

LMC Comprehensive Program Review

Instructional Units

2017-2018

Program/Discipline: Child Development/Education

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years?

- A. *Since our last Comprehensive Review, we have moved to one degree, the Associate of Science for Transfer in Early Childhood Education. We did this so that our students would be prepared for employment and transfer upon completion of our program. We felt this was an equity issue, as many students of color are aides in a classroom with a white teacher. We wanted all of our students to be able to transfer and be able to be the lead teacher in the classroom.*
- B. *Our Locally Approved Certificates have remained the same. We have added some curriculum courses which will change our Curriculum Specialization Certificate. We added ChDev 35, with is Math and Science for the Young Child. We have also added a new course entitled Teaching Children with High Emotional Needs.*
- C. *As a department, we continue to grow the Child Study Center Laboratory. Our lab allows student interns to receive training in providing quality care for children. We continue to partner with local and national agencies and consistently score high on measures of quality.*

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

- A. *We will continue to respond to the needs of the field and add/change course offerings as necessary.*

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester.

Use the following format:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4

Early Childhood Education Associate in Science for Transfer	CHDEV-010 Child Growth and Development 3 CHDEV-001 Introduction to Principles and Practices in Early Childhood Education 3	CHDEV-020 Child Family and Community 3 CHDEV-062 Curriculum Foundations for the Young Child 3	CHDEV-050 Teaching in a Diverse Society 3 CHDEV-011 Observation and Assessment 3	CHDEV-065 Health, Safety and Nutrition in Early Childhood Programs 3 CHDEV-090 Student Teaching Practicum in Early Childhood Education 4
Certificate of Achievement	CHDEV-010 Child Growth and Development 3 CHDEV-001 Introduction to Principles and Practices in Early Childhood Education 3	CHDEV-020 Child Family and Community 3 CHDEV-062 Curriculum Foundations for the Young Child 3	CHDEV-050 Teaching in a Diverse Society 3 CHDEV-011 Observation and Assessment 3	CHDEV-065 Health, Safety and Nutrition in Early Childhood Programs 3 CHDEV-090 Student Teaching Practicum in Early Childhood Education 4
Assistant Teacher Permit Coursework	CHDEV-010 Child Growth and Development 3 CHDEV-001 Introduction to Principles and Practices in Early Childhood Education 3			
Associate Teacher Permit Coursework	CHDEV-010 Child Growth and Development 3 CHDEV-001 Introduction to Principles and Practices in Early Childhood Education 3	CHDEV-020 Child Family and Community 3 CHDEV-062 Curriculum Foundations for the Young Child 3		
Specialization: Infant Toddler Care	CHDEV-040 Infant and Toddler Care and Development 3	CHDEV-041 Developmentally Appropriate Practices For Infants and Toddlers 3		

Curriculum in Early Childhood Specialization Certificate	CHDEV-022 Relationship-Based Discipline Strategies for Children 2	CHDEV-025 Creative Arts for the Young Child 2	CHDEV-035 Teaching Science and Math to Young Children through Hands on Exploration 3	
Specialization: Special Needs Care & Education	CHDEV-055 Introduction to Children with Special Needs 3	CHDEV-057 Developmentally Appropriate Practices for Children with Special Needs 3		
Specialization: Administration of Director Early Childhood Programs	CHDEV-095 Administration of Early Childhood Programs 3	CHDEV-096 Supervision and Leadership in Early Childhood Programs 3		
Specialization: School Age Care	CHDEV-032 Caring for and Educating School Age Children 3	CHDEV-033 Developmentally and Culturally Appropriate Practice for the School Age Child 3		
School-Age Development and Education Skill Certificate	CHDEV-010 Child Growth and Development 3 CHDEV-032 Caring for and Educating School Age Children 3	CHDEV-020 Child, Family and Community 3 CHDEV-033 Developmentally Appropriate Practice for the School Age Child 3	CHDEV-022 Relationship-Based Discipline Strategies for Children 2	CHDEV-050 Teaching in a Diverse Society 3

School-Age Associate Teacher	CHDEV-010 Child Growth and Development 3	CHDEV-020 Child, Family and Community 3	CHDEV-032 Caring for and Educating School Age Children 3	CHDEV-033 Developmentally Appropriate Practice for the School Age Child 3
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3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

Child Development 32 and 33, which lead to specialization certificates, are offered less frequently based on demand.

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

Education 40 and Education 170 are not required for a degree or certificate. However, these courses serve a purpose for students interested in a career in teaching. Education 40 allows students to gain experience working in an elementary school setting. Education 170 allows students working in education to earn units.

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
ChDev 001	4	4	4	4
ChDev 010	10	10	10	11
ChDev 011	1	1	2	1
ChDev 020	3	3	3	3
ChDev 022	1	1	1	1
ChDev 025				1
ChDev 032	1			
ChDev 033		1		
ChDev 035		1	1	
ChDev 040	1		1	
ChDev 041		1		1
ChDev 050	3	3	2	3

ChDev 055	1		1	
ChDev 057		1		1
ChDev 062	2	2	2	2
ChDev 065	1	1	1	1
ChDev 076				
ChDev 077				
ChDev 083	1	1	1	1
ChDev 090	1	1	1	1
ChDev 092		1		1
ChDev 095	1		1	
ChDev 096		1		1
ChDev 098				
ChDev 170	1	1	1	1
ChDev 180	1	1	1	1
Educ 40	1		1	
Educ 170	1	1	1	1
Rationale for any Major Changes				
We are now enrolling our Child Study Center Interns into ChDev 180 rather than ChDev 170.				
We will be deactivating our Foster Care courses ChDev 76 and 77. State requirements for foster education have changed, and are being moved from coursework to workshops/trainings.				
We have added a new course, Teaching Children with High Social Emotional Needs, which will be numbered ChDev 24. We developed this course to meet the workforce and educational needs of our students.				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Year	Cohort Year	Faculty Responsible for COOR Update
ChDev 062	2014	2018-2019	Janice Townsend
ChDev 065	2015	2018-2019	Pam Perfumo
ChDev 076	2015	2018-2019	Deactivate
ChDev 077	2009	2018-2019	Deactivate
ChDev 090	2013	2018-2019	Pam Perfumo
ChDev 096	2015	2018-2019	Jeanne Virgilio
ChDev 010	2014	2019-2020	Erlinda Jones
ChDev 011	2014	2019-2020	Doug Rowe
ChDev 020	2009	2019-2020	Erlinda Jones

ChDev 032	2015	2019-2020	Janice Townsend
ChDev 033	2015	2019-2020	Janice Townsend
ChDev 035	2013	2019-2020	Kathryn Nielsen
ChDev 040	2009	2019-2020	Pam Perfumo
ChDev 041	2009	2020-2021	Pam Perfumo
ChDev 050	2012	2020-2021	Janice Townsend
ChDev 055	2015	2020-2021	Joann Rossi
ChDev 083	2014	2020-2021	Janice Townsend
ChDev 092	2009	2020-2021	Angela Fantuzzi
ChDev 095	2015	2020-2021	Jeanne Virgilio
ChDev 022	2014	2021-2022	Janice Townsend
ChDev 023	2017	2021-2022	Janice Townsend
ChDev 025	2015	2021-2022	Doug Rowe
ChDev 001	2012	2021-2022	Pam Perfumo
ChDev 057	2015	2021-2022	Joann Rossi
Educ 40	2014	2018-2019	Linda Stingily

4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	In terms of curriculum development, we have tried to use an equity lens, the student success factors and give students more agency in the classroom and our program. We have added courses to meet licensing specialization requirements, such as Child Development 35 and Child Development 23.
How have these changes enhanced your program?	We are using more current research and information in our curriculum. We are integrating the latest neuroscience into our coursework. We are improving opportunities for working students that want to advance on the permit matrix.

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	While we do not plan to add degrees or certificates, we will be responsive to our Advisory Committee needs.
What significant changes to existing course content would need to be made to support the new degree or certificate?	We may make adjustments to our specializations to meet workforce needs. We may need to create or adjust existing coursework in the future.

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

Our Advisory Committee is a valuable part of our program. We receive updates from our partners in the field. We receive recommendations as to course offerings and trainings. We also consult with the Advisory Committee regarding the Child Development Training Consortium Grant. The grant requires committee vote regarding amount and criteria for payments to students.

Over the past two years, we held Advisory Committee Meetings on the following dates: 12/10/15, 1/19/16, 10/24/16, 11/13/17. We invite the participation of a diverse group of community members in Early Childhood Education. These include Preschool Teachers and Directors, Family Child Care Providers, County Office of Education Early Childhood Representatives, Contra Costa County Child Care Council, First 5 of California, Liberty High School Teaching and Learning Careers Academy, Parents of children in the Child Study Center, and Adjunct Faculty.

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

Some of our assessments were complete but were not uploaded. We found them in the conversion of the L Drive.

Our department faculty are extremely busy and involved with the college. The assessments were missed.

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

The only course that has not been offered is ChDev 77. We plan to deactivate this course.

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to	<i>Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the</i>

	the course or pedagogy to support the course were not clear.	<i>department, and changes were adopted accordingly.</i>
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Measurable:

1	2	3
The data collected did not inform teaching and learning.	<i>The assessment produced some measurable information, but created more questions than answers.</i>	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
<i>Assessment was not manageable.</i>	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

We did find the assessments to be meaningful. However, more disaggregated data would be more useful in determining if our changes have been successful. For example, we would like rates disaggregated by letter grade, by face-to-face vs online, evening vs day, etc.

Assessment is not manageable because we already require so much from our part-time faculty, that it becomes cumbersome. When we do assessment, a full-time faculty partners with part-time faculty. We ask part-time faculty to donate their time to be trained in assessment processes as well as completing and filing the assessment reports. Compared to larger departments, that have multiple full-time faculty and fewer course offerings, our assessment load is much more to manage.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

Our Child Development 90 assessment indicated a general weakness in anti-bias curriculum understanding. As a result, more class time and assignments were added to support improvement in this content area. Recent student completions show marked improvement in understanding and application of anti-bias curriculum concepts to their student teaching.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

We are pleased with our results of our Program Level Assessment. The majority of our former students surveyed indicated satisfaction with the training and education received in our department.

7.2.2. What was the biggest challenge in conducting program level assessment?

The biggest challenge was finding and accessing a tool to conduct a survey. Survey Monkey was not available to us. We had to figure out how to use Google Forms on our own.

7.2.3. What resource needs, if any, were identified in your program level assessment?

We have professional development needs to stay current with the training and education needs of Early Childhood Education. We need access to survey tools.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low-income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	68.3	81.2	82.1
Success Rate (program/discipline)	49.8	67.8	70.2

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

We realize that despite our efforts, we still have an equity gap for our African American students.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Some strategies for improving rates include the strategies for Universal Design. One resource we would like to employ is a Lecture Translator. We would also like to review our course maximums. Smaller class sizes would enable more contact with students. Through our experience with FAM, we realize the value of faculty advising, mentoring and supporting our students. We would like more professional development and time (possibly factored into load) for this type of contact. We are interested in focusing on building community within our classrooms.

9. Goals

9.1. Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

<p>Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?</p>	<ol style="list-style-type: none"> <p>1. To implement a high quality birth to 5 years old “continuity of care” model in the Child Development Department Lab that demonstrates current best practices.</p> <p>We are currently receiving the CCAMPIS grant. This is a competitive federal grant that we have been awarded twice. This funding has enable us to re-open our infant classroom, and expand the capacity of the toddler classroom. We are providing a continuity of care model birth to 3 and 3 to 6 years that demonstrates current best practices.</p> <p>2. To increase the number of specialization, permit, degree and certificate completions for Child Development students including diverse populations</p> <p>In Spring 2017, we graduated 23 students with the AS-T degree. We also had 6 students complete the Certificate of Achievement. In Spring 2012, 2013 and 2014, we graduated 23, 14 and 6 students respectively with AS or AS-T degrees. For 2015 and 2016 we had over 20 students participate in the graduation ceremony; earning AS-T degrees or Certificates of Achievement. We do not have disaggregated data about our graduates. This would tell us how we are doing with diverse populations.</p> <p>3. To improve connections to the Early Childhood Education workforce and improve delivery.</p> <p>We have made several strides in this area. STEAM Program: Child development students are completing internships at Pittsburg Unified Elementary Schools to teach science curriculum to T-K to 5th grade children. Lawrence Hall of Science: We received a federal NSF grant to partner with LHS to develop math and science curriculum to be delivered to pre-service teachers. This curriculum has been published on a nationwide website. This has resulted in a new curriculum course. This helps our CTE</p>
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	<p>students in their advancement on the permit matrix as well as improving their skillset.</p> <p>Advisory Committee: We continue to partner with the community through our advisory committee. We have developed a more focused membership that has resulted in more meaningful connections and partnerships.</p> <p>St. Mary's College Articulation: We have partnered with St. Mary's for a program to program articulation that allows our students to complete a bachelor's degree and teaching credential with just two additional years of study. Additionally, we have negotiated dedicated scholarships for LMC Child Study Center Interns.</p> <p>First 5 California: We continue to partner with First 5 with Melissa Jackson as our Educational Advisor.</p> <p>4. Develop a focused inclusion project to integrate children with developmental delays and other special needs into our lab school classrooms.</p> <p>CSEFL/Teaching Pyramid: Staff has been trained and are implementing techniques to meet the needs of the individual child. This program addresses the many special needs of children.</p> <p>WestED Partnership: We have partnered with Julie Kurtz, an expert in working with children experiencing trauma, to offer training to our staff and interns. Our Child Study Center is being used as a model program to develop exemplar training videos.</p>
<p>Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?</p>	<p>We are pleased with the progress made on these goals and will continue to implement these successful activities going forward.</p>

9.2. Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p>	<p>1. ACCESS: increase access through enrollment of students currently underserved in our community.</p>

<p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: To market and promote a clear multi-subject teacher credential pathway based on the Early Childhood Education degree.	Goal 3	Goal 2
Goal 2: To implement Universal Design for Learning Principles (Language Translator Software, Professional Development)	Goals 1, 3	Goals 4, 5, 6
Goal 3: Partner with other departments and programs to develop contextualized coursework	Goal 1	Goals 4, 5, 6
Goal 4: To improve the security and operations of the Child Study Center (hire an hourly front desk position, install ProCare)	Goal 3	Goal 6
Goal 5: To maintain and expand partnerships with external agencies	Goal 1, 2, 3	Goal 4, 5, 6

(First 5, WestEd, St. Mary's/CSUs, USDA, NAEYC, CCAMPIS, Pittsburg Unified, ROP/Academy Programs, Strong Workforce Initiative, COCOKIDS, CALWORKS, TANF)		
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OPTIONAL

9.3 Resource needs to meet five-year goals

1. Resources for Universal Design:

We are interested in employing Universal Design strategies and tools. We are interested in translator equipment that translates what the instructor is saying in English into the student's home language. There may be other Universal Design tools we would like to employ that we have not identified yet.

2. Classified hourly employee for the Child Study Center Reception Desk

We would like a position for the reception desk of the Child Study Center. Currently, we are using grant funding or student work-study to pay for our front desk staff. We would like a permanent position. The duties this position provides are crucial to the workings of the Child Study Center, and it is difficult to train and re-train students for the position.

3. We continue to await the installation of our Procure Security Software. The software is purchased and is awaiting installation.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Goal 4: To improve the security and operations of the Child Study Center		1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	
Department/Unit Name		Position Name/Classification	FTE
Child Development		Child Study Center Reception	.50
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			

We would like a position for the reception desk of the Child Study Center. Currently, we are using grant funding or student work-study to pay for our front desk staff. We would like a permanent position. The duties this position provides are crucial to the workings of the Child Study Center, and it is difficult to train and re-train students for the position. The current staff responsibilities include: enrolling families into the Child Study Center; processing monthly billing; CCAMPIS Grant, CALWORKS and other subsidized funding bookkeeping; assisting students with observations; assisting with student interns; support for faculty; and support for the CDTC Consortium Grant.

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
To improve the security and operations of the Child Study Center	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.
Department/Unit Name	Resource Type
Child Development	<input type="checkbox"/> Equipment <input checked="" type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input checked="" type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
We continue to await the installation of our Procure Security Software. The software is purchased and is awaiting installation.	
Justification:	
This purpose of this software is for the safety of the children in the Child Study Center. This is an entry system for the doors of the children’s classrooms.	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
To implement Universal Design for Learning Principles	1. Increase equitable student engagement, learning, and success. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.
Department/Unit Name	Resource Type

Child Development	<input type="checkbox"/> Conference/Meeting <input checked="" type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input checked="" type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	
Language Translator Equipment/Software	Est. Expense ?
Justification:	
<p>1. Resources for Universal Design: We are interested in employing Universal Design strategies and tools. We are interested in translator equipment that translates what the instructor is saying in English into the student's home language. There may be other Universal Design tools we would like to employ that we have not identified yet.</p>	