Child Development Department
Annual Planning for Academic Year 2015-2016
Planning Year 2014

Description Of Department/Unit

Mission/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. (revised by Child Development Advisory Committee 9/14/04, rev 10/25/12)

Student Equity

Student Equity

Participation of various ethnic groups in CHDV are higher than or comparable to college-wide levels. Male early education professionals has been identified as an under-represented group within the CHDV program since male participants make up only 8-10% of the student population. This level of participation is comparable to state-wide participation levels in the field and is the result of early education being stereotypically seen as a job for women. The issues of lower pay for a higher required education also makes the field less enticing for male students. The CHDV department will continue to address this discrepancy in population by including images of men working in the field in brochures and ads, including male speakers at outreach events like local workshops and conferences, and consistently addressing the role of males in the workforce with potential new students.

Review And Planning

Progress Made on Program Review

Child Development

Year of Last Program Review:

2012

Progress in the last year on Three-Year Strategies:

Hire 1 additional, full-time faculty
The department has been requesting another full time faculty member continually for many years with the exception of last year due to budget issues. This requirement is becoming more critical each year as and has reached a tipping point since one of our full time faculty members has gone on a reduced load with the intent on retiring in the next few years.

Dedicated CHDV classroom space in the IWV CDC/lab school Completed and ongoing.

Increase number and depth of lab experiences.
Coordination between coursework and lab experiences. – All courses require an observation. Ongoing discussions about stronger linkages between coursework and lab experiences.

Completion of state approval for our AS-T degree in Child Development
All AS-T courses CID approved in Spring 2013. AS-T degree has been completed and approved by the state.

SLO assessment.

Continue recent process so that SLO assessment is fully integrated in all course offerings. Assessments are all top-down, with the assessment tool being implemented in every course offering, even if collection of assessment data is not planned. The department is using a schedule to track SLO assessment of each course, and when gaps are identified, to schedule reassessment. After assessment the COR is reviewed, and SLOs are revised to remain current with CAP alignment. We will continue to follow the SLO assessment schedule, discuss SLO processes within our department, and train adjunct faculty. CHDV faculty Vivian Baker is the Cerro Coso SLO Coordinator and contributes greatly to our understanding of expectations and current developments about best practice.

PLO's revised and assessed.
Complete process of refining PLOs. PLOs have been presented within department and advisory meetings, feedback has been incorporated into PLOs. The PLOs will be submitted to CIC in spring 2015. CHDV faculty Lisa Fuller contributes greatly to our understanding of current thinking about best practices due to her ongoing Ph.D. work.

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.

Last year (2013-14) Counseling worked with the department and students to identify completers and assist them through the paperwork to receive certificates and degrees. Professsor Fuller also provided a list of students that completed permits through the California Commission on Teacher Credentialing as a potential way to count completers that may not otherwise be counted.

In the upcoming year, the VTEA plan has funding to have our completers contacted and tracked through Santa Rosa Junior College District. Additionally, the Class to Career (C2C) strategy will target persistence and completion with intentional intervention in classes to provide information and guidance to students.

Progress in the last year on Six-Year Strategies:

The department continues to request the addition of full time faculty to meet the needs of the program.

The department has requested and received funding for co-sponsorship of conferences, and is requesting funds for 2015-2016.

Year of Last Program Review:

Progress in the last year on Three-Year Strategies:

Progress in the last year on Six-Year Strategies:

Six-Year Program Goals
Funding and staffing for community training events and conferences
Student Learning Outcome and Program Assessment
Explore possibility of AA degree accreditation from NAEYC.

Action Plan for Achieving Six-Year Goals
Funding and staffing for community training events and conferences
ESAEYC conference supported by VTEA funds in 2013
Requests for funds will be made for 2015 and 2017
ESAEYC requested and received $3,500 from Cerro Coso to co-sponsor the October 2013 conference
Child Development Summit to provide adjunct faculty professional development in student and program learning outcomes was proposed for VTEA and funded. Event will occur in February 2015.

Student Learning Outcome and Program Assessment Program Learning Outcomes have been revised and will be submitted to CIC Spring, 2015. An assessment plan will be developed in 15-16 to be implemented before our next Program Review is due in 2018. All scheduled SLO assessments were completed, will continue to assess SLOs based on schedule. Will review SLOs that need to be reassessed.

Explore possibility of AA degree accreditation from National Association for the Education of Young Children (NAEYC)
This was evaluated and determined not to be feasible at this time as the NAEYC does not align with the California Alignment Project.

Progress Made on Outcome Assessment

CHDV C107: The assessments were not completed correctly by the faculty teaching the course, demonstrating a need for adjunct faculty training in SLO assessments. The department determined that CHDV C107 needs to be reassessed after adjunct faculty training has occurred to ensure the appropriate assessments are included in the course.

CHDV C111 - SLO: Analyze childcare environments for impacts on children's behavior. The target of performance was not achieved. The assessment seems to be appropriate for the outcome. Students seem to have a more difficult time with the higher order levels of analysis. More focus on analyzing environments will be included in the course. The SLO is scheduled to be reassessed in Fall 2018.

Type:

SLO

Semester Assessed:

Fall 2013

Target Missed/Gap Detected:

CHDV C107 – all sections offered were assessed. All SLO's > 70% attainment. No gaps.

CHDV C111 - SLO: Analyze childcare environments for impacts on children's behavior. The target of performance was not achieved. The assessment seems to be appropriate for the outcome. Students seem to have a more difficult time with the higher order levels of analysis.

Analysis and Plan:

CHDV C107 - No improvement needed

CHDV C111 - More focus on analyzing environments will be included in the course. The SLO is scheduled to be reassessed in 2018.

CHDV 125: Data was gathered in Spring 2014 and will be reviewed by the department in Fall 2014.

CHDV 121: Scheduled for assessment spring 2014. The validity of the data collected was questionable, and did not adequately represent all four course offerings.

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

CHDV 125: Data was gathered in Spring 2014 and will be reviewed by the department in Fall 2014.

CHDV 121: The assessment for SLO #1 has been identified as ineffective and inappropriate, and causing confusion.

Analysis and Plan:

CHDV 125: Data was gathered in Spring 2014 and will be reviewed by the department in Fall 2014.

CHDV 121: The decision was made to reassess the course in Fall 2015, after the course has gone through CIC, to update and realign the SLOs with CAP.

CHDV 145 and CHDV 149 are scheduled to be assessed. These courses are not offered every semester, so assessment

data will be gathered from the fall 2014 and the preceding semester.

Type:

SLO

Semester Assessed:

Fall 2014

Target Missed/Gap Detected:

CHDV 145 and CHDV 149 are scheduled to be assessed.

Analysis and Plan:

CHDV C145 and 149 will be assessed in Fall 2014 adnd gaps will be identified and addressed in the AUP 2016-17.

CHDV 200 and 203 are scheduled to be assessed.

Type:

SLO

Semester Assessed:

Spring 2015

Target Missed/Gap Detected:

CHDV 200 and 203 are scheduled to be assessed.

Analysis and Plan:

CHDV 200 and 203 are scheduled to be assessed.

CHDV 205 and CHDV 207 are scheduled to be assessed.

Type:

SLO

Semester Assessed:

Fall 2015

Target Missed/Gap Detected:

CHDV 205 and CHDV 207 are scheduled to be assessed.

Analysis and Plan:

CHDV 205 and CHDV 207 are scheduled to be assessed.

CHDV 241, 251, 252, and 281 are scheduled to be assessed.

Type:

SLO

Semester Assessed:

Spring 2016

Target Missed/Gap Detected:

CHDV 241, 251, 252, and 281 are scheduled to be assessed.

Analysis and Plan:

CHDV 241, 251, 252, and 281 are scheduled to be assessed.

Progress Made on Prior Year Initiatives

Rebuild IWV On-ground Child Development Program

Progress Made:

Courses have been scheduled on IWV campus in the Child Development Center. Initial enrollment numbers were low when Associate Teacher Certificate (CHDV 100, 102, 104, 106) were offered. We strategically are offering CHDV classes that also count for General Education, so the IWV pathway shows CHDV 104, 106 and 125. Students can take CHDV 100 and 102 online and still earn the certificate. The enrollments have been growing.

Learning Outcomes: Program Learning Outcomes (PLO's) and Student Learning Outcome Assessments (SLOA's)

Progress Made:

Program Learning Outcomes and Student Learning Outcomes are in the process of being completed. All identified courses that were scheduled have been assessed and the results have been evaluated or will be discussed this fall.

Student Success -- Investigate Changing Success Rates & AS-T

Progress Made:

The AS-T for Child Development has been approved by the state and will be offered.

Initiatives for Next Academic Year

Advisory Committee Expansion

Strategic Plan Goals Addressed:

1,3

Action Plan:

Contact new Child Development centers and professional and invite them to participate in the Advisory Committee.

Measure of Success:

Contacts will be made and invitations sent out to new centers or potentially new members.

Expected Completion:

Spring 2016

Person Responsible:

Faculty Chair

Designed:

It is designed to increase student success

Student Experience:

Post-Graduation

Employment Placement Identification

Strategic Plan Goals Addressed:

1,2,3

Action Plan:

Child Development faculty will evaluate data and develop strategies for employment placement reporting. This is contingent upon data being provided by the CTE Dean for Employment Study done by Santa Rosa College District in the Spring of 2017.

Measure of Success:

Child Development faculty will evaluate and develop strategies for employment placement reporting. This is contingent upon the data being provided by the CTE Dean.

Expected Completion:

Spring 2017

Person Responsible:

CTE Dean

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, Post-Graduation

Resource Needs

Facilities

Child Development is a primarily online program with a few onground classes offered at IWV and KRV. 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 evenings. We do not anticipate any further space being required. Child Development Lab Schools. The CCCCCDCs in California City and Ridgecrest provide opportunities for local students (taking both online and onground courses) to complete the observation and practicum requirements 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.

Information Technology

Child Development will need two complete computer systems for new faculty expected to start in the Fall 2015 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 a docking station. Additionally she needs to be added to the replacement cycle list. There is a need to upgrade Lisa Fuller's telephone from the old system to the new system so she can participate in statewide conference calls.

Marketing

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

Professional Development

Ongoing professional development is needed by both full time and adjunct faculty in Child Development. Child Development sponsors the ESAEYC conference ($3,500), adjunct summit ($6,000) 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.

Staffing

CHDV AUP 2015-2016 1. Are there too few or too many students enrolling for particular classes or majors? There is sustained, high demand for CHDV classes which accounted for 20.2% of all Cerro Coso enrollments in 2013-2014. There were ~56 full-time faculty at Cerro Coso in 2013-2014. If the CHDV discipline had an equitable number of full-time faculty there would be 11.2 full-time faculty in CHDV. Instead, there were 3. Child Development was the 2nd highest FTES producing discipline in 2013-2014: • Math 351.4 FTES • CHDV 260.2 FTES • English 250.2 FTES There are currently 2.7 full-time faculty in CHDV. 0.70 because we have a faculty member on optional workload reduction who has declared her intention to continue on reduced workload until retirement. In 2010-2011, the year before the 3rd full-time faculty was hired, only 19% of CHDV sections were taught on full-time faculty contract. In 2013-2014, 21.75% of all CHDV courses were taught on full-time faculty contract. Highest FTES producing disciplines and % of courses taught on full-time faculty contract: • Math 351.4 FTES 47.25% • CHDV 260.2 FTES 21.75% • English 250.2 FTES 42.75% CHDV is requesting to add 2 full-time faculty. To achieve parity with Math and English we would have to add 3. 2. Are there too many courses or programs that are under capacity? No, there are not too many courses that are under capacity. 3. Are courses "core mission"? All of the CHDV courses are "core mission". The CHDV Program is aligned statewide and there are no courses that do not lead to a certificate or degree. The Child Development AS-T degree has been approved by the State. 4. Are courses overscheduled? No, courses are not overscheduled. Courses are underscheduled. 5. Is there capacity to offer courses or programs at different times and/or locations? CHDV offers >90% of our courses online. There is capacity to offer more online courses. 6. Is there a workforce shortage in the service area or region? 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). 7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity? 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. Size of wait lists in the discipline – 633 b. Department productivity, previous year – 14.4 (collegewide was 13.6) c. Number of faculty currently in the department – 2.70 full-time faculty d. Number of adjunct faculty -13 adjunct faculty e. Number of certificates awarded, previous year -20 (up from 9 in 2012-2013) f. Number of degrees awarded, previous year – 4 g. Core curriculum classes – 8 classes h. CTE classes with workforce data (wage/high demand) - 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 is high demand. i. Number of students at first day and census, previous year: First Day = 3,768 Census = 2,969 Students per section – 31 (29% higher than collegewide, 24)

Resource Requests

1000 Category - Certificated Positions

Two Child Development Faculty Member

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2,3,4,5

Estimated Amount of Funding Requested:

$160,000, Ongoing from General Fund.

Detailed Rationale:

CHDV AUP 2015-2016
1. Are there too few or too many students enrolling for particular classes or majors?

There is sustained, high demand for CHDV classes which accounted for 20.2% of all Cerro Coso enrollments in 2013-2014. There were ~56 full-time faculty at Cerro Coso in 2013-2014. If the CHDV discipline had an equitable number of full-time faculty there

would be 11.2 full-time faculty in CHDV. Instead, there were 3.

Child Development was the 2nd highest FTES producing discipline in 2013-2014:

• Math 351.4 FTES
• CHDV 260.2 FTES
• English 250.2 FTES

There are currently 2.7 full-time faculty in CHDV. 0.70 because we have a faculty member on optional workload reduction who has declared her intention to continue on reduced workload until retirement. In 2010-2011, the year before the 3rd full-time faculty was hired, only 19% of CHDV sections were taught on full-time faculty contract. In 2013-2014, 21.75% of all CHDV courses were taught on full-time faculty contract.

Highest FTES producing disciplines and % of courses taught on full-time faculty contract:

• Math 351.4 FTES 47.25%
• CHDV 260.2 FTES 21.75%
• English 250.2 FTES 42.75%

CHDV is requesting to add 2 full-time faculty. To achieve parity with Math and English we would have to add 3.

2. Are there too many courses or programs that are under capacity?

No, there are not too many courses that are under capacity.

3. Are courses "core mission"?

All of the CHDV courses are "core mission". The CHDV Program is aligned statewide and there are no courses that do not lead to a certificate or degree.

The Child Development AS-T degree has been approved by the State.

4. Are courses overscheduled?

No, courses are not overscheduled. Courses are underscheduled.

5. Is there capacity to offer courses or programs at different times and/or locations?

CHDV offers >90% of our courses online. There is capacity to offer more online courses.

6. Is there a workforce shortage in the service area or region?

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).

7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?

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. Size of wait lists in the discipline – 633

b. Department productivity, previous year – 14.4 (collegewide was 13.6)

c. Number of faculty currently in the department – 2.70 full-time faculty

d. Number of adjunct faculty -13 adjunct faculty

e. Number of certificates awarded, previous year -20 (up from 9 in 2012-2013)

f. Number of degrees awarded, previous year – 4

g. Core curriculum classes – 8 classes

h. CTE classes with workforce data (wage/high demand) - 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 is high demand.

i. Number of students at first day and census, previous year:

First Day = 3,768

Census = 2,969

Students per section – 31 (29% higher than collegewide, 24)

2000 Category - Classified Staff

CurricuNet Specialist

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2

Salary Grade:

DA III or Program Manager?

Number of Months:

10

Number of Hours per Week:

40

Salary Amount:

$60,000, Ongoing from General Fund.

Detailed Rationale:

There is a need for a full time CurricuNet specialist to assist facuty and the college with CurricuNet. Full time faculty often have questions or 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 techncial problems arise.

4000 Category - Supplies and Equipment

Advisory Committee Meetings

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

$1,500 annually, Ongoing from General Fund.

Detailed Rationale:

To build and expand Advisory Committee, face to face meetings are required. These connections not only aid input into the curriculum and program, but assist the students in observation locations, internships and placements.

Professional Development

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

$14,500, Ongoing from General Fund.

Detailed Rationale:

Professional development for faculty is important to meet the ever growing requirements not only locally, but statewide. Attendance at state-wide meetings, professional conferences and to provide discipline specific training for our adjuncts. Child Development bi-annually supports the ESAEYC conference which provides professional development to faculty ($3,500) specialized adjunct training summits ($6,000) and attendance at conferences/meetings ($5,000).

Telephone Upgrade - Fuller

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

Unknown, One-time from General Fund.

Detailed Rationale:

Lisa Fuller has an old phone and needs it upgraded to attend webinars and state-wide conferences.

General Office Supplies

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

$200, Ongoing from General Fund.

Detailed Rationale:

General Office supplies to use for instruction

5000 Category - Service, Utilities, and Operating Expenses

Heating/Cooling/Pollen in West Bridge Faculty Area

Location:

Priority:

High

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

Unknown, Ongoing from General Fund.

Detailed Rationale:

Heating and cooling problems have long been a problem in the west bridge area and needs to be remedied. In addition, there is a pollen problem as it creeps through the HVAC vents of the offices and ends up all over the desk. This is a problem for our faculty with allergies.

6000 Category - Capital Outlay

None

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale: