

Child Development IPR 2021-2022

LASSEN COMMUNITY COLLEGE
(Laura Greer Child Development Instructor)

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Child Development IPR

SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

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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 CD; providing them with the opportunity to develop the knowledge, skills and abilities to be successful in 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 ever changing 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.

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.”

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes.

The CD Program Student Learning Outcomes are:

1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education.
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.
5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the Early Childhood Education/Child Development Profession.

The Program Student Learning Outcomes continue to meet and align with the needs of the field.

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Since the last review in 2021, there has not been any changes to the program.

- d. Analyze program-related promotional materials/advertising as appropriate

The CD Program will continue to be involved in the annual Family Connections Conference to promote the program once the conference returns from COVID-19.

Promotional materials include an updated comprehensive handout which addresses all CD degrees and certificates offered and as well as different career opportunities with each degree or certificate, as well as being part of the CTE Facebook page.

There is frequent contact with our local workforces. The program instructor is in contact with our local HeadStart agency weekly as well as private child development programs in the area.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[No recommendations at this time.](#)

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.

[Click here to enter text.](#)

See next page

Child Development/ECE Awards by Type and Year

Year	2020	2019	2018	2017
AA Degrees	5	2	1	1
AS Degrees	2	1	1	1
COA	7	0	3	1
COC	0	0	0	0
Total	14	3	5	3

- b. Transfer numbers for the last four years

ECE Transfer

Year	2020	2019	2018	2017
AS Degree	2	1	1	1
Total	2	1	1	1

- c. Completion, retention and success data for the last four years

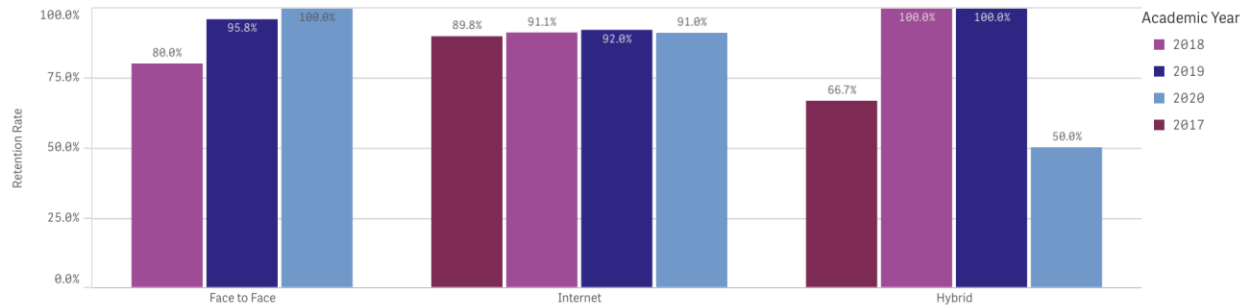
See above for completion data.

Retention:

Retention Rates by Modality and Academic Year

Modality	Academic Year		Semester		2017			2018		2019			2020		
	FA	SU	SP	FA	SP	FA	SU	SP	FA	SU	SP				
	Face to Face	-	-	-	-	80.0%	91.7%	-	100.0%	-	-	-	100.0%		
Internet	89.5%	85.7%	90.7%	91.9%	90.2%	91.4%	85.7%	93.8%	89.6%	80.0%	94.4%				
Hybrid	66.7%	-	-	100.0%	100.0%	100.0%	-	100.0%	50.0%	-	-				

Retention Rates by Modality and Academic Year



Success:

Success and Retention by Academic Year

Academic Year	Census Enrollment	Success Rate	Retention Rate
Totals	520	72.9%	91.0%
2020	93	76.3%	90.3%
2019	143	79.7%	93.0%
2018	144	68.1%	91.0%
2017	140	68.6%	89.3%

- Analyze program effectiveness based on available quantitative data and qualitative experiences.

Click here to enter text. There has been a significant increase in total degrees awarded as of 2020. The data shows that 56% of the awarded degrees and certificates were for associate degrees. This shows that students are looking to obtain a degree more than a certificate. Student retention has remained steady over the past 4 years with both face-to-face and online modalities. Student success has also remained steady over the past 4 years with all modalities. There was an increase in degrees awarded for the 2020-2021 school year. In the past 3 years, CD 11 (Observation and Assessment) and CD 24 (Practicum) have been taught as face-to-face courses. This has been hindered since COVID-19, but CD 24 is being offered once again as face-to-face in Spring 2022. While the retention in these face-to-face courses has been high, it does pose a problem for our distance learning students as well as for our students who are unable to attend and face-to-face course because of work or family.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

It is recommended to offer a face-to-face and online section of CD 11 and CD 24 in order to accommodate our variety of students here at Lassen College. It is also recommend to offer all classes every year instead of an every other year basis and offering the core child development courses in eight (8) week sessions. The core courses are: CD 12, CD 16, CD 20, and CD 31. Other colleges offer these core course online in 8 week intervals, such as Saddleback Community College. There will be a pilot phase of a pathway program from Lassen High School to Lassen Community College starting in the Fall of 2022.

B. Student Learning Outcome Assessment

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. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in WEAVE and are available for review by faculty at any time.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.
2. 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. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

SLO Attainment Rate by Course and Academic Year

Course	Academic Year														
	Course Totals			2017			2018			2019			2020		
	# Assessed	Achieved	% Attained	# Assessed	Achieved	% Attained	# Assessed	Achieved	% Attained	# Assessed	Achieved	% Attained	# Assessed	Achieved	% Attained
CD-11	11	10	91%	-	-	-	-	-	-	11	10	91%	-	-	-
CD-12	51	34	67%	14	12	86%	18	13	72%	8	5	63%	11	4	36%
CD-15	17	15	88%	6	6	100%	-	-	-	11	9	82%	-	-	-
CD-16	34	30	88%	11	10	91%	18	15	83%	0	0	-	5	5	100%
CD-17	19	13	68%	-	-	-	9	6	67%	-	-	-	10	7	70%
CD-19	28	18	64%	-	-	-	16	9	56%	-	-	-	12	9	75%
CD-20	28	23	82%	-	-	-	14	12	86%	-	-	-	14	11	79%
CD-22	23	19	83%	11	11	100%	-	-	-	12	8	67%	-	-	-
CD-23	15	14	93%	-	-	-	7	6	86%	-	-	-	8	8	100%
CD-24	17	16	94%	2	2	100%	4	4	100%	4	3	75%	7	7	100%
CD-25	29	22	76%	13	9	69%	-	-	-	16	13	81%	-	-	-
CD-26	11	10	91%	3	2	67%	-	-	-	8	8	100%	-	-	-
CD-27	15	12	80%	9	6	67%	-	-	-	6	6	100%	-	-	-
CD-28	8	6	75%	-	-	-	8	6	75%	-	-	-	-	-	-
CD-30	8	6	75%	-	-	-	-	-	-	8	6	75%	-	-	-
CD-31	89	60	67%	17	10	59%	18	11	61%	33	25	76%	21	14	67%
CD-49	11	9	82%	1	1	100%	4	2	50%	6	6	100%	-	-	-
CD-50	0	0	-	-	-	-	-	-	-	0	0	-	0	0	-
CD/PSY-31	50	34	68%	50	34	68%	-	-	-	-	-	-	-	-	-

- 1.
2. The overall numbers of the SLO assessments for child development are fairly high with 13 of the 16 courses meeting the 70% requirement. With low enrollment, only one student not turning in the assessed assignment can cause a significant negative impact on statistics. The lowest SLO percent attained is in CD 19. This semester I have added some clarification to the Menu Assignment, for CD 19 which is assessed for SLO numbers. The clarification should help to increase student understanding so they are better able to pass the assignment for CD 19.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

This semester clarification has been added about the assignment assessed for SLO in CD 19, which is the lowest percent attained, as mentioned above. SLO's need to be consistently completed by adjunct faculty as well in order to ensure that the most accurate data is being assessed. It does not appear that CD 50 has had SLO assessments in the past few years, which makes it difficult to assess where that class stands. The SLO's still meet the requirements of the course content and I do not feel that any changes are needed at this point.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

Evaluation: Out of the 13 students who responded to the 2020 questionnaire, 69.23% of the students answered that their educational objective at Lassen Community College was to transfer to a 4-Year Institution and 100% of students answered that their overall goal at Lassen Community College was to obtain their AA/AS degree. 76.92% of the 13 students who responded indicated that they were taking their courses for continuing education, while 46.15% answered that they are taking courses for professional development and the other 38.46% indicated that they were taking their course as a job requirement.

The responses throughout the survey lead to believe that there is some diversity in the program as far as why students are electing to enroll in CD courses. The results also indicate that more outreach needs to happen with local child development agencies as well as the high school(s). Child development agencies around the area often acquire staff who are in need of units to fulfill a requirement and those agencies need to be well aware of the CD program here at Lassen Community College, as well as which classes are offered each semester.

See Appendix A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness

Planning tables at the end of the section for any recommendations requiring institutional action.

Click here to enter text. [Increase outreach efforts to local child development agencies and our area high schools in order to promote the CD program and increase FTE's.](#)

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies
- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: **Do the core courses in the certificates and degrees meet current employer skill requirements for the field?**
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship

between special program courses and LCC transfer or vocational degrees or certificates.

Current Catalog lists the following degrees and certificates:

- Associate in Science Degree in Early Childhood Education for Transfer
- Associate in Arts Degree in Child Development
- Certificate of Achievement in Child Development

The Associate in Science Degree in Early Childhood Education for Transfer is designed to provide students with a strong foundation in the study of Early Childhood Education in order to transfer to a California State University. This AS degree follows the Transfer Model Curriculum Guidelines established to ensure transferability of classes into the California State University system.

The Associates in Art Degree in Child Development 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.

The Certificate of Achievement in Child Development 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.

All learning outcomes are being met in the degrees.

It does not appear that any new courses need to be added at this time.

With COVID-19, the advisory committee has been unable to meet in person this program year; however, upon committee approval from the board of trustees, a meeting will be held virtually.

It has been brought up through community agencies and contacts that the community would like to see Lassen Community College offer eight (8) week sessions for the core child development courses.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

The recommendation from the above evaluation is to start the process of offering the core child development courses in eight (8) week sessions.

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last instructional program review.

There have not been any courses deleted or added since the last instructional program review.

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
 - Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current and is the publication date included?

3. 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. When 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.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
4. 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.
5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

The disciplines of assignment should remain the same.

No courses are currently repeatable.

If a course meets a general education requirement or is transferable, it is accurately noted on the course outline. All courses which are a requirement for a degree are also accurately noted on the outline for the degree in the course catalog.

Course-level student learning outcomes are included on each course outline.

There are no requirements of a prerequisite for courses CD-11, 12, 15, 16, 17, 19, 20, 22, 25, 26, 27, 28, 30, 31, 49, or 50; however there is a Recommended Preparation of Successful completion of ENGL 105 or equivalent assessment placement. There are prerequisites for courses CD-23 and 24.

The learning outcomes do not need revision at this time.

Methods of instruction has been changed to include “Hybrid” modality for all CD courses.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning table for any recommendations requiring institutional action.

No action required

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. 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)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units 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	CD 22	CD 24	CD 25	ECE 12
C-ID	CDEV 100	ECE 200	CDEV 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		ENGL 212	HLTH 322					
CSU, Chico	CHLD 252	CHLD 251	CHLD 255, PSYC 151	CHLD 282		NFSC 100	CHLD 282		CHLD 282	PSYC 151	
CSU Dominguez Hills	CDV 150	CDV 180		CDV 240			CDV 240				
CSU Fullerton	CAS 101										

CSU Long Beach	CDFS 111			CDFS 215			CDFS 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, PSY 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.

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

No changes

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

The instructor is unaware of any deviation in course scheduling during the last four years.

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

As of now, all courses are available to be taught online, face-to-face, or hybrid. CD 24 and CD 11 have been taught online some semesters and face-to-face other semesters in the last 2 years, the online modality was due to COVID-19. It has come to attention that only offering those two courses face-to-face, as was done prior to COVID poses some challenges for our students who work full-time or for our distance learners.

The goal is to increase overall enrollment in the CD program. In order to do this, increased outreach needs to happen. There is a newer recruiting video which should be utilized on the website. Swag could be ordered to hand out at the local Children's Fair, County Fair, as well as other events put on around the area.

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)

- d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).
 - a. The number of sections have been adequate to serve the student's needs.
 - b. In the past few years, most CD classes have been online with the exception of CD 11 and CD 24 being offered as face-to-face one day a week in the evening.
 - c. All courses, with the exception of a late start CD-31 section and CD-50 (which is a 1 unit weekend class), have had a traditional semester length of the course.
 - d. The method of delivery has been online instruction, with the exception of CD-11, CD-24, CD-49, and CD-50.

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

Currently, most CD Courses are online with the exception of CD 24 which is offered in the evening one day per week. There currently are not any conflicts with other courses.

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

Increase outreach for the CD program and continue to reach out to local employers.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

The only equipment currently being used by students is the observation room and microphone system in the CDC. I do not know the age of this equipment, but it is all still in good working condition.

Faculty computers. The full-time faculty computer is starting to become very slow and needs to be updated to better serve faculty and students.

Classroom-Some of the chairs are broken and worn. The age of the chairs is unknown.

2. Identify any existing equipment maintenance/service agreements

There are no maintenance/service agreements which the instructor is aware of.

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

Any replacement schedule for equipment is unknown.

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

As of right now, this is not a need.

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

None at this time.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

No action needed

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

There are not any outside compliance issues at this point.

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

No action required.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

No action required.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

No recommendation for section one.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

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Prioritized Recommendation for Inclusion in Student Services Master Plan

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

Full-time Faculty:

- Laura Greer

Adjunct Faculty:

- Micah Freeman
- Denise Stevenson
- Kim Clain

The CD program does not have any instructional assistants or classified staff.

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

Currently, there is not a future projection for added staff in the Child Development Department.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

No action is required at this time.

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

Full-time faculty are fulfilling their professional development obligations through flex trainings and attending online trainings and California Community Care Licensing updates.

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

The full-time faculty has fulfilled flex obligations by attending flex trainings, attending the Program for Infant/Toddler Care training, being involved in trainings with the California Preschool Network, and attending community meetings. Unfortunately, due to COVID, many trainings have been cancelled or postponed.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

No action required at this time.

III. Student Outcomes

Description/Evaluation:

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

No outcomes affect human resource planning at this time.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

No necessary actions are required for Academic Planning or Human Resources at this time.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (ie. curriculum development) in order of program priority.

No recommendations are being made at this time.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan Child Development 2021-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

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.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

There are no other facilities utilized off-campus by the program.

3. Describe any facilities needs identified by assessments of student learning outcomes

No facility needs identified at this time.

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

None at this time.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

No recommendations being made at this time.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (ie. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan

[Child Development 2021-2022](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Four: Technology Planning

I. Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

Technology support is provided to faculty with help with software, laptops and phone system.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

None at this time.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

No recommendations at this time.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (ie. curriculum development) in order of program priority.

N/A

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Child Development 2021-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Appendix A:

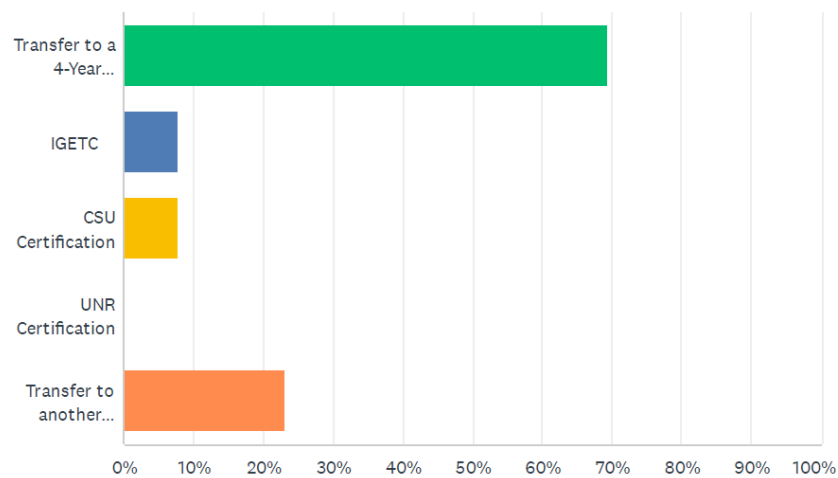
Insert information as needed

Fall 2020 Instructional Program Review (IPR) - Student Evaluation

SurveyMonkey

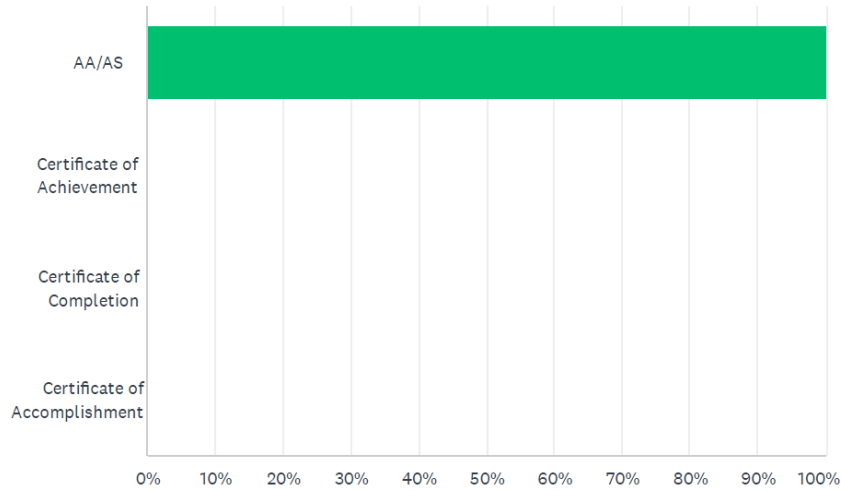
Q4 Educational Goal: In relation to your general educational goal(s), what is your educational objective at Lassen Community (Check all that apply):

Answered: 13 Skipped: 0



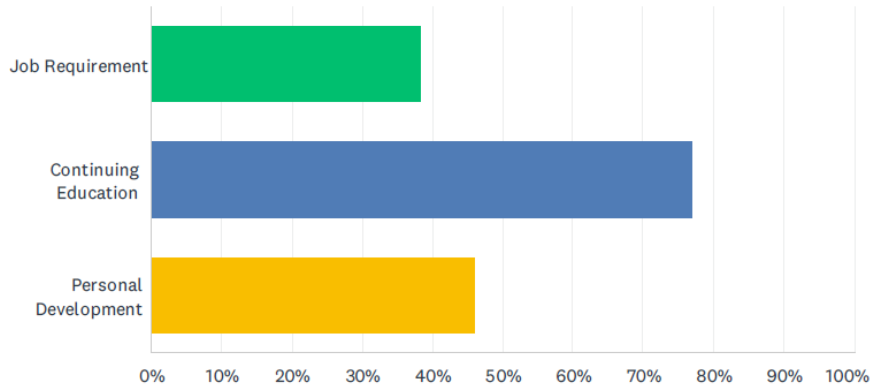
Q5 Educational Goal: In relation to your degree or certificate goal(s), what is your educational objective at Lassen Community (Check all that apply):

Answered: 12 Skipped: 1



Q6 Educational Goal: How would you describe your general interest for achieving your educational goal(s) at Lassen Community, (Check all that apply):

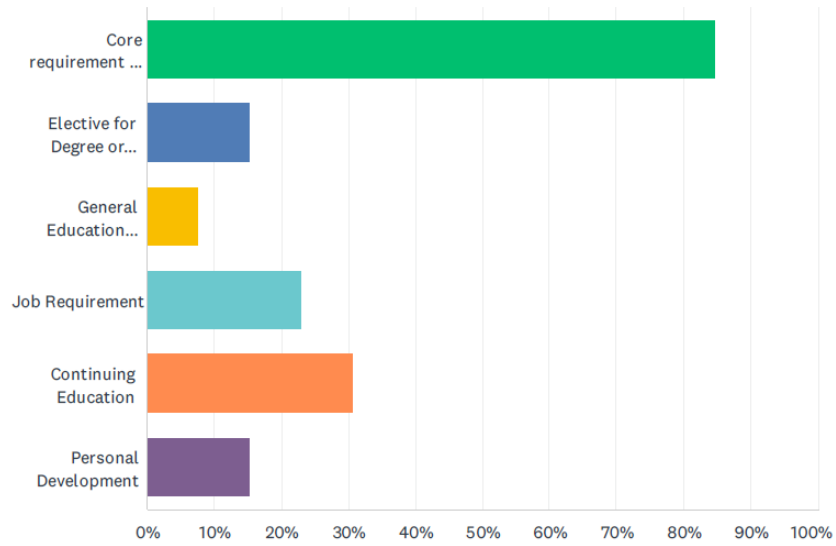
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES
Job Requirement	38.46% 5
Continuing Education	76.92% 10
Personal Development	46.15% 6
Total Respondents: 13	

Q7 You need this course: Why are you taking this course?

Answered: 13 Skipped: 0




Lassen Community College
Status of Curriculum Reviews

**Child Development Instructional Program Review
Status of Curriculum Review March 1, 2022**

Course Name	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed	Course SLO mapping Curriculum Committee reviewed
	<i>Date course last reviewed</i>	<i>Date here if last review 4 years or more</i>	<i>Date</i>
CD 11 ECE Observation and Assessment	02/15/2022		03/16/2021
CD 12 Child, Family and Community	02/15/2022		03/01/2022
CD 15 Pre-School Administration	02/15/2022		03/16/2021
CD 16 Introduction to Curriculum	02/15/2022		03/16/2021
CD 17 Children's Literature	02/15/2022		03/16/2021
CD 19 Children's Nutrition, Health and Safety	02/15/2022		03/16/2021
CD 20 Principles and Practices of Teaching Young Children	02/15/2022		03/16/2021
CD 22 The Infant Toddler	02/15/2022		03/16/2021
CD 23 Adult Supervision in the Child Care Setting	11/02/2021		03/16/2021
CD 24 Practicum	02/15/2022		03/16/2021
CD 25 Teaching in a Diverse Society	02/15/2022		03/16/2021
CD 26 Administration II	02/15/2022		03/16/2021
CD 27 Children with Special Needs	02/15/2022		03/16/2021
CD 28 Child Guidance	02/15/2022		03/16/2021
CD 30 Early Steps to Reading Success	02/15/2022		03/16/2021
CD 31 Child Development Conception Through Adolescence	02/15/2022		03/16/2021
CD 50 ECE Child Health and Safety	02/15/2022		03/16/2021

Lassen Community College
Status of Curriculum Reviews

Program	Curriculum Committee Review Completed		Program PSLO mapping Curriculum Committee reviewed
AS Early Childhood Education for Transfer	01/18/2022		02/15/2022
AA Child Development	02/15/2022		02/15/2022
CA Child Development	01/18/2022		02/15/2022



Laura Greer, Subject Area Faculty Signature

3/2/2022

Date



Mr. Chad Lewis, Curriculum and Academic Standards Committee Chair Signature

3/2/2022

Date



Michell Williams, Dean of Instructional Services

3/2/2022

Date

Instructional Program Review (IPR) Data -ADDENDUM

Program: Child Development (CD)

Academic Year: 2017-18, 2018-19, 2019-20 and 2020-21

The data in the addendum is in addition to the previously issued IPR Data document.

This document provides additional data to previously provided CD program Student Learning Outcomes (SLO's) assessment results, and subsequent contributions of those outcomes results to higher level learning outcomes of the CD program, and to the Strategic Goals of the institution.

Therefore, all data listed in this report is based solely on the assessment results of CD Program Course SLO's being mapped to the higher-level learning outcomes of the institution and institutional Strategic Goals.

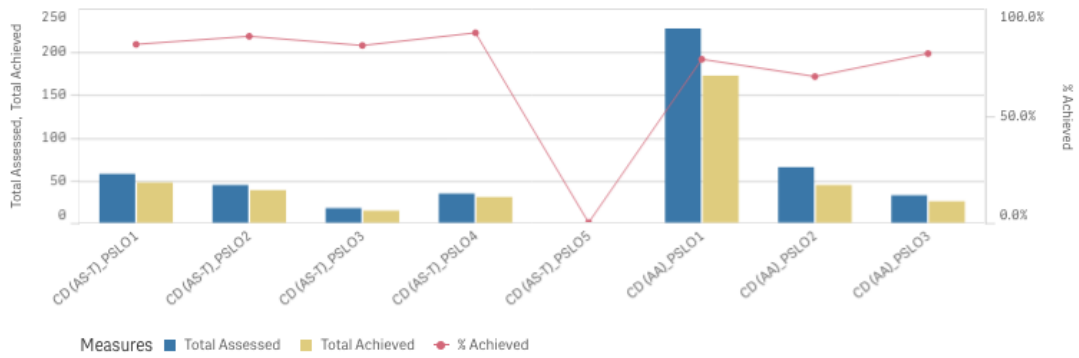
PROGRAM LEARNING OUTCOMES (PSLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		928	709	71.8%
CD (AA)_PSLO1	Analyze the influence of culture, family, society, and environment on an individual's development.	227	172	75.8%
CD (AA)_PSLO2	Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.	65	44	67.7%
CD (AA)_PSLO3	Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.	32	25	78.1%
CD (AS-T)_PSLO1	Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of	57	47	82.5%
CD (AS-T)_PSLO2	Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.	44	38	86.4%
CD (AS-T)_PSLO3	Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.	17	14	82.4%
CD (AS-T)_PSLO4	Develop strategies that promote partnerships between programs, teachers, families and their communities.	34	30	88.2%
CD (AS-T)_PSLO5	Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.	0	0	0.0%
CD (CTA)_PSLO1	Analyze the influence of culture, family, society, and environment on an individual's development.	319	242	75.9%
CD (CTA)_PSLO2	Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.	104	73	70.2%
CD (CTA)_PSLO3	Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.	29	24	82.8%

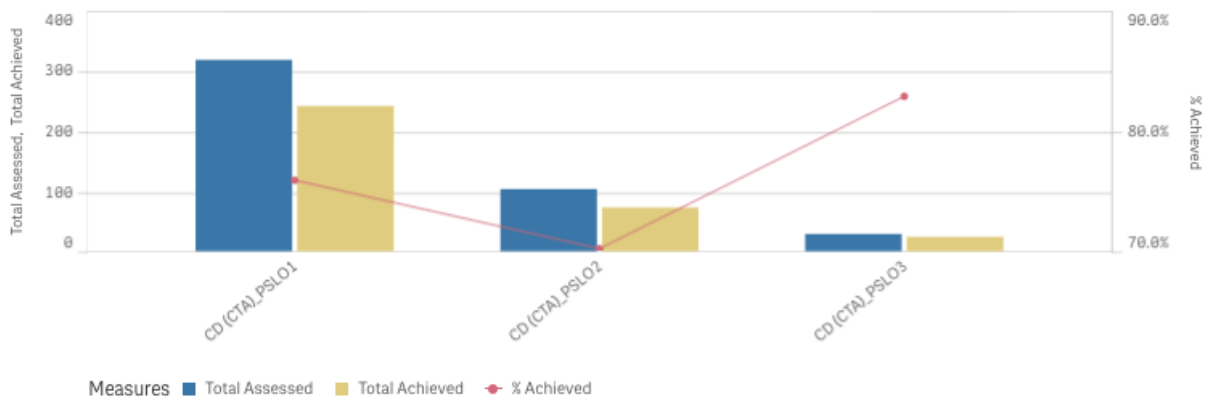
CD Program PSLO's

Learning Outcomes Assessment Results



CD Program PSLO's (CD (AA), and CD.AS-T)

Learning Outcomes Assessment Results



CD Program PSLO's (CD.CTA)

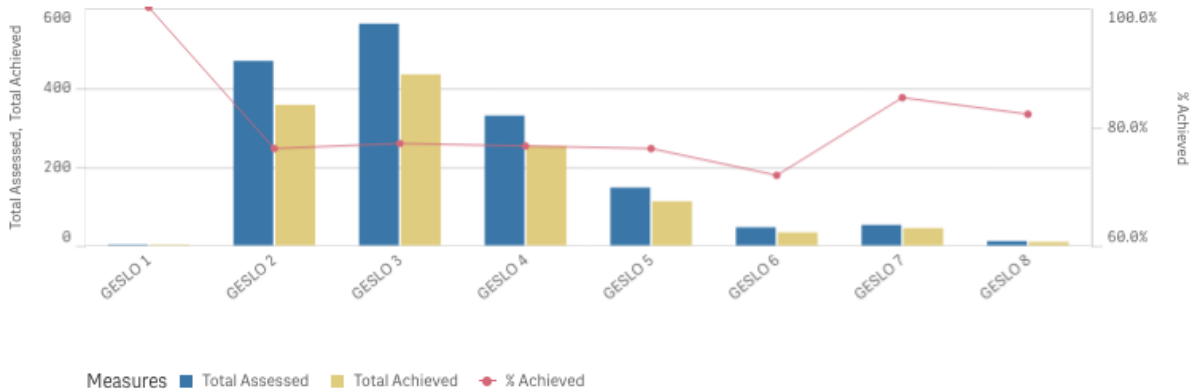
GENERAL EDUCATION STUDENT LEARNING OUTCOMES (GESLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		1,616	1,241	80.5%
GESLO 1	Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior sci-	2	2	100.0%
GESLO 2	Explain and analyze relationships between science and other human activities.	467	356	76.2%
GESLO 3	Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to un-	562	433	77.0%
GESLO 4	Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cul-	329	252	76.6%
GESLO 5	Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organiza-	147	112	76.2%
GESLO 6	Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically ac-	46	33	71.7%
GESLO 7	Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.	52	44	84.6%
GESLO 8	Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical	11	9	81.8%

CD Program Alignment with and Contribution to GESLO's

Learning Outcomes Assessment Results



CD Program Alignment with and Contribution to GESLO's

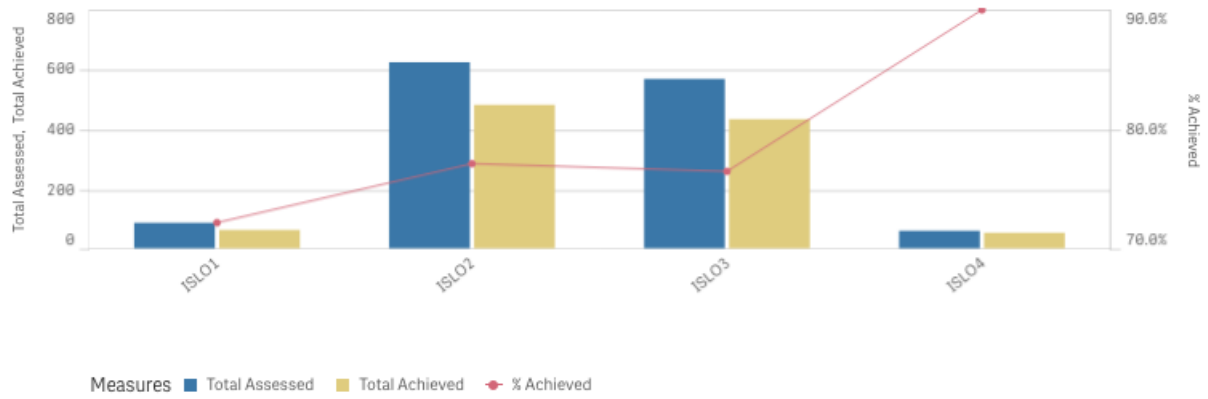
INSTITUTIONAL LEARNING OUTCOMES (ISLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		1,338	1,030	78.8%
ISLO1	Communication: Ability to listen and read with comprehension and the ability to write and speak effectively.	86	62	72.1%
ISLO2	Critical Thinking: Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate	625	481	77.0%
ISLO3	Lifelong Learning: Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or	568	434	76.4%
ISLO4	Personal/Interpersonal Responsibility: Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to ap-	59	53	89.8%

CD Program Alignment with and Contribution to ISLO's

Learning Outcomes Assessment Results



CD Program Alignment with and Contribution to ISLO's

LCC STRATEGIC GOALS

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		3,417	2,641	77.3%
SG 1	Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning envi-	711	543	76.4%
SG 2	Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the	770	596	77.4%
SG 3	Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.	684	534	78.1%
SG 4	Student Success: Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and	1,252	968	77.3%

CD Program Alignment with LCC Strategic Goals

Learning Outcomes Assessment Results



CD Program Alignment with and Contribution to LCC Strategic Goals

Appendix E: