



**Annual Unit Plan Template
2013-2014 Academic Year
Child Development & Education Department**

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.A. 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)

The Child Development mission statement will be reviewed at the October 25, 2012, Advisory Committee meeting.

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 the 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 completed the California Community Colleges Curriculum Alignment Project (CAP) in 2012, http://www.childdevelopment.org/cs/cdtc/print/htdocs/cap_colleges.htm

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

http://www.childdevelopment.org/cs/cdtc/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/> Cerro Coso is a “VOC” (vocational) aligned program which means that the Child Development Permit applications we submit are fast-tracked by the Commission. Only 1/3 of the CA Community College Child Development Programs are “VOC” aligned.

d. Distance Education

CHDV has a very strong online program carefully and intentionally developed and initiated with support of a First 5 grant in 1999. Our online program enjoys a statewide reputation for excellence and our courses are recommended by the CA Child



Development Training Consortium. > 90% of all CHDV courses offered in Fall and Spring terms are offered online. CHDV offers nearly as many courses during the Summer term as are offered in Fall and Spring. 100% of the Summer offerings are online. > 65% of the EDUC 170 courses are offered either online or via iTV. 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 in on ground classes.

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 (iTVonline) 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)

. [List the goals/action plans included in your plan for the previous year and describe progress made towards accomplishing them.]

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

5. *Progress:*

Fall 2011 – 2 classes offered. Both were taught by FT faculty. No on ground class was canceled for low enrollment.

CHDV C100 – 13 first day enrollment
11 census enrollment
90.9% retention rate
41.2% success rate

CHDV C102 - 11 first day enrollment
9 census enrollment
77.8% retention rate
33.3% success rate

Spring 2012 – 2 classes offered. Both were taught by FT faculty. No on ground class was canceled for low enrollment.

CHDV C104 – 10 first day enrollment
9 census enrollment
87.5% retention rate
Unknown success rate

CHDV C106 – 14 first day enrollment All students taking class for GE – not CHDV students
11 census enrollment
72.7% retention rate
Unknown success rate

Goal revised after discussion at 2 CHDV department meetings (see below)



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

5. Progress:

SLO assessment data has been reported for 18 of 19 CHDV courses – CHDV C200 was not offered in Spring or Summer 2012. It is being offered in Fall 2012 and assessment data will be entered after semester is over.

Goal revised after discussion at 2 CHDV department meetings (see below)

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

5. Progress:

Goal reviewed in 2 CHDV Department meetings. New goal based on faculty input (see below).

b. Review of Overall Department/Unit

[What needs/opportunities did your last program review(s) reveal? Did your most recent SLO assessments demonstrate gaps to be addressed? What is working with your unit? What improvements need to be made?]

Child Development completed the full (6-year) **Program Review in Spring 2012**, including the **Analysis of Improvements Needed**:

- At least one additional, full-time faculty
- Dedicated CHDV classroom space in the IWV CDC/lab school
- Increase number and depth of lab experiences. Coordination between coursework and lab experiences.



- SLO assessment. Continue recent process so that SLO assessment is fully integrated
- PLO's revised and assessed. Complete process of refining PLO's and fully integrate assessment process
- Currently we do not have a way to assess our student learning outcomes in terms of employment and transfer for students. We need to work with the Institutional Researcher to develop a way to follow students and receive feedback from employers.
- A plan for tracking those students who qualify for the various awards and certificates needs to be developed so that we have more accurate information for our students and our program. Desired outcome is that students who complete requirements for any certificate of achievement or the AA degree will automatically be recognized as a completer.

Program Review in Spring 2012 Three-Year Program Goals (2012-13 thru 2015-16)

- Hire 1 additional, full-time faculty
- Dedicated CHDV classroom space in the IWV CDC/lab school
- Increase number and depth of lab experiences. Coordination between coursework and lab experiences.
- Completion of state approval for our AS-T degree in Child Development
- SLO assessment. Continue recent process so that SLO assessment is fully integrated
- PLO's revised and assessed. Complete process of refining PLO's and fully integrate assessment process
- Currently we do not have a way to assess our student learning outcomes in terms of employment and transfer for students. We need to work with the Institutional Researcher to develop a way to follow students and receive feedback from employers.
- A plan for tracking those students who qualify for the various awards and certificates needs to be developed so that we have more accurate information for our students and our program. Desired outcome is that students who complete requirements for any certificate of achievement or the AA degree will automatically be recognized as a completer.



c. Goals for 2012-2013 (next academic year). *If more goals needed, copy and paste additional boxes.*

Goal 1 REBUILD IWV ON GROUND CHILD DEVELOPMENT PROGRAM

1. *Connection to College Strategic Goals:* 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:* The CHDV program will offer 2 on ground classes each semester:
 1 CHDV that also counts for a GE class, 2 mornings per week. Students can earn Associate Teacher Permit.
 1 CHDV class in evenings so that students can earn Teacher Permit
 CHDV classes will be offered in the dedicated, adult, model classroom located in Child Development Center

Fall 2012 121 – evening, hybrid in

	<u>Morning</u>	<u>Evening</u>
Spring 2013	106	125 (Tues/Thurs. 2 evening per student request)
Fall 2013	100	111
Spring 2014	102	145
Fall 2014	104	100
Spring 2015	106	102

Offer classes on Saturdays if/when there is institutional support (heating, cooling, lighting, etc.) and demonstrated student demand. 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 and there is consistent iTV classroom support.

4. *Measure of Success:*
 No on ground class will be canceled for low enrollment.
 Class enrollments will be at least 15 on the first day of class.



Goal 2 LEARNING OUTCOMES: Program Learning Outcomes (PLO's) and Student Learning Outcome Assessments (SLOA's)

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:* SLO assessment data will be gathered for every CHDV course offered, every term.

The full-time faculty will take the lead on assigned courses:

- Lisa Fuller CHDV C102, 106, 107, 111, 203, 207
- Vivian Baker CHDV C100, 104, 121, 145, 149, 200, 241
- Mary O'Neal CHDV C105, 125, 205, 251, 252, 281

Course Outline of Record (COR) and all assessment data will be reviewed and reported according to the following schedule:

Fall 2012 – C100	Spring 2013 – C102, C104
Fall 2013 – C105, C106	Spring 2014 – C107, C111
Fall 2014 – C121, C125	Spring 2015 – C145, C149
Fall 2015 – C200, C203	Spring 2016 – C205, C207
Fall 2016 – C241, C251	Spring 2017 – C252, C281
Fall 2017 – Program Review	Spring 2018 – Program Review

PLO's revised and assessed. Complete process of refining PLO's and fully integrate assessment process completed so that PLO assessments are completed before the next, full CHDV Program Review (2017-2018)

- Fall 2014
 - FT faculty develop revised PLO's
 - All faculty and Advisory Committee give feedback to revised PLO's
 - Final PLO's based on feedback
- Spring 2015
 - FT faculty develop revised PLO assessments



- All faculty and Advisory Committee give feedback to revised PLO assessments
- Final PLO assessments based on feedback
- FT faculty shepherd revised PLO's and assessments through CIC process
- Fall 2016
 - All faculty gather defined PLO assessment data
- Spring 2017
 - Faculty Chair coordinates assessment data collection

4. Measure of Success:

CHDV C100 COR and assessment data reviewed in Fall 2012; revised in Spring 2013, as indicated by assessment CHDV C102 & 104 COR's and assessment data reviewed in Spring 2013

Goal 3 STUDENT SUCCESS – INVESTIGATE CHANGING SUCCESS RATES & AS-T

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:

FT faculty will request research about best practices for working with technologically illiterate students in online (CHDV) classes from Director of Distance Education, Charles Osteen. Recommendations for new practices in CHDV online classes will be presented to all faculty in department meeting(s).

FT faculty will begin to work towards AA-T.

4. Measure of Success:

Fall 2012 – FT faculty requested research about best practices for working with technologically illiterate students in online



(CHDV) classes from Director of Distance Education, Charles Osteen.

Spring 2013

- Recommendations for new practices in CHDV online classes presented to all faculty in department meeting(s).
- Work towards AA-T begun

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

- a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Full-Time Faculty Staffing Justification:

CHDV is not making a request for a full-time faculty hire for 2013-2014 due to the severe budget situation.

- b. **2000 Category.** Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

No request.

- c. **4000 Category.** Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*



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 (check <u>one</u>): G = General Fund, O = Other	
							G	O
Computer cartridges	IWV	2	all	Supports every goal of the mission and strategic plan.	190.00	ongoing	X	
ESAEYC Conference Support	IWV	2	1	Support local, bi-annual child development conference attended by child development professionals /students from every community in our service area. Support training on men in child development.		One-time	X	

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. If more lines are needed, place cursor in the bottom right box and press [Tab].

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 (check <u>one</u>): G = General Fund, O = Other	
							G	O



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 (check <u>one</u>): G = General Fund, O = Other	
							G	O
Mileage	IWV	1	ALL	Adjunct Faculty evaluations	100.00			

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

NONE

STEP 4: ATTACH NARRATIVE SUMMARY OF PRIOR YEAR'S SLO ASSESSMENTS

STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

STEP 6: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (as provided)