

Child Development Department
AUP for Academic Year 2019-2020
October 2018

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

CHDV completed Program Review in Spring 2018. Discussion around equity gaps were mostly about identifying and understanding the gaps. Since CHDV is a mostly online program, more research is needed to identify strategies for addressing the gaps in the online environment. We are currently working on developing the COR 8 courses for the OEI Exchange as well as developing online education resources (OER). Both of these initiatives will hopefully help students be more successful in the courses since accessibility issues will be addressed and students will have access to the course content without having to buy the expensive textbooks.

Student Equity: Gaps to be Addressed

Age: 19 or younger

Gap Identified:

CHDV retention has increased from 79% to 83%, much closer to the college retention of 89%

CHDV success has only increased one point from 44% to 45%, still much less than the college success of 73%.

Anecdotally, the low success may have to do with the cost of textbooks since many students are trying to complete our courses without a textbook. While this population is only 5% of our total population, we believe the work we are doing on open educational resources (OER) will help close the success gap.

Ethnicity: Hispanic

Gap Identified:

CHDV success is 56%, college success is 69%.

Anecdotally, the low success may have to do with the cost of textbooks since many students are trying to complete our courses without a textbook. This is our largest population in the department with 41% of our total. We believe the work we are doing on open educational resources (OER) will help close the success gap.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

CHDV completed the Program Review cycle in Spring, 2018 so no course or program level outcomes were assessed.

Assessments completed in the prior academic year

CHDV completed the Program Review cycle in Spring, 2018 so no course or program level outcomes were assessed.

Outcomes Assessment: Gaps to be Addressed

Program Review: Actions Taken

Child Development

Year of Last Program Review:

Spring 2018

Actions Taken in the Prior Year to Address Strategies:

CHDV completed the Program Review cycle in Spring, 2018 so no actions were taken to address strategies.

Strategies Still to be Addressed:

CHDV is starting a new Program Review cycle this academic year.

Annual Planning: Actions Taken

Early Engagement Events in ESCC

CHDV C104 is being offered via iTV to Bishop and Mammoth campuses in Fall 2018. CHDV C106 is being offered via iTV to Bishop and Mammoth campuses in Spring 2019. The Faculty Chair participated in Fall 2018 engagement activities. Efforts to offer onground support for CHDV students in ESCC are continuing.

Community Engagement

Support for local community events was not provided during the 17-18 academic year. Hopefully we will be able to provide support for community events in the future.

Online Student Support/Embedded Librarian

A plan was developed with Lisa Fuller, Faculty Chair, and Julie Cornett, Librarian, to develop the embedded librarian project in specific courses that will have the most effect on students, mainly in the GE courses of the COR 8. These plans will be further developed and implemented in the next program review cycle.

Adjunct Faculty Communication

Communication is ongoing with adjunct faculty with different methods and modes of communicating being attempted.

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

CTE support of the Dean is needed to be able to provide resources to assist with the community events.

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. Would like whatever committees are involved with the adjunct day in November to consider how to incorporate online faculty not in our service area into the event.

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 campuses.

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:

Faculty Chair

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, Goal 4: Enhance Community Connections

Online Student Support/ Embedded Librarian

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Communicate and implement the plan developed by the Faculty Chair and Librarian to include the embedded librarian resources intentionally throughout the CHDV COR 8 courses.

Lead Measure of Success:

Specific courses and curriculum have been identified for the embedded librarian resources to build literacy, research, and APA citation skills throughout the COR 8 courses. The specific assignments and strategies will be built into the identified courses: CHDV C100, CHDV C104, CHDV C106, and CHDV C203.

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:

Faculty Chair, Librarian

It addresses a gap in student equity

Providing consistent development of research literacy skills will address the success of all populations.

Which strategic goal does this initiative address?

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

Open Education Resources (OER)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Develop open education resources for online COR 8 courses. We are beginning with CHDV C100 and CHDV C102, but want to explore the use of OERs for the COR 8 courses. Curriculum packages will be developed for adjunct faculty to implement in their courses.

Lead Measure of Success:

OERs will be identified and/or developed for the COR 8 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:

Increased success and retention of students.

Person Responsible:

Full-time faculty assigned to each course

It addresses a gap in student equity

With OER all students will have equal access to the course materials instead of having to rely on students purchasing textbooks.

Which strategic goal does this initiative address?

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

Online Education Initiative (OEI) Exchange

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

All faculty will begin submitting courses for the OEI Exchange.

Lead Measure of Success:

CHDV courses will be successfully approved for the OEI Exchange, beginning with the COR 8 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:

Increased success and retention of students.

Person Responsible:

Faculty Chair, faculty teaching each course section

It addresses a gap in student equity

All populations will be effected as courses are redeveloped as issues of accessibility and consistency in the program are addressed.

Which strategic goal does this initiative address?

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

Evaluate Resource Needs

Facilities

While the Child Development Center located at the Ridgecrest campus has been updated, 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

Child Development faculty, both full-time and adjunct, need to attend conferences throughout the year to stay connected with the political changes happening at the state and federal level. We would like to request ongoing funding for all faculty to attend conferences.

One of the main initiatives in Child Development is to communicate more effectively with adjunct instructors to share the various ways we are supporting students online and to support the OER and OEI work that is being completed in the field. We would like to host a summit to bring all faculty together at least online to norm the new SLO assessments and align the OER and OEI work since several faculty teach most of the courses.

Research and Data

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 state-wide 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 or exceed capacity on the first day of the semester.
3. All of the CHDV courses are "core mission". The CHDV program is aligned state-wide through CAP and all courses lead to a certificate or degree.
4. No, courses are not overscheduled. Courses are underscheduled.
5. CHDV offers more than 90% of our courses online. There is capacity to offer more online courses. With new state-wide community college initiatives to support credentialed teachers there are programs that have the potential to increase demand for CHDV courses.
6. 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 at Cerro Coso is a unique program because we are aligned state-wide 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 consistently work 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 state-wide 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 state-wide programs, we have been able to market throughout the state because of our association with the Child Development Training Consortium (CDTC) and California Early Childhood Mentor Program (CECMP). The full-time faculty have been diligent in making sure our curriculum and programs have the rigor to address state-wide 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:
 1. size of waitlists: 72
 2. Department productivity, previous year: 14.0
 3. 2.30 full time faculty are currently in the department. 0.30 because we have a faculty member on optional workload reduction who has declared her intention to retire January 6, 2019.
 4. Number of adjunct faculty: 12
 5. Number of certificates awarded, previous year: 51
 6. Number of degrees awarded, previous year: 9
 7. 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.
 8. 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.
 9. Number of students at first day (3248) and census (2684), previous year.

2000 Category - Classified Staff