

Child Development Department
AUP for Academic Year 2021-2022
October 2020

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 C100, C102, C145, C200, C107, and C207 have all been developed and 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 textbook.

Hispanic/Latino

Retention continues to be high at 90.1% and success increased by 2.5% (76%).

Represents 44.27% of CHDV major students.

Awards in 2019-2020 included 39 Certificates of Achievement and 6 AS-T. (An increase of

10).

Economically Disadvantaged

Retention continues to be high at 90.9% and success increased by 3% (75.3%).

Represents 47.1% of CHDV major students.

Age: 19 or younger

Retention increased by 11% from 2018-2019 to 94.3%, and success increased by 3% (50.9). While increase was made, this group continues to be of concern, significantly lagging from the department's average success of 77.5%.

Student Equity: Gaps to be Addressed

Age: 19 or younger

Gap Identified:

Student retention and success have steadily improved, however, still fall significantly below the department average. This group represents 5.5% of CHDV major students.

Retention

94.3%

Success

50.9% This represents an increase of 3% from 2018-2019

Disability Status: DSPS

Gap Identified:

Student retention has fluctuated over the last five years. This group represents 2.7% of CHDV major students.

Retention

84.6% a 3.6% decrease from 2018-2019.

Success

57.7% This represents an increase of 16.5% from 2018-2019

Ethnicity: African American

Gap Identified:

Both retention and success have fallen. This group represents 5.4% of CHDV major students. Degrees awarded increased by four: five Certificates of Achievement and one AS-T.

Retention

82.6% This is a 6% drop from 2018-2019.

Success

54.3 This is a significant drop from 2018-2019, but close to trend for previous years.

Gender: Male

Gap Identified:

This population represents 4.7% of CHDV major students. According to the US Bureau of Labor Statistics (2019), fewer than 3 percent of preschool and kindergarten teachers are men. Degrees awarded increased by four: five Certificates of Achievement and one AS-T awarded in 2019-2020.

Retention

82.6% This is a significant drop from previous years.

Success

54.3% This is a significant drop from 2018-2019, but close to trend for previous years.

Socioeconomic Status: Economically Disadvantaged

Gap Identified:

Retention has been steady and success has significantly increased over the past five years. This group represents 47.1% of CHDV major students.

Retention

90.9%

Success

75.3% This represents an increase of 3% from 2018-2019.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

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 was adjusted, specifically the prompt will require

students to directly address regulations, standards, policies and procedures, and to include related citation when appropriate. The SLO was reassessed in fall 2019 and the assessment tool revision more clearly communicated to students the requirements the department was looking for.

Assessments completed in the prior academic year

The following courses were assessed in fall 2019, or spring 2020. All SLOs were assessed, and all were met.

CHDV C105, CHDV C107, CHDV C111, CHDV C145, CHDV C149 and CDV C207.

CHDV C121: re-assessment of SLOs: Evaluate environments for both positive and negative impacts on children's health and safety, and Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings. SLOs were met.

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:

- Investigate online education resources (OERs) for the core 8 courses of the program.
 - Timeline 2019-2020
 - The following courses are all being offered with zero cost /OER as of spring 2020:
 - CHDV C100, CHDV C102, CHDV C104, CHDV C106, and CHDV C200

Strategies Still to be Addressed:

- Investigate online education (OERs) for the Core 8 courses of the program.
 - Timeline 2020-2021
 - CHDV C125 and C203 have zero cost as of fall 2020. CHDV C121 will have zero cost/OER in spring 2021.
- Explore developing and recording our own videos at the Child Development Center to support learning concepts in the online environment.
 - Timeline 2020-2021
 - The CHDV Department along with the Child Development Center will pilot Swivl in CDC classrooms. We will first use Swivl and video to supplement the practicum experience in CHDV C203. Swivl allows for the classroom to be videoed in a natural way, with the base holding an iPad and swiveling as the teacher moves about the room. Several microphones are placed throughout the room, allowing for better quality audio. Videos can be captioned and included in Canvas courses.

Child Development

Year of Last Program Review:

Spring 2018

Actions Taken in the Prior Year to Address Strategies:

Five-year strategies

Timeline 2022-2023

- Investigate OER for remaining courses in program.
 - CHDV C107 C145, C281 are now taught with zero cost/ OER textbooks.
- Revamp the summative assessments for the remaining courses in the program.
 - CHDV C105 and C205, C111 summative assessments were revised and implemented in spring 2020. CHDV C149 assessment revised fall 2019.

Strategies Still to be Addressed:

Five-year strategies

Timeline 2022-2023

- Investigate OER for remaining courses in program.
 - All courses except the Core 8, CHDV C107, CHDV C145, CHDV C281 remain a goal.
- Revamp the summative assessments for the remaining courses in the program.
 - CHDV C251 and C252 were revised summer 2020 and implemented fall 2020. Remaining assessments to be reviewed : CHDV C107, C207, C141, C241, C145, and C281.

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 on ground courses. The past few semesters have not seemed to demonstrate the high need. 2018-219 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.

The iTV numbers were extremely low in fall 2019, and the decision was made with Dean Murabito and ESCC Director Deanna Campbell to not offer iTV in the spring. Vivian Baker, Child Development Chair, and Tyrone Ledford, FT CHDV faculty planned to travel to ESCC for a round table, however COVID-19 interfered before plans were developed. Data shows the ESCC student success rate to be 76.9% in 2019-2020, which is on par with the department's overall success rate of 76.3% (all CHDV students) and 77.5% (CHDV major students).

Online Student Support/ Embedded Librarian

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.

Open Education Resources (OER)

CHDV C100, C102, C104, C106, and C200 have all been offered with zero cost as of spring 2020.

CHDV C125 and C203 have zero cost as of fall 2020. CHDV C121 will have zero cost in spring 2021.

Success of CHDV majors increased 3.8%.

Total degrees awarded increased by 15 in 2019-2020. 74 COA and 14 AS-T for a total of 88.

CHDV Major Students	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Retention %	86.2	91	89.2	89.7	89.8
Success %	58.3	63	68.2	73.7	77.5

Online Education Initiative (OEI) Exchange

Focus shifted to acquiring rigorous and quality zero cost textbooks. The Department felt it important to curate these resources prior to submitting courses through the OEI. Becoming part of the OEI continues to be a long-term goal. Significant effort is being put into aligning our courses with the OEI rubric. The Department's focus is shifting to a state-wide pilot, which may result in a delay in courses moving through the OEI approval process.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

All Online Course Materials Accessible

Access to training provided by the Distance Education staff, and access to the POCR for all CHDV faculty.

OER and /or Zero cost for textbooks

Our librarians have been a great support to the department. We will continue to use them as a resource.

Student Success Module

The department would like help in developing assessment instruments to determine the effectiveness of the student success module once developed and embedded in our Canvas courses.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Participate in the Early Childhood Education Child Development Permit Pilot under the PDG-R Grant

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The Child Development Department will participate in the ECE CD Permit Pilots under the PDG-R Grant. We will participate in both pilots one and two TPEs (Teacher Performance Expectations) and Program Guidelines implementation. By joining the pilot, we agree to participate, if invited, in pilots 3 and/or 4 the TPA (Teaching Performance Assessment) pilot and/or the Peer Program Quality Review pilot).

The intention is for programs to organize around a common, manageable set of statewide competency expectations for the workforce. The Pilot allows programs to arrange their curriculum, instruction, and fieldwork (including practicum) experiences for candidates to fit local situation and context.

The CHDV program is already CAP aligned, so our curriculum and program already include the Commission's adopted TPE's.

By participating in the pilot, we will be able to directly recommend candidates for the Child Development Permits. This will provide the opportunity for us to give feedback to the Commission as they consider a Peer Program Quality Review model.

We will have the opportunity to become familiar with and try out the ECE TPA materials with our candidates. Through this process, our candidate's responses will be scored as part of the pilot testing and we will receive aggregated information about our candidates' performance.

TPEs and the Program Guidelines implementation pilots, will begin in October 2020.

For pilot 3, the TPA development process will begin in early 2021, with piloting of the draft performance cycles expected to begin in late 2021-early 2022. For pilot 4, the development of a Peer Program Quality Review process will begin in early 2021, with piloting expected to begin in late fall 2021.

Lead Measure of Success:

Review of CAP courses and TPEs.

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:

Participating in these pilot projects will result in the CHDV program being fully aligned with new requirements and prepared to continue serving students seamlessly.

Person Responsible:

Department Chair: Vivian Baker / Department FT Faculty: Lisa Fuller and Tyrone Ledford

Other

These pilots represent potential for significant changes to our program, and the way students apply to the California Teacher Credentialing for CHDV Permits.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, 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. This is of special concern if CHDV is to hold any daytime on-ground courses in the adult classroom located in the center.

The CHDV Department faculty use the CDC as a model. In our online classes we use images from the CDC to demonstrate and model early learning environments and activities.

Information Technology

Continued need:

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

The Child Development Center classrooms need to have strong enough WIFI for the new Swivl classroom video tools to work. The Swivl and iPads need to have a secure storage container when not in use.

Marketing

Child Development new brochure is developed. Copies need to be maintained in the CTE office, the Career Center, and campus locations.

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 Child Development 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.

Research and Data

The department will need help gathering data required for reporting as part of the pilot initiative.

Staffing Requests

1000 Category - Certificated Positions

Child Development / Early Childhood Education

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. Ongoing courses are usually under capacity if offered. The vast majority of online courses offered are at or exceed capacity on the first day of the semester. Some specialization courses are slightly under capacity, as expected due to the nature of the course.
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.

8.

a. size of waitlist 124, up 11 from 2018-2019, and up 52 from 2017-2018

b. Department productivity 14.9

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 74, an increase of 15.

f. Number of degrees awarded previous year 14 AS-T

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 (2954) and census (2464), previous year.

2000 Category - Classified Staff

none

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: