

## PROGRAM REVIEW Fall 2019

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**Program:** Early Care and Education

**Division:** Social Science, Library, Public Safety & Career Education (SLPC)

**Date:** October 12, 2019

**Writer(s):** Ana DelAguila, Lyndale Garner, Nadiyah Taylor

**SLO/SAO Point-Person:** Nadiyah Taylor

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**Audience:** Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

**Uses:** This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

**Please note:** Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

**Time Frame:** This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

**Sections:** The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

**Help:** Contact Karin Spirn: [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

**Instructions:**

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

**Links:**

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

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## Section One: Program Snapshot

### No Significant Changes Option

Contact person: \_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

**Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20\_\_\_\_\_.

### A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

In the Early Care and Education Department (formerly called Early Childhood Development) the focus is to ready students to optimally teach and serve children ages 0-8 and their families. The LPC Child Development Center operates as a lab school as part of our mission to train students in emergent curriculum and in the daily tasks of a skilled teacher. We have four degrees to offer as well as three certificates and several of our courses specifically meet requirements for state work permits and state licensing. Career opportunities include being a teacher in Early Care and Education settings, Program Directors, Child and Family Agencies. We also provide key foundation knowledge for TK – 8 teachers and Mental Health Professionals. We have an ADT in Child and Adolescent Development and are working on completing an ADT in Elementary Education. ECE has several programs/grant initiatives from State agencies such as the Child Development Training Consortium and the CA Early Childhood Mentor Program. Within the last year, the Foster & Kinship Care Education Program is no longer at LPC. We also have a Professional Development Coordinator who works collaboratively with ECE programs in the community such as Cape and KIDANGO, as well as private centers. She also attends Director of the Valley meetings, and conducts presentations about our ECE program to the Regional Occupational Programs, local high schools, Resource and Referral agencies, coordinates ECE Learning Communities and other private programs. The ECE department collaborates with the Tutorial Center, Math and ESL departments and Adult Education.

**B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpI>

Following are the significant trends in our program's data:

1. There was an increase from a quarter to a third of students going from high to lower level units from 2016-17. In 2017-2018, this trend has continued with 29% of students having fulltime status in Spring 2015 and in Spring 2018, 22% of student were full time, whilst our part time student increased from 41% in Spring 2015 to 47% in Spring 2018. At the same time, members of our advisory committee members indicate that there is a plethora of opportunities to work for our students. It seems that our students are taking advantage of these opportunities to work and thus, opting to work while completing units as a part time student.
2. There was a 16% to 22% increase of Asian students from Fall 2016 to Fall 2017. A 10% increase from Fall of 2013 to Fall of 2017 and a 3% of Asian students from Fall 2017 to Fall 2018. There was a percentage increase of African- American students and a 2% decrease of Latinx students. Anecdotally, ECE faculty have been told that a large number of Asian families are moving from home of origin due to spouse obtainment of employment in the Bay Area.
3. There was a 69% to 113% increase of students entering our program with BA or higher from 2016-18. As stated, some students' family members have obtained work locally area and entering students are here for job retraining, after leaving professional positions overseas. A large percentage of these same students are mothers of school age children and because they no longer have the community of help in which accustomed, they are now stay at home moms who initially wanted to take courses to learn more about child development and are now interested in teaching, perhaps due to a having a work schedule that will align with their children's school schedule. These students are especially focused on completing in a timely manner and the ECE-specific advisement is very important.
4. Also, what is interesting to note is the percentage increase of students from 25 to 39 years of age from Spring 2018 to Spring 2019. This may also correlate to the increase in part time enrollment due to the family/work obligations of our students. Also, this may be why our enrollment in evening courses has decreased. Students who work part of the day, pick up children from school and then need to meet family obligations in the evening are perhaps, frankly, much too exhausted to attend school at night.
5. Students taking only DE classes were 89 (19%) in Spring of 2017 and increased to 109 (25%) in the Spring of 2019. Students report that they are taking more courses on line due to busy work and home schedules or because taking evening classes is too difficult with other family obligations. We also have students who live outside of the Tri-Valley area who are taking courses online to avoid the commute.
6. There was a large jump in the success rates of DE students from Fall 16 – Fall 17 from 58% to 71% and a 2% increase of success from Fall 18-19. We believe this is due to faculty becoming more seasoned at online instruction, as well as faculty doing ongoing work to "humanize" the curriculum for students.

Some trends from the 2018-2019 PRU that we continue to watch:

-Headcount went down slightly from Spring 2018 to Spring 2019 as well as a decline in the preceding academic years. The ECE community has reported a teacher shortage in the county with many programs (including our own Child Development Center) urgently looking for teachers with at least 12 ECE units. So lack of available prospective employment is not the issue. In fact, this may be the reason that our head count is down. Student are feeling needed by the community and the immediacy and obtainment of employment may deter students from enrolling in additional college courses, or at least, taking courses at a slower pace. Also, lowered enrollment may be partially due to the lack of incentive programs. Until recent years, many programs supported students through stipends, cohorts, tutorial programs, and paying for books. ECE continues to be an underpaid profession and the cost of education may be too high for students to consider without additional funding and incentives. We have also anecdotally heard that some students are delaying taking their ECE courses while they finish GE courses, so we may see a rebound in coming semesters.

-As in previous years, we have an increase in part time students and a decrease in students that are enrolled as full time students possibly because of what has been aforementioned; the increase of students from 25 to 39 and thus competing family obligations as well as student accepting employment. Because of these facts, the role of the Professional Development Coordinator (PDC) in supporting students to take appropriate classes is especially important since students are not here full time and need to maximize their time when on campus. The PDC has evening hours to meet the needs of students who only come for evening classes as well as meeting many students during the day and some weekends.

-Both our productivity and fill rates are down over previous years. The program is offering more lab courses (ECD 63, 90, & 95), more frequently and these courses are set to have a smaller capacity. We need to determine other underlying causes for this loss of productivity.

-The number of students earning their ECD Associate Teacher Certificate (13 units) has steadily decreased since 2015, while there has been a slight but steady increase in students earning Basic Teacher Certificate (25-27 units). This is movement in a positive direction, as taking more ECE classes supports higher quality teaching.

-Looking at individual courses we can see there is a downward trend for many courses over the last 4 years. We think this is due to two factors: higher expectations from the workforce for skills students need and offering more classes in DE format. We find that our faculty are being consistent with holding high expectations for students and as the requirements for the field have increased this has resulted in some lowering of success rates. Students who take DE courses tend to be very busy, with many specifically taking the course because they are pregnant or have very young babies. We have tried to advise that taking online classes with an extremely busy schedule may not be in the students' best interest yet we still see this as an obstacle to some students' success.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>		
<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities
<input checked="" type="checkbox"/>	Course Offerings		Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations
	Curriculum Committee Items		Human Resources		Pedagogy
	External Factors		Learning Support		Professional Development
					Services to Students
					SLO/SAO Process
					Student Equity
					Technology Use

**C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>	
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
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	External Factors		Learning Support	Professional Development	Technology Use

**D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.**

1. The CDC Director, the Dean and the ECD specialists (classroom teachers) have been working diligently to ensure the CDC offers consistency and quality but staffing has been a huge challenge and is defeating some of their efforts.
2. ECE 54 became a General Ed course under Health requirements.
3. We now offer an ADT in Child and Adolescent Development and are working on completing an ADT in Elementary Education.
4. We have new pamphlets to market are departmental name change from Early Childhood Development to Early Care and Education.
5. Continued efforts to optimize student learning and experiences in the lab through advocacy where needed and partnership between the Director, the ECE faculty and the PDC through CTE funding. Although time to have these meetings has been a challenge, we have had several informal meetings, and one formal meeting in each Semester since Fall 2018.
6. The PDC successfully held a “Sneak Preview” Information session for the Fall 2019. This entailed sharing upcoming course offerings, meeting the faculty and also, sharing CCTC permit information with continuing and prospective students.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations
					SLO/SAO Process

<input checked="" type="checkbox"/>	Curriculum Committee Items	<input checked="" type="checkbox"/>	Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support	<input checked="" type="checkbox"/>	Professional Development		Technology Use

**E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?**

1. We are in a two- year planning cycle to complete an Elementary Education ADT, funded by CTC BACC. Our coordinator for this effort was a part time ECE faculty member and has secured full time employment elsewhere. Thus, we have had to regroup and move forward in this endeavor.
2. Due to AB 705 Math and ECE will collaborate on the best model for continuing contextualized courses.
3. The front desk of the CDC is desperately in need of full day coverage. This is a major security issue considering the traffic that comes in and out of the center. When there is no coverage faculty and parents that happened to be in lobby area open the door to people that may potentially cause a threat to the well-being of children in the CDC. Faculty do not know who should or should not gain access as well as parents that happened to be in the lobby.

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	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
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**F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.**

1. There is still not consistent front desk coverage for the Child Development Center, creating potential security hazard.
2. We are yet in need of staffing that would mirror a more advantageous model because currently in the event of a specialist's absence, there is scrambling for the equivalent staffing necessary for license and lab requirements. This is not ideal for consistency of care of the children or relationships with their families, and ECE students cannot be placed in a classroom because two teachers don't hold the higher-level qualifications required to supervise LPC students. In order to accommodate are sometime less than ideal staffing reality, we have decided to have both of our lab classes on Tuesdays and Thursdays, to at least attempt to secure the ideal staffing on these two days a week to meet licensing and lab requirements.
3. The Professional Development Coordinator is a key position within our program and several past program reviews we have provided data on why this is such a crucial position. Through ongoing advocacy, we have been able to maintain the position and have it institutionalized as a 10-month position. For 18-19 we had additional funding to make this an 11-month position. A full-time position since 2001, the change in status has been impactful. During the summer of 2019 students complained

about not having a point of contact, there was additional work put on the Dean's office and the faculty had to do unpaid summer work to help students when there was an emergency. Because there was limited capacity to complete prerequisite challenges/course substitution forms in a timely manner some students were unable to get into classes because of the processing delay. This was especially true for those attempting to take online classes. In the months of June and July 2018, 93 emails were sent to PDC and were not responded to until August 2018.

4. We find that students in our programs need support in basic skills and content specific tutoring.
5. As more of our classes are transitioned to the DE. We need greater support on helping faculty to make classes accessible. We need more than one Wanda and more support in general for the Teaching and Learning center.
6. As we face budget deficits the center may be under pressure to be "fiscally sound" unlike other lab programs on campus. For example, the district raised janitorial costs to almost 60K per year without informing the CDC Director and there has been some "scuttling" on campus about use being in the red.

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	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input checked="" type="checkbox"/>	Professional Development	Technology Use

**G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.**

1. Completing curriculum for new ADT- Elementary Education.
2. Hiring new Part- time faculty to teach courses due to the retirement of a long-term Part-time faculty member and job attainment of a Part time adjunct faculty member at another community college.
3. Increase communication and networking between part and full-time faculty on SLOs as well as general department/college information and opportunities. In general, more tracking of discussions and actions.
4. Began the portfolio pilot in Spring 17, all students have been informed and all courses have an identified assignment to add to students' portfolios. We intend for the first student portfolio presentation to the public in either Fall 2019 or Spring 2020.
5. Yet refining the integration of the lab for ECE 63 – this has been done and overall is working well; an ongoing process.
6. Synchronizing efforts in changing our discipline name on all literature throughout LPC.
7. Creating and offering 1-unit courses aligned with the state learning foundations established by California Department of Education.

8. Creating new certificates responding to the new budget funding formula.

9. Completing preparation for a course offering through the OEI.

10. We are offering an opportunity for an Educational study tour-on Early Elementary and Education in Italy for Spring Break 2021. Students will learn about the Reggio Emilia (a curriculum program model that we teach about in our courses) approach to preschool and primary education experientially as well as visit many historical sites in Venice, Bolonga, Florence, and Rome.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
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**H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).**

1. With the expense of textbooks skyrocketing, we are exploring the use of OER for our ECE 56 course as well as potentially curating textbooks for other courses. There is grant money to apply for from the ASCCC-OER to receive compensation for creating OER textbooks.				Mark an X before to each area that is addressed in your response.			
				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
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## Section Two: Current Topics (Required for All Programs)

**A. Program-Set Standard (Instructional Programs Only):** The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?

yes  no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

**B. SLOs/SAOs:** Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): ECE 62: Child, Family and Community, Summer 2018 (DE)
SLO or SAO: Upon completion of ECE 62, students will be able to apply understanding of the foundational role of primary relationships to create a culturally and linguistically appropriate learning environments
Describe the quantitative or qualitative results: The majority of students in Summer 2019 were at Mastery or better on the SLO.
Discuss any actions taken so far (and results, if known): I added in a peer review process. Students reported that this felt like a supportive process. Upon receiving the final versions, it was clear that there were some points of misunderstanding related to directions or content, that the peer review process did not catch.

Discuss your action plan for the future:

Future plans include adding more examples to specific content areas such as how to connect family culture to classroom environments, scaffolding the project even more so earlier assignments directly build to this final project and the instructor participating more in the peer review process.

- C. Program SLOs (Degree/Certificate granting programs only):** Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:

Program SLO:

Describe the quantitative or qualitative results:

Discuss any actions taken so far (and results, if known):

Discuss your action plan for the future:

We revised our PSLOs this semester so will track success starting now. We also need to find a report that shows all the PSLO data overall rather than course by course.

**D1. SLO/SAO Progress Review:** To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LqgoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

We are up to date as of October. We are currently re-mapping our PSLOs, which we will complete by early November at the latest.

**D2. This question has been removed.**

**D3. This question has been removed.**

**E. This question has been removed.**

**F. Student-Centered Funding Formula (SCFF):** The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

### Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

#### F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

Invited a Financial Aid rep to present to students for our Spring Preview session.

Next semester course review sessions are intended to both inform students of upcoming courses but also to help them identify if there are any prerequisite challenges or other paperwork that we can work through proactively so enrollment barriers don't occur. Also, we are going into courses to help students fill out the paperwork when they are ready to earn a certificate or degree.

Created a new transfer degree

**Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?**

F2.

**G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups. \***

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

\*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

**G1. Equity Actions:** Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

We are intentional in our practice in utilizing inclusive language when interacting with students.

**G2. Equity Challenges:** Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

We need more classes that are in the primary languages of our students.

We are in need of additional CTE tutoring.

**H. Program Review Suggestions (optional):** What questions or suggestions do you have regarding the Program Review forms or process?



### Section Three: Curriculum Review (Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

#### Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

All courses are updated.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

Two of our courses are set to sunset, which we do not want. We are a small program attempting to cycle through electives and find the pressure to remove courses frustrating. We hope to provide feedback to the committee to prevent this action.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

We are creating nine, one- unit DE courses based on the CA Early Learning Foundations.

## Section Four: CTE Updates (CTE Programs Only)

- D. Labor Market Conditions:** Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

Yes, we continue to meet a documented labor market demand and also, we meet a training need that is not duplicated in our service area.

- B. Advisory Boards:** Has your program complied with advisory board recommendations? If not, please explain.

Our advisory board suggested creating 1-unit courses on the CA Early Childhood Learning Foundations, as 6-week online offerings. We are currently working on this.

- E. Strong Workforce Program Metrics:** Utilizing Launch Board, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

- C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review?** If not, what program improvements may be made to increase this metric?

We had 109 students who obtained a degree or transferred. We exceeded the state and regional medians.

- C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?** If not, what program improvements may be made to increase this metric?

Due to time lags in receiving data, employment information is not yet available.

- C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?** If not, what program improvements may be made to increase this metric?

69% of students were employed in the second fiscal quarter after exit. The median percentage was 69% as well.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?

We exceed the median earning of the state.