



## Annual Unit Plan CHILD DEVELOPMENT & EDUCATION DEPARTMENT 2012-2013 Academic Year

### STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

#### a. Mission

The mission of the Child Development Program at Cerro Coso Community College is to provide a comprehensive educational program rooted in quality and excellence. The program is responsive to the interests, aspirations and capabilities of students. The A.S. Degree in Child Development prepares students for life work in areas of child development, education (early childhood, elementary, and secondary), psychology, human services, administration of programs for children, and related human development fields. Students completing this major fulfill the educational requirements to apply for a California Child Development Permit. This major fulfills requirements for teaching in private child development settings licensed by the California State Department of Social Services. (revised by Child Development Advisory Committee 9/14/04)

#### b. Program Applicability

The Child Development program mission fully supports the college mission. The Child Development mission exemplifies a high quality degree and certificate program in career technical education. We are continuously vigilant to discover creative, useful and efficient paths toward student opportunities and success as demonstrated by our program exceeding the minimum qualifications defined by the California Commission on Teacher Credentialing, California Child Development Permit. The Child Development mission reflects the college's response to the interests, aspirations, and capabilities of students. Students are prepared for work in myriad professions including Child Development Assistant, Associate Teacher, Teacher or Site Supervisor working in infant, toddler, preschool or school-age care and education; and education (K-12) paraprofessional as well as to transfer to four year college programs.



### c. Partnerships

#### **Cerro Coso Child Development Center/Lab School.**

Every Child Development class (including online) requires observations. The Cerro Coso CDC/lab schools provide examples of child development best practices in action for our students to observe. The Cerro Coso CDC/lab school centers serving infants, toddler and preschool age children are the highest quality centers in our communities.

#### **Eastern Sierra Association for the Education of Young Children (ESAEYC).**

Cerro Coso co-sponsors bi-annual Child Development conference that provides training to hundreds of Child Care and Development Professionals from communities throughout our service area. Sponsorship provided by VTEA funds with emphasis on understanding the important role of men in the profession.

#### **State of California Child Development/Early Childhood Education Curriculum Alignment Project (CAP)**

The Cerro Coso Child Development Program joined the California Community Colleges Curriculum Alignment Project (CAP) in 2008-2009: [http://www.childdevelopment.org/cs/cdte/print/htdocs/services\\_cap.htm](http://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm)

The CAP has developed a lower-division program of study called, "The Lower Division 8" which represents evidence-based courses that are intended to become a foundational core for all child development professionals. Hundreds of Early Childhood Education/Child Development faculty from California Community Colleges and California State Universities worked for 4 years (2003-2007) in collaborative work groups to plan the content of the eight, 3-unit courses.

Another key effort of the CAP is to facilitate the transfer of these eight courses as an integrated course of study to the California State Universities, "promoting access to ongoing education and degree attainment. CAP continues to collaborate with California State Universities and work toward the integration of the Lower Division 8 into Baccalaureate programs."

[http://www.childdevelopment.org/cs/cdte/print/htdocs/services\\_cap.htm](http://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm)

#### **Child Care Training Consortium, Community College Program.** FT Faculty, Lisa Fuller, Coordinator

[http://www.childdevelopment.org/cs/cdte/print/htdocs/services\\_cc.htm](http://www.childdevelopment.org/cs/cdte/print/htdocs/services_cc.htm)

#### **California Early Childhood Mentor Program.** FT Faculty, Vivian Baker, Statewide Virtual Mentor Coordinator

<http://www.ecementor.org/>

#### **State of California Commission on Teacher Credentialing Child Development Permit,** <http://www.ctc.ca.gov/>



#### d. Distance Education

**CHDV has a very strong online program.** 28 of 31 CHDV courses offered in Fall 2011 were online while 2/3 of the EDUC 170 courses were either online or iTV. However, a request has been made to stop including both ESCC sites in the EDUC C170 iTV class beginning Spring 2012 due to low enrollment/demand.

The ESCC Child Development Advisory Committee has worked in concert with the ESCC Director to agree that the needs of ESCC CHDV students are best met via online classes due to the shortage of CHDV faculty and low enrollments.

**CHDV classes offered via iTV** are another matter. From Fall 2004 to Spring 2009, CHDV utilized interactive television (iTV) to offer courses at the sites. Although we were able to offer 2 classes each semester, the enrollments were low and feedback from the students was not positive. These courses did allow us to offer low enrollment courses to the sites. In general, the classes became more like online courses and students who are uncomfortable with the online environment are also uncomfortable with the iTV courses. For this reason, CHDV (on the advice of the Child Development Advisory Committee which has representation from all sites) decided not to offer classes through iTV beginning in the 2009-2010 academic year. Many of the issues related to iTV related to lack of institutional support for this medium. Different sites have different closing times, the technology was not reliable, there was little to no support at the sites for moving materials between sites, and students at the sites were alone in the building with no institutional representative available to even lock or unlock the doors. We understood that a greater level of institutional support and upgraded equipment in some iTV rooms so we tested the waters when the Faculty Chair conducted a hybrid (iTV-online) course in Fall 2009. The experience for students and faculty was marginal, at best. Full-time faculty are willing to travel to instruct 1 class per semester at the non-IWV sites in order to ensure that all Child Development students have access to more than 1 faculty during the course of their program. Full-time faculty is adamant that students must take classes from more than 1 faculty as this is critical to program integrity. The barrier to students at the sites receiving instruction from full-time faculty the administration's lack of support to pay for mileage.



## STEP 2: EXPLAIN YOUR PLANNING

### a. Review of Previous Goals (of last completed academic year)

1. Child Development faculty will complete the 3<sup>rd</sup> Child Development Program Assessment using student portfolios from the capstone course, CHDV C203, Principles and Practices in Child Development II (renamed Practicum: Field Experience).

The 3<sup>rd</sup> Program Assessment using the student portfolios was completed. It was agreed that this method of assessing Program Outcomes is not effective as it consistently reflected <50% attainment of the Program Goals. It was agreed that CHDV needs to assess its SLO'S and use that experience to inform a more meaningful method for assessing our PLO's

2. Program Assessment model for the administration track will be developed in 2010-2011.

No completed. Administration track classes (CHDV C251, 252 and 281) will have SLO's assessed

### b. Review of Overall Department/Unit

The Child Development program is working on our Student Learning Outcome (SLO) assessments. We have built a strong, online program with a stellar reputation throughout the State. The time has come for us to pause and take stock; to evaluate our practices. One practice we seek to change is the flight to online classes, only. We shall now seek to bend the curve more towards a balanced offering of online and on ground classes. We are dedicated to offering at least 2 courses on ground at IWV and at least 1 course on ground each semester at KRV.

The Child Development program will complete Program Review in Spring 2012. We look forward to taking this in-depth look at our program.



c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

**Goal 1 REBUILD IWV ON GROUND CHILD DEVELOPMENT PROGRAM**

1. *Connection to College Strategic Goals:*

Strategic Goal 1. Improve our response to community needs through ... area work force development ...

Child Development is one of the fast growing professions in our service area.

2. *Specific internal\* or external\*\* condition(s) the goal is a response to:*

Not all students are successful in the online environment so we need to rebuild our on ground CHDV course offerings at the Indian Wells Valley campus.

3. *Action Plan:*

Offer, at minimum, 2 CHDV courses at the IWV campus every semester in the following sequence:

**Fall 2011            100**

**Spring 2012        102**

**Fall 2012            104**

**Spring 2013        106**

**Fall 2013            125**

**Spring 2014        111**

**Fall 2014            145**

**Spring 2015        121**

Offer classes in the evenings and/or on Saturdays.

Offer classes via iTV provided that mileage is paid for faculty to be at every iTV class site at least twice during the class as this is an iTV best practice.

4. *Measure of Success:*



No on ground class will be canceled for low enrollment.  
Class enrollments will increase at least 5% each year.

**Goal 2 STUDENT LEARNING OUTCOMES (SLO's), TOP DOWN, ASSESSED**

*1. Connection to College Strategic Goals:*

Goal 1, A. Maintain progress on Student Learning Outcomes to achieve the level of Proficiency by 2012  
(Defined by ACCJC)

*2. Specific internal\* or external\*\* condition(s) the goal is a response to:*

Compliance with minimal standards defined by ACCJC.

*3. Action Plan:*

Spring 2012 – we intend to have identified the assessment tool for each SLO in every class (except 107) Top down = we'll adopt the same measurement for every SLO and everyone teaching the class will use the same assessment. Multiple-Choice Tests – easier to assess than other forms of assessment. We seek to identify multiple choice test questions to assess each SLO. We hope that it won't affect the Curriculum classes – plan, implement and evaluate- doesn't lend itself to multiple choice questions. We'll have to have standardized assignments with standardized assessment – the same for every class.

Fall 2012 – gather and analyze SLO assessment data from every Spring 2012 CHDV class.  
revise assessment tool as may be indicated by analysis for implementation Spring 2013.

Spring 2013 – gather SLO assessment data (revised) for every Fall 2012 CHDV class

*4. Measure of Success:*

SLO data will be reported for all CHDV classes in Spring 2012



Analysis of Spring 2012 SLO data will be completed by September 15, 2012.  
SLO assessment tools will be modified, as needed, by November 1, 2012  
SLO data will be reported for all CHDV classes offered in Fall 2012

**Goal 3 STUDENT SUCCESS – INVESTIGATE WHY SUCCESS RATES ARE CHANGING**

*1. Connection to College Strategic Goals:*

Goal 2. A. Integrate instruction and advising services • Utilize data to drive decisions to improve the program

*2. Specific internal\* or external\*\* condition(s) the goal is a response to:*

Increasing numbers of under prepared students in CHDV classes

Increasing numbers of technologically illiterate students in online CHDV classes

*3. Action Plan:*

Research best practices in online learning for technologically illiterate students

Analyze effect of class prerequisites established in 2010-2011 for efficacy in ensuring student preparedness for higher level CHDV classes.

*4. Measure of Success:*

Fall 2012 – faculty will report on research into best practices in online learning for technologically illiterate students by November 2012

Spring 2013- Recommendations, as indicated, for new practices online learning for technologically illiterate students will be made by March 2013

Analysis of the effect of class prerequisites established in 2010-2011 for efficacy in ensuring student preparedness for higher



level CHDV classes will be presented by April 2013





**STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)**

a. **New Classified Staffing.** *If more lines are needed, Tab over from the bottom-right box.*

**NO REQUEST FROM CHDV SINCE MINIMUM FACULTY CHAIR REASSIGNED TIME HAS REMAINED UNCHANGED AT 0.30**

b. **New Full-Time Faculty Staffing**

**NO REQUEST FROM CHDV FOR 2012-2013.**

**ANTICIPATE MAKING REQUEST FOR 2013-2014.**

c. **Supplies (per unit cost less than \$1000).** *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

**NONE**

d. **Non-Technology Equipment (per unit cost greater than \$1000).** *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

**NONE**

e. **Technology Equipment (computers, data projectors, document readers, etc.).** *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

**NONE**

f. **Facilities.** *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

**NONE**



**g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Mileage	IWV-KRV	1	1	Faculty at every iTV site at least twice each semester	\$300.00	ongoing	G
Conferences	IWV	2	1	FT Faculty stay current with best practices and research	\$5400.00	One-time	V

**h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.**

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Brochures	IWV	2	1	Tool for students to understand required preparation for CHDV courses	\$750	One-time	V



i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted  V = VTEA
Library, e-books	IWV	2	1	>90% CHDV students online. Resource for student success	\$500	On-going	G

**STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)**

N/A

**STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)**

Attached