Child Development Department
Annual Unit Plan for Academic Year 2017-2018
October 2016

Describe 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. (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

CHDV retention is 77% success is 42%; college wide retention is 87% success is 69%

Population:

Age: 19 or younger

Analysis and Plan:

For this younger age group the retention and success is significantly lower than the college wide percentages. This is an age group that needs more research since this population is often just entering the field of early education.

CHDV retention is 78% success is 39%; college wide retention is 85% success is 69%

Population:

Gender: Male

Analysis and Plan:

CHDV is a predominantly female oriented program with only 6% of students being male. The retention and success rates in CHDV for men participating in the program is significantly lower than the college-wide average. This discrepancy needs more investigation to figure out how to better support men who choose to participate in CHDV courses.

CHDV success 34%; college wide success 44%

Population:

Ethnicity: African American

Analysis and Plan:

African American students make up 7% of the CHDV program for a total of 102 students. The lower success rate is of concern, however, the issue seems to be college wide since this ethnicity has the lowest success rate of all ethnicities.

CHDV success 55%; college wide success 65%

Population:

Ethnicity: Hispanic

Analysis and Plan:

The Hispanic/Latino population makes up the largest group (43%) of the CHDV program this year. While the retention rate is close to the college wide average, the success rate is 10% lower.

Outcomes Assessment: Overall Report

Based on the assessment of SLOs, the CHDV department realized that while the importance of SLO assessments and the SLO assessment tools was communicated with adjunct instructors, not everyone was responsive to including the assessment tools in their classes. It was decided that we would hold a CHDV Summit where all faculty could get together to discuss and share SLO assessments and tools, ask clarifying questions, and develop the SLO assessment process together. We held our first CHDV Summit in Spring, 2015 to provide training to the adjunct faculty on SLO assessments and what the expectations are for their online courses. The assessment process also highlighted SLO assessments that were not working for courses, students, or instructors and we were able to develop better assessment tools to meet everyone's needs and more accurately capture students' learning. In Spring 2016 the CHDV Summit was not held because of the inability to get faculty to agree on and commit to a date. Instead, the CHDV department is focusing on communicating outcome assessment expectations in the evaluation process as well as in the department meetings held each semester.

Outcomes Assessment: Gaps Identified in Prior Year's Assessments

CHDV C205 assessed Fall 2015: Choose relational responses, responses that support learning and the relationship, when implementing infant/toddler curriculum

Type:

SLO

Target Missed/Gap Detected:

New assessment tools need to be developed for the new SLOs once approved by CIC. The revised COR includes a detailed topical outline which will be useful when developing new SLO assessment tools.

Type of Gap:

Need for revision to outcomes.

Analysis and Plan:

This SLO was not at the community college level. The appropriate level of expectation for community college students is reflected in the new SLOs.

CHDV C200 assessed Spring 2016 Complete systematic observations using a variety of methods of data collection to asses the impacts of the environment, interactions, and curriculum on children's development and behavior.

Type:

SLO

Target Missed/Gap Detected:

The first two concepts were assessed through a child portfolio. For this portion of the assessment, students did very well at 80% (observations) and 100% (artifacts). The gap identified is tha the second assessment (child assessment) did not ask students to reflect on the impact of the environment, interactions, and curriculum on the child's development and behavior.

Type of Gap:

Need for revision to assessment method.

Analysis and Plan:

The second assignment will be modified to specifically include, "The narrative...will specify modifications that could be made to the environment, interactions, and curriculum to assist the child in their progression of development and positive behaviors".

Progress Made on Program Review

Child Development and Education

Year of Last Program Review:

2012

Progress in the last year on two-year strategies:

- Hire 1 additional, full-time faculty: will continue to request this hire, have not yet been able to obtain approval.
- Dedicated CHDV classroom space in the IWV CDC Lab school: Achieved, but we did not teach in the space in spring 2016 nor during the 2016-2017 academic year. It is hoped this space can be used to develop an onground component to the CHDV program.
- Increase number and depth of lab experiences: This is a continual conversation, every class requires an observation component and the observation guidelines developed in the 16-17 academic year will be implemented in the 17-18 academic year.
- The AS-T degree in Child Development was completed and is currently being advertised.
- SLO assessment - on track to have all SLOs assessed by Spring 2017 in time for the CHDV Program Review
- PLO revision and assessment - PLOs were revised early in the PR process and will be assessed during the 16-17 academic year in preparation for the completion of the CHDV Program Review in Spring 2018.
- An institutional researcher is in the process of being hired so hopefully there will be some progress on working with employment and transfer students for gathering data for PLO assessments.
- Still in process, with all of CTE, in developing a system for tracking completions systematically.

Progress in the last year on five-year strategies:

- Funding and staffing for community training events and conferences: there are continual changes to the processes and with the turnover with the CTE Dean position the CLASS training fell through. There is a need to continue to support the local conference and training events presented by the ESAEYC and throughout the service area. These events support the early learning profession in developing as a profession and supports the local child development centers in our service area directly. In co-sponsoring events like the local conference, we are aligning Cerro Coso Community College with the child development profession and providing support for societal change like men in childcare.
- SLO and PLO assessment: ongoing and on track to be completed by the next Program Review in Spring, 2018.
- NAEYC AA degree accreditation: This option was explored and it was decided that at this time this is not a feasible process for the CHDV department to participate in. Not only is it time consuming and we do not have enough faculty to support the process, it also requires a yearly fee to maintain currency.

Progress Made on Prior Year Initiatives

Advisory Committee Expansion

Contact was made with all CHDV centers within the service area and invitations were sent out. There is a larger email list now for invitations for the advisory committees. Hopefully there will continue to be an increase in participation as relationships are developed and maintained.

Employment Placement Identification

Since there was no follow through with Santa Rose College District and the support and data was not available this initiative has been withdrawn.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Early Engagement Events in ESCC

Action Plan:

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

Measure of Success:

Increased success and retention in minority students from ESCC who are taking Child Development courses or courses leading to a Child Development certificate, degree, or permit.

Person Responsible:

Lisa Fuller, Faculty Chair

It addresses a gap in student equity

ESCC is in need of qualified early education professionals, but 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).

Strategic Goal 1: Maximize Student Success

Objective 3: Increase Student Engagement

Strategy: Increase scope and use of ESCC Learning Assistance Center

Strategy: Improve online student engagement

Strategic Goal 2: Advance Student Equity Measures

Objective 1: Close Achievement Gaps

Strategy: Narrow gaps in access for underrepresented groups (40 and older, Native American, Hispanic/Latina)

Strategic Goal 3: Ensure Student Access

Objective 2: Be the higher education option of first choice

Strategy: Optimize strategies for recruitment and outreach (ESCC)

There has been a struggle in the ESCC with students successfully completing the required CHDV courses to maintain a current permit. When Lisa has gone to workshops and presentations in the ESCC to review transcripts for permit applications she has noticed that the early education professionals have taken years of classes but only passes a few of them. With CHDV being a mostly online program, there is concern that students from the ESCC may not be prepared to learn in the online environment. While we cannot support onground courses in the ESCC because of low enrollments, we would like to offer an onground 'course' at a computer lab where anyone taking CHDV courses or any courses leading to a CHDV permit could come to work in study groups with a CHDV professor as support. This would allow students to learn the skills to be successful in the online environment with support from a faculty member as well as provide for group learning opportunities which have been shown to be preferred in the minority populations present in the ESCC.

VTEA Core Indicator:

Core Indicator 3: Student Retention or Transfer

Provide mentors and role models for assistance and encouragement

Requirements for use of VTEA funds:

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of

academics with CTE programs.

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based

learning experiences.

8. Provide services and activities that are of sufficient size, scope, and quality to be effective.

We are requesting funding to pay for .20 load of one (1) full-time faculty member and the travel costs associated with driving to the ESCC to provide onground lab support for CHDV students. The faculty member will be expected to participate in the pre-semester early engagement activities of the ESCC and to provide onground lab support for the first 4 weeks of the semester, 2 weeks at the midterm, and 2 weeks at the end of the semester. Overnight hotel stays may be required in order to provide the services in both Bishop and Mammoth.

Community Engagement

Action Plan:

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

Measure of Success:

The co-sponsorship and department participation in community events like the ESAEYC events and conferences, the Children's Fair, etc. that support the professionalism of the early education field. CAREs/IMPACT, First 5 and other agencies in the field also provide local trainings and events. These events raise awareness of the early education field and it is important to have the CHDV academic program and Child Development Centers represented.

Person Responsible:

Lisa Fuller, Faculty Chair

It addresses a gap in student equity

Strategic Goal 1: Maximize Student Success

Objective 3: Increase Student Engagement

Strategy: Improve online student engagement

Strategic Goal 4: Enhance Community Connections

Objective 1 - Provide Workforce and Economic Development Programs that Respond to Local Industry

The Eastern Sierra Association for the Education of Young Children (ESAEYC) is a grass roots organization that is a subsidiary of the Kern Association for the Education of Young Children (KAEYC), the California AEYC (CAEYC), and the National AEYC (NAEYC). This is the professional organization for early learning professionals in our service areas and they provide trainings, conferences, and workshops locally so those in our service area do not have to travel to Bakersfield or further urban communities to get the services and trainings they need to meet licensing and other state guidelines. It is vitally important that we continue to support the local industry represented by the ESAEYC. Our local communities also host events like the Children's Fair and Week of the Young Child to build a sense of professionalism and connection to the community. These events and activities provide unique opportunities for our online students within our service area to network and develop a sense of community onground, in person. It is vital that the Cerro Coso CHDV programs co-sponsor and are present at these events to recruit students as well as increase student engagement in the online courses and programs.

VTEA Core Indicator:

Core Indicator 4: Student Placement

Maintain strong working relationships with advisory committees and employers

Ensure that students have appropriate job soft skills in addition to technical skills (dress, conduct, timeliness, working well with others)

Core Indicator 5a:Nontraditional Participation

Student participation in career and technical education programs that lead to employment in fields non-traditional for their gender.

These community sponsored events also allow for a focus on recruitment of under repesented groups in the field, specifically men. The conferences include male presenters and can address societal issues related to men in the early education field that we as a college program are unable to address. For example, the conference scheduled for 2015-2016 focuses on STEM programs in early education and how to incorporate subjects/careers that are more male oriented into the early education environment to attract and retain men in the field.

Requirements for use of VTEA funds:

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.

8. Provide services and activities that are of sufficient size, scope, and quality to be effective.

9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs or high-skill, high-wage or high-demand occupation that will lead to self-sufficiency.

We are requesting funding to co-sponsor and support local initiatives related to the early education field. In the even years (2016-2017) this includes supporting local workshops and activities. In the odd years (2017-2018) this includes supporting the ESAEYC conference. Travel expenses are also requested to support full-time faculty travel to events and activities throughout the service area. There are usually 2-3 events in the ESCC in partnership with CAREs/IMPACT and First 5. We would like to also develop these relationships at the other sites.

We are also requesting marketing funds to provide take-aways at the events (i.e., pens, hand sanitizer, notepads, etc.) that promote our programs (CHDV department and child development center).

Online Student Support/Embedded Librarian

Action Plan:

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

Measure of Success:

Specific courses and curriculum will be identified for embedded librarians to participate 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.

Person Responsible:

Lisa Fuller, Faculty Chair

It addresses a gap in student equity

CHDV is a mostly online program and we require APA for all research. Unfortunately students struggle in this area and come to the CHDV program underprepared for the research aspect of our courses. Building these skills into and throughout the CHDV program allows for consistency in implementing APA standards into all courses and provides continuity in expectations so that students not only understanding the expectations of using APA, but also develop specific research and literacy skills that are specific to the field of child development. Providing the skills throughout the program also means that those groups that are generally less successful in the program will have extra support in developing the skills necessary for success in the program and field.

Adjunct Faculty Communication

Action Plan:

Identify and develop ways to communicate with adjunct faculty about the importance of SLO assessments and the Program Review process.

Measure of Success:

Department procedures and practices identified and agreed upon for consistency throughout the program. For example, student engagement practices, embedded librarian, SLO assessments, Canvas tools, and any other initiatives identified by the department.

Person Responsible:

Lisa Fuller, Faculty Chair

It addresses a gap in student equity

Strategic Goal 1: Maximize Student Success

Objective 1: Increase Completion

Strategy: Improve CTE completion rate in CHDV

Objective 3: Increase Student Engagement

Strategy: Improve online student engagement

Strategic Goal 2: Advance Student Equity Measures

Objective 1: Close Achievement Gaps

Strategy: Narrow gaps in access for underrepresented groups

Strategic Goal 5: Strengthen Organization Effectiveness

Objective 1: Provide Effective Professional Development

Strategy: Provide targeted professional development for faculty to support goals, objectives, strategies, and actions in this Strategic Plan CHDV relies on adjunct instructors to teach the majority of courses in our program. This is mostly because our requests for full-time faculty hires have not been addressed. Being an online program, our faculty live throughout California. 3 adjuncts live in Ridgecrest, 2 live in Lake Isabella, and 8 live outside of our service area. While we have meetings every semester supported by CCCConfer, this is not the best way to provide training and information on meeting college, district, and state guidelines for SLOs, assessments, and make department decisions. In Spring 2015 we had a CHDV Summit and only adjuncts within our service area attended so many of the issues in the department were not addressed. Since we have identified student equity gaps in our program, and the Spring 2016 summit did not occur, we need to identify other ways to provide training on the results of college-wide and department initiatives related to student equity. We plan on presenting information identified from the Inquiry Groups, Class to Career, as well as our own initiatives related to the embedded librarian program and the CAP aligned specialization courses.

VTEA Core Indicator:

Core Indicator 2: Credential, Certificate, or Degree

It is important that all faculty understand the changes being made in the program if the initiatives are to be successful

Core Indicator 3: Student Retention or Transfer

A better aligned program with specific strategies like Class to Career and the Embedded Librarian program will increase retention and students' preparation for transfer.

Core Indicator 5:Nontraditional Participation and Completion

Training will allow the department to strategize on how best to use the findings of the initiatives to support men in the program and field.

Requirements for use of VTEA funds:

5. Provide in-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.

Evaluate Resource Needs

Facilities

Child Development and Education is primarily an online program with a few classes offered at IWV and KRV. At IWV, classes are being offered in the Child Development Center which has been successful so we want to maintain the adult classroom. 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:

TheCCCCCDCs in California City andRidgecrest provide opportunities for students within our service area taking both online and onground courses to complete the observation and practicum requirements of the CHDV program in a quality early learning environment in line with the college coursework and best practices. Other programs like Nursing and Health Services also rely on the CDC for observations and practicums. It is important to the CHDV program that these facilities are maintained according to developmentally appropriate guidelines that represent best practices in the field. Currently, the CDC located in Ridgecrest is outdated and not representative of best practices. Some of the issues are the flooring, paint scheme, lack of security at the front door, the front office being hidden from the lobby, and older furniture and equipment that is beginning to break down.

Information Technology

Online Library Resources:

eBooks: since CHDV is a mostly online program, we would like to have a more robust eBooks collection to support our online students. We have been working with the Library to identify appropriate eBooks and are not completely aware of all of the necessary technological issues that are included in this process.

Video subscription: CHDV is an observation based field and while we require our students to go out and observe children in their local programs, we do not have the ability to control the quality or content of these observations. With accessibility issues (needing closed captioning, etc.) the current video library does not have enough of the types of early education observations we need to support our students' development of observation and assessment skills - a primary objective in our program. We would like a video subscription that includes more vignettes of children participating in early learning environments. These collections are available, for example, Exchange Videos, but need to be researched and identified. There is usually a cost associated with subscriptions.

Marketing

Child Development and Education needs new brochures to be printed. Since there is a new logo and fax number, new business cards are also needed for all faculty.

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. We would also like to explore the possibility of having ads placed online, for example on Google Ads, FaceBook, Kern AEYC website, California AEYC website, etc.

Career Days, Orientations, and Community Presentations: We would like to handout items that are useful and related to the early education field that identify both the child development academic program and the Child Development Center. Items we would like made with the Cerro Coso logo and CHDV information include: hand sanitizer, pens, eye glass cleaners, and notepads.

Professional Development

Ongoing professional development is needed by both full-time and adjunct faculty in Child Development and Education. It is important to maintain funding for the attendance of conferences, workshops, trainings, and other events presented in the early learning field.

ESCC Early Engagement: In order to participate in activities in the ESCC, travel expenses will be required.

Quality Improvement Training: The state-wide push for quality improvement means there are many changes in policies and practices in the field. Training is needed on CLASS, ASQ, DRDPs and DRDP tech. These trainings are needed for CHDV faculty as well as CDC managers and staff.

Staffing Requests

1000 Category - Certificated Positions

Child Development and Education

Location:

CC Online, College-wide

Justification:

1 Are there too few or too many students enrolling for particular classes or majors?

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

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. Are courses "core mission"?

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 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). 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 to experience many different ways of being teachers and helping them to see there is no one right way to teach young children.

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

162

b. Department productivity, previous year

Traditional: 5.8

Distance Ed: 16.1

Total: 15.9

c. Number of faculty currently in the department

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 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. Number of adjunct faculty

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. Number of certificates awarded, previous year

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. Number of degrees awarded, previous year

7 degrees were awarded

g. Core curriculum classes

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

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 and census, previous year

First Day: 3734

Census: 2793

Students per section: 35

2000 Category - Classified Staff