

Career Technical Education Department

Annual Section Plan for Academic Year 2016-2017

December 2015

Description Of Section

Mission/Connection to College Mission

The Career Technical Education (CTE) section's is the instructional body providing Career Technical Education and Workforce Development opportunities for Cerro Coso Community College. Career technical Education is reviewed and validated every two years to meet workforce needs in the service area. Programs are offered either in traditional (on ground) venue or via on-line coursework. Several of the programs are offered entirely online to provide educational opportunities for students in the college service area who may not have the opportunity or means to attend classes at the college proper.. CTE programs support the college mission of serving workforce needs within the college service area. Departments: Administration of Justice Child Development Allied Health Industrial Arts Business & Information Technology Programs, primary responsibility: Administration of Justice Human Services Business Licensed Vocational Nursing Business Office Technology Management Child Development Medical Assisting Computer Science Paralegal.

Review And Planning

Performance and Equity Gaps Still to be Addressed

The CTE Section continued through 2015-16 to plan for continuous quality improvement with each unit focusing on strategic planning. Throughout the year each unit reviewed the incoming data to identify gaps in performance and to make needed adjustments to improve student success and retention. The section utilized a variety of data and other reports to guide in the evaluation of gaps being indicated per unit. The VETA Core Indicators provide programmatic and assessment on the college performance in Sill Attainment (Student Success-Core Indicator1), Student Completion (Core Indicator 2), Persistence (Core Indicator 3), Employment (Core Incubator 4) and Non-traditional Participation (Core Indicator 5) The data being considered is based on cohorts of students that take 12 units in a specific TOPS code. This information was used to evaluate and improve performance at the college. Internal KCCD ODS reports were utilized to capture CTE students at Cerro Coso Community College and provide an overall view of all CTE students and not just segmented cohorts. The information gained has been very useful in showing gaps over the past year, allowing us to address specific gaps in student success.

Progress Made on Prior Year Initiatives

Continue and Expand Efforts to improve Student Retention/Success/Completion/Employment

With the completion of both the CREATE and C6 grants, funding for faculty professional development has been redirected to VTEA funding. Faculty has been provided multiple opportunities to participate with regional colleges in considering "Best Practices." These best practices learned during the development and implementation of efforts utilized during the C6 grant period – cohorts & accelerated programs, to better enable students an expedited pathway into the workforce.

A "Class To Career" campaign with individual faculty working with the counseling department to meet with their students three time a year to provide guidance. This goal is still in process.

CTE Marketing & Recruitment will expand and will be strategic

Dean of Instruction and Faculty Department Chairs working with Director of Marketing / Marketing Team in developing a cost effective plan to advertise that Cerro Coso Community College and Career Technical Education is a viable economic option to meet the educational needs of both the contractor/business and individuals in Eastern Kern, Inyo, and Mono counties of California.

Worked with the Public Information Officer for Cerro Coso Community College in the development of a special interest story head lighting the new full time faculty member for the ParaLegal program.

Worked with the Public Information Officer for Cerro Coso Community College in the development of special interest articles highlighting individual CTE student success stories.

Members of the Career Technical Education Section represented Cerro Coso Community College at the Desert County Fair and other community events.

Continue the marketing efforts highlighting Career Technical Education programs utilizing social media.

Each Cerro Coso Community College CTE program held CTE Advisory Committee meetings to ensure program offering were correctly disseminated to employee groups.

High School Outreach and Transition into College Expansion

The Dean of Instruction for Career Technical Education and Workforce Development In coordination with the Directors of the Eastern Sierra and East Kern service areas met with high school administrators with the goal of increasing college credit opportunities for the high school students in the Cerro Coso Community College service area. Kern Community College District has developed Memorandum of Understanding with each of the Superintendents across the Cerro Coso Community College service areas, by providing "dual credit" opportunities on the high school campuses.

Currently, Tehachapi High School is hosting a Medical Office Technology Dual Credit CTE program on their campus. With the goal of offering Medical Office Technology at Burrough's High School in the fall 2016 semester.

Engineering Technology and Electronics Technology programs will be proposed to launch before the Cerro Coso Community College Curriculum Committee in January of 2016. With the goal of providing Dual Credit options focusing on the Project Lead The Way programs already being offered at a several of the high schools in the Cerro Coso Community College service area.

Updating of high school articulation agreements are being reviewed by the Cerro Coso Community College administration.

The use of 'Credit by Exam' is still being utilized by several high schools in the Cerro Coso Community College service area.

Initiatives for Next Academic Year

Increase the number of Career Technical Educational Program/Degree/Certificate opportunities at Cerro Coso Community College.

Action Plan:

The Dean of Instruction for Career Technical Education, Cerro Coso Community College Job Developer, CCCC Campus Manger for Contract & Community Education along with CTE Department Faculty Chairs and CCCC faculty members will coordinate with Employers/Contractors located within the CCCC service area to determine how to best meet the needs of said Employers/Contractors workforce needs.

Measure of Success:

One or more,CTE educational program/degree/certificate will be submitted per protocol/policy as set by the California Community College Chancellor's office, Kern Community College District Board of Directors, and Cerro Coso Community College practice.

Person Responsible:

Dean of Instruction for CTE and Faculty Department Chairs

It directly addresses a college Strategic Goal or Objective

o Strategic Plan Goals Addressed: Goals 1, 2, 3, 4, 5

Increase the number of educational pathways with high schools in the Cerro Coso Community College service area.

Action Plan:

The Dean of Instruction for Career Technical Education, Cerro Coso Community College Job Developer, CCCC Campus Manager for Contract & Community Education along with CTE Dept. Faculty Chairs and CCCC faculty members will coordinate with High School's in the CCCC service area along with Employers/Contractors located within the CCCC service area to determine how to best meet the needs of said Employers/Contractors workforce needs.

Measure of Success:

One or more, CTE educational pathways for high schools students within the CCCC service area as to program/degree/certificate opportunities will be developed as per protocol/policy as set by the California Community College Chancellor's office, Kern Community College District Board of Directors, and Cerro Coso Community College practice.

Person Responsible:

Dean of Instruction for CTE and Faculty Department Chairs in conjunction with Secondary School District administrators.

It directly addresses a college Strategic Goal or Objective

Strategic Plan Goal Addressed: Goals 1, 3, 4, 5

• Development of Apprenticeship pathways for Cerro Coso College students directly into the workforce while continuing their educational endeavors.

Action Plan:

Action Plan: Develop a strong partnership with contractors and business individuals to develop Career Technical Education apprenticeship program(s) to meet the growing need of contractors and business individuals in the Cerro Coso Community College service area for highly motivated entry level employees.

Measure of Success:

One or more, Career Technical Education apprenticeship pathways for Cerro Coso Community College students to participate in that will encourage said students to gain employment within the CCCC service area will be developed as per protocol/policy as set by the California Community College Chancellor's office, Kern Community College District Board of Directors, and Cerro Coso Community College practice.

Person Responsible:

Dean of Instruction for Career Technical Education and Faculty Department Chairs in conjunction with employers/contractors within the Cerro Coso Community College service area.

It directly addresses a college Strategic Goal or Objective

Strategic Plan Goal Addressed: Goals 1, 2, 3, 4, 5

Resource Needs

Facilities

Resources Needed

Facilities:

Allied Health: Current facilities are restrictive due to construction of ALHD clinical labs, classrooms, storerooms and faculty offices. Current storage of medical training supplies, mannequins, and required records creates conflicts with clinical space scheduling for classes that occur on the same days of the week.

The purchase or rental of a Conex for the storage of equipment mentioned above is supported by the Dean of Instruction for Career Technical Education and Workforce Development.

Child Development: Child Development Department is primarily an online program with a few traditional on-ground classes offered at Indian Wells Valley and Kern River Valley campuses. At IWV, classes are being offered in the Child Development Center which has been successful. At the KRV campus, we will continue to need classroom space in the evening. We do not anticipate any further space being required. The CCCCDC in California City and Ridgecrest provide opportunities for local students (taking both online and on-ground courses) to complete the observation and practicum requirement of the program in a quality early learning environment in line with the college coursework. It is important to the CHDV program that these facilities are maintained according to developmentally appropriate guidelines that represent best practices in the field.

Maintenance of CCCC facilities in California City nor the dedication of a single use classroom cannot be supported at this time by the Dean of Instruction for Career Technical Education and Workforce Development.

CIS – Business: The Computer Information Systems and Business area would benefit from having more than one classroom available. The Business faculty office in the LRC needs a digital phone with speaker capability to make conference calls, and have hands free capability. The Business area needs at least one and sometimes two classrooms available in the East Wing in the evenings. The computer projection and monitors as exists are fine in RM 206 but suggests a flat projection unit would be better so the faculty would not need to stand in front of the light beam. The department continues to need offices as allocated for the full-time and any new faculty would also need offices if hired.

At this time the dedication of discipline specific classrooms and replacement of functional projectors in existing classrooms are not supported by the Dean of Instruction for Career Technical Education and Workforce Development.

Industrial Arts: The following items are required:

Work stations, piping, and venting for modernization/upgrading of oxyacetylene welding lab room 192W.

Lockers for new welding lab in foyer outside room 198W.

Remove vacuum exhaust unit from north wall of new welding lab room 147W.

Lighting upgrade to welding booths room 147W.

Digital movie camera for making educational videos.

Box break.

Pipe beveller.

Chop saw and rollers.

Sumner pipe stands 6 ea.

Pipe stands with rollers 6 ea.

Welding curtain material.

Portable fume extractor.

Plate beveller.

The Dean of Instruction for Career Technical Education and Workforce Development is supportive of modernization/upgrades to the existing welding laboratories and purchase of listed equipment, as funding becomes available.

Public Service: The Advisory Board has identified the need to update and improve the firing range facility to include a "smoke house" for chemical agents training, concrete lanes for the shooters, and bathroom facilities for the students. In anticipation for the Level I academy. It will also be necessary to develop an Memorandum Of Understanding for use of the Airport in Inyokern and Bishop for the Emergency Vehicle Operations Course (EVOC). Finally, it would be beneficial to have a designated area to store the Administration of Justice trailer and two squad cars. The Level I Academy will require that more squad cars are either purchased or donated which will require a larger space to store the patrol units.

This request for facilities and the use of facilities at other locations within the Cerro Coso Community College service area is supported by the Dean of Instruction for Career Technical Education and Workforce Development.

Information Technology

Information Technology

Allied Health: Current needs are being met.

Child Development: Child Development will need two computer systems for new faculty expected to start in the fall 2016 term. Mary O'Neal's desktop computer is old and needs to be updated She would like to replace her existing desktop with a laptop and docking station. Additionally she needs to be added to the replacement cycle list. There is a need to upgrade Lisa Fullers telephone from the old system to the new system to facilitate participation in state wide conference calls.

The purchase of additional computer equipment at this time cannot be supported by the Dean of Instruction for Career Technical Education and Workforce Development. The addition of Professor O'Neal's desktop computer and Professor Fuller's telephone to the replacement list is fully supported by the Dean of Instruction for Career Technical Education and Workforce Development.

CIS – Business: Existing computer programs as are taught in the Business Office Technology, Computer Information Science, Business Administration, and Digital Media Arts programs are required to maintain the status quo in campus labs. This includes Office 2013 and appropriate operating systems. Plug-ins for SAM, CengageNow, and Keyboarding Pro Deluxe Online, continue to be needed for online students who are completing work on campus. Please add Movie Maker for room 709. Additionally, Computer Information Systems needs 30-35 computer work stations for the new classroom. An instructor station with a computer, projector, speakers and wireless access is also required. The classroom could be shared with Engineering and Electronics.

When a dedicated classroom comes available and as funding comes available, The Dean of Instruction for Career Technical Education and Workforce Development is supportive of the above listed software/hardware.

The Computer Information Systems certificate and degree program requires that students can take and pass industry certification exams. This is also a key component in the VTEA success, completion, non-traditional participation and employment. Partnership with the CompTIA testing agency, Cisco and the Cerro Coso Community College Testing Center through Pearson Vue are critical for students and staff. Placement of our students into industry partners requires industry certifications. The new server was paid through VTEA funds as a critical component of the CIS program and will increase our student success, completion and job

placement. The partnerships with CompTIA, Cisco and Pearson Vue will provide students that are economically disadvantaged with a 50% discount on exam certifications. Access to expensive course-specific computer software is required for students and faculty in the Computer Information Systems and Data Analyst I programs. The College/District has supported this in the past by providing faculty and student free access to operating systems, database management systems, and other applications via the DreamSpark program from Microsoft. Additionally, the College/District has participated in other Microsoft programs which allow all students free access to the Office 365 applications. The Business and Information Systems department relies on the continuation of these programs for student equity and success.

The following is a list of what was requested at the beginning of the 2015 school year. As we are planning a year ahead, it is difficult to keep up with changing technology that we cannot necessarily predict a year in advance, but this is the best for the moment.

- For DMA C102 student's need:
 - o Adobe Photoshop CC 2014
 - o Adobe Reader
 - o Firefox (preferred)
 - o A compression utility to zip files & folders
 - o Word 2013
- Quicktime or another way to view mp4 video files
- Access to microphone is optional but useful when attending office hours using CCC Confer CCC Confer-ready.
- BSAD C100 Intro to Business – on ground, Access to Moodle + Ability to use PowerPoint in the classroom
- BSAD C101 Financial Accounting – on ground, Access to Moodle & CengageNow + Ability to use PowerPoint in the classroom
- BSAD C102 Managerial Accounting – online - Access to Moodle & CengageNow + Ability to use PowerPoint.

As funding comes available. The Dean of Instruction for Career Technical Education and Workforce Development is supportive of the above listed software.

Industrial Arts: Video projection equipment with wireless connection from computers for rooms 192, 198, and 147. Video demonstrations and PowerPoint presentations will supplement and augment classroom instruction.

As funding comes available. The Dean of Instruction for Career Technical Education and Workforce Development is supportive of the above listed software.

Public Service: The IT department has provided great service and assistance to the Public Services Department. No current IT needs are identified, however the department respectfully requests the continued support from the IT department in the coming academic year.

Marketing

Marketing

Allied Health: The variety of programs offered by the Allied Health department will require direct, informative marketing to specific groups that include focus on equity in each area. These groups include but are not limited to, extended communities. Members of advisory group organizations, current correctional officer, middle and high school students and military veterans.

Child Development: Child Development will continue to need marketing of our program both in print and online. Brochures need to be updated and reprinted.

CIS – Business: Each area in the department would like to create brochures for marketing to students. Faculty attend preview day,

fall fair, and other outreach activities where possible. Facebook will be considered for department pages. The Web Professional program would like to continue to advertise on Facebook. The department is interested in a billboard advertising campaign.

Industrial Arts: Have banners, posters, and fliers made. Radio spots. Videos on college website.

Public Service: The variety of programs offered by the Administration of Justice department will require direct, informative marketing to specific targeted groups. These groups include but are not limited to current law enforcement officers, current correctional officers, recent or future high school graduates, and military veterans.

The Dean of Instruction for Career Technical Education and Workforce Development is full supportave of the above requests.

CTE as a Section: As funding becomes available promotion of Career Technical Education and Workforce Development opportunities will be focused on multiple media avenues; Social Media, Email Blasts, Newspapers, Movie Theaters, Postcards, Bill Boards...etc.

Professional Development

Professional Development

Allied Health: All Nursing and EMT program faculty must maintain mandated licensing requirement, faculty professional development, and keep abreast of current research, changes in medical procedures/protocols, and updates to state regulatory changes. Faculty attend conferences related to their area of specialty and provide updates to adjuncts within the department. Continued funding is needed to support the in-state and out of state conference travel to maintain student and program success.

Child Development: Ongoing professional development is needed by both full time and adjunct faculty in Child Development. Child Development sponsors an adjunct summit and individual faculty to attend state wide meetings, conferences and specialized summits to support professional growth and to help faculty stay abreast of state- and nation-wide changes in the field.

CIS – Business: The department members would like to attend conferences to support currency in their areas as well as to keep abreast of statewide initiatives. Examples of conferences include the California Business Education Association (K-12, College, and university) or the Cengage Technology conference. The California Business Education Association conference is relevant to K-12/College/University transitions as well as creating industry partnerships, and other current topics relevant to career technical education in the state of California including but not limited to success, retention, equity gaps, career pathways, and networking with individuals from other levels of education in thestate of California.

The Cengage conference is focused on emerging technology and staying abreast of the cutting edge of technology in education and industry. Six full time faculty request \$2,000 each for annual professional development. Professional development activities such as conferences include workshops, discussion and/or training in emerging technologies as well as opportunities to network with faculty at other colleges and in the K-12 system to discuss trends, equity gaps, career pathways, and other state related topics that impact each institution. Certification training and associated costs are needed for the Cisco partnership for both full time and adjunct faculty. Professional conferences and meetings will also be required.

One of the full-time faculty members is transitioning into teaching the A+, Net+ and Security+ courses. Professional training is required to provide the hands-on experiences required to fully be prepared to teach in the areas of computer repair, networking and security. These areas also require industry certification, which include hands-on training and experiences. While self-study via the textbook is being done to prepare for the exam, part of the instructor's goals cannot be obtained (interning in industry) without some basic hands on experiences. Hands-on training is available and can be done during summer and break periods. Completion of this professional development will provide sufficient training to begin working as an intern in industry and develop a relevant and up-to-date learning environment for students. As a woman in a non-traditional profession, learning and modeling experiences for students will encourage females into the field. It is proposed that the faculty member attend three boot camps to prepare to fully teach the A+, Net+ and Security + courses. Estimated cost of each class is \$3,500.

Industrial Arts: Department members wish to attend conferences, workshops, and/or events related to trade skills or teaching/learning skills, as opportunity arises and funding is available. For example: Certified Welding Inspector training for full-time faculty (if qualified) would enable the Welding Program to offer a nationally recognized certificate in Gas Metal Arc Welding (GMAW, MIG). Attend Fabtech/AWS 2016 International trade show for welding and fabrication to keep current with the latest technologies, attend workshops, and establish contacts with vendors for materials and equipment.

Have all Industrial Technology faculty attend the Fabtech show in 2016 which is the largest international trade show in the world and

only comes to Las Vegas every four years.

Attend conferences such as California Business Educators Association to gain knowledge of topics such as new strategies for student success/retention, building industry partnerships, aligning pathways with the K-12 system, and using technology in the classroom.

Public Service: Administration of Justice instructors and Academy instructors will continue to attend the required training established by the California Commission on Peace Officer's Standards and Trainings. In addition, the faculty will use the Public Agency Training Council opportunities to attend certification courses and conferences to maintain field related expertise.

As funding comes available, The Dean of Instruction for Career Technical Education and Workforce Development is supportive of the above listed professional development opportunities.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

Nursing

Location:

College-wide

Justification:

1. There was a slight decrease in enrollment
2. State mandates maximum enrollment in practical application courses. Sections averaged 15 students per section. C-6 funded multiple under enrolled sections during the introduction of the MA, CMA, and HHA programs. This decreases the departments control over enrollment number. Although we do have good enrollment, retention, and success.
3. Courses are directed to core mission, certificate, and degree options.4 Courses previously under enrolled created a change our scheduling to alternate program offerings to increase fill rates and program accessibility.5. There is sufficient opportunity for currently loading to a full capacity without expanding programs. Although the department is planning on expanding.6. No, there is a continued opportunity for those completing the programs.7. Sustainability requires continued support and access. The current Nursing faculty cover, support, and mentor adjunct faculty within the ALHD. With the current offerings, decreased productivity, and planned growth we would not be reasonably able to support the growth.8. a. Size of wait lists in the discipline - 30 for 2014-15, 106 for 2013-14, 127 for 2012-13. We have online class sizes of 45 students as compared to other departments with 30. b. Department productivity, previous year - 9.7 for 2014-15. This has decreased since the loss of a full-time faculty in the department. c. Number of faculty currently in the department - 4, 2 nursing, 1 EMT, 1 human services. d. Number of adjunct faculty - 33, 28 nursing, 5 EMT, 0 human services e. Number of certificates awarded, previous year - 70 for 2014-15 f. Number of degrees awarded, previous year - 14 for 2014-15 g. Core curriculum classes h. CTE classes with workforce data (wage/high demand) i. Number of students at first day and census, previous year - First day 2,753, census 2,275.

The Dean of Instruction for Career Technical Education and Workforce Development fully supports this position

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College-wide

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The Dean of Instruction for Career Technical Education and Workforce Development fully supports this position

Aministration of Justice

Location:

Ridgecrest/IWV

Justification:

1 An increase in offering of the Perishable Skills Program has increased class offerings and student participation. Fall 2014 offered 71

PSP courses for a total of 949 student and 16.28 FTEs. Spring of 2015 offered 54 classes with 462 students resulting in 7.92 FTEs.

2. No

3. No

4 No

5. Yes, we currently have an MOU to run PSP courses and Modular Academies with Bishop Police Department and California City Police Department with an additional MOU in the final stages of approval for Mono County Sheriffs.

6. Bishop Police Department, California City Police Department, Ridgecrest Police Department, Inyo County Sheriff's Office, Mono County Sheriff's Office, Kern County Sheriff's Office, and Mammoth Lakes Police Department are all understaffed. This is a shared trend in the State of California for Law Enforcement agencies due to a lack of qualified applicants.

7. There is a potential to lose relationships with our law enforcement partners if the Academy Director cannot focus on the Regular/Modular Academies and the PSP programs.

8. In support of your proposal, provide the following data:

a. 2010-2011 43, 2011-2012 73, 2012-2013 54, 2013-2014 13, 2014-2015 1

b. 183.6 FTEs with 3.2 FTEF Productivity 57.4 total, 131.9 Traditional, 12.7 Distance Ed.

- c. 1 full time faculty.
- d. 191 adjunct and professional experts.
- e. 1
- f. 12
- g. 12
- h. CTE classes with workforce data (wage/high demand)
- i. First day 2,533 Census day 1,924

The Dean of Instruction for Career Technical Education and Workforce Development is in full support for this position.nd

Childhood Development

Location:

College-wide

Justification:

1. There is sustained, high demand for CHDV classes. CHDV continues to be the largest online program at Cerro Coso because of the ability to market classes statewide through the Child Development Training Consortium. Specific areas of high demand are infant/toddler courses, online practicum/field experience, and administration/adult supervision courses.
2. No, there are not too many courses that are under capacity. CHDV C203 Practicum/Field Experience is intentionally scheduled with only 20 students because of the demands of the course. Onground courses are usually under capacity if offered. The online courses offered are at capacity on the first day of the semester.
3. All of the CHDV courses are "core mission". The CHDV program is aligned statewide through CAP and all courses lead to a certificate or degree. The CHDV AS-T degree has been approved by the state.
4. No, courses are not overscheduled. Courses are underscheduled.
5. CHDV offers >90% of our courses online. There is capacity to offer more online courses.
6. Child Development is consistently on the top ten list of jobs with the greatest number of openings and fastest growing occupations in the Cerro Coso labor market area (EMSI). CHDV at Cerro Coso is a unique program because we are aligned statewide and our online courses serve the needs of the entire state as well as our local service area. While CHDV is the largest online program at the college, it does have the smallest percentage of students from Cerro Coso's service area. The department faculty have consistently worked to make sure the program is aligned with statewide guidelines following the Commission on Teacher Credentialing's Permit Matrix as well as the Curriculum Alignment Project (CAP). While C-ID has been assisting programs in aligning statewide in the last

couple of years, the CHDV program has been aligned with the Permit Matrix since its inception in the late 1990s and was part of the first wave of colleges to be CAP aligned in 2009. As part of the state-wide programs, we have been able to market throughout the state because of our association with the Child Development Training Consortium (CDTC) and Early Childhood Mentor Program (ECMP). The full-time faculty have been diligent in making sure our curriculum and programs have the rigor to address statewide requirements and changes over time. This is important for our local students for two reasons. First, this means that our local students, even those in small, rural communities, are able to benefit from what has been identified as best practices for early education professionals. They are able to meet the Permit and licensing requirements while maintaining their employment in early learning environments. In our small, rural communities it can be difficult to find qualified employees that meet the state requirements. Second, many of the early learning programs throughout our service area are geographically and socially isolated. This means that often there is a lack of depth in the experiences the early learning professionals have when it comes to teaching young children. By having online courses that include a wide variety of professionals from around the state we are able to expose these more isolated students to different ways of thinking and being with young children. It is our goal to assist the early learning professionals in our communities in developing as reflective practitioners and we can only do this by helping them

7. Annual lost revenue: \$269, 697; 600 students per year 54 hours per class = 32,400 hours; 32,400 hours/525 hours (1 FTES=525 hours) = 61.71 FTES; 61.71 FTES @ \$4856 per FTES = \$299,663 =90% (online) = 269,697

8. In support of your proposal, provide the following data:

a. 633

b. Traditional: 11.9; Distance Ed: 15.0; Total: 14.8

c. 2.60 full time faculty are currently in the department. 0.60 because we have a faculty member on optional workload reduction who has declared her intention to continue on reduced workload until retirement. There is concern that the current full-time faculty are not being fully utilized to teach courses because of our other responsibilities and load being used for college- and district-wide leadership positions. In our classes and programs we focus on teaching students

about curriculum development, assessing programs and children, advocacy for the field as well as the children and families our students work with, and the importance of continuing to develop professionally. We all believe in the importance of living what we are teaching and our leadership roles at the college and district levels are our ways of modeling what we want our students to do while employed in the early learning field. All of our extra duties directly relate to the curriculum we present to our students in the classroom. For example, Vivian Baker is the current SLO Assessment Coordinator. Assessing student learning outcomes may be new at the community college level, but it is not new in the early learning field, it has been required since the 1960s. Vivian has specialized training not only in teaching teachers, but also in assessing learning outcomes for all ages. Mary O'Neal has specialized in administration and diversity in early learning environments which has made her especially effective in her many Union leadership roles for the college and district. We teach that it is important for our students to advocate for themselves, their programs, and the children and families they work with. Mary's work for the college and district emulates these core goals of our program. Lisa Fuller is

currently the Flex Coordinator and has held leadership positions in Academic Senate which is in line with the department's belief in the importance of continued professional development and the development of lifelong learners that is taught in our courses for early learning professionals. We believe it is important to model the professional duties we expect of our students by not just participating in the governance of the college, but by stepping up and taking leadership roles. When we look to hire a new faculty member we will be looking for these same leadership qualities which will benefit not only our students, but the college and district as well.

d. 13 adjunct faculty are currently in the department. We have a strong group of adjunct faculty currently teaching for us, most of the adjunct faculty members are not from our service area (8 outside/5 in service area) making it difficult to function as effectively as we could. Our focus is on supporting our local students and child development centers and having another full-time faculty member would make it possible for us to continue to develop our program within our service area and support our local students in developing as reflective practitioners who are able to lay a strong educational, emotional, and social foundation for the youth in our communities.

e. 51 - we are still refining the process for identify certificate completion since our local certificates are not what students apply for. Instead, they apply for Permits from the Commission on Teacher Credentialing. In our service area, as reported by the Child Development Training Consortium (CDTC), there were 344 permits submitted. Not all of these permit applicants necessarily came to Cerro Coso for their education, but it shows the potential for our service area since permits can only be applied for if CHDV courses have been completed.

f. 8 degrees were awarded

g. 8 courses: C100, C102, C104, C106, C121, C125, C200, C203 for a total of 24 units. The CHDV program is AS-T and CAP aligned

so it meets transfer requirements for CSUs.

h. CHDV is consistently on the top ten list of jobs with the greatest number of openings and fastest growing occupations in the Cerro Coso labor market area (EMSI). CHDV is in high demand.

i. First Day: 3488; Census: 3079; Students per section: 30

At this time the Dean of Instruction for Career Technical Education and Workforce Development is not supportive of this position.

2000 Category - Classified Staff

High School Dual Credit / Pathway's Liaison

Location:

College-wide

Salary Grade:

Number of Months:

10

Number of Hours per Week:

20

Salary Amount:

Grant funding – VTEA & SB1070 as available.

Justification:

Best practices in other California Region 5 community colleges show that a part-time employee solely dedicated in representing Career Technical Education efforts in the development of Dual Credit and Pathways into the CTE college environment has been extremely effective.

There already is a direct need for an individual to assist the Dean of Instruction for CTE to liaison directly with the high schools in the Cerro Coso Community College service area focusing on the development of dual credit and secondary to post-secondary pathways. As interest from the high schools in the CCCC service area grows incrementally in the near future there will be a greater need to have an individual that is dedicated to the promotion, enrollment and day-to-day networking with educational counterparts at the multiple high school campuses in the CCCC service area.

Curriculum Specialist

Location:

College-wide

Salary Grade:

DAIII or Program Manager

Number of Months:

10

Number of Hours per Week:

40

Salary Amount:

\$60,000.00

Justification:

There is a need for a full time curriculum specialist to assist faculty and the college with processing CORs, SLO assessments, and other curriculum documentation. Full time faculty often have questions and need training in this area and we don't have anyone on staff that can dedicate full time support in this vital area. This person would not only supply training and professional development to the college, but also troubleshoot when technical problems arise.

Currently there is no one who is doing this position and the curriculum process is difficult and time consuming.

At this time this position is not supported by the Dean of Instruction for Career Technical Education and Workforce Development.