

# **Instructional Program Review**

Program: Child Development

Academic Year:2023-2024

Author(s): Laura Greer

Accepted by Academic Senate: 1/23/24

Accepted by Consultation Council: 2/12/24

Accepted by Governing Board: 2/13/24

# Executive Summary

The Child Development Program has seen continuous growth in student enrollment since the revitalization process, which started in 2021-2022 academic year. Another increase in enrollment can be attributed to the introduction of the high school Pathway program. The Pathway program encourages high school students to complete the core twelve units of child development required by California Community Care Licensing. With this, students are able to work in a California child development center or day care upon completing the 12 units and turning 18 years of age.

The program works closely with child development agencies in the community to identify current needs in the field and continue to offer needed courses in the community.

The program plans to continue working closely with child development agencies in the community and continue to offer and grow the Child Development Pathway.

# SECTION 1: ACADEMIC PLANNING

## Program Overview, Objectives, and Student Learning Outcomes

- Describe the program (types of degrees offered, jobs/industries/transfer pathways associated with the program, faculty members in program)
- Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals.
- Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

### **Describe the program**

The Lassen Community College Child Development Program is committed to building quality transfer and career technical education (CTE) programs that reflects the requirements of the state, region and local mandates as far as Child Development (CD) and early care is concerned.

The CD Program at Lassen Community College (LCC) has three major responsibilities: academic preparation, workforce development, and leadership.

We provide students with academic courses based on the latest child development theory and best practices in early childhood education. The courses we provide are intended to orient students to the field of Child Development; providing them with the opportunity to develop the knowledge, skills, and abilities to be successful in the workforce or set them up to transfer to a four-year institution.

The LCC CD program also responds to the ever-changing needs of children within society. Society is changing rapidly and becoming more diverse. These societal changes and challenges require us to review and update our courses and program, as well as develop new courses to reflect the needs of the everchanging CD field.

The LCC CD Program offers two degrees and one certificate. They are as follows:

- Associate in Science Degree in Early Childhood Education for Transfer-This degree offers two paths, either the California State University General

Education, or the IGETC. This qualifies a student to transfer successfully to a California State University (CSU) or a University of California (UC).

- Associates in Arts Degree Child Development-This degree offers two paths. One path leads to becoming a Site Supervisor and the other leads to becoming a Master Teacher. These two paths allow a student to apply for either a Site Supervisor Permit or a Master Teacher Permit through the Commission for Teacher Credentialing through the State of California.
- Certificate of Achievement in Child Development-This certificate qualifies a student to apply for a Site Supervisor Permit through the Commission for Teacher Credentialing. This permit will enable the student to manage a single state sponsored child development program in a preschool setting.

### **Describe and evaluate the program objectives**

The Child Development Program meets the LCC strategic plan under goals #2, Learning Opportunities and #4, Student Success. Goal #2 states, "Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community" and goal #4 states, "Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning."

## **Objectives for the Child Development Program:**

As a Child Development major, the student will:

- Study effective principles and practices of child development, in order to provide quality care and education to children 0-5.
- Develop a disposition for and strategies to communicate effectively with children, parents, peers, and the community.
- Identify the theoretical base for child development and the different curriculum structures to form your own philosophy of how to best meet the whole child's needs of children.
- Identify a wide range of career opportunities and gear your course of study to that career.

## **Program Student Learning Outcomes:**

Upon completion of the Associate in Science Degree in Early Childhood Education for Transfer, the student will be able to:

1. Integrate understanding of the needs, characteristics, and multiple influences on development of children birth to age eight as related to high quality care and education of young children.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.
4. Develop strategies that promote partnerships between programs, teachers, families, and their communities.

Upon completion of the Associate in Arts Degree in Child Development, the student will be able to:

1. Analyze the influence of culture, family, society, and environment on an individual's development.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.

Upon completion of the Certificate of Achievement in Child development, students will be able to:

1. Analyze the influence of culture, family, society, and environment on an individual's development.
2. Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.

The Child Development Program's mission and goal go hand-in-hand with Lassen Community College's Mission Statement and Strategic Goals.

### **Changes in the program since last review:**

Since the last program review Lassen Community College Child Development Program has started a Pathway Program with the local high school. Every semester one of the core child development courses (either CD 12, 16, 20, or 31) is offered in the Face-To-Face modality at 7:30 in the morning to accommodate the high school students. This has been a success and I look forward to continuing this program.

## Student Achievement and Learning Outcomes

### Trends and Patterns in Student Achievement

#### Course Success Rates

Course Success Rate	2019-20	2020-21	2021-22	2022-23
<b>Program-Level</b>				
Child Development Overall Success Rate	76%	74%	68%	75%
Lassen College Success Rate	80%	77%	78%	77%
<b>Course-Level</b>				
CD-11	91%		57%	71%
CD-12	80%	64%	50%	80%
CD-15	75%		67%	67%
CD-16	100%	100%	60%	79%
CD-17		73%	50%	60%
CD-19		79%		75%
CD-20		81%		83%
CD-22	92%		50%	71%
CD-23		100%		75%
CD-24	75%	100%	100%	100%
CD-25	81%		92%	60%
CD-26	89%		100%	
CD-27	86%		50%	75%
CD-28				100%
CD-30	88%		89%	25%
CD-31	67%	56%	50%	72%
CD-49	100%	50%	100%	100%
CD-50	75%	100%	100%	
PSY-31	69%	67%	71%	77%
<b>Modality</b>				
C - Correspondence				
F - Face-to-Face	83%	100%	100%	79%
H - Hybrid	100%	50%	80%	100%
N - Internet	75%	74%	66%	73%

<b>Course Success Rate</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Program-Level</b>				
Child Development Overall Success Rate	76%	74%	68%	75%
Lassen College Success Rate	80%	77%	78%	77%
<b>Gender</b>				
Female	77%	75%	69%	76%
Male	68%	67%	63%	71%
Unreported				50%
<b>Ethnicity</b>				
American Indian or AK Native	77%	86%	71%	36%
Asian	75%	33%	67%	60%
Black or African American	53%	75%	0%	83%
Filipino	50%		50%	0%
Hispanic or Latinx	59%	59%	61%	61%
Pacific Islander or HI Native	100%			100%
Unreported	82%	100%	67%	78%
White	82%	77%	79%	83%
<b>Age Group</b>				
17 and Younger	76%	67%	69%	75%
18 to 24	67%	60%	66%	72%
25 to 49	82%	92%	70%	78%
50 and Older	67%	100%	75%	100%
Unreported				



## Course Retention Rates

Course Retention Rate	2019-20	2020-21	2021-22	2022-23
<b>Program-Level</b>				
Child Development Overall Retention Rate	95%	91%	84%	90%
Lassen College Retention Rate	91%	88%	89%	89%
<b>Course-Level</b>				
CD-11	100%		86%	100%
CD-12	80%	100%	83%	95%
CD-15	92%		100%	100%
CD-16	100%	100%	90%	86%
CD-17		91%	63%	80%
CD-19		86%		100%
CD-20		88%		92%
CD-22	100%		50%	100%
CD-23		100%		75%
CD-24	100%	100%	100%	100%
CD-25	94%		92%	70%
CD-26	89%		100%	
CD-27	86%		83%	88%
CD-28				100%
CD-30	100%		100%	75%
CD-31	92%	88%	61%	83%
CD-49	100%	50%	100%	100%
CD-50	100%	100%	100%	
PSY-31	96%	91%	91%	92%
<b>Modality</b>				
C - Correspondence				
F - Face-to-Face	100%	100%	100%	93%
H - Hybrid	100%	50%	93%	100%
N - Internet	94%	92%	83%	89%

Course Retention Rate	2019-20	2020-21	2021-22	2022-23
<b>Program-Level</b>				
Child Development Overall Retention Rate	95%	91%	84%	90%
Lassen College Retention Rate	91%	88%	89%	89%
<b>Gender</b>				
Female	94%	90%	84%	91%
Male	95%	100%	84%	88%
Unreported				50%
<b>Ethnicity</b>				
American Indian or AK Native	95%	93%	71%	73%
Asian	88%	100%	83%	80%
Black or African American	93%	100%	63%	100%
Filipino	100%		50%	100%
Hispanic or Latinx	96%	86%	78%	87%
Pacific Islander or HI Native	100%			100%
Unreported	94%	100%	100%	78%
White	94%	90%	91%	93%
<b>Age Group</b>				
17 and Younger	90%	72%	81%	89%
18 to 24	97%	92%	86%	92%
25 to 49	94%	96%	83%	88%
50 and Older	67%	100%	75%	100%
Unreported				

## Awards

Degree and Certificates	2018-19	2019-20	2020-21	2021-22
Child Development Degrees Awarded	2	4	8	3
Lassen College Degrees Awarded	260	340	297	321
Child Development Certificates Awarded	6	0	14	4
Lassen College Certificates Awarded	128	162	107	137
<b>Degree or Certificate Program</b>				
AA Child Development	1	2	6	3
AS Early Childhood Education for Transfer-CSU	1	2	2	2
AS Early Childhood Education for Transfer-IGETC	1			

## Achievement

There was a significant increase in total degrees awarded in the 2020-2021 year. The following year the numbers dropped, possibly because we were unable to offer CD 50 due to lack of pediatric CPR certified faculty to teach the course, which was required to for our terminal degree and our certificate. Currently, deactivation of that course is being put forward to the Curriculum Committee. With CD 50 deactivated and removed from the terminal degree and certificate requirements, it is the hope that an increase will be seen in Child Development Awards.

**Equity**

I do not believe that there are currently equity gaps. Many of the Child Development Students are Financial Aid recipients and utilize EOPS for services.

## **Student Learning Outcomes**

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

\*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first-class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as result of the assessment withing five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (i.e., may be paper-based or electronic).

- Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments.
- Consider the impact or influence of the assessment results at the program level.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

<b>Course Assessed</b>	<b>Recommendations for Improvement</b>
CD-11: Observation and Assessment	None
CD-12: Child, Family and Community	None
CD-15: Pre-School Administration	None
CD-16: Introduction to Curriculum	None
CD-17: Children's Literature	None
CD-19: CD Nutrition Hlth Safety	None
CD-20: Principles/Practices of Teach	None
CD-22: The Infant Toddler	None

CD-23: Adult Supervision	None
CD-24: Practicum	None
CD-25: Teaching in a Diverse Society	None
CD-26: Administration II	None
CD-27: Children with Special Needs	None
CD-28: Child Guidance	None
CD-30: Early Steps to Reading Success	None
CD-31: Conceptn-Adolescenc	None
CD-50: ECE Child Health and Safety	This course has been inactivated
PSY-31: Conceptn-Adolescenc	None

## SLO Table

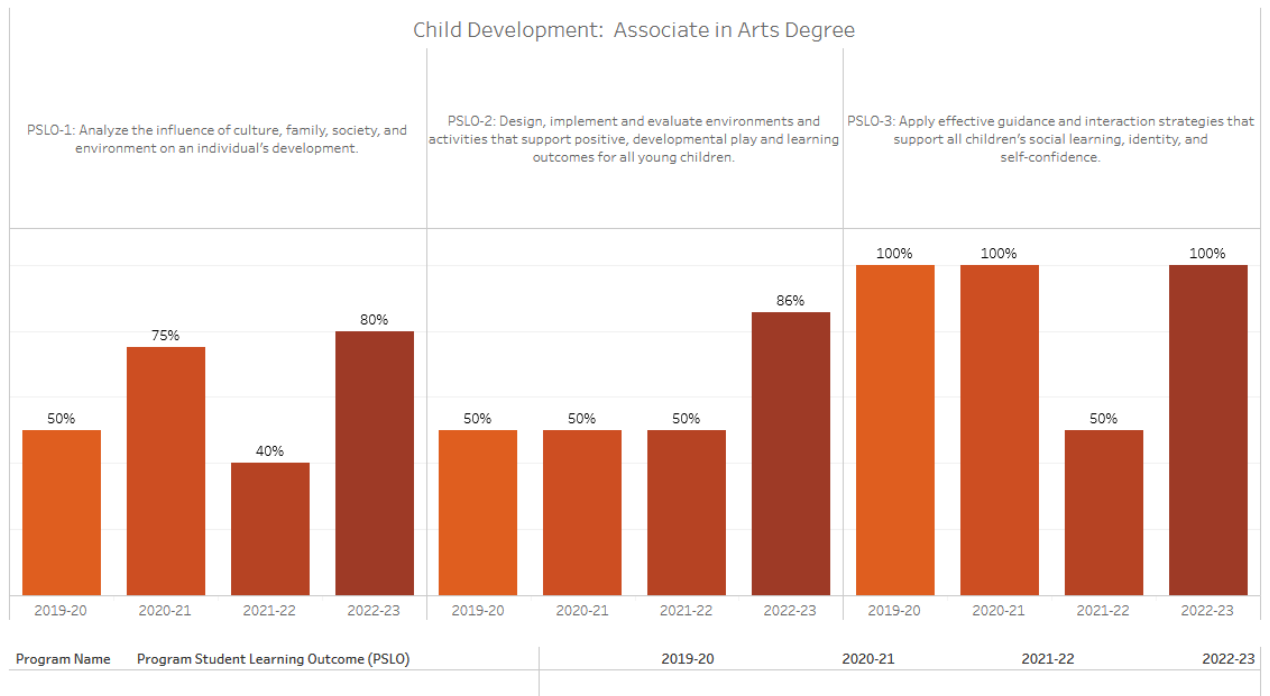
Course	SLO	SLO Description	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Summer 2023
CD-11	SLO-3	Complete systematic observation methods that reve..	67%				
CD-12	SLO-4	Describe effective strategies that empower families ..	60%		79%		
CD-15	SLO-1	Identify the directors role with families, children, sta..	67%				
CD-16	SLO-1	Investigate and apply developmentally appropriate p..				75%	
	SLO-2	Evaluate the teachers' role in providing best and pro..		56%		75%	
	SLO-3	Compare and contrast play based curriculum that su..				100%	
	SLO-5	Recognize variation in individual children's needs an..				100%	
CD-17	SLO-1	Analyze and select quality children's creative activiti..		80%		100%	
CD-19	SLO-3	Analyze the nutritional needs of children at various a..			88%		
CD-22	SLO-2	Describe and develop a responsive primary care givin..	75%		71%		
CD-23	SLO-1	Demonstrate the ability to maintain a safe and devel..				100%	
	SLO-3	Develop skills in recognizing and supporting develop..				100%	
CD-24	SLO-1	Integrate understanding of children's characteristics..				100%	
	SLO-2	Evaluate the effectiveness of an early childhood envi..				100%	
	SLO-3	Design implement, and evaluate curriculum activitie..		100%		100%	
	SLO-4	Apply a variety of effective approaches, strategies, a..				100%	
	SLO-5	Critically assess one's own teaching experiences to g..				100%	
CD-25	SLO-1	Critically assess the components of culturally releva..				100%	
	SLO-2	Critique theories and review the multiple impacts on ..				100%	
	SLO-3	Analyze various aspects of children's experiences as ..				100%	
	SLO-4	Recognize that student variability exists in many wa..				100%	
	SLO-5	Critique theories and review the multiple impacts on ..				100%	
	SLO-6	Analyze various aspects of children's experiences as ..		100%		100%	
	SLO-7	Evaluate the impact of personal experiences and soci..				100%	
CD-26	SLO-1	Distinguish the components of appropriate leadershi..		100%			
CD-27	SLO-1	Identify and evaluate accessibility and reasonable ac..		80%		100%	
	SLO-2	Synthesize information and develop strategies to ad..				86%	
	SLO-3	Identify and describe a process of referral and collab..				100%	
CD-28	SLO-1	Identify strategies for connecting with children				100%	
	SLO-3	Identify the reasons behind difficult behavior and ap..				100%	
	SLO-5	Identify direct and indirect guidance techniques and ..				100%	
CD-30	SLO-1	Demonstrate the ability to write an implementation ..	78%				
CD-31	SLO-1	Analyze major development milestones for children f..				100%	100%
	SLO-2	Analyze how culture, economics, political, and histori..	100%	71%			

The overall numbers of the SLO assessments for child development have improved significantly. In the past we were to add students who did not turn in the assessed assignments to our overall percentage. Now, being able to only include those who turn in the assignments, it shows a true assessment SLO's. The SLO's continue to meet the requirements of the course content and there are no changes needed at this point.

Program Student Learning Outcomes	Summarize Findings	
PSLO 1	See Below	
PSLO 2	See Below	
PSLO 3	See Below	
PSLO 4	See Below	
PSLO 5	See Below	
<b>Recommendations for Improvement</b>		
The PSLO's have significantly improved over the past program years. No recommendations for improvement needed.		

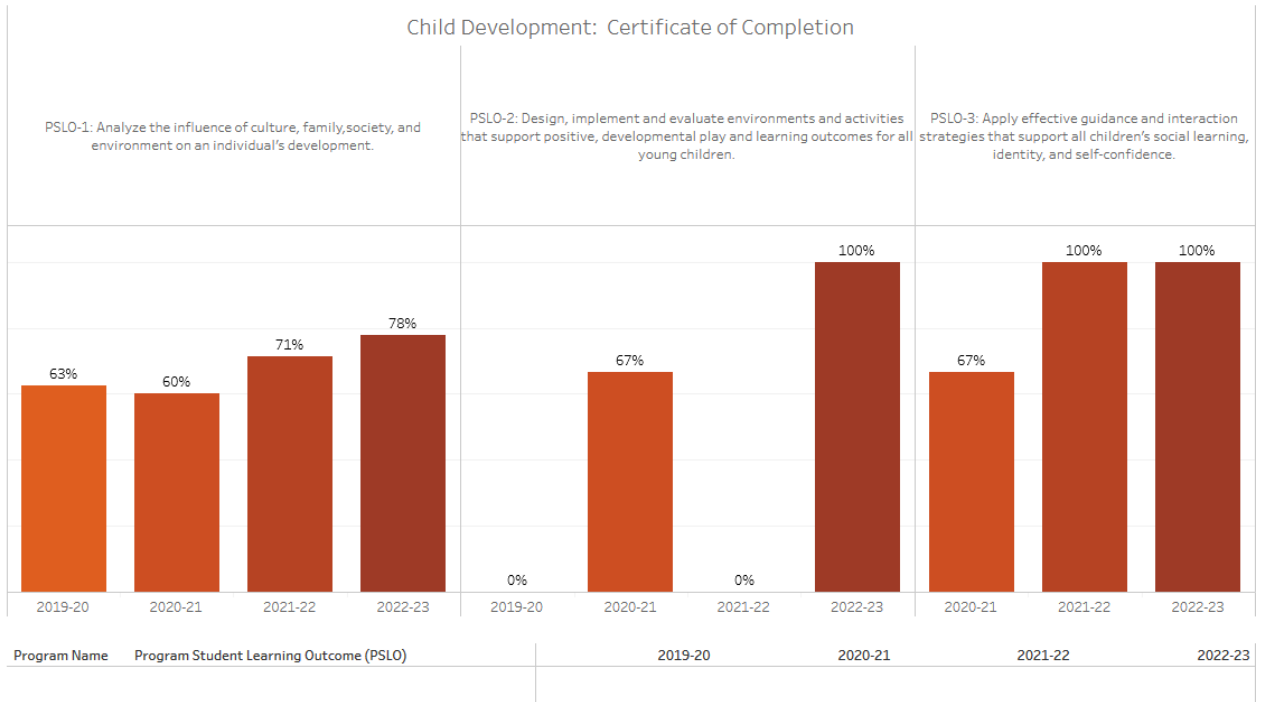


## Program Student Learning Outcome Assessment Results

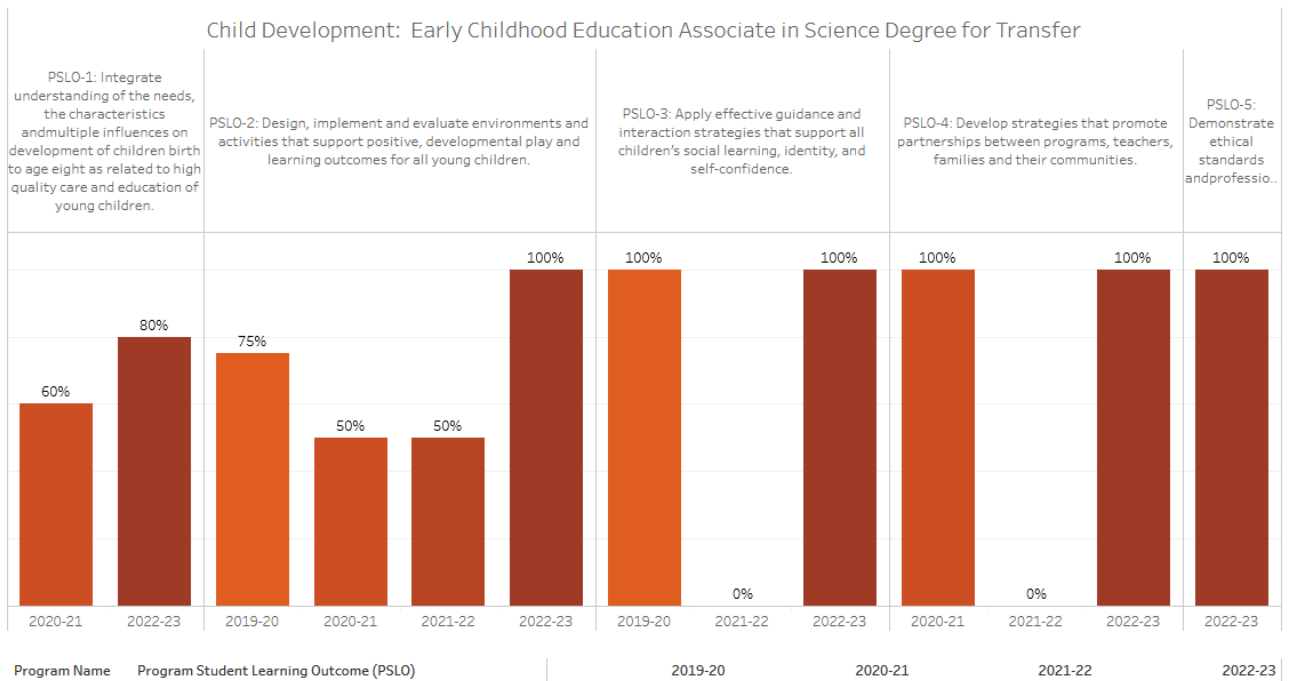




## Program Student Learning Outcome Assessment Results



## Program Student Learning Outcome Assessment Results



## Enrollment Management

Enrollment Management	2019-20	2020-21	2021-22	2022-23
Child Development Enrollment Overall	236	135	147	200
Lassen College Census Enrollment	14,318	12,243	11,847	11,195
Child Development Full-Time Equivalent Students (FTES)	22.1	14.5	15.1	20.0
Lassen College Full-Time Equivalent Students (FTES)	1,538.3	1,283.8	1,200.6	1,153.9
Child Development Number of Sections	20	16	21	22
Lassen College Number of Sections	851	758	818	769
Child Development Fill Rate	39%	29%	25%	29%
Lassen College Fill Rate	50%	52%	48%	51%
Child Development Full-Time Equivalent Faculty (FTEF)	1.6	1.3	1.6	2.0
Lassen College Full-Time Equivalent Faculty (FTEF)	79.8	70.7	74.5	72.4
Child Development FTES/FTEF	13.9	11.6	9.5	10.1
Lassen College FTES/FTEF	20.1	19.0	17.1	16.6

Enrollment	2019-20	2020-21	2021-22	2022-23
<b>Program-Level</b>				
Child Development Enrollment Overall	236	135	147	200
Enrollment	2019-20	2020-21	2021-22	2022-23
<b>Course-Level</b>				
CD-11	11		7	7
CD-12	10	11	6	20
CD-15	12		3	3
CD-16	9	5	10	14
CD-17		11	8	5
CD-19		14		16
CD-20		16		12
CD-22	12		8	7
CD-23		8		4
CD-24	4	7	2	2
CD-25	18		12	10
CD-26	9		2	
CD-27	9		7	8
CD-28				4
CD-30	8		9	4
CD-31	37	16	18	29
CD-49	7	2	6	2
CD-50	8	2	4	
PSY-31	82	43	45	53
<b>Modality</b>				
C - Correspondence				
F - Face-to-Face	23	2	4	42
H - Hybrid	7	2	15	4
N - Internet	206	131	128	154



<b>Enrollment</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Program-Level</b>				
Child Development Enrollment Overall	236	135	147	200
<b>Gender</b>				
Female	212	120	128	181
Male	24	15	19	17
Unreported				2
<b>Ethnicity-Race-Ancestry</b>				
American Indian or AK Native	24	14	7	11
Asian	8	6	6	5
Black or African American	19	4	8	6
Filipino	2		2	1
Hispanic or Latinx	31	22	43	38
Pacific Islander or HI Native	3			3
Unreported	18	5	3	9
White	131	84	78	127
<b>Age Group</b>				
17 and Younger	22	18	16	36
18 to 24	87	62	59	88
25 to 49	123	51	68	72
50 and Older	4	4	4	4
Unreported				

Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

It is not believed that there are any efficiency gaps. The child development program has increased in enrollment since the 2020-2021 program year. I suspect enrollment will continue to increase over the next program year.

## **Curriculum**

### Degrees and/or Certificates

Degree or Certificate Title	Award Type	Term of Last Revision
AS Early Childhood Education for Transfer	AS-T	05/05/2015
AA Child Development	AA	12/01/2020
Child Development Certificate of Achievement	COA	10/15/2021

There have not been revisions made since the last program review.

## **Courses**

Summarize curriculum revisions, new course adoptions, and/or course deletions since the last program review. Describe the program accomplishments and/or changes (e.g., major revisions, additions, etc.). All courses need to be submitted to the Curriculum Committee for revision at least once every five years.

Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. If all the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

The program is offering courses on a regular basis and has seen growth in enrollment. There has not been any new course adoptions but CD-50 has been inactivated. There has not been any major revisions to courses since the last IPR was conducted.

**See Appendix A**

Course	Last Offered	Term of Last Revision
CD-11: Observation and Assessment	Fall 2023	Fall 2020
CD-12: Child, Family and Community	Fall 2023	Spring 2023
CD-15: Pre-School Administration	Fall 2023	Spring 2022
CD-16: Introduction to Curriculum	Spring 2023	Spring 2022
CD-17: Children's Literature	Spring 2023	Spring 2022
CD-19: CD Nutrition Hlth Safety	Fall 2023	Fall 2020
CD-20: Principles/Practices of Teach	Fall 2023	Fall 2022
CD-22: The Infant Toddler	Fall 2023	Spring 2022
CD-23: Adult Supervision	Spring 2023	Fall 2021
CD-24: Practicum	Spring 2023	Spring 2022
CD-25: Teaching in a Diverse Society	Spring 2023	Fall 2020
CD-26: Administration II	Spring 2023	Spring 2022
CD-27: Children With Special Needs	Spring 2023	Spring 2022
CD-28: Child Guidance	Spring 2023	Spring 2022
CD-30: Early Steps to Reading Success	Fall 2023	Spring 2022
CD-31: Conceptn-Adolescenc	Fall 2023	Fall 2020
CD-49: Child Development Work Exp	Fall 2023	Spring 2019
CD-50: ECE Child Health and Safety	Unknown	Spring 2021
PSY-31: Conceptn-Adolescenc	Fall 2023	Fall 2020

Revisions made were to textbooks and/or how often the courses would be offered. Textbooks are updated as needed to the current information available. All courses in this program were reviewed for modality of delivery.

**Articulation/Integration of Curriculum**

- Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of

Articulation Agreements from the Transfer Center / Articulation Officer)

- Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (e.g., two courses at Lassen needed to articulate with one course at UC) and the unit requirements for Lassen Community College courses as compared to four-year institutions.

LCC Course	CD 31	CD 11	CD 12	CD 16	CD 17	CD 19	CD 20	C D 22	CD 24	CD 25	EC E 12
C-ID	CDEV 100	ECE 200	CDE V 110	ECE 130		ECE 220	ECE 120		ECE 210	ECE 230	
Cal Poly Pomona	ECS 100, PSY 206	ECS 201 & 201A	ECS 110	ECS 235		ECS 120	ECS 220		ECS 210 & 201A	ECS 230	
Cal Poly SLO	CD 256, PSY 206										
CSU Channel Islands	ECS 150/PSY 150		CS 221		ENG L 212	HLT H 322					
CSU, Chico	CHLD 252	CHL D 251	CHL D 255, PSY C 151	CHL D 282		NFS C 100	CHL D 282		CHL D 282	PSY C 151	
CSU Dominguez Hills	CDV 150	CDV 180		CDV 240			CDV 240				
CSU Fullerton	CAS 101										
CSU Long Beach	CDFS 111			CDF S 215			CDF S 214				

CSU Monterey Bay	HDEV 260		HDEV 270								
CSU Northridge	CADV 150		FCS 234								
CSU Sacramento	CHDV 35										
CSU Bernardino	HD 240/PSYC 240	HD 245	HD 215				HD 282	HD 270		HD 205	
San Diego State	CFD 270, PSYC 230										CFD 272
San Francisco State	CAD 210	CAD 260				CAD 215					
San Jose State	CHAD 60										
Sonoma State		EDEC 220		EDEC 237			EDEC 201			EDEC 270	
UC San Diego	PSYC 7										
UC Santa Cruz	PSYC 10										

- It appears that our alignment is set up class for class. We have many classes which are able to transfer to CSU's; however, there are limited classes which transfer to UC's.

- Courses need to be articulated with as many four-year institutions as possible so that LCC students will have increased available opportunities to transfer.

### **External Compliance**

N/A

### **External Analysis: Job Market Assessment**

There is always a need in the field for qualified individuals in the local childcare and preschool agencies. There is a high turnover in the field which means frequent open positions.

During the Child Development Advisory Committee meeting held on October 26<sup>th</sup>, 2023, many committee members voiced their concern of the Child Development Center being closed and used for services other than child development. The committee is concerned that the closing of the center will greatly affect student enrollment in the LCC Child Development Program, which will then affect the amount of local qualified preschool teachers.

### **Program Planning and Communication Strategies**

Currently there is a Child Development Revitalization Committee which consists of LCC Child Development Faculty, the Division Chair for Child Development, Nursing Faculty, and the Dean of Instruction. This committee meets as needed throughout the academic year.

### **Academic Planning Analysis Summary**

Enrollment has increased in the Child Development Program. It is recommended to continue with the current class offering schedule.

## Section 2: Human Resource Planning

### Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year	1	2
Current Year	1	2
Next 2 Years	1	2

Provide a narrative that describes the program's faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program's needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

There is one full-time faculty member and two part-time faculty members. It is projected that this pattern will continue over the next two years. The current structure meets the program's needs. Classes continue to be offered on the approved timeline. The staffing is as diversified as can be with required education and areas of interest.

### Professional Development

Provide a description and associated outcomes related to the program's target professional development participation over since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific trainings you want to request, please include those details.

Full-time faculty are fulfilling their professional development obligations through flex trainings and attending online trainings and California Community Care Licensing updates. As the full-time faculty member, I hold a position on the Sierra Cascade Family Opportunities Board of Directors.

## Section 3: Infrastructure Planning

## **Facilities**

- Describe and evaluate the Lassen Community College facilities available to the program.
- Describe and evaluate additional facilities utilized off-campus by the program.
- Describe any facilities needs identified internal or external analysis.
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.

LCC has a dedicated classroom available for face-to-face Child Development classes. There are also two observation rooms available to students in the program for conducting observations for their courses. The child development center here on campus has been leased out to the local Head Start agency and includes an infant, toddler and preschool room.

The current Child Development Facility is a huge asset to Lassen Community College and a benefit to our students. The facility is used daily by the child development students to complete required lab hours as well as field work. The facility has observation rooms which are utilized by child development students throughout the year. There are many community colleges that do not have such an amazing opportunity for students and this is something that makes the Lassen Community College Child Development Program stand out.

The preschool and toddler rooms are equipped with microphones throughout the rooms which connect to a sound board in the observation room in order for students to be able to clearly hear children. It cannot be stressed enough how big of an asset this facility is to Lassen College and the community.

There is very little use of off-campus facilities by students.

I would propose an updated sound board in the observation rooms; however, the current ones still work, they are just outdated. I would heavily propose that the district revisits the idea of closing the current facility.



**Equipment**

- All equipment is in working condition.

**Technology**

- All technology used is in working condition.

## Section 4: Program Planning

Progress update on previous action plans

No previous action plan.

Action Plan	Progress Detail	Outcomes

### **Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis**

Complete SWOT analysis

<b>Strengths</b>	The current facility, class offerings, flexibility of program staff, faculty being where students are observing and conduction field work, current relationships with local child development agencies.
<b>Weaknesses</b>	Advertising: Lack of advertising plan, lack of follow-through with past advertising methods
<b>Opportunities</b>	Work study students into facility, high school Pathway Program.
<b>Threats</b>	Closure of the current facility, other colleges offering 8 week courses.

### **Program Plan**

LCC Mission:

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

The Child Development program growth supports and aligns with the college's mission as the program provides a wide range of job related educational opportunities. The program includes a diverse student population including athletes, college students local and afar, entry-level child development employees as well as students seeking professional development opportunities. We offer face-to-face courses as well as online and hybrid.

The expected outcomes include continuing to provide opportunities for students both job

seeking and career based. Our courses provide a much needed service to child development agencies locally and afar.

The child development center here on campus is a huge asset to our campus, students, as well as our community in general.

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
District to rethink the closure of the facility.	Course Success and Retention Rates	Increase success and retention rates	N/A	Facilities	0	Unknown	1
Advertising	Lack of advertising	Higher student enrollment	District support, outreach support, follow through	Program Planning	Unknown	Unknown	1

Over my past several years as the child development instructor, there have been many hours put into advertising the program. From participating in video productions, submitting photos and blurbs to the outreach coordinator, to meeting with a website producer. Nothing has come from any of the previous efforts made by the child development faculty or full-time instructor. Follow-through on the district level needs to happen to help with increasing student enrollment.

## Appendix A:

Lassen Community College  
Status of Curriculum Reviews

Child Development Instructional Program Review  
Status of Curriculum Review November 7, <sup>1</sup>

Course Name	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed	Course SLO mapping Curriculum Committee reviewed
	Date course last reviewed	Date of last review 4 years or more	Date
CD 11 ECE Observation and Assessment	10/17/2023		03/16/2021
CD 12 Child, Family and Communi	10/17/2023		03/01/2022
CD 15 Pre-School Administration	10/17/2023		03/16/2021
CD 16 Introduction to Curriculum	10/17/2023		03/16/2021
CD 17 Children's Literature	10/17/2023		03/16/2021

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<sup>1</sup> -2024 Child Development Program Review

CD 19 Children's Nutrition, Health and Safe	10/17/2023		03/16/2021
CD 20 Principles and Practices of Teaching Youn Children	10/17/2023		03/16/2021
CD 22 The Infant Toddler	10/17/2023		03/16/2021
CD 23 Adult Supervision in the Child Care Settin	10/17/2023		03/16/2021
CD 24 Practicum	10/17/2023		03/16/2021
CD 25 Teaching in a Diverse Socie	11/7/2023		03/16/2021
CD 26 Administration II	10/17/2023		03/16/2021
CD 27 Children with S ecial Needs	10/17/2023		03/16/2021
CD 28 Child Guidance	10/17/2023		03/16/2021
CD 30 Early Steps to Reading Success	10/17/2023		03/16/2021
CD 31 Child Development Conception Through Adolescence	10/17/2023		03/16/2021
CD 50 ECE Child Health and Safety	10/17/2023		03/16/2021

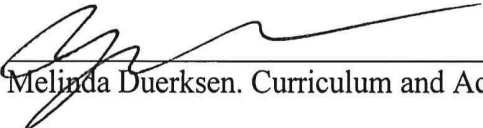
**Lassen Community College  
Status of Curriculum Reviews**

ED 2 Introduction to Elementary Classroom Instruction	5/16/2023		5/18/2021
Program	Curriculum Committee Review Completed		Program PSLO mapping Curriculum Committee reviewed
AS Early Childhood Education for Transfer	11/7/2023		02/15/2022

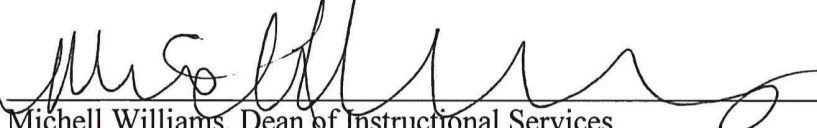
AA Child Development	11/7/2023		02/15/2022
CA Child Development	11/7/2023		02/15/2022

  
 Laura Greer, Subject Area Faculty Signature

11/8/2023  
 Date

  
 Melinda Duerksen, Curriculum and Academic Standards Committee Chair Signature

11/7/23  
 Date

  
 Mitchell Williams, Dean of Instructional Services

11/9/2022  
 Date