Department/Program 3-Year Plan

1. In the grid below, please describe a few (no more than five) long-term, big picture goals for your department, discipline, and/or program over the next three years. These should be goals you feel are important for you, your students, and the college and should be supported by some of the shorter-term objectives included in your annual program review updates. Please also indicate the status of each goal (the categories “Completed” and “Dropped” should not be selected if this is the first time you are filling out this grid), and describe how the goal(s) align with the College’s Strategic Master Plan/Educational Master Plan goals, department/program SLOs/PLOs, and/or LAMC’s Institutional Learning Outcomes (ILOs). Also specify the actions and/or activities you are planning (or that are ongoing) that will enable you to achieve your goal(s). It is also important that you include measurable outcomes supported by data that signal the completion of the activities and actions.

<table>
<thead>
<tr>
<th>Department/Program Goal</th>
<th>Goal Status</th>
<th>Alignment with LAMC Strategic Master Plan/Educational Master Plan goal(s), department/program SLOs/PLOs, and/or ILOs</th>
<th>Specific actions or activities (ongoing or planned) required to achieve this goal</th>
<th>Measurable outcomes/criteria indicating that each action or activity is complete, including target dates for completion</th>
<th>Briefly describe any obstacles to completing these activities or actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand our program offerings to include elementary education</td>
<td>New</td>
<td>SMP Goal 1: Expand access to educational programs and services and prepare students for success. SMP Goal 3: Improve quality of educational programs and services so as to increase students’ success in attaining their educational goals. EMP Goal 2: Efficiently allocate resources to provide quality programs and courses that meet student needs. ILO: Ethics and Values</td>
<td>1) Develop COR’s for required Education coursework for the ATD in Elementary Education 2) Meet with LAMC faculty to discuss cross-discipline curriculum 3) Meet with CSUN Education faculty to align coursework with B.A. and credential requirements 4) Continue to meet with Education faculty in the LACCD 5) Re-submit application for a full time hire in Elementary Education</td>
<td>1) Meetings with LAMC faculty in related disciplines by June 2015 2) Submission of core education coursework to curriculum committee by June 2015 3) Submission of coursework for ADT in Elementary to Curriculum Committee by September 2015 4) Offering first education course in Fall 2015</td>
<td>1) Having access to a faculty member with the minimum qualifications in elementary education to participate in program design</td>
</tr>
</tbody>
</table>

DEPARTMENT/PROGRAM 3-YEAR PLAN
| Enhance the services provided by our Child Development Student Resource Center | Ongoing | SMP Goal 3: Improve quality of educational programs and services so as to increase students' success in attaining their educational goals. EMP Goal 4. Improve students’ success in earning certificates and degrees, continuing their education, seeking employment and attaining personal goals. ILOs: Written and oral Communication Information Competency ChDev PLO: 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 of young children. 1) Continue to provide resources and support for child development students five days a week 2) Update text book and resources for the lending library 3) Increase technology based workshops 4) Increase connections between tutors and adjunct faculty to serve as resources to classes 5) Maintain monthly meetings with tutors | 1) Apply for ongoing funding through CTE each spring semester for the following academic year 2) Continue regular meetings to inform, connect and plan meaningful learning opportunities for students | 1) Funding is always our challenge |
| --- | --- | --- | --- |
| Enhance connection to and collaboration with our Child Development Center to create a model lab school learning environment for students, parents, and community | New | SMP Goal 3: Improve quality of educational programs and services so as to increase students' success in attaining their educational goals. EMP Goal 4. Improve students’ success in earning certificates and degrees, continuing their education, seeking employment and attaining personal goals. ChDev PLO: 1. Integrate understanding of 1) Child Development Center will be moved into the Child Development Department effective Spring 2015 2) Establish collaborative meetings between the department and the CDC 3) Create service learning components for our ChDev courses to utilize the programs for 4) Continue to support the CDC and the ChDev Department by maintaining the programs for 5) Collaborate with CDC staff to design opportunities for service learning by | 1) CDC is moved to the ChDev Department effective Spring 2015 2) Establish regularly scheduled meetings by Spring 2015 3) Faculty teaching Infant/Toddler classes will collaborate with CDC staff to design opportunities for service learning by |
2. In the space below, please describe your rationale (e.g., supporting data, information, reasoning, etc.) for your goal(s) described above.

1. **Expand our program to include elementary education:**

   The Discipline of Education is under the Child Development Department, but has had very low visibility or usage. The time is right to reestablish the Education Discipline to meet the employment needs of the state. There is a critical shortage of kindergarten and elementary school teachers in California in general, and LAUSD in particular, and we are in a preeminent position to offer the coursework necessary to prepare students to transfer to four year universities to earn their credentials. A TMC in Education has been approved and implemented through the state, and students can now take advantage of SB1440 legislation to pursue careers in elementary education. The TMC identifies courses that we can develop and offer to create a robust A.A. Degree that will promote our students’ transfer into this vital field.

Two courses are currently in the catalog: Education 6: Methods and Materials of Tutoring which has not been offered for several years, and Education 201: Urban Education in American Society. This course was offered years ago through the PACE program when there was an option of academic preparation for elementary educators. Three of our sister campuses have hired full time Education faculty. Coursework is being developed, offered, and articulated with CSUN, thereby providing a clear pathway between the two institutions.
In recent years, the Teacher Prep program and the Urban Teachers Program (both funded through Title 5) have offered programs through liberal studies. Students have been guided through the liberal studies pathway for transfer to B.A. and credential programs. With only one course specializing in Education, students have fulfilled very little of their Education requirements at the college. With Title V funding discontinued, there is no formal support available for students pursuing elementary education careers.

Elementary Education provides major employment opportunities for our students. According to the California Bureau of Labor Statistic, the outlook from 2010 to 2020 reflects large increases in need:

- Special Education teachers: 17%
- Kindergarten and elementary teachers: 17%

According to the Economic Modeling Specialists International for Los Angeles and Orange Counties, the outlook from 2010 to 2020 also reflects increases in need:

- Kindergarten teachers: 7%
- Elementary (except Special Education) teachers: 5%
- Elementary Special Education teachers: 6%

The Los Angeles Times reported that the Los Angeles Unified School District hired 1,600 new teachers this year, and that the trend will continue as more teachers retire, and the student population increases.

2. **Enhance the services provided by our Child Development Student Resource Center:**

**Child Development Student Resource Center**

**2013-2014 Annual Report**

The Child Development Student Resource Center (CDSRC) was opened September, 2011 to provide support and services to the Child Development students of LAMC. The CDSRC is housed in Room 200 of the CCDS building, and is designated space to be used for this purpose unless required for classroom instruction.
The number of students using the services has increased substantially since the CDSRC opened. This year we had approximately 2500 student visits. During this year, we increased our service capability as our staff increased to four tutors. Students continue demonstrating “ownership” of the CDSRC as well, by donating books and bringing resources and information from the different programs they work at, sharing their assignment models and offering peer support to classmates. The bulletin board in the CDSRC is constantly referred to when students want to discover job opportunities in the Early Education field, when they want to find professional development opportunities, as well as information on college and community events that are relevant to the ECE. This year we have added four new computers and ten new iPads to our resources to support students’ access to, comfort with and use of technology.

Funding from CTE, and support from Academic Affairs have been instrumental in bringing this vision to reality. The need has been well documented, and the value of this one-stop resource for our students has proven to be a powerful asset to our department. We look forward to enhancing and expanding the services next semester, and in years to come.
3. **Enhance connection to and collaboration with our Child Development Center to create a model lab school learning environment for students, parents, and community**

As the Child Development Center has moved from Student Services to Academic Affairs, and more specifically under the Child Development Department, there is increased opportunity for the development of a clearly defined lab school approach. The Child Development Center (CDC) is the laboratory experience for those students majoring in Child Development, as well as students in other courses of study that require observations and/or experiences with young children.

Our goal is to collaborate closely to define, develop and implement consistent best practices in the CDC that model the core concepts and content of the coursework taught through the department. Currently Child Development students are placed in the CDC for their practicum experiences to complete the requirements of certificates and degrees in Child Development. Additionally students use the CDC to complete assignments involving observations of children, of teachers and of environments. Department faculty members observe their students in the classrooms for assessment and guidance purposes.

There is important research and evidence to suggest that when the lab schools clearly reflect the philosophy and content being taught through coursework, students are able to make the important connection between theory and practice. The more opportunities students have to interact with children in high quality classroom settings, the more prepared they are to enter the workforce, or to enhance the quality of their teaching practices if they are already employed. The earlier we can get them into early childhood classroom settings, the more opportunity there is for a deeper and more meaningful educational experience.

Additionally, the teachers in the CDC bring ‘real-life’ experiences to the students’ understanding of early childhood education. The classroom teachers can enhance the college students’ educational experience in a variety of ways: as role models, coaches, resources and sources of professional information. The CDC teachers can do guest visits to appropriate classes to share experiences and practical application of early childhood content and competencies. This will not only benefit the college students, but also the department faculty to enable coursework to be represented through current and meaningful experiences with young children and families.

Teachers, assistants and student workers in the CDC will benefit from increased connections with the department faculty. Exposure to current research, trends and best practices will support their own professional growth. This in turn will be observed by our students, and integrated into the learning experience for all.

Department faculty and CDC teachers can collaborate to provide early service learning experiences for students. They can also provide educational experiences (such as our annual conference) to support the professional development of our students. Videos, photographs, and children’s projects can be integrated into the college classroom experience to enhance the connection between theory and practice. The outcomes of such collaborations will strengthen and enrich the learning experiences for our students.

In these ways, the CDC functions as a true “Lab School”, providing the college students with an opportunity to observe, to interact, to develop and practice the skills and competencies that will prepare them to go out into our community and effectively meet the needs of children and families.