

## 1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

The director of the Child Study Center, Kathryn Nielsen, retired in spring 2019. We are in the process of hiring a replacement director. One of our full time faculty is retiring at the end of the 2020 academic year. These are impactful staffing changes within our department.

Janice Townsend has developed 2 new courses around trauma informed practices that will be reviewed by the curriculum committee in November 2019.

We are offering more courses online. Child Development 50 and 22 are being offered online for fall 2019. Child Development 50 online will be Zero Textbook Cost sections starting spring 2020. Janice is also working with the Online Education Initiative Grant on the OEI rubric for Child Development 50.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

For most of our courses there is little to no change over the past 3 years. Chdev 1, 10, 20, 50, 62, and 90 demonstrate no noticeable change in productivity or enrollment.

We noticed an increase in enrollment for ChDev 11, as we added an additional section to the fall semester. We will continue to offer 2 sections in the fall and one in the spring. This course is often the last course students take before taking our capstone course and graduating in spring.

We have increased our online sections and as a result individual course enrollment has increased. This is true for ChDev 22, which is newly online. More students enroll in the ChDev 65 in the spring, which is the online section.

1.b.2. What does the data suggest in terms of future needs/directions?

We are working on adding more classes to our online offerings. This will include our core course, ChDev 20, which is one of our CAP 8 courses. We also will be putting ChDev 55 and 57 online, which are our specialization courses in working with children with special needs.

We would like to review our success rates and compare the face to face and online courses.

1c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: To market and promote a clear multi-subject teacher credential	In progress	We have been working with Brandman University to develop a Bachelor's degree in Early Childhood Education that can lead to a teaching credential. There is a board agenda	Ongoing/Janice Townsend

pathway based on the Early Childhood Education degree.		<p>item to vote on Brandman offering this program on the LMC campus.</p> <p>We articulated our program with St Mary's College JCL Teaching Credential Program.</p> <p>LMC students have transferred to St. Mary's for the last two years. We hold information sessions for both programs at LMC. Students have identified St. Mary's as their first choice school.</p>	
<p>Goal 2:</p> <p>To implement Universal Design for Learning Principles (Language Translator Software, Professional Development)</p>	abandoned	We have attended some UDL training, we would need intensive training to fully implement UDL in our department.	
<p>Goal 3:</p> <p>Partner with other departments and programs to develop contextualized coursework</p>	abandoned	This objective came from conversations with other faculty and was never followed up on.	
<p>Goal 4:</p> <p>To improve the security and operations of the Child Study Center (hire an hourly front desk position, install ProCare)</p>	In progress	Management is overseeing this objective. A new system has been chosen and will be implemented based on the management's timeline.	Ongoing/College Management
<p>Goal 5:</p> <p>To maintain and expand partnerships with external agencies (First 5, WestEd, St. Mary's/CSUs, USDA, NAEYC, CCAMPIS, Pittsburg Unified, ROP/Academy Programs, Strong Workforce Initiative, COCOKIDS, CALWORKS, TANF)</p>	In progress	<p>This is an ongoing objective.</p> <p>We have collaborated with universities, such as Brandman and St. Mary's, so our students have more options for transfer as stated in Goal 1.</p> <p>In the Child Study Center we have implemented the USDA food program, allowing us to provide healthy meals for the children in our program.</p> <p>We continue to work with First 5 Contra Costa to provide services to our working students.</p> <p>We have begun conversations with the Community Service Bureau around a 12 unit cohort for the Associate Teacher Permit.</p> <p>We continue to expand our community outreach through the Advisory Committee.</p> <p>We strengthen our partnerships with CoCoKids, Head Start and other community partners through our Advisory Committee Meetings.</p> <p>We continue to support LMC student families through our partnerships with Calworks and TANF, which allow for subsidized child care.</p>	Ongoing/Erlinda Jones, Janice Townsend, Angela Fantuzzi

		<p>We continue to work with ROP/Academy Programs, offering articulation agreements with the local high schools.</p> <p>We manage several grants in our department that support our students.</p>	
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**For CTE programs only:**

1c. Community and Labor Market Needs (Link Ed Code [78016](#), Title 5, [51022](#))

The Labor Market Needs for positions in our field are as follows:

Job Title	Percentage change from 2019-2024
Preschool Teachers, Except Special Education	7%
Elementary School Teachers, Except Special Education	5%
Teacher Assistants	6%

We do expect the demand for teachers in Early Childhood Education will remain stable. The labor market information shows growth of up to 7% in the next 5 years.

We will continue to offer our core courses in sequential patterns that accommodate both working and non-working students.

We will continue to stress the importance of high quality training that takes place in the Child Study Center. We will strive to provide our student interns with employable skills and quality experiences.

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

In 2018-2019, we held 2 advisory committee meetings. In 2019-2020, we will also hold 2 meetings, one in the fall and one in the spring semester.

**Advisory Committee Meeting Dates**

- October 18, 2019
- March 18, 2019
- October 14, 2019

Our Advisory Committee consists of a diverse group of educators and providers working in Early Childhood Education. We invite part-time instructors, directors and teachers at child care centers, mentor teachers, our CTE counselor, LMC workforce development, Contra Costa County Office of Education, First 5 Contra Costa County, Contra Costa County Child Care Council, Head Start and our Dean. We try to our partners at our meetings.

The Advisory Committee Meeting allows us (LMC Faculty) to become aware of local trends in the field. We are able to discover what is happening in ECE in terms of professional development as well as trends educators see surfacing with children and families. The experts in the field also let us know what kind of courses they would like to see offered at LMC. For example, our advisory committee gave support for Janice’s new curriculum on trauma and children. The Advisory Committee also gives us guidance regarding the Child Development Training Consortium Grant. This is a grant that provides tuition reimbursement to working students. The Advisory Committee votes on priorities and the amount of reimbursement to students. We strive to provide meaningful content for both the committee members and LMC staff that attend our meetings.

## 2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	73.7%	We intend to offer and promote professional development for full and part-time faculty. This may include attending conferences, FAM training, Appreciative Advising training, Bridges Out of Poverty training, Universal Design, Online Teaching training.	Ongoing	Erlinda Jones Janice Townsend	

<b>Degrees ( AA, AS, ADT)</b>	46	We intend to offer and promote professional development for full and part-time faculty. This may include attending conferences, FAM training, Appreciative Advising training, Bridges Out of Poverty training, Universal Design, Online Teaching training.	Ongoing	Erlinda Jones Janice Townsend	
<b>Certificates of Achievement</b>	30	We intend to offer and promote professional development for full and part-time faculty. This may include attending conferences, FAM training, Appreciative Advising training, Bridges Out of Poverty training, Universal Design, Online Teaching training.	Ongoing	Erlinda Jones Janice Townsend	
<b>Unit Reduction</b>					
<b>CTE Jobs</b>					

2b. The Vision for Success Goal 5—Equity. The College has identified three

disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College’s goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the

following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	70%	Each semester we hold a Faculty Summit during our Flex Week. We will be providing training in Appreciative Advising and Bridges out of Poverty over the next 4 semesters beginning Spring 2020. This additional training will help all of our faculty better meet the needs of our students. We hope that this specific training will help increase our success rates for the targeted populations: African American, Low Income and Foster Youth.	Spring 2020-Fall 2021	Erlinda Jones Janice Townsend	
Low Income	70%	Each semester we hold a Faculty Summit during our Flex Week. We will be providing training in Appreciative Advising and Bridges out of Poverty over the next 4 semesters beginning Spring 2020. This additional training will help all of our faculty better meet the needs of our students. We hope that this specific training will help increase our success rates for the targeted populations: African American, Low Income and Foster Youth.	Spring 2020-Fall 2021	Erlinda Jones Janice Townsend	
Foster Youth	70%	Each semester we hold a Faculty Summit during our Flex Week. We will be providing training in Appreciative Advising and Bridges out of Poverty over the next 4 semesters beginning Spring 2020. This additional training will help all of our faculty better meet the needs of our students. We hope that this specific training will help increase our success rates for the targeted populations: African American, Low Income and Foster Youth.	Spring 2020-Fall 2021	Erlinda Jones Janice Townsend	

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
CHDEV 010	Course was assessed; report unfinished	Report will be submitted Oct 2019	Erlinda Jones
CHDEV 092	Course was assessed; Report unfinished	Report will be submitted Oct 2019	Erlinda Jones
CHDEV 077	Course deactivated		
CHDEV 001	Course was assessed in summer 2018; Report unfinished	Report will be submitted Oct 2019	Erlinda Jones
CHDEV 035	Assessment was disrupted by Kathryn's retirement; this course is only offered once a year	Fall 2019	Kathryn Nielsen Erlinda Jones
CHDEV 020	Course was assessed; Report unfinished	Report will be submitted Oct 2019	Erlinda Jones Olga Rivera

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

Generally, assessment gives us information about our assignments and whether or not they are helping students reach the learning outcomes of the course. The assessments lead to changes, usually minor in the assignments. This can range from making the wording of an assignment more clear as well as adding or subtracting of assignments. Some of the things we noticed: we need to be clearer on how we use the "ethical" in class, so that students can see its relationship to the work they do; consider revising CSLO's that read more like single objectives, rather than learning outcomes; and consider the differences/similarities between courses that are offered online and face to face, realizing that the outcomes are the same but the paths may be different.

#### 4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019) For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

Course	Faculty Responsible for COOR Update
CHDEV 001	Pam Perfumo, Erlinda Jones
CHDEV 010	Erlinda Jones
CHDEV 092	Erlinda Jones
CHDEV 011	Janice Townsend
CHDEV 035	Erlinda Jones