

Unit Planning LA Harbor College

Fundamental Assumption: the defining mission for the whole college is student success in learning. Multiple measures drive resource allocation, but the essential criterion is the assessment of student learning outcomes.

Fundamental Assumption: planning should drive budgeting, even in hard financial times. It is essential that the college follow a well-defined planning cycle each year. Planning should flow upward from the individual units through the cluster operational plan to the college strategic plan itself (see flow chart appended below).

Fundamental Assumption: the purpose of unit planning is to bring forward and update objectives from the program review and to identify on a yearly basis specific activities to achieve those departmental objectives. Unit plans are to be completed each September as prescribed by the Planning Policy and Procedure Manual (see timeline appended below).

Fundamental Assumption: Class scheduling is a semester-by-semester function of the division chair and the dean.

For academic units, planning begins with program review. Program review is a comprehensive evaluation of each program, evaluating its current level of effectiveness in achieving student learning and projecting out for the next five years until the next program review (one year in the case of occupational programs). Based on the best information available at the time, the division should identify objectives to be accomplished in each of the intervening years.

The unit plan is a yearly evaluation of the unit's direction and suggested activities. The objectives for that year derive from the program review in light of current year data. The unit plan should include an executive summary of the plan, stating the division objectives and the activities to accomplish them. The plan should also include a priority ranking of those activities, a statement of how the activities support the mission and strategies of the college, a list of resources needed or available (including staffing and technology implications), and an estimated cost. Supporting data may include but should not be limited to the following:

- Assessment results at the course, program, or ILO levels
- Environmental scan data, including employment data
- Retention/persistent rates
- Inequities in gender or race balance if appropriate
- Changes in Ed Code, Title 5, or accrediting agency requirements
- FTES or FTES/FTEF
- Transfer rates
- Job placement rates

Academic Unit Plan for Child Development

Division: Science/Family & Consumer Studies

Academic Year: 2008-2009

Division Chair: Joyce Parker

Executive Summary

The mission of the LAHC Child Development Department is to provide quality vocational, transfer, and continuing education programs in the field of Early Childhood Education (ECE) in a supportive, educational environment. Coursework is offered that meets California Child Development Permit requirements for associate teacher, teacher, master teacher, site supervisor, and program director positions.

A curriculum that enables the students to successfully meet the Program's Student Learning Outcomes will insure the mission of the Child Development Department is reached. Review of Department outcomes has lead to the following SLOs for the 2007-2008 Academic Year.

- Plan a model program for an early childhood classroom.
- Demonstrate the use of developmentally appropriate practices for young children.
- Identify the role of an Early Childhood Educator in preparing children for school success.
- Plan and implement Early Literacy experiences/activities for young children.
- Advocate for children's rights to develop their potential for becoming productive, well-adjusted members of society.
- Obtain a LAHC Vocational Education Certificate and California Child Development Permit.

- Qualify for employment in programs receiving funding from Federal, State, and Private (profit and non-profit), and family child care sources.
- Explain practical ideas for implementing culturally relevant and anti-bias education in core curriculum areas.

The need to train students for employment in the ECE Industry is supported by research. A \$210,000 study funded by a collaboration of LAUP, Los Angeles County Child Care Planning Committee, and the city of Los Angeles Workforce Investment Board found that the Early Child Care and Education sector generates more than \$1.9 billion annually in Los Angeles County and employs more than 65,000 people. Yvonne B. Burke, chair of First 5 LA Commission and the county's Children's Planning Council, stated,

"Small ECE businesses not only educate and care for our children, but lay the groundwork for the county's future economic success by preparing the next generation for constructive participation in the economy, which will help in attracting business to the area."

This year the Department will initiate a system to track the number of students receiving A.S. Degrees and Vocational Education Certificates, and California Child Development Permits. The task of revising course outlines will continue to be an ongoing process. One-unit courses will be developed to meet elective credit and professional growth hours. At the recommendation of the Child Development Advisory Committee, faculty will continue to attend seminars and conferences to gain insight into early care and education trends in the ECE Industry. This will facilitate the faculty in addressing current trends in their coursework and provide topics for workshops presented for students and community ECE educators. Promotion of professionalism is the underlying theme when each aspect of the Department is evaluated.

Activities Description Narrative: please describe suggested activities, including grant proposals to be written, new course or program initiatives, or program viability studies in priority order.

Begin to track student success in obtaining any level of California Child Development Permit to assess students' meeting of the Department's mission.

Establish number of students graduating with the A.S. Degree and/or number of students receiving a LAHC Child Development Vocational Education Certificate.

Determine employment of current Child Development students in positions of early care of young children.

Promote professionalism by encouraging students to join NAEYC and affiliates that provide training workshops, networking, and employment leads. (A NAEYC representative will be asked to speak in Child Development classes to advise students of the benefits associated with membership.)

Revise course outline for Child Development 22 to include prerequisites of Child Development 3 or 4. Mentor teachers and supervised field experience instructors have reported students who have not completed the suggested prerequisite are unsuccessful in planning and implementing developmentally appropriate activities in the ECE setting.

Present a workshop that reveals career options in the Early Childhood Education (ECE) industry that is vital to the future of Los Angeles County's economy. Offer Child Development 76, Math Readiness, during the 2008-2009 academic year. Interest created by discussion in Child Development 4 of early math experiences has helped us realize that the subject needs to be explored in more detail.

Continue to present the annual Music and Movement Workshop which provides present and future ECE educators (LAHC students and community early care providers) with innovative domain concept ideas and activities.

Actively participate in the planning and offering of outreach classes for employees of the Boys and Girls Clubs of America located in San Pedro, Wilmington, and Gardena. Employees need to invest in education to 1) serve as role models to the students for whom they serve and 2) obtain knowledge and skills essential to providing quality child care/guidance. The objective is to offer all coursework required to complete an A.S. Degree in Child Development.

Develop a one-unit elective course every two years to meet a graduation requirement or professional growth hours (105 hours required every five years to renew California Child Development Permits). Proposed topics include Music and Movement, Positive Discipline, and Learning Disabilities. Additional topics will be developed at the advice of the Child Development Vocational Advisory Committee.

Continue to coordinate and implement the student support grants; CDTC (Child Development Training Consortium), California Mentor Teacher, and TANF/CDC (Temporary Aid to Needy Families/Child Development Careers) Grants.

SLO Assessment Results Narrative: please describe assessment activities that support proposed unit initiatives.

This is the first year we have formally addressed the development of assessment tools for individual courses. This year we will assess Child Development 1, 3, 23, and Family & Consumer Studies 21. These courses represent core and/or multiple-section offerings. Each year we will establish assessment tools for at least three additional courses. By June 4, 2008 the number of students graduating with a Child Development Degree and/or Vocational Education Certificate will be determined to assess a Department SLO.

Staffing Implications: if any request will require additional classified support or training, please describe its extent.

In order to meet the additional demands of offering outreach courses and maintaining a comprehensive curriculum, an additional full-time faculty member is needed. As per above described activities, new one-unit courses need to be developed and are best developed when a full-time faculty member has a clear understanding of the present Department curriculum and mechanics.

Technology Implications: if any request involves technology, please describe its impact on the network, licensing, repair, training and support.

Purchase VCR/DVD unit: Each year at least one VCR/DVD unit must be replaced. The units are used on a daily basis to provide students with the visuals essential to a multi-intelligence based approach to learning.

Renew service contract: The copy machine is used in curriculum development courses to reduce and enlarge patterns and spontaneously facilitate group work that frequently involves lesson planning, an integral part of a number of Child Development courses.

Purchase laminator: Every two years a new laminator is needed to replace this heavily used piece of equipment. Department classroom materials and student-developed curriculum materials are laminated regularly.

Replace manikins: Department owned infant, child, and adult manikins are needed to replace damaged ones used in multiple sections of Child Health.

Purchase video camera: Replace outdated camera used to record student teachers as part of their final evaluation in Child Development Practicum II course.

Faculty and staff need training to facilitate efficient use of the computer as Windows 07 is installed replacing Windows 03.

LA Harbor College

Child Development Unit Plan Activity Summary Sheet

Division Science/F&CS

Academic Year 2007-2008

Division Chair Joyce Parker

Discipline ID#	Department Priority (1 to 99)	College Strategy Supported (separate columns if two)		Student Success Initiative	Technology Access	Department Objective (link to Program Review)	Proposed Activity	Brief Summary of SLO Assessment Results (See attached forms)	List Other Supporting Documents/Links Attached (E.G., WSCH, Wait Lists, Retention, Environmental Scans)	Resources Required (list faculty, equipment, etc.)	Estimated Total Cost and Source (E.G., Program 100, VTEA, etc.)
80	1	1.3 6.1 6.2					Renew service contract on copy machine in SCI 201A			Program 100	\$4000
80	2	1.3 1.5 6.1 6.2					Refurbish child development classrooms with paint and blinds				\$4000
80	3	1.1 1.3 2.1 2.3 7.4 7.5					Expand course offerings by hiring one full-time faculty member			Program 100	\$100,000
80	4	1.3 1.5					Purchase 4 VCR/DVD units with recording capabilities, laminating machine, video camera, and manikins			VATEA	\$6000
80	5	1.1 1.2 1.3 2.1					Track graduation rates of Child Development students obtaining A.S. in Child Development				

		2.3								
80	6	1.1 1.2 1.3 2.1 2.3 5.1					Track student success in obtaining California Child Development Permits			
80	7	1.1 1.2 2.1 2.3 5.1 5.2					Track employment of current ECE students in early childhood positions			
80	8	1.1 1.2 2.1 2.3					Develop one-unit elective courses as suggested by Advisory Committee			
80	9	2.1 2.2 2.3 5.1 5.2					Plan and offer outreach classes as requested by groups/organizations of the community			
80	10	2.1 2.2 2.3 7.3					Coordinate and implement student support grants			
80	11	1.1 1.2 2.2 2.3					Present workshop on career options in the ECE industry			

80	12	1.4 2.1 2.3 7.2				Software training for faculty				
80	13	1.3 1.5				Connect Science building to existing chiller system				