

Child Development Department
Annual Unit Plan for Academic Year 2018-2019
October 2017

Describe Department/Unit

Connection to College 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 AS-T 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. (Child Development Advisory Committee 9/14/04, revised 10/25/12, revised Spring 2015)

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity: Actions Taken

Communication was shared with adjunct faculty regarding the gaps in student equity. This prior year NO specific actions were taken since we focused on identifying and understanding the student equity gaps.

Student Equity: Gaps to be Addressed

Age: 19 or younger

Gap Identified:

CHDV retention is 79%, collegewide retention is 88%

CHDV success is 44%, collegewide success is 71%

Ethnicity: Hispanic

Gap Identified:

CHDV success is 55%, collegewide success is 67%

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

This prior academic year so specific actions were taken, the improvements and changes were made in previous years after assessing SLOs. This past year CHDV assessed PLOs for Program Review, due Spring, 2018.

Assessments completed in the prior academic year

This prior academic year CHDV assessed PLOs, all SLOs had been assessed in the prior 4 years. No SLOs were assessed in this past academic year.

Outcomes Assessment: Gaps to be Addressed

Program Review: Actions Taken

Child Development

Year of Last Program Review:

2012

Actions Taken in the Prior Year to Address Strategies:

This past academic year CHDV assessed program learning outcomes in order to prepare for Program Review, due Spring 2018. The strategies were addressed in previous AUPs.

Strategies Still to be Addressed:

CHDV is currently writing the Program Review document, due Spring, 2018. Strategies are being revised and finalized.

Annual Planning: Actions Taken

Apply for CAP Expansion Alignment for Specialization Courses

All courses were revised or developed, have been approved by CIC, aligned with CAP, and added to the program. The CAP specialization courses are all being offered in the 2017-2018 schedule.

Early Engagement Events in ESCC

The Faculty Chair presented at a CHDV conference and workshop in ESCC and continues to be engaged in outreach events for CHDV students.

Community Engagement

CHDV continues to provide support for community events for early education professionals. This is a continual goal. We participated in the Week of the Young Child, the Children's Fair, ESAEYC workshops, IMPACT and First 5 program development meetings, as well as local programs throughout the communities.

Lab School Observation Practices

Lab School Observation Practices have been reviewed and developed, the CHDV department will work on implementation of the practices over the next few semesters.

Online Student Support/Embedded Librarian

Courses have been identified, continuing to work with the librarians to incorporate into specific courses.

CHDV Faculty Summit

Attempted, but not successful due to funding and availability. The CHDV department is looking at other ways to support full-time and adjunct faculty conversations about best practices and to address equity gaps.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Early Engagement Events in ESCC

No additional support needed, travel expenses to the sites through CTE funds are available.

Community Engagement

No additional support needed.

Online Student Support/Embedded Librarian

No additional support needed.

Adjunct Faculty Communication

Still in process of identifying how best to bring faculty together for these conversations. Not yet sure of the type of assistance needed.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Early Engagement Events in ESCC

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

To support child development students in ESCC, faculty will participate in early outreach events by the college including providing support for students taking online CHDV courses.

Lead Measure of Success:

Outreach events offered that target CHDV students, especially those taking online courses, faculty communication and participation at the ESCC campus.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Increased success and retention in minority students from ESCC, specifically Native American students, who are taking CHDV courses or courses leading to a CHDV certificate, degree, or permit.

Person Responsible:

Lisa Fuller

It addresses a gap in student equity

ESCC is in need of qualified early education professionals, as there are issues with students successfully completing the online courses. CHDV also has gaps in supporting minority students which is part of the identified population of CHDV students in ESCC (Native American and Hispanic/Latina primarily).

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

Community Engagement

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Support local community events specific to enhancing the professional skills of early education professionals.

Lead Measure of Success:

Participation in and support of local events, such as co-sponsoring and department participation in community events like the ESAEYC conference, the Children's Fair, etc. that support professionalism in the early education field. CAREs/IMPACT, First 5 and other agencies also provide local trainings and events that raise awareness of the early education field and are supported by the CHDV academic program.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Cerro Coso sponsorship of the events, mostly providing financial resources to bring in guest speakers.

Person Responsible:

Lisa Fuller

It addresses a program review strategy

Six-Year Program Goals: Funding and staffing for community training events and conferences.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Online Student Support/Embedded Librarian

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

CHDV faculty will work with the Embedded Librarian program to identify intentional ways to support students in developing literacy, research, and APA citation skills through the CHDV program.

Lead Measure of Success:

Specific courses and curriculum will be identified for embedded librarians to participate in to build literacy, research, and APA citation skills throughout the program. Instead of having faculty decide whether they use the embedded librarians or not, embedded librarians will build specific skills into specific courses.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Increase in student success and retention in the courses where the embedded librarians are providing their support, specifically in terms of literacy, research, and APA citations.

Person Responsible:

Lisa Fuller

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

Adjunct Faculty Communication

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Review the Student Success Factors Initiatives with all faculty to guide the rewriting and updating of the CHDV policies and procedures. CHDV is a unique program that teaches teachers so we have already implemented many of the initiatives that came out of the inquiry groups, like informal check-ins, clear expectations, embedded librarian support, providing resource guides, helping to support peer networks, early diagnostic assignments, and student engagement surveys. We will use these initiatives to have a deeper conversation about the expectations of all faculty and to share different ways to support student success and retention.

Lead Measure of Success:

Meetings scheduled and held for the conversations early enough in the year that the initiatives can be implemented for Fall 2018 semester.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Increased completion, success, and retention for students because of the consistency in policies and practices that are clearly communicated throughout the department.

Person Responsible:

Lisa Fuller

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

Evaluate Resource Needs

Facilities

While the Child Development Center located at the Ridgecrest campus has been updated and looks great, there is still an issue of security at the front door and the front office being hidden from the lobby. There needs to be staff at the front desk or some other locking mechanism that allows only those who are supposed to be at the center in the center when children are present.

Information Technology

Marketing

Child Development needs new brochures printed that reflect the changes in our program over the last few years.

Online Marketing: there is a continual need for online marketing of the CHDV program. Suggestions include buying ad space on early childhood websites such as NAEYC, Early Childhood, Child Care Exchange, Early Childhood Today, etc.

Career Days, Orientations, and Community Presentations: CHDV uses many manipulatives to support these types of events which are currently being paid for out of the CHDV Center budget. We request the manipulatives and other supplies for these events be paid for out of VTEA or other CTE funding sources.

Professional Development

Staffing Requests

1000 Category - Certificated Positions

Child Development

Location:

CC Online, Ridgecrest/IWV

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. Ongoing courses are usually under capacity if offered. The online courses offered are at or exceed 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.
 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. We are also building programs in the California City and Tehachapi Correctional Institutions where there is an increasing demand for the courses.
 6. Child Development is consistently on the top ten list of jobs with the greatest number of opening 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 state wide 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 few 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 statewide 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 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 to experience many different ways of being teachers and helping them to see there is no one right way to teach young children.
 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
 8. In support of your proposal, provide the following data:
 - a. size of wait lists: 200
 - b. Department productivity, previous year: 15.7
 - c. 2.40 full time faculty are currently in the department. 0.40 because we have a faculty member on optional workload reduction who has declared her intention to retire January 6, 2019.
 - d. Number of adjunct faculty: 13
 - e. Number of certificates awarded, previous year: 40
 - f. Number of degrees awarded, previous year: 113
 - g. Core curriculum classes include 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. Number of students at first day (3511) and census (2760), previous year

2000 Category - Classified Staff