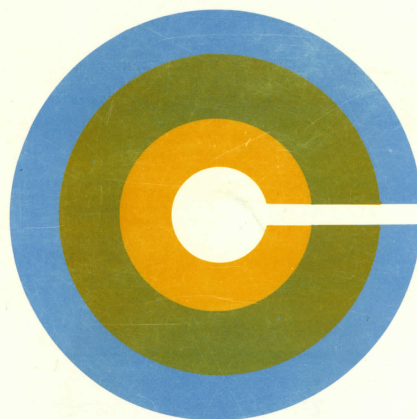




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**REPORT  
on the  
PROGRAM REVIEW  
of the  
EARLY CHILDHOOD EDUCATION PROGRAM**



**Cariboo College**

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**REPORT  
on the  
PROGRAM REVIEW  
of the  
EARLY CHILDHOOD EDUCATION PROGRAM**

**PROGRAM REVIEW OFFICE**

**February, 1988**

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### SUMMARY

Given the limitations imposed on its operating and capital budget, and the inadequacy of its facilities, the Early Childhood Education program has operated with a commendable degree of effectiveness since its inception. While the ECED Program Evaluation Committee detected some inadequacies in curriculum, admissions criteria, registration procedures, marketing, and articulation, and while the absence of formal program policies was noted, the major impediment to the program was identified as unacceptable classroom facilities and the lack of a demonstration laboratory. The PEC sees the rectification of the facilities situation as a top priority. In light of the recent Federal and Provincial plans to extend childcare services, the ECED program is guaranteed an ongoing clientele, and action on the proposed new facility could not come at a more opportune juncture.

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**THE PROGRAM EVALUATION COMMITTEE**

(November 20, December 11, 17, 1987  
and January 8, 1988)

**COMMITTEE CHAIRPERSON**

Paul Egan  
Director  
Sciences/Health Sciences

**PROGRAM RESOURCE PERSON**

Bill Martin  
Chairperson,  
Human Services;  
Co-ordinator, Early  
Childhood Education

**PROGRAM REVIEW CO-ORDINATOR**

Alastair Watt  
Co-ordinator,  
Program Review

**EXTERNAL REPRESENTATIVE**

Helen MacDonald-Carlson  
formerly of  
Michigan State University,  
Michigan;  
more recently of  
Kamloops Infant  
Development Society

**THIRD PARTY REPRESENTATIVE**

Andrew Yarmie  
Instructor,  
History



## INTRODUCTION

The Program Review process was undertaken for the Early Childhood Education Program over the period December, 1985, through September, 1986. The Program Evaluation Committee met to sift and deliberate the data on November 20, December 11 and 17, 1987 and January 8, 1988. While the data apply mainly to the period 1983--86, and while some progress has been made since then in addressing the concerns identified, nonetheless much of the data points to areas where action is still required.

## BACKGROUND

The Early Childhood Education Program at Cariboo College began in 1970 as a part-time program. In 1976 it evolved into a nine month full-time certificate program, while retaining access for part-time students. Ministerial policy apparently limits the length of the ECED Program to one year maximum. Although the program by itself does not qualify a person to teach in a public school kindergarten, the ECED certificate satisfies all requirements of the Community Care Facilities Division of the B.C. Ministry of Health for preschool and daycare supervision of three to five year olds.

In 1982 two second year courses--ECED 263 (Major Disabilities in Early Childhood), and ECED 262 (Administration and Interacting with Families)--were introduced.

In 1986 two more second year courses--ECED 264 (Physical Development and Health Care of Infants and Toddlers), and ECED 274 (Guidance and Program Planning for Under Threes)--and a practicum in Infant and Toddler Care (ECED 250) were added. These second year courses, scheduled mainly in the evenings for part-time access, are offered in rotation and fulfill Ministry of Health requirements for working with children from birth to three years.

Regional demand for qualified ECED personnel led to off-campus branches of the program being established on a part-time basis at Williams Lake in 1974 and full-time at Lilloett in 1986.



## METHODOLOGY

A wide variety of methods and materials was used to conduct the review process.

Standardized questionnaires for program review were sent to the Early Childhood Education Advisory Committee members, to employers, to faculty, to program graduates, and to current students (first and second semester, day-time and evening).

Ron Miles, Director of Arts and Humanities, provided budget information; Bill Martin, Chairperson, Human Services supplied historical and descriptive data on the program.

Individual meetings were held with Bill Martin in his capacities as Chairperson, Human Services, and Co-ordinator, ECED.

The Early Childhood Education Program provided a variety of materials in support of the review process:

Course outlines for the following:

ECED 150:	Practicum 1
ECED 151:	Child Growth and Development 1
ECED 152:	Child Guidance
ENGL 153:	Communications English
ECED 154:	Science, Social Studies and Math in the Pre-school Curriculum
HUMS 151:	Communications and Interpersonal Relationship Skills
ECED 153:	Creative Music and Movement
ECED 155:	Creative Art for Young Children
ECED 157:	Language and Literature Experiences for Young Children
ECED 160:	Practicum 2
ECED 161:	Child Growth and Development 2
ECED 162:	Foundations of Early Childhood
ECED 163:	Child Health
ECED 158:	Demonstration Practicum
ECED 250:	Infant/Toddler Practicum
ECED 262:	Administration of Early Childhood Centres and Interacting with Families
ECED 263:	An Introduction to Major Disabilities In Early Childhood
ECED 264:	Physical Development and Health Care for Infants and Toddlers
ECED 274:	Programming for Infants and Toddlers

Assignment Sheets for ECED 154 and ECED 161 were provided.

Student Competency Evaluation Sheets for the practicums ECED 150, ECED 160, ECED 158 and ECED 250 were included, as was the Ministry of Health's Competencies in Early Childhood Education, a DACUM-based curriculum for ECED.

ECED Admissions Package

ECED Student Schedule - Fall Semester and Winter Semester

ECED Instructor Schedule - Fall Semester and Winter Semester.

## DISCUSSION

Three problems were encountered in the interpretation of the data:

1. The design of the Former Student Survey was deemed inadequate, in that the data it sought were not program-specific. The Program Review Office was instructed to re-design the questionnaire.
2. Figures on attrition were confusing. It was suggested that the following standard definition of attrition be adopted: "attrition is the difference between the enrolment figure at the start of a program and the completion rate at the end of the program's normal duration."
3. Data provided by the Registrar did not distinguish between part-time and full-time ECED students. The committee felt that the Registrar should develop simpler methods of distinguishing the two types of student, of separating main campus from satellite campus students, and of identifying program graduates.

## QUESTIONNAIRE DATA

The following trends were detected in the questionnaire responses:

### Advisory Committee Survey

- The Advisory Committee felt that selection and admission criteria need revision: there should be more screening of prospective students for maturity, aptitude, etc.
- It felt the program should be longer: the curriculum is too large to be covered in ten months.
- Lack of capital funding and proper facilities were concerns: the committee would like to see a demo lab. established on campus.

### Employer Survey

- Employers were generally satisfied with program graduates, finding them enthusiastic and eager to work.



- They felt, however, that more emphasis should be placed on developing interpersonal, communication and observation skills.
- Some concern was expressed about slack admissions criteria and the length of the program in relation to curriculum demands.

### Faculty Survey

Faculty were satisfied with program design and delivery with the following exceptions:

- Capital funding and facilities were deemed inadequate to sustain a quality program; faculty stressed the need for a demonstration facility.
- They commented on the inappropriate relation of curriculum to the program length.
- Some dissatisfaction was expressed with entrance requirements and inappropriateness of Counselling Department advice.

### Current Student Survey - First and Second Semester - Day

- Students experienced a general satisfaction towards all courses in the program and felt that the instructors are all very supportive.
- Some dissatisfaction was expressed on the following:
  - program length in relation to the amount of curriculum to be covered;
  - admissions information and registration procedures;
  - lack of information on the Ministry of Health's 500 hours' work experience requirement for Provincial Certification.
  - a lack of learning assistance (reading and writing development) on main campus.

### Current Student Survey - First and Second Semester - Evening

- Students were generally very satisfied with the program, with the following exceptions:



- some dissatisfaction with quality of information and assistance received from Admissions Office (eg. conflicting information, poor publicity on evening registration, arbitrariness of fee payment schedule).
- comments on the imbalance between theory and practice in ECED 250 point to the need for a demo lab.

#### Former Student Survey

- Former students were generally satisfied with the program, but would have like more communication and interpersonal skill components in their courses.
- They felt that given the curriculum, the program should be two years as opposed to one year in length.

QUESTIONNAIRE DATA  
(Early Childhood Education)

The categories and quantities of responses are tabled below:

Recipient	# Sent	# Completed and # Returned	% Return
Advisory Committee	13	10	77%
Employers	14	12	86%
Faculty	7	6	86%
Students: Former	231	75	32%
Current	76	57	75%
TOTAL	341	160	47%

Current Students  
by Semester

1st Semester Administered 12/17/85	19	18	95%
2nd Semester Administered 05/23/86	12	12	100%

Current Students  
by Course

Physical Development & Health Care for Infants & Toddlers Administered 12/09/85	19	19	100%
Programming for Infants & Toddlers Distributed 04/15/86	26	8	31%

as at 09/29/86

### ADMISSIONS DATA

Admission requirements are currently B.C. Grade 12 or equivalent, or mature student status. The Nelson-Denny reading and comprehension test is administered to each intake, and students placing below the 30th percentile are advised to upgrade their reading skills prior to entering the program. The following general requirements must also be fulfilled: medical examination; immunization; counselling session; pre-entry field experience and submission of reports; and group orientation or interview with program co-ordinator.

As of Spring, 1988, admission requirements will be strengthened so that B.C. Grade 12 or equivalent, with a C+ minimum grade in English 12 or 26/60 on the Language Proficiency Index will become mandatory. (Program personnel do not consider English 020 in its current form a meaningful preparation for the level of communication skills required in ECED.)

Demand for places outstrips program capacity by a ratio of 2:1 on average; in the last four years there have been between 32 and 43 applicants per annum for the 18 seats. With the recent Federal and Provincial initiatives to expand child care facilities, demand for the program may well increase.

The program clientele is predominantly female; only four males have enrolled in the past four years.

Genuine attrition (program completers subtracted from program starters in any given year) for 1984-85 and 1985-86 was approximately 50%; for 1986-87 approximately 20%. No data were available by which to measure Cariboo College's success and attrition rates in ECED in comparison to those of other ECED programs throughout the province. Questionnaire responses, however, suggest that the relative looseness hitherto of program entrance requirements may be connected to the high attrition rates in the years surveyed. Stiffer prerequisites will be in place for the 1988-89 intake (see above).

Admissions data indicate a surprisingly high ratio of part-time to full-time students in the program--almost 4:1 in some years. Such an imbalance puts excessive demands on the program co-ordinator's time with respect to placing part-time students in courses and monitoring their progress. The Community Advisory Committee and the Divisional Director may wish to address this problem with a view to relieving pressure on the program co-ordinator.



### PLACEMENT DATA

The ECED program prepares graduates for positions as nursery school teachers, day care supervisors, private kindergarten teachers, special needs preschool teachers, and under-threes supervisors. Although no formal placement mechanism exists in the College, positions are normally obtained through contacts established by students during practicum experience or by the ECED co-ordinator's contacts with employers. Starting salaries in the Interior were \$750 to \$1000 per month in 1986 and currently run from \$800 to \$1000; for the Lower Mainland figures are \$1000 to \$1200 (1986) and \$1100 to \$1400 (1988).

At present, employers have more positions available than they can fill, so there is virtually 100% graduate placement. Some notion of the expansion in this field may be gauged by the increase in the number of preschools, day care centres and nursery schools from 10 in 1975 to 17 in 1985 in Kamloops alone. This state of affairs should continue as the new Federal and Provincial initiatives stimulate increased demand for child care.

Although no formal arrangements exist, lateral transfer to any other ECED program in B.C. can be worked out on an ad hoc basis. Those wishing to continue their studies beyond the basic one year certificate may proceed to second year specialization built onto the program in 1982. The basic certificate is also equivalent to 4/5 of the third year of the four year degree program in Child Care at the University of Victoria.



### STRENGTHS OF THE PROGRAM

The Program Evaluation Committee identified the following strengths in the Early Childhood Education Program:

1. The ECED Advisory Committee is representative of a fair cross-section of the community and is giving the program good service.
2. Regional demand for ECED graduates is already in excess of what the program can meet. Recent Provincial and Federal initiatives in child care services augur an even greater demand for program graduates.
3. The quality of graduates is recognized by employers in the community. They are perceived to be creative, enthusiastic and responsible and to have good programming skills.
4. Faculty knowledge and instructional expertise are recognized by students, former students, and employers.
5. Program personnel enjoy an excellent rapport with the community and community agencies. This relationship is critical to the ongoing success of the program.
6. In most courses there is a good balance between theory and practice.

AREAS WHICH CAN BE IMPROVED  
(WITH RECOMMENDATIONS)

This section highlights areas of the Early Childhood Education Program which the data suggest can be improved.

1. Facilities

The poor lighting and ventilation, leaking roof, temperature irregularities and lack of storage space of ECED's current dedicated classroom--portable 603--make for a shoddy learning environment. Plans to move the Human Services Department in 1989 to the present Finance area in the main building will undoubtedly improve the instructional environment.

The lack of a demo lab was also identified as an impediment to the effectiveness of the program. Hitherto, improved liaison with the Cariboo Child Care Society has been seen as a means of eventually gaining access to training facilities at its daycare premises on Dalhousie. However, because the Cariboo Child Society is an independant agency whose policies are determined by the prevailing educational philosophy of its board, there is no guarantee of long term consistency of philosophy between the society and the ECED program.

A preferable route would be the independant establishment of a demonstration lab/nursery school in the Faculty Office Building when these premises become available in 1989. Having such a facility run by ECED would ensure consistency between program philosophy and practice. It would not compete with the Cariboo Child Care Society as it would offer a nursery facility as opposed to daycare and would therefore appeal to a different clientele. Renovation costs would be modest, and nursery school fees would recover 2/3 of staff salaries. The College would be asked to contribute only 1/3 staffing costs per year--in the region of \$20,000 (see Appendix A).

It is therefore recommended that the College investigate the feasibility of renovating the Faculty Office Building to incorporate a demonstration lab/nursery school. The committee feels that this is the most important recommendation and should therefore be given top priority.

## 2. Curriculum

- (a) Survey responses suggested that while the curriculum was generally well received, more emphasis should be placed on interpersonal skills, observation and recording skills, writing skills, and interacting with families.

It is therefore recommended that the program co-ordinator review the ECED curriculum and remedy these deficiencies.

- (b) Given the range of competencies identified by the DACUM manual, the length of the program is inadequate. To address the disparity between program duration and curriculum to be covered, the following alternatives are recommended for consideration:

- (i) lengthening the program;
- (ii) prioritizing the competencies with an eye to reducing them in number;
- (iii) increasing the quality of the student being admitted into the program.

## 3. Admissions

Several admissions-related problems were identified:

- (a) the academic preparedness and personal readiness of some students in the program were questionable. While the strengthening of admission prerequisites scheduled for implementation in 1988 may improve the quality of the program intake, nonetheless

it is recommended that the program faculty and Divisional Director develop a proposal identifying

- (i) relevant pretesting for evaluation of candidates' educational preparedness for ECED;
- (ii) a means of assessing candidates' personal suitability for ECED (Threshold Selection Process);



- (b) There would appear to be a perception in the Counselling Department that the ECED program is less academically demanding than it is. Therefore

it is recommended that the Counselling Department should be made more familiar with the exact scope and the academic standards of the ECED program;

- (c) Lack of information about the 500 hour post-Cariboo College experience mandatory for Provincial Certification aroused confusion and resentment among students. Even though this is not a College requirement, the committee feels that all prospective candidates should be made aware of it. Therefore,

it is recommended that information on the 500 hour requirement be included in the program description in the calendar;

- (d) It is presently very difficult to identify part-time students and their stage of progress in the program. The high ratio of part-time to full-time students in the program is also noted. Therefore,

it is recommended that

- (i) the Admissions Department in consultation with the ECED program co-ordinator implement a simpler means of identifying part-time ECED students;
- (ii) the ECED co-ordinator investigate the feasibility of implementing a program completion time frame for part-time students;
- (iii) the ECED co-ordinator in consultation with the Divisional Director investigate the possibility of implementing a quota for part-time students.

#### 4. Registration

Certain registration-related irritations such as loss of documents, conflicting information, lack of publicity about evening registration, and awkward fee payment schedules were identified. Therefore,



it is recommended that

- (a) the program co-ordinator in consultation with the Registrar educate the relevant staff in the registration area in order to reduce conflicting information being given to applicants;
- (b) the availability of evening registration and clarification of fee payment dates be emphasized to prospective students.

## 5. Marketing

In spite of the excellent reputation that the ECED program enjoys with the community, the committee feels that the program profile could be raised. Therefore,

it is recommended that the Divisional Director, program faculty, and College marketing personnel devise a marketing plan for ECED and consider the following strategies:

- (i) enhancement of program profile in the eyes of the counsellors;
- (ii) a heightened profile during Open House and College Week;
- (iii) additional release time for Chairperson to access Federal and Provincial grant monies to enhance the program image, and for instructors interested in program marketing.

## 6. Articulation

During committee deliberations the paucity of comparative data from similar programs in other institutions was noted. As such data are essential for planning, monitoring, and quality control purposes,

it is therefore recommended that the program co-ordinator propose to the Provincial ECED Articulation Committee that at future meetings time be allocated for each college to report on

- (i) admissions criteria
- (ii) program policies
- (iii) curriculum
- (iv) attrition rates

(v) budget

(vi) employment statistics,

and that comparative data on these items be assembled and distributed system wide.

#### 7. Cost Efficiency

The committee noted that the cost per Student Contact Hour was \$2.78 at Cariboo College as compared to a system mean of \$3.51 (1985/86 PACS Report p.75--see Appendix B). While some might interpret these figures as indicating a lean and efficient program, the committee prefers to see them as indicating that the program is being funded at approximately 20% below the Provincial mean, and does not consider that this points to a healthy and effective program. Accordingly,

it is recommended that the program co-ordinator, Divisional Director, and Vice-President examine the ECED budget and operation with a view to addressing possible under-allocation of funds.

#### 8. Program Policies

During its examination of ECED, the committee noted an absence of program policies. As these are essential to the smooth operation of the program, and as their existence reduces administrative and counselling "busy work",

it is therefore recommended that ECED faculty in consultation with the Divisional Director devise and implement program policies for the ECED program. Policies from other programs should be reviewed for relevancy.

#### 9. Workloads

During committee deliberations, it became clear that the ECED program co-ordinator is overworked in his triple function as instructor, program co-ordinator, and departmental chairman, not to mention the many other impositions on his time caused by the lack of program policies mentioned above. Accordingly,

it is recommended that either the program co-ordinator's release time be increased or that the administrative workload of the program co-ordinator and departmental chairperson be redistributed so that it is shared rather than vested in one person.



## LIST OF RECOMMENDATIONS

### 1. Facilities

It is recommended that the College investigate the feasibility of renovating the Faculty Office Building to incorporate a demonstration lab/nursery school. The committee feels that this is the most important recommendation and should therefore be given top priority.

### 2. Curriculum

- (a) It is recommended that the program co-ordinator review the ECED curriculum and remedy the deficiencies in interpersonal skills, observation and recording skills, writing skills, and interacting with families.
- (b) To address the disparity between the program duration and curriculum to be covered, the following alternatives are recommended for consideration:
  - (i) lengthening the program;
  - (ii) prioritizing the competencies with an eye to reducing them in number;
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  - (i) relevant pretesting for evaluation of candidates' educational preparedness for ECED;
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It is recommended that the program co-ordinator, Divisional Director, and Vice-President examine the ECED budget and operation with a view to addressing possible under-allocation of funds.

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It is recommended that ECED faculty in consultation with the Divisional Director devise and implement program policies for the ECED program. Policies from other programs should be reviewed for relevancy.

#### 9. Workloads

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## Appendix A

### PROPOSAL FOR CARIBOO CHILD STUDY CENTRE

Costs and cost recovery associated with a laboratory centre for the ECED program.

#### Costs Projections:

##### A. Renovation of Faculty Office Building

An original request for space involved the use of House 10. Given the recent decision to not relocate the present occupants, an alternative suitable building would be the FOB.

The lab facility for the ECED program would contain the following components: nursery school facility; viewing room for 25-30 students; adjoining seminar/meeting room for introductions, debriefings, parent meetings, etc.; the Early Intervention Nursery Program; and office space for staff.

The Early Intervention Program, currently located in House 4, specializes in offering a service to behaviorally disturbed children. A new facility would enhance observation and practicum opportunities for students by providing the opportunity to view varied programming in meeting the needs of children and their families.

A partitioned viewing area could be located between the two programs in order to maximize the use of space and access to observing in both programs.

Consultations with Chuck Kane suggests that, of the portable units being vacated, the FOB is in the soundest shape for future use.

Costs associated with relocation and/or renovation vary according to the extent required in relocation/renovation. It is likely that a budget of \$30,000 to \$40,000 would address the capital costs for developing such a facility as of the spring/summer of 1989.

With the possible involvement of the Early Intervention Program and the recently announced federal initiatives with respect to child care, it is the intention of the co-ordinator to explore possible 'grant funding' options that may be available to 'special needs' and 'lab facilities'.



**B. Capital Equipment Costs:**

1. Children's equipment - \$10,000
2. Audio visual components for viewing room (sound system, video camera and play back system). - \$ 5,000

Perhaps sponsors could be identified to donate or help underwrite costs for some equipment.

**C. Operating Budget:**

1. Staff - Two lab demos on temporary full-time for nine months at step 7 of 88/89 salary scale.

i.e. \$2,327 X 2/month X 9 months = \$41,886

2. Other items - Materials for program, indoor and outdoor equipment renewal and repair, parent education program.

\$ 4,000/year

Total Operating Budget =

\$45,886

Income generated from fees.

2 groups of 18 children at \$80/month/child for nine months is

\$25,920

Thus the financial operating supplement required from the College would be \$45,886 - \$25,920 = \$19,996/year (ca \$20,000) plus benefits to lab demo staff.

DEC 03, 1986

INSTITUTION : CARIBOO

ANALYSIS REPORTS  
DETAIL BREAKDOWN OF INSTITUTION SUBMISSION

REPORT ID : DR1.02

PAGE 8

FUNCTION : 01 INSTRUCTION  
ACTIVITY : 110 CONVENTIONAL INSTRUCTION  
MAJOR PROGRAM : 30 VOCATIONAL

--SYSTEM MEAN--

CLUSTER DESCRIPTION	STAFF	% CHG	PERSONNEL	% CHG	OTHER	% CHG	GROSS	% CHG	STUDENT CT. HR.	REGISTRY TRNG. DAY	GRS \$/ SCH	GRS \$/ RT DAY	GRS \$/ SCH	GRS \$/ RT DAY
2500 CONSTRUCTION														
AE-82/83	1.0		42,086		6,876		48,962		14,406	2,401	3.39	20.39	3.41	20.50
3100 MANAGERIAL														
AE-85/86	1.2		56,375	9.8	917	4.3	57,292	9.7	23,718	3,953	2.41	14.49	2.80	16.83
AE-84/85	1.2	20.0	51,354	20.9	879	39.8	52,233	18.9	20,064	3,344	2.60	15.61	3.59	21.58
AE-83/84	1.0		42,481		1,461		43,942		11,712	1,952	3.75	22.51	3.64	21.88
3200 OFFICE ADMINISTRATION														
AE-85/86	10.6	10.2	502,529	2.4	24,798	92.4	527,327	.1	251,754	41,959	2.09	12.56	2.95	16.55
AE-84/85	11.8	10.3	514,868	8.7	12,888	60.1	527,756	9.5	239,352	39,892	2.20	13.22	3.05	15.31
AE-83/84	10.7	2.7	473,877	2.1	8,051	13.9	481,928	1.8	198,876	33,146	2.42	14.53	2.54	15.28
AE-82/83	11.0		464,134		9,352		473,486		202,692	33,782	2.33	14.01	2.40	14.42
3300 COMMUNICATION														
AE-84/85	1.0		25,688	38.2	5,641	7.6	31,329	33.0	23,748	3,958	1.31	7.91	3.36	20.11
AE-83/84	1.0		41,538		5,242		46,780		26,676	4,446	1.75	10.52	3.34	20.06
3400 PERSONAL SERVICES														
AE-85/86	5.5	41.0	242,338	8.6	126,135	27.3	368,473	14.3	78,396	13,066	4.70	28.20	5.00	22.37
AE-84/85	3.9	9.3	223,174	17.2	99,093	50.1	322,267	25.7	68,394	11,399	4.71	28.27	5.31	21.68
AE-83/84	4.3		190,348	11.2	66,039	13.6	256,387	11.8	55,854	9,309	4.59	27.54	3.56	21.35
AE-82/83	4.3		171,159		58,147		229,306		47,892	7,982	4.78	28.72	3.54	21.26
4100 LEGAL AND SOCIAL SERVICES														
AE-85/86	1.1		58,979	+	210	77.0	59,189	+	37,692	6,282	1.57	9.42	3.14	20.54
AE-84/85			952	99.0	913	69.3	1,865	98.1	4,884	814	.38	2.29	3.43	20.62
AE-83/84	2.5		97,783		2,972		100,755		30,246	5,041	3.33	19.98	3.42	21.89
4200 NURSING														
AE-85/86	2.0	5.3	76,988	10.6	2,277	25.9	79,265	11.0	26,310	4,385	3.01	18.07	4.30	26.10
AE-84/85	1.9	9.5	69,623	1.0	1,809	17.7	71,432	.5	18,210	3,035	3.92	23.53	4.00	22.41
AE-83/84	2.1	5.0	68,900	12.4	2,199	32.5	71,099	10.1	17,532	2,922	4.05	24.33	4.04	23.98
AE-82/83	2.0		61,295		3,260		64,555		18,816	3,136	3.43	20.58	3.91	23.39
4400 EDUCATION														
AE-85/86	1.0	16.7	48,580	12.6	4,016	17.0	52,596	13.0	18,900	3,150	2.78	16.69	3.51	25.05
AE-84/85	1.2	14.3	43,125	22.5	3,432	2.8	46,557	21.1	18,894	3,149	2.46	14.78	3.62	20.03



APR 23 1997  
APR 17 1999

REPORT ON THE PROGRAM REVIEW OF



CARIBOO COLLEGE MEMORANDUM

To: Program Advisory Committee  
From: Ron Miles, Director, Arts and Humanities Division  
Date: February 15, 1988  
Re: Program Review - Early Childhood Education Program

After discussion with Bill Martin, I offer these responses to the recommendations included in the program review dated February, 1988.

1. Bill and I will discuss this with Derek, who will have to implement such a recommendation.
2. a. Bill Martin will review the ECED curriculum and make recommendations to me by the end of this month.  
b. i. We do not believe this is feasible.  
ii. Bill Martin and other program staff will prioritize the competencies to determine their relative emphasis, by the end of February.  
iii. We will undertake to increase the quality of the student entering the program.
3. a. i. Bill Martin advises that this has already been addressed.  
ii. Bill will consider this and report to me by the end of March.  
b. Bill Martin indicates that this has already been addressed, but I will alert the head counsellor to this recommendation.  
c. Already done.  
d. i. I will ask Dennis Mayberry to implement a simpler means of identifying part-time ECED students.  
ii. Bill Martin will report to me on this matter by February 22.  
iii. Bill will report to me by February 22.
4. a. This is already being done.  
b. I will request that Dennis Mayberry attend to these matters.
5. i. I will alert the head counsellor to this matter.  
ii. I will arrange a meeting with Margaret Russell's replacement to discuss marketing of the program, particularly with a view to heightening the program's profile during Open House and College Week.  
iii. This item is a puzzle to the department chairperson and myself. We request that further information be provided by the program review team.
6. Bill Martin reports that this process has already been started.
7. I will arrange a meeting of David Cane, Bill Martin and myself to discuss this matter.

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8. Bill Martin will initiate discussions with program staff before the end of February, with a view to presenting proposals to me by the early spring.
9. We will take action on this, following discussion with David Cane and the ultimate allocation of 1988/89 budget.

Bill Martin tells me that he has found the program review process to be very useful, and I have found the program review team's report most helpful. I am grateful for their hours of deliberation.

RM/ss

cc: Paul Egan  
Bill Martin  
Alastair Watt  
Helen MacDonald-Carlson  
Andrew Yarmie



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