

# **Child Development Department**

## **AUP for Academic Year 2023-2024**

October 2022

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## **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 preparing early childhood professionals for careers that foster the growth, development, and learning of young children. The program values equity and is responsive to the interests, aspirations, and capabilities of students. The AS-T Degree in Child Development prepares students for careers in child development, early care and education, psychology, human and social 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, as well as for teaching in Early Learning and Care programs licensed by the California Department of Social Services. (Child Development Advisory Committee 9/14/04, revised 10/25/12, revised Spring 2015, reviewed November 2019, revised April 2022)

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## **Report on Improvements Made and Gaps Identified in the Prior Year**

### **Student Equity**

During the 2021-2022 academic year the following actions were taken to close retention and success gaps:

- Participate in the Early Childhood Education Child Development Permit Pilot under the PDG-RGrant. Revision of AS-T, Core 8 courses to reflect and include revisions made to the CAP 8 including new objectives, and topics in the course outline. The revised CORs are being used for the first time in Fall 2022.
  - Piloted one Teacher Performance Assessment (TPA) topic in CHDV C203 in Spring 2022.
  - Lisa Fuller and Vivian Baker participated in several related webinars and feedback opportunities.
- Added two new Master Teacher Specialization courses. Completed CIC in 2021-2022. CHDV C156 will be offered for the first time in fall 2022 and spring 2023, with CHDV C256 to follow in Fall 2023.
  - CHDV C156 Introduction to Dual Language in Early Childhood
  - CHDV C256 Strategies and Curriculum for Dual Language Learners in Early Childhood
- Added CHDV C149 to the list of courses offered with OER or zero cost materials. Only four courses remain to be converted to OER/zero cost: CHDV C105, C205, CHDV C251, CHDV C252
- The ECE field (and therefore many of our students) were especially impacted by the pandemic. The CHDV Department continued to be responsive to students, adjusting assignments as appropriate to accommodate the various safety guidelines, and extending due dates to support students during this extraordinary time. Additionally, as students experienced increased health and wellness needs, the department kept the college's institution wide strategies front and center, often providing direct links from our Canvas courses to resources such as "Wellness Central".
- Materials specifically related to equity, diversity and social-emotional domains were purchased for our CDC Lab School. This provides a best practice model for our CHDV students, and provides another avenue of representation for our students and community.

Data does not always match up with previous AUPs primarily because the current numbers focused on students who are CHDV majors vs. the static sheets which report all CHDV Programs. We believe this includes students who are not CHDV majors, but who take the four GE courses, or other courses as electives. The changes in data both on the KCCD Data Dashboards and if we receive static sheets is a point of frustration.

Not all the data below is considered an active gap, however, it represents the prominently disaggregated metrics the department is actively analyzing and tracking.

In analyzing the data the department has noted, and is concerned about an overall negative shift in both completion and

success for most groups. We found it helpful to look at an overview of five year data for students in a CHDV program. While the success rate for 2021-2022 is drastically different from the previous two years, it is comparable to 2018-2019, pre-Covid.

Through discussion within the department, with the CHDV Advisory Committee, and in consultation with the Institutional Researcher we feel the shift is likely due to several possible variables:

- CHDV students are some of the most impacted by Covid. Many students in the program are working in the field and found themselves out of work at various points during the pandemic. Programs began to open back up to varying degrees throughout 2021 and this may have impacted student's availability and ability to complete, or successfully complete courses.
- Success in 2021-2022 appears to be more in line with pre-Covid numbers. We will need a few more years of data to be able to ascertain if the previous two years (2019-2021), impacted by Covid, are the outliers.
- Additional IR data reviewed for Fall 2021 appears to indicate a large amount of withdrawals.
  - The CHDV department has experienced fraud in the past and it is likely some of the withdrawals are a result of fraud. Anecdotal evidence from several instructors indicates a trend of some students remaining active up to the final drop date and then disappearing. We suspect at least some of these instances are cases of fraud.
  - No significant differences or trends were identified between 8, 12, and 16 weeks related to completion and success.
- In some instances, the number of students for a given metric is low in comparison to the program. We are sensitive to the areas where the N is a small representation of the program.
- The program has moved to using OERs in the majority of our classes. While many students report appreciation for reducing costs, some feel a printed copy of the textbook would be helpful. In courses where an actual OER textbook is available students have the option of purchasing the book. In courses where a variety of resources are provided in place of a textbook students do not have the option to purchase printed materials.
  - We will continue to consider how OERs and non-print resources are used in our courses and work to ensure we are meeting student's individual learning needs to the greatest extent possible.

#### CHDV Students (in a CHDV program vs. all enrollments)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
CHDV Program	1364	1546	1565	1111	901
All Enrlmnts	2680	2621	2576	1691	1389

CHDV Program only	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Completion	90%	90%	88%	92%	86%
Success	70%	71%	76%	81%	73%

#### Men

	2019-2020	2020-2021	2021-2022
Completion	79%	92%	93%
Success	51%	79%	76%

#### Women

	2019-2020	2020-2021	2021-2022
Completion	88%	92%	85%
Success	77%	80%	72%

#### 17-24 Years

	2019-2020	2020-2021	2021-2022
Completion 19 or younger	76%	82%	78%
Completion 20-24	84%	86%	84%
Success 19 or younger	42%	57%	62%
Success 20-24	72%	68%	62%

#### **Socioeconomic Status: Economically Disadvantaged**

	2019-2020	2020-2021	2021-2022
Completion	89%	90%	82%
Success	73%	67%	65%

#### **Socioeconomic Status: Not Economically Disadvantaged**

	2019-2020	2020-2021	2021-2022
Completion	86%	93%	88%
Success	77%	87%	76%

#### **Hispanic / Latino**

	2019-2020	2020-2021	2021-2022
Completion	90.1%	91%	87%
Success	76%	76%	72%

#### **First Generation**

	2019-2020	2020-2021	2021-2022
Completion	90 %	91%	84%
Success	74%	79%	67%

#### **African American**

	2019-2020	2020-2021	2021-2022
Completion	71%	83%	80%
Success	40%	68%	61%

#### **Degrees Awarded**

The department notes a significant decrease in all award types for the 2021-2022 year. We attribute the decrease in students and therefore awards primarily to COVID and the severe impact it had on the ECE community /workforce and our students.

Specific Award	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
AS-T	6	13	14	23	15
Associate Teacher COA	39	48	57	36	21
Teacher COA	10	17	25	32	12
Master Teacher COA	3	4	5	8	2
Site Supervisor COA	5	1	6	11	8
Total	57	70	93	87	58

## Outcomes Assessment: Loop-Back Improvements Made

### Actions taken in the prior academic year

No improvements were previously indicated or implemented.

## Outcomes Assessment: Results of Last Year's Assessments

### CHDV C104

#### Target Met?

Yes

### CHDV C106

#### Target Met?

Yes

### CHDV C121

#### Target Met?

Yes

### PLO:

**Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.**

#### Target Met?

Yes

### PLO:

**Identify one's own values, experiences, and philosophies and how they guide and inform**

**practice.**

**Target Met?**

Yes

**PLO:**

**Integrate understandings of children's development and needs to maintain healthy, safe, supportive, and challenging learning environments that demonstrate culturally relevant, inclusive, age-appropriate, and anti-bias approaches respectful of children, families, and early learning professionals.**

**Target Met?**

Yes

**PLO: Develop professional expertise in a specialized area of knowledge.**

**Target Met?**

Yes

**PLO: Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.**

**Target Met?**

Yes

**CHDV C205 Care and Education for Infants and Toddlers**

**Target Met?**

Yes

**Outcomes Assessment: Missed Targets**

**Outcomes Assessment: Schedule of This Year's Assessments**

No assessments are scheduled for this academic year. The department is submitting program review this year.

## Program Review

### Child Development

#### Year of Last Program Review:

2018

#### Actions Taken in the Prior Year to Address Strategies:

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. One SLO assessment in CHDV C106 remained an exam. The SLO assessment was revised during spring 2021, included in all CHDV C106 course sections in fall 2021, and used in assessment in fall 2021.

Investigate OER for the remaining courses in the program. Faculty have actively been working to address the remaining courses, with the eventual goal of all CHDV courses using no cost/OER texts. CHDV C141, C241, and C149 were offered in 2021-2022 with OER/zero cost textbooks.

#### Strategies Still to be Addressed:

Explore developing and recording our own videos at the Child Development Center to support learning concepts in the online environment. While Swivl is actively being used in the CHDV C203 course, due to ongoing COVID restrictions in materials that can be present in the early childhood classroom, we are not keeping the video for repeated use in our CHDV courses. Once COVID restrictions are lifted and the early childhood classrooms can be set up to demonstrate best practice (soft spaces, dolls, dress up clothes, etc), we will begin to intentionally record for use in our courses. Work on this will carry over into the next Program Review.

Investigate OER for the remaining courses in the program. The Department has gone beyond investigating, and is actively converting courses to OER / no cost texts. CHDV C105, C205, C251 and C252 are the only remaining courses to be converted. Work on these courses will carry over into the next Program Review.

Revamp the summative assessments for the remaining courses in the program. Review and revision of summative assessments for the last two remaining courses CHDV C251 and C252 occurred in 2021-2022 and are being used in Fall 2022 courses.

## Last Year's Initiatives

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

The Department continues to be an active participant in the Early Childhood Education Child Development Permit Pilot under the PDG-R Grant. During the 2021-2022 academic year the department participated in Pilot 3: ECE CalTPA California Teacher Performance Assessment). The ECE CalTPA is structured around three cycles and our college was assigned Cycle 3: Building Family Partnerships. The pilot orientation and materials were provided to our college well after the semester began, so the TPA was added to our CHDV C203 Practicum: Field Experience course as extra credit. Lisa Fuller, CHDV C203 instructor, and Vivian Baker, Department Chair, participated in pilot focus groups and other feedback opportunities in late spring and into summer.

This is an ongoing, multi-year pilot at the state level. We will continue to actively participate as it is a direct benefit to our program and our students.

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## Reminder of Initiatives for the Current Year

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

Diverse representation included in course content

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## Plan Initiatives for Next Year

### Initiatives for Next Academic Year

#### Continued Participation 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 Department will continue to be active participants in the California Commission on Teacher Credentialing (CTC) Pilots for Early Childhood Education Teaching Performance Expectations and the Program Guidelines. The overall purpose of the pilots is to enable our department to move towards implementing the state's Learning to Teach competency-based preparation system with candidates for the Teacher level of the Child Development Permit over the next two years. "Implementation" within the context of the pilots means that our Department will be addressing the state-adopted ECE Teaching Performance Expectations (TPEs) within curriculum, instruction, and assessment practices so that all candidates for the Teacher level of the permit will have the opportunity to learn, practice, and be assessed on the TPEs.

##### Early Observational Data, or "Lead" Measure(s):

We anticipate C-ID courses in the ECE AS-T (transfer model curriculum) will be revised and we will respond by updating our CAP 8 Core courses to be fully aligned. Course assessments will be reviewed and revised to accommodate resulting changes made to the courses.

##### Does the department request help developing these instruments?

No

##### Institutional Performance Data, or "Lag" Measure(s):

Participating in the pilot(s) will help our program to assess readiness to implement competency-based preparation for the ECE workforce within our institution, and also to reorient curriculum, instruction, and assessment practices as appropriate to help candidates learn, practice, and be assessed on the adopted ECE TPEs.

##### Person Responsible:

Vivian Baker, Department Chair is the lead. All full time faculty, and when appropriate adjunct faculty, will be involved.

##### Unit gap or institutional goals addressed:

Other. Explain below

There are many changes coming for the ECE field. Participating in this pilot ensures we remain aligned and current for our students. It addresses: Goal 1: Maximize Student Success.

## **Build the CHDV Associate Teacher COA taught in Spanish**

**Is this part of a multiyear initiative?**

Yes

### **Specific Action Steps to be Taken:**

The department offered CHDV C100 and C102 courses in Spanish via zoom in Fall 2022. Several strategies are needed to accomplish building the CHDV Associate Teacher COA including:

- Robust and targeted marketing efforts are required to build the program and ensure strong enrollment in the courses.
- Collaboration between the CHDV Department, Counseling, and Admissions and Records is needed to address unique challenges encountered by students enrolling in these courses.
- Development of bilingual supports for students enrolled in these courses.
  - Curating CHDV resources (ebooks, videos, etc) in Spanish
  - Developing a CHDV LibGuide with Spanish resources for students.

### **Early Observational Data, or "Lead" Measure(s):**

Student survey data. A student survey would be helpful to identify specific challenges encountered, resources needed to support success as CHDV and college students.

### **Does the department request help developing these instruments?**

Yes

### **Institutional Performance Data, or "Lag" Measure(s):**

Defined robust marketing strategies that can be regularly employed. CHDV resources related to CHDV C100, C102, C104, and C106 in Spanish added to the library, and development of LibGuide w/ online resources in Spanish for CHDV C102.

### **Person Responsible:**

Vivian Baker, Department Chair is the lead. Frank Guevara, and when appropriate other department faculty will be involved.

### **Unit gap or institutional goals addressed:**

It addresses a 2- or 5- year program review strategy

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## **Evaluate Resource Needs**

### **Facilities**

The Child Development Center serves as a lab school to our students. In collaboration with the Program Director, Jessica Krall, no immediate needs are identified at this time.

### **Information Technology**

No identified needs at this time.

### **Marketing**



Brochure advertising the CHDV Associate Teacher COA being taught primarily in Spanish.

Online marketing - continual need for online marketing of the CHDV program. We need robust marketing for our newer courses (CHDV C156 and C256), as well as the CHDV courses taught in Spanish.

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. Outreach supplies might include (materials for making and distributing playdough, pens, memo pads, USB drives, etc).

In the past the CHDV program has co-sponsored early childhood educator events in the communities within our service area. Covid, among other challenges in the past have kept us from doing so in recent years. We would like to initiate ECE focused events in the coming academic year.

We request":

\$1,500 for outreach

\$500 for marketing

\$150 for travel within service area

## 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. There are several major changes occurring throughout the state related to Early Childhood Education and some of these changes have the potential to directly impact our CHDV program and course offerings. We request ongoing funding for all faculty to attend conferences.

We request \$4000

## Other Needs

The department requests funding to support purchasing of resources in Spanish, ebooks, subscription to Ed.Flicks, Exchange, Eric, and other associated library resources to support online CHDV students.

### Needs for our Spanish courses/students:

- Library services and supports in Spanish (in addition to the LibGuides, workshops on: APA guidelines, how to conduct research, walk through of the library catalog, etc)
- Academic supports – videos and guides for intro's to Canvas, GoogleDocs/Office365, email, Grammarly, Zoom, etc.;
- bookstore information on how to obtain printed copies of the OER books
- Counseling - develop info on other student supports like ACCESS in native language.
- Tutoring - continued need for embedded tutoring for both content and technology support.

### Additional Anticipated Needs:

- At the end of the CTC Pilot, depending on how extensive identified changes are for the CHDV Department, it's possible we will seek re-assigned time to allow for expedient changes to be made to the program to avoid any shortfalls that could adversely impact students.
- With potential changes to the Early Childhood Education Child Development Permit and Program Guidelines we anticipate we may need funds to cover travel costs for the practicum instructor to visit practicum placement classrooms, and when that's not possible due to distance, to pay an ECE Professional Expert in the area.
- One of the suggested changes that we are learning about in the Pilot is the requirement for practicum students to video themselves during practicum experiences. We need to explore how we can support students who are unable to access a device (such as an iPad /tablet) to be able to meet this, if it becomes a requirement by CTC.
- The department may need help from IR to gather data required for reporting as part of the pilot initiative. The data reporting has not yet been defined.
- The department is planning to explore and develop specializations and COAs, including possibly collaborating with ADMJ and HMSV. We are requesting stipends/reassigned time in 2022-2023 for this work.

We request:

Swivl \$300

Ed.Flicks \$500

ebooks/library resources \$5,000

Professional Experts \$3,000

Office supplies for four full-time faculty \$250 from GU001

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## Staffing Requests

### 1000 Category - Certificated Positions

#### CTE Designated Counselor

**Location:**

CC Online

**Justification:**

Child Development requires in-depth and specialized knowledge to advise both for entry and transfer. In 2021-2022 we served 1378 Child Development students. We have spent countless hours working with counseling staff over the years. Without specialized and intensive training, which is unreasonable for all counselors, we repeatedly find that some counselors and students misunderstand the intricacies of the CHDV Programs and how they connect with State regulating agencies such as California Department of Social Services, California Department of Education Early Childhood Division, and California Teacher Credentialing.

We actively encourage all our students to meet with counseling, and to develop /maintain long term ed plans. We purposefully refer our students to a specific counselor, because we have spent years working with and training them, but for students who are not aware of the department's referral, having a designated and trained CTE Counselor would help to ensure fewer advising errors. Having a full-time counselor whose primary role is to advise on CTE programs and be an "area expert" who can provide professional support to other counselors is imperative.

### 2000 Category - Classified Staff