of 70%. Retention rates are strong with a five-year average (2011/12-2015/16) of 85.10%. The program faculty indicated that assessing effectiveness of varied instructional modalities and specific success and retention rates for ECE 2, 9 and 20 are on the "to do list." Overall enrollments have remained relatively stable (3.97% increase) with a 5-year average of 1119.2 enrollments (2011/12 1106 enrolled to 2015/16 1150 enrolled). The number of sections offered has varied but has had little growth (68 in 2011/12 to 72 in 2015/16) and the enrollments per section have remained steady with a 5-year average of 16.6. The SLO's for all classes have been mapped to the PLO's and PLO's to ISLO's. The ECE faculty are recognized for the detailed and comprehensive list of accomplishments and future opportunities they present in this program review. They are commended for inclusionary practices such as the 2017-18 Part Time Faculty and ECE Advisory Board survey findings. Also commendable are the incredible efforts these faculty must extend to keep their program viable and their students employable-so noted as 100% upon completion! There are few programs which require the faculty to juggle multiple and often competing priorities as the faculty in this program. The ECE faculty are specifically recognized for the work they do beyond the classroom which includes, but is not limited to, accountability to a variety of external accreditors, safety and health inspections, Title 5 and Title 22 standards, the necessity of immunizations for a host of medical conditions, and compliance for certifications and re-certifications. In addition, they are open to the public and present our campus and their competency for scrutiny on a daily basis. Last but not least, they are responsible and accountable for outcomes to local, statewide, and national stakeholders. They do the heavy lifting of preparing childcare providers, and early childhood educators

so that our children are well attended.

The PRC recommends the following:

- 1) ECE Faculty work with counseling and industry to determine if there is still value in offering this low unit certificate.
- 2) As this document is available to the public, we recommend ECE faculty reduce the redundancies, and explain in layperson's terms acronyms and jargon that might hide their most significant accomplishments and outcomes. Further, in addition to the long list of accomplishments and list of "to dos", we suggest ECE faculty highlight a "top 5" (10) list of what they believe is their program's most prized achievements and a "top 5" list of key priorities to be completed. The magnitude of their efforts is lost in the current format.
- 3) With the next program review include additional details about SLO's and PLO's outcomes.
- 4) Continue to investigate equity issues and pursue changes and resources noted in the Program Review documentation—and basically, keep up the good work, and that might include creating sustainable workload management practices.

Summary review date: 05/09/2018

Date summary sent to program faculty and/or counselors: 05/16/2018

Program faculty response: Faculty response 8.13.18--1) We will work with the counselors and industry to confirm that there is still value in offering this certificate and we will consult with our Advisory Board during our meetings this year.

From above:

- 2) In order to help laypeople with the titles of the acronyms, we will create a reference sheet and will clearly share the titles the first time they are mentioned in the document. 1.5) We will condense and highlight the top five to ten areas of strength and create a top five list of the priorities to be completed.
- 2) We will provide additional information about SLO and PLO outcomes in future reports.
- 3) We will continue to investigate equity issues and pursue resources noted in the Program Review.
- 4) Faculty will continue to review the number of sections offered and enrollment numbers.

Date summary sent to College Council: 02/05/2019

Date reviewed by College Council: 02/05/2019

College Council response or additional action: Receipt acknowledged

Fall 2017 Program Review
Course Statistics

Course Name	Academic Year					
	2012-13	2013-14	2014-15	2015-16	2016-17	
ECE-1	# of Sections	21	16	17	18	19
	Enrollment	574	485	506	533	524
	FTES	53.2	43.0	46.5	48.2	49.7
	FTEF	3.00	2.60	2.80	3.00	3.17
	WSCH	1,608	1,305	1,411	1,468	1,515
	Avg Enrl/Section	27	30	30	30	28
	Avg FTES FTEF	16.23	15.77	15.68	15.67	15.22
	Avg WSCH FTEF	492	479	476	477	464
	ECE-2	# of Sections	10	10	12	10
Enrollment		278	240	289	250	247
FTES		25.8	22.7	26.3	22.1	22.5
FTEF		1.40	1.40	1.77	1.40	1.40
WSCH		786	693	802	674	690
Avg Enrl/Section		28	24	24	25	25
Avg FTES FTEF		17.36	14.50	14.17	14.86	15.43
Avg WSCH FTEF		529	444	432	454	474
ECE-6		# of Sections		1	1	1
	Enrollment		34	33	27	30
	FTES		1.0	1.0	0.8	1.1
	FTEF		0.07	0.07	0.07	0.07
	WSCH		31	30	26	34
	Avg Enrl/Section		34	33	27	30
	Avg FTES FTEF		14.99	14.54	12.44	16.49
	Avg WSCH FTEF		465	450	390	510
	ECE-9	# of Sections	5	10	11	10
Enrollment		181	215	266	283	353
FTES		16.8	19.9	23.9	24.4	32.4
FTEF		1.00	1.40	1.60	1.56	1.97
WSCH		510	602	725	742	988
Avg Enrl/Section		36	22	24	28	27
Avg FTES FTEF		16.80	12.00	13.81	14.81	15.55
Avg WSCH FTEF		510	366	419	451	475
ECE-12		# of Sections	3	5	4	3
	Enrollment	111	86	118	111	112
	FTES	9.0	7.3	10.8	10.0	10.0
	FTEF	0.60	0.55	0.80	0.60	0.60
	WSCH	278	225	331	309	309
	Avg Enrl/Section	37	17	30	37	37
	Avg FTES FTEF	15.00	11.50	13.50	16.67	16.67
	Avg WSCH FTEF	463	355	414	515	515
	ECE-14	# of Sections	3			
Enrollment		21				
FTES		1.8				
FTEF		0.20				
WSCH		54				

Fall 2017 Program Review
Course Statistics

	Avg Enrl/Section	7				
	Avg FTES FTEF	4.00				
	Avg WSCH FTEF	120				
ECE-17	# of Sections	11	2	6	3	5
	Enrollment	127	43	70	73	73
	FTES	11.4	4.1	6.3	7.1	7.5
	FTEF	0.80	0.40	0.40	0.40	0.40
	WSCH	343	123	186	191	228
	Avg Enrl/Section	12	22	12	24	15
	Avg FTES FTEF	9.50	10.25	9.00	14.25	14.75
	Avg WSCH FTEF	286	308	270	435	450
ECE-20	# of Sections	8	5	8	7	8
	Enrollment	155	148	162	152	161
	FTES	14.2	14.5	13.7	13.5	14.2
	FTEF	1.00	1.00	1.00	0.95	1.00
	WSCH	432	442	418	413	435
	Avg Enrl/Section	19	30	20	22	20
	Avg FTES FTEF	12.90	14.50	12.20	12.60	13.00
	Avg WSCH FTEF	393	442	373	386	399
ECE-22	# of Sections	1	2	2	3	2
	Enrollment	40	67	65	74	68
	FTES	3.2	5.8	5.8	6.8	5.7
	FTEF	0.20	0.40	0.40	0.60	0.40
	WSCH	99	179	179	209	176
	Avg Enrl/Section	40	34	33	25	34
	Avg FTES FTEF	16.00	14.50	14.50	11.33	14.25
	Avg WSCH FTEF	495	448	448	348	440
ECE-24	# of Sections			1	1	
	Enrollment			8	10	
	FTES			0.8	0.6	
	FTEF			0.00	0.00	
	WSCH			21	12	
	Avg Enrl/Section			8	10	
	Avg FTES FTEF					
	Avg WSCH FTEF					
ECE-26	# of Sections	1	1	1	2	1
	Enrollment	35	35	36	48	35
	FTES	3.3	3.0	3.4	4.8	3.2
	FTEF	0.20	0.20	0.20	0.40	0.20
	WSCH	102	93	105	146	99
	Avg Enrl/Section	35	35	36	24	35
	Avg FTES FTEF	16.50	15.00	17.00	12.00	16.00
	Avg WSCH FTEF	510	465	525	365	495
ECE-27	# of Sections	1				2
	Enrollment	19				33
	FTES	1.7				3.2
	FTEF	0.20				0.40

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Course Statistics

	WSCH	51				98
	Avg Enrl/Section	19				17
	Avg FTES FTEF	8.50				8.00
	Avg WSCH FTEF	255				245
ECE-28	# of Sections	1	3	5	2	6
	Enrollment	21	114	79	75	107
	FTES	1.9	10.7	7.5	6.7	10.3
	FTEF	0.20	0.60	0.37	0.40	0.60
	WSCH	57	330	228	207	316
	Avg Enrl/Section	21	38	16	38	18
	Avg FTES FTEF	9.50	17.83	14.50	16.75	16.00
	Avg WSCH FTEF	285	550	443	518	492
ECE-52	# of Sections	3	6	2	3	2
	Enrollment	90	70	41	73	70
	FTES	8.4	6.4	3.8	6.2	5.6
	FTEF	0.60	0.60	0.20	0.40	0.40
	WSCH	251	192	99	181	173
	Avg Enrl/Section	30	12	21	24	35
	Avg FTES FTEF	13.83	8.83	15.50	13.50	14.00
	Avg WSCH FTEF	418	265	480	415	433
Grand Total	# of Sections	68	61	70	63	72
	Enrollment	1,106	1,056	1,142	1,142	1,150
	FTES	150.7	138.4	149.8	151.2	165.4
	FTEF	9.40	9.21	9.61	9.78	10.61
	WSCH	4,571	4,215	4,535	4,578	5,061
	Avg Enrl/Section	16	17	16	18	16
	Avg FTES FTEF	14.73	13.98	14.19	14.60	14.90
	Avg WSCH FTEF	448	427	433	446	456

Fall 2017 Program Review
Success and Retention

Course Name	Title		Academic Year				
			2012-13	2013-14	2014-15	2015-16	2016-17
ECE-1	Human Development	Success	74.05%	70.34%	71.25%	74.75%	72.09%
		Retention	87.31%	85.29%	87.74%	88.98%	90.50%
ECE-2	Child, Family, Community	Success	73.54%	65.52%	66.79%	66.38%	66.52%
		Retention	86.77%	84.05%	83.02%	78.60%	82.61%
ECE-6	Exploring Family Childcare	Success		63.33%	63.33%	80.00%	58.06%
		Retention		80.00%	90.00%	88.00%	74.19%
ECE-9	Child Growth and Development	Success	60.12%	65.83%	64.46%	66.54%	66.67%
		Retention	85.12%	83.92%	78.10%	79.13%	79.24%
ECE-12	Infant Toddler Learning	Success	77.01%	68.92%	75.45%	80.39%	62.86%
		Retention	85.06%	74.32%	82.73%	86.27%	83.81%
ECE-14	School Age/Adolescent Develop	Success	55.56%				
		Retention	72.22%				
ECE-17	Prin/Prac-Teaching Young Chld	Success	71.43%	66.67%	68.75%	82.43%	69.86%
		Retention	86.61%	80.95%	87.50%	90.54%	90.41%
ECE-20	Intro to Curriculum	Success	69.29%	70.34%	65.22%	63.31%	84.62%
		Retention	81.43%	85.52%	76.81%	80.58%	99.30%
ECE-22	EC Curriculum: Infant/Toddler	Success	83.87%	73.68%	63.79%	69.57%	67.80%
		Retention	87.10%	80.70%	65.52%	81.16%	77.97%
ECE-24	EC Curriculum:School Age Care	Success			100.00%	100.00%	
		Retention			100.00%	100.00%	
ECE-26	The Child with Spec. Needs	Success	75.76%	75.86%	82.35%	95.83%	84.38%
		Retention	84.85%	89.66%	91.18%	100.00%	100.00%
ECE-27	Teaching Chldrn W/ Special Nds	Success	52.94%				93.75%
		Retention	58.82%				96.88%
ECE-28	Teaching in a Diverse Society	Success	89.47%	72.22%	73.33%	72.46%	79.44%
		Retention	89.47%	84.26%	88.00%	84.06%	87.85%
ECE-52	Guidance-Adult/Child Relations	Success	75.61%	78.13%	82.05%	82.09%	84.48%
		Retention	95.12%	85.94%	87.18%	91.04%	91.38%
Grand Total		Success	71.98%	69.33%	69.42%	72.86%	71.76%
		Retention	86.13%	83.96%	83.41%	85.01%	86.98%

Fall 2017 Program Review
Program Awards

Award Type	Program Type - TOP61	2012-13	2013-14	2014-15	2015-16	2016-17
Certificate requiring 6 to < 18 semester units	Child Development/Early Care and Education-130500	9	20	8	2	1
Certificate requiring 18 to < 30 semester units	Child Development/Early Care and Education-130500				10	8
Grand Total		9	20	8	12	9