Child Development Department
AUP for Academic Year 2020-2021
October 2019

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

Previous equity gap identified: Age 19 or younger

	October 2017	October 2018	October 2019
Retention	79%	83%	91.9%
Success	44%	45%	50%

Previous equity gap identified: Hispanic

	October 2017	October 2018	October 2019
Retention	88.6%	87.2%	89.2%
Success	57.2%	59.1%	66.4%

CHDV C100, C102, C145, C200, C107 and C207 have all been developed to be taught without a textbook. Anecdotally, it was suggested that low success may in part be due to the cost of textbooks, and students not acquiring the required textbooks.

Student Equity: Gaps to be Addressed

Socioeconomic Status: Economically Disadvantaged

Gap Identified:

Perkins data indicates students who are economically disadvantaged to be below the negotiated level for technical skill attainment, nontraditional participation and nontraditional completions.

Retention 87.8%

Success 64.9% vs. students who identify CHDV major 65.9%

Ethnicity: Hispanic

Gap Identified:

Hispanic students who are also CHDV majors represent 36% enrollment.

Hispanic students who take CHDV courses in general without a CHDV declared major represent 54% enrollment.

	October 2019
Retention	89.2%
Success	66.4%

While retention and success have steadily improved success still falls below the department average.

Age: 19 or younger

Gap Identified:

Student retention and success have steadily improved, however, still falls below the department average.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

CHDV revised the assessment tools for the core eight courses. Assessments are now all project based and are no longer connected to a textbook, but rather directly to the content of the course in relation to the objectives and SLOs. The department continues to use the same assessment assignment in all sections of a course.

Assessments completed in the prior academic year

CHDV assessed the following courses in spring 2019

CHDV C100, CHDV C102, CHDV C104, CHDV C106, CHDV C121, CHDV C125, CHDV C200 and CHDV C203.

Outcomes Assessment: Gaps to be Addressed

CHDV C121 Health, Safety and Nutrition: Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.

Type:

SLO

Target Missed/Gap Detected:

CHDV C121

Through dialogue with the instructors who taught the course it was determined that the assignment and the rubric need adjustment.

Type of Gap:

Need for revision to assessment method.

Analysis and Plan for Improvement:

The assignment will be adjusted and this SLO will be reassessed in fall 2019. Specifically the prompt will require students to directly address regulations, standards, policies and procedures, and to include related citation when appropriate.

Anticipated Semester for Implementing Planned Improvements:

Fall 2019

Anticipated Semester of Next Assessment:

Fall 2019

Program Review: Actions Taken

Child Development

Year of Last Program Review:

Spring 2018

Actions Taken in the Prior Year to Address Strategies:

Strategies Still to be Addressed:

Child Development

Year of Last Program Review:

Spring 2018

Actions Taken in the Prior Year to Address Strategies:

Two year program strategies:

Investigate online education resources (OER) for the core 8 courses of the program

Timeline: 2019-2020

CHDV C100 and CHDV C102 have been offered with zero cost as of spring 2019.

CHDV C107 is now also being offered without a textbook.

Revamp summative assessments to reflect the project orientation of our courses to assist with theory to practice in the core 8 courses of the program.

Summative assessments for the Core 8 have been redesigned and were used to assess in spring 2019

Five year strategies timeline 2022-2023

Investigate OER for the remaining courses in the program

CHDV 107 and CHDV C145 are both being taught without a textbook.

Explore developing and recording our own videos at the Child Development Center to support learning concepts in the online environment (decide if feasible and affordable)

Discussion with the Dean and Child Development Center Director has begun, with unremarkable progress to date.

Strategies Still to be Addressed:

Two year program strategies:

Investigate online education resources (OER) for the core 8 courses of the program

Timeline: 2019-2020

CHDV C106 and C121 are slated to be offered zero cost spring 2020

CHDV C125 we will continue to use a NAEYC book $40

CHDV C200 is offered fall 2019 with zero cost

CHDV C104 is planned to be offered zero text fall 2020

CHDV C203 we will continue to use two books $ 45 and $25

The books we are keeping are not "textbooks", and they are useful to the student in building their professional library. These are books that the student will reference frequently.

Five year strategies timeline 2022-2023

Investigate OER for the remaining courses in the program

All courses except the Core 8, CHDV C107 and C145 remain a goal.

Revamp the summative assessments for the remaining courses in the program

CHDV C105 and C205 summative assessments are under revision and will be implemented spring 2020.

Explore developing and recording our own videos at the Child Development Center to support learning concepts in the online environment (decide if feasible and affordable)

Need to do more investigation into materials and resources, as well as cost / feasibility.

Annual Planning: Actions Taken

Early Engagement Events in ESCC

ESCC, Director of ESCC, Deanna Campbell, asked for support in developing CHDV in ESCC, supposedly there is a high need and counselors have been asking for onground courses. Last semester and this semester don't seem to have shown the high need. Last year the Child Development Chair, Lisa Fuller attended the outreach events and have also been teaching the iTV hybrid courses to support the on ground requirement for the grants that are available through the foundation.

Community Engagement

This is related to providing VTEA support for ESAEYC events like the Children's Fair, the conference, and the monthly dinners they were having. The last couple of years we have not been able to provide financial support of the events, but in the past we have been able to pay for the keynote speakers.

Online Student Support/Embedded Librarian

CHDV Department Chair Lisa Fuller met with Julie Cornett, Librarian last semester and developed a plan, but the feasibility needs to be evaluated. This comes out of the high demand CHDV has had on embedded librarians. The department is looking for a more efficient way to support the development of research skills that was program wide instead of individual instructors for individual courses. There was some idea that the embedded librarians could also assist with OER. A project was tried this summer in C104, but it wasn't quite right and needs some tweaks.

Adjunct Faculty Communication

Most of the student success factors initiatives include things we have been doing as a field for some time. Conversations were started in department meetings.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Early Engagement Events in ESCC

Online Student Support/ Embedded Librarian

Continued work with the librarian.

Open Education Resources (OER)

We began offering some courses without textbooks in spring 2019. Students overall favorably responded, many of them citing being able to enroll in the course because they didn't have a textbook cost. A very small percentage of students have reported that they learn better with a physical resource in hand, and would like the option to purchase the main learning materials. We need assistance in determining how to provide this service at cost for those students who request it.

Individual faculty who are working on identifying OER, or resources so we can offer a zero textbook course may need to meet with the Librarians for support. We have an APA resource from the librarians however, faculty would like support in creating an APA resource for the various materials, including videos. Citing journals, videos, and government publications can be confusing, and faculty would like to support students by providing the reference format for the main resources used in each course.

Online Education Initiative (OEI) Exchange

Faculty who are working on their course will need support from Distance Ed and our local POCR team.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

All Online Course Materials Accessible

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

All faculty will ensure their online course materials are accessible, following the recommendations of the Ped Tech Committee, and meeting the Distance Education Accessibility Plan timeline.

Lead Measure of Success:

All faculty will develop an individual plan related to ensuring course materials are accessible, and submit to the Department Chair by end of Fall 2019. The plan will include if the faculty member will be using POCR to verify, or the Self-evaluation Accessibility Checklist for Online Courses. Additionally, the faculty member will identify areas where they feel they would benefit from additional training, including but not limited to: using UDOIT; PowerPoint, PDF, Word, Excel Accessibility Checkers; WAVE Accessibility Checker for External Websites; and Accessible Videos.

The Department Chair will ensure every faculty member has access to the training they identify.

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:

All online course materials will be accessible, and verification submitted to both the DE and Dept. Chair by the end of Fall 2020. We believe we will see some increase in student retention and success as a result of ensuring all material is accessible.

Person Responsible:

Department Chair / Department Faculty

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, Goal 3: Ensure Student Access

OER and /or Zero cost for textbooks

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Develop or Identify OER / materials to replace textbooks for the Core 8 courses. If the course currently uses a book that is considered a gold standard professional resource we may use that in place of a costly textbook.

Lead Measure of Success:

CHDV C106 and C121 are slated to be offered zero cost spring 2020

CHDV C125 we use a NAEYC book $40

CHDV C200 is offered fall 2019 with zero cost

CHDV C104 is planned to be offered zero text fall 2020

CHDV C203 we will use two books $ 45 and $25

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

No

Does the department request help to develop these instruments?

Lag Measure of Success:

The Department believes that by reducing textbook costs student success will increase. We have anecdotal evidence to support this theory, and additionally we know from the experience of other colleges that zero textbook cost had a direct positive impact on overall student retention and success. Our gaps include students who are young (17-22), and Economically Disadvantaged. We believe other groups will also experience an increase in retention and success as a result of this initiative.   We will have reduced student's expected textbook fees to complete the Core 8 from $1037.15 to $110.

Person Responsible:

Department Chair / Department Faculty

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, Goal 3: Ensure Student Access

Student Success Module

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

In collaboration with the counseling department develop a module that can be embedded into CHDV courses. Topics will include creating a long term ed plan, basic college success techniques, study skill strategies, time management, avoiding procrastination, resources as success techniques, etc. Additionally, it may provide information that is currently presented in the Class to Career project so that it is easily accessible to online students. This is NOT intended to be comprehensive, but rather supportive, and also point the student to the appropriate resource for additional information.

Lead Measure of Success:

A module will be developed fall 2020 and piloted in a few different CHDV courses in spring 2021.

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:

Students routinely cite time management as a challenge for online courses. Additionally, the department feels providing this

information embedded in the course will provide support and increase student retention in success, particularly related to gap populations including those who are 19 and younger, first generation, and financial aid recipients.

The department would like help in developing assessment instruments to determine effectiveness once in place.

Person Responsible:

Department Chair

It addresses a gap in student equity

Which strategic goal does this initiative address?

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. This is of special concern if CHDV is to hold any daytime on-ground courses in the adult classroom located in the center.

Information Technology

The subscription to Ed.flicks is important in providing quality videos, especially as we move away from textbooks. Currently the videos are not able to be embedded into our Canvas shell. This creates a process where students have to click through several links outside of their class to view the videos. If there is a way to be able to embed them the videos will be used even more often, and would be of great value to our online course content.

Marketing

Child Development needs new brochures printed that reflect the changes in our program.

Online marketing – continual need for online marketing of the CHDV program.

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 CD 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, address student success initiatives, and align the OER/OEI work since several faculty teach most of the courses.

Research and Data

ESCC Director and CHDV Department Chair have identified the need to conduct a survey and/or focus group with CHDV students at ESCC to identify how we can better support them in the online learning environment.

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 over scheduled. Courses are under scheduled.

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

Full time faculty provide continuity for students, allowing them to connect with a limited number of faculty as they move through courses, rather than having a different instructor for every course in the program. Research indicates student success is at least in part connected to the student's connection with a faculty member at the college, and even more so within their major.

Child Development

Location:

Justification:

8.

a. size of waitlist 113 A 57% increase from the previous year.

b. Department productivity 15.1

c. Number of faculty currently in Department 3 full time faculty are currently in the department

d. Number of adjunct faculty 11.5

e. Number of certificates awarded previous year 15

f. Number of degrees awarded previous year 14

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 also being sought by TK/K Teachers needing to complete mandatory units in Early Childhood.   CHDV is in high demand.

i. Number of students at first day (3054) and census (2628), previous year.

2000 Category - Classified Staff

none

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: