Child Development Department
AUP for Academic Year 2024-2025
October 2023

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)

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

During the 2022-2023 academic year we made small, but continued success in retention and success gaps. The following bulleted items connect to student retention and success:

- Completed Program Review.
- Piloted Associate Teacher COA in Spanish. First cohort completed with 92% success.
- The department now consists of four full-time faculty and seven adjunct faculty who routinely teach. The department now widely represents students in our program and continues work to build meaningful connections.
- In Fall 2022 the department made great strides in meeting the needs of our students and the ECE workforce in California by offering the Associate Teacher Certificate primarily in Spanish, via zoom.
- Added two new Master Teacher Specialization courses, CHDV C133 Trauma and Early Childhood Development and CHDV C233 Trauma-Informed Care in Early Childhood Education. These courses were built using zero cost textbooks and will be offered for the first time in Spring 2023.
- Revised Core 8 courses to reflect and include revisions made to the CAP 8 including new objectives, and topics in the outline.
- The department now has zero cost or OER textbooks for 21 out of the 24 courses. Adoption of OER textbooks for our Core 8, reduced textbook fees from $1037 to zero cost. This directly benefits students working on an AS-T or Associate Teacher / Teacher Certificates.
- Collaboration with the CDC/Lab School is strong. Swivl and Zoom are used to connect our online students with teachers in the lab school, providing students an opportunity to virtually tour classrooms, and observe quality programming in action.

Data for this AUP is populated using the static sheets provided by the Office of Institutional Research. Data does not always match up with previous AUPs primarily because the previous 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.

Based on data provided by the VP of Instruction, the college's overall online retention is 85% and success is 70% . Child Development's overall and AS-T course online retention is 87% and success is 72% overall and 70% (AS-T courses). The department is on par with the college's overall retention and success.

Online	Retention	Success

College Overall	85%	70%
CHDV Overall	87%	72%
CHDV AS-T Courses	87%	70%

The department has been closely watching several target demographics. The table below includes data from the 2021-2022 and 2022-2023 academic years.

Demographic	Retention 21-22	Retention 22-23	Retention Change
Male	72%	76%	+4%
Female	85%	85%	n/a
African American	77%	69%	-8%
Hispanic/Latino	86%	87%	+1%
White	83%	85%	+2%
First Gen	83%	83%	n/a
Econ disabled	82%	82%	n/a
Not Econ disabled	86%	88%	2%
DSPS	92%	83%	-9%
Not DSPS	84%	85%	+1%

The department is concerned by the change in retention for African American students. Due to data constraints (college wide online was not broken out) we are unable to compare since CHDV is completely online. It is worth noting a possible trend, noting a 16% drop between retention (86%) and success (70%) in collegewide data.

Retention may also be down due to continued fraudulent enrollments. Success rates have increased in all demographics, as identified in the table below.

Demographic	Success 21-22	Success 22-23	Success Change
Male	48%	56%	+8%
Female	69%	71%	+2%
African American	51%	52%	+1%
Hispanic/Latino	68%	69%	+1%
White	70%	76%	+6%
First Gen	64%	67%	+3%
Econ disabled	63%	64%	+1%
Not Econ disabled	72%	75%	+3%
DSPS	69%	73%	+4%
Not DSPS	68%	70%	+2%

The demographics below help us to understand who is enrolled in the program. The department has taken several steps to support students, particularly moving to zero cost textbooks and advocating for equitable cost (English vs. Spanish version) for students who choose to purchase a print copy.

As noted below, 47% of our enrollment is attributed to first generation students. In the 2023-2024 year Professor Frank Guevara will participate in a Cross Functional Inquiry Team (CFIT) related to first generation students. We look forward to exploring strategies identified by the CFIT.

Demographic	% total 20-21	% total 21-22	% total 22-23
Men	5.8%	5.7%	3.8%
Women	93.7%	93.3%	95.2%
African American	7.7%	5.4%	5.9%
Hispanic/Latino	44%	44%	52.2%
White	32.7%	37.6%	30.6%
First Gen	43.6%	44.7%	47.7%

Econ disadvantaged	35.7%	39.8%	43.3%
Not Econ dis.	64.3%	60.2%	56.7%
DSPS	1.7%	2%	2%
Not DSPS	98.3%	98%	98%

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

No SLO Assessments in prior year.

Outcomes Assessment: Results of Last Year's Assessments

Target Met?

Did Not Assess

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

Target Met?

Yes

Outcomes Assessment: Missed Targets

N/A - No Outcome assessments.

Type:

SLO

Target Missed/Gap Detected:

N/A

Type of Gap:

Analysis and Plan for Improvement:

N/A

Anticipated Semester for Implementing Planned Improvements:

N/A

Anticipated Semester of Next Assessment:

N/A

Outcomes Assessment: Schedule of This Year's Assessments

CHDV C100

CHDV C102

CHDVC125

Program Review

Child Development

Year of Last Program Review:

Spring 2023

Actions Taken in the Prior Year to Address Strategies:

All two-year and five-year strategies were addressed and completed.

Strategies Still to be Addressed:

Last Year's Initiatives

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

The department participated in the first several phases of the pilot, however chose not to participate in the most recent pilot related to the TPEs. After attending several webinars it became apparent the TPEs were voluntary and were not going to be directly connected to applying for the Teacher level permit. Additionally the fourth phase of the pilot included requirements that were not suited to our online program and the department felt they created a barrier for students.

Over the next few years, the department will review and evaluate each of our programs to ensure continued alignment and preparation of students for the changing landscape of the ECE workforce.

Diverse representation included in course content

The department is making progress on this initiative with all faculty being committed to including diverse images and representation in our courses. Over the 22-23 academic year Professor Tyrone Ledford collaborated with colleagues throughout the state to add a strong diversity component to the OER used in our CHDV C104 course.

Instructors have access to openly licensed, diverse images through links such as https://images.all4ed.org/

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

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

Build the CHDV Associate Teacher COA taught in Spanish

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Department will have AS-T courses brought through POCR/OEI

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

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

CHDV C100 – Vivian (completed)

CHDV C102 – Mark (completed)

CHDV C104 – Tyrone (approved by Fall 2023)

CHDV C106 – Mark (completed)

CHDV C121 – Vivian (approved by Fall 2024)

CHDV C125 – Lisa (approved by Spring 2025)

CHDV C200 – Michelle (approved by Spring 2024)

CHDV C203 – Lisa (approved by Spring 2025)

Does the department request help developing these instruments?

No

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

All AS-T courses will have at least one section approved through Cerro Coso's POCR.

Person Responsible:

Responsible Person Full-time and adjunct faculty teaching the courses

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity

Market and build up CHDV Associate Teacher COA taught primarily in Spanish

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Develop marketing to build up the courses. Explore and develop sustainability strategies to accommodate growth (anticipated need for additional courses due to enrollment interest).

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

Does the department request help developing these instruments?

Yes

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

Person Responsible:

Responsible Person Full-time and adjunct faculty teaching the courses

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Student Equity and Achievement Plan goal

Revise assessments for AS-T courses to reflect changes (pending C-ID update).

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Review and redesign of the summative assessments for CHDV C100, C102, C104, C106, C121, C125, C200, C203.

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

Does the department request help developing these instruments?

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

Person Responsible:

Full-time and adjunct faculty teaching the courses

Unit gap or institutional goals addressed:

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

Integration of OER across all CHDV Courses (currently remaining): CHDV C105, CHDV C205, CHDV C251, and CHDV C252.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Department faculty will identify free online education resources and integrate them into the remaining courses. Priority will be on CHDV C105 and C251 as they have the most expensive textbooks.

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

Does the department request help developing these instruments?

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

Person Responsible:

Full-time and adjunct faculty teaching the courses

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Student Equity and Achievement Plan goal

Actively participate in work of the state such as CTC Pilot (TPE/TPA), P-3, changes to C-ID, and whatever else may come up in the next five years.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

CAP courses will be up to date with revisions to C-ID. Department participation in webinars, pilot activities, and other appropriate activities identified for the agency.

Participate in the CAP PILOT for Credit for Prior Learning Opportunities for the Early Childhood Workforce.

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

CHDV will participate in exploring (and later establishing) and providing feedback on the logistics for implementing Credit for Prior Learning, as well as reviewing and providing feedback on the draft portfolios (structure, rigor, organization, user-friendliness). Further down the road, participation will include assisting students through the process.

Does the department request help developing these instruments?

Yes

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

Eventual CHDV CPL model to be implemented at Cerro Coso.

Person Responsible:

Full-time and adjunct faculty teaching the courses

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Student Equity and Achievement Plan goal

Evaluate Resource Needs

Facilities

The Child Development Center serves as a lab school. Students who observe and work in the program should be exposed to

well-maintained materials and equipment. 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. In some areas the equipment and materials in the program are well over twenty years old and are showing extreme wear and need to be replaced. Funds may be needed to support replacing some of these items.

Professor Fuller has requested an ergonomic study of her office. Funds are requested to address any needs identified as a result of the study.

Information Technology

The subscription to Ed.flicks is important in providing quality videos, especially as we move away from textbooks. Currently 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. This continues to be a challenge for faculty and students. 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 continue to have secure storage for the Swivl and iPads 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. We will need marketing for our two new courses CHDV C156 , C256, C133 and C233 which are connected to the Master Teacher Certificate.

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.

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.

Additionally, if funding is available it would be advantageous to support training of the Child Development Center lab school staff. There have been several program changes from the California Department of Education related to Dual Language Learners, Trauma Informed Care, and programming requirements such as implementing the Classroom Assessment Scoring System (CLASS). Our Child Development students who are employed or completing assignments in the lab school will directly benefit form the staff having additional training in these areas.

Other Needs

The Child Development Department regularly partners with the library. We are including a list of collaborations including some newly identified needs such as a bilingual librarian (could be adjunct).

- Zoom Workshops have been requested and well received by our CHDV students. Evening workshops meet the unique needs of the student population.
- Libguides / ancillary supports such as How To guides for doing research, citing in APA, etc (in Spanish)
- ebook support - reserve textbooks digitized
- librarian support for the ZTC grant
- adjunct bi-lingual librarian to provide zoom workshops, APA, resource and research supports.
- continued support building CHDV specific ebook resources

- subscriptions to field specific journals and video materials such as Journal of the Young Child and Edflicks

Career Center Support

The Child Development Program often relies on the Career Center to facilitate student workers in our Child Development Center lab schools. The Job Specialist position has been unfilled for months, and while support staff have filled in gaps, there are many potential workforce collaborations that are simply not possible without a fully staff Career Center. Child Development is a CTE program and our community employers often request support in filling vacancies. Employers in our service area have expressed interest in hiring our students and exploring internship opportunities. The continued Career Center vacancy is a major deficit in providing meaningful employment services to our CTE students and industry partners.

Admissions and Records Support

Child Development is increasing the workload for Admissions and Records through our LEA agreement with SBCOE Apprenticeship as manual entry will be required to ensure proper coding in the system. Additionally the department is exploring a Credit for Prior Learning (CPL) pilot and if successful this could also increase the workload in A&R. *Note CPL and related additional workload is primarily CTE and not limited to Child Development.

Staffing Requests

1000 Category - Certificated Positions

Bilingual Adjunct Librarian

Location:

CC Online

Justification:

The Child Development Department works closely with the library to include embedded librarians in certain courses, encourage students to attend the Zoom Workshops, etc. With our CHDV Associate Teacher COA in Spanish enrollments increasing, we have identified the need for a bilingual librarian. We believe this position is needed to support Child Development students and will benefit students in all discipline areas.

Specific needs a bilingual librarian would fill:

- Libguides / ancillary supports such as How To guides for doing research, citing in APA, etc (in Spanish)
- librarian support for the OERs and other learning materials in Spanish (curation, review, etc.)
- adjunct bi-lingual librarian to provide zoom workshops, APA, resource and research supports.
- continued support building CHDV specific ebook resources in Spanish
- LIBR C100 is an advisory for all our CHDV courses. The course should be offered in Spanish to support the students completing the Associate Teacher COA in Spanish.

8 hours per week at $60. 16 weeks in fall; 16 weeks in spring + 8 weeks in summer x 8 x 60 = $19,200.

Full-time Child Development / Early Childhood Education (Bi-lingual in Spanish/English)

Location:

CC Online

Justification:

The Child Development Associate Teacher COA courses taught in Spanish via zoom are expanding. The department has received multiple inquiries into adding more cohorts. Currently there is only one bilingual faculty member in the department.

There is sustained, high demand for CHDV classes. CHDV continues to be one of the largest online programs at Cerro Coso because of the ability to market classes statewide through the Child Development Training Consortium and now CVC-OEI. Specific areas of high demand are infant/toddler courses, online (lecture portion) practicum/field experience, and administration/adult supervision courses. We anticipate our four new specialization courses Dual Language Learner and Trauma Informed Care courses will be in high demand.

The state's new PK-3 ECE Specialist Instruction Credential is now an active Credential. The PK-3 Early Childhood Education (ECE) Specialist Instruction Credential focuses on developmentally appropriate practices for young children in grades PK through 3. The approved PK-3 Early Childhood Education Specialist Instruction credential preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting. Candidates may meet the subject matter competence requirement through one of the following two options: a) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies. b) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

Our Early Childhood Education AS-T and Child Development Teacher COA both provide the instruction to meet the required subject matter competence.

Currently the department has one bilingual faculty member who teaches two courses in Spanish each semester. The courses are taught in the evenings via zoom. Fall 2023 began our second cohort with fifty percent increase in enrollment. The Department is interested in exploring growth in our bilingual course offerings to support students who complete their first four courses (Associate Teacher COA).

There are not too many courses that are under capacity. The Associate Teacher COA offered in Spanish is capped at 25 to meet the unique needs of the students and to ensure a learning environment in zoom that is conducive to community building and effective learning. CHDV C203 Practicum/Field Experience is intentionally scheduled with only 20 students because of the demands of the course. On ground 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.

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.

CHDV offers 100% 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. The Child Development Department annually partners with Mono-Alpine Quality Counts California (QCC)Workforce Pathways and the Inyo County, Quality Counts Inyo Consortium. The Department is also newly partnered with Santa Barbara County Office of Education to be the LEA providing Related Supplemental Instruction for their Early Childhood Educator Apprenticeship program. Additionally we have been contacted by CAPSLO, Kern Early Stars, and similar groups requesting we offer more sections of our Associate Teacher COA in Spanish, and encouraging us to consider offering additional courses in a bilingual format. The Department is applying for the ZTC Acceleration grant and will continue working towards all AS-T courses having at least one section that is POCR (CVC-OEI) approved.

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). According to the CDE, California had approximately 841,000 licensed spaces for children from birth to age 12 in 2019. They note that not all children under five need non-parental care, many of the approximately 2.8 million children of this age do require childcare.

This study conducted by the Central Valley/Mother Lode Center of Excellence examines labor market demand, wages, skills, and postsecondary supply for Child Development, Early Childhood Education. Three occupations related to Child Development; Early Childhood Education were identified for Cerro Coso College:

- 25-2011, Preschool Teachers, Except Special Education
- 25-9045, Teaching Assistants, Except Postsecondary
- 39-9011, Childcare Workers

Key findings:

- Occupational demand — Nearly 12,020 workers were employed in jobs related to Child Development, Early Childhood Education in 2021 in the South-Central Valley/Southern Mother Lode (SCV/SML) subregion. The largest occupation is teaching assistants, except postsecondary with 6,386 workers, a projected growth rate of 5% over the next five years, and 663 annual openings.
- Wages — Teaching assistants, except postsecondary earn the highest entry-level wage,$14.32/hour in the subregion. Please note, childcare workers entry-level wage is below the average living wage.
- Employers — Employers with the most job postings in the subregion are Kern Community College District, Mammoth Mountain Ski Area, and Grimmway Schools.
- Occupational titles — The most common occupational title in job postings in the subregion is Preschool Teachers, Except Special Education. The most common job title is Dog Walker Pet Sitter.
- Education — A high school diploma or equivalent is typically required for childcare workers. Some college, no degree is typically required for teaching assistants, except postsecondary. An associate degree is typically required for preschool teachers, except special education.

First Day Waitlist Total: 8 (*note for the Spanish sections in Fall 2023 the instructor added 10 students from the waitlist).

Department productivity: 12.3

Number of faculty currently in the department: 4

Number of adjunct faculty: 7

Number of certificates awarded 2022-2023: 64 certificates (roughly 39% of the certificates were related to the Associate Teacher courses offered in Spanish)

Number of degrees awarded 2022-2023: 18

CTE workforce data - see above

Number of students at first day and census 2022-2023: 2,075

2000 Category - Classified Staff

Teaching Assistant Child Development / Early Childhood Education (Bi-lingual in Spanish/English)

Location:

CC Online

Salary Grade:

Range 41.0

Number of Months:

10

Number of Hours per Week:

19 hours per week

Salary Amount:

$22.6490/hr or $13,770.592 annual starting salary

Justification:

The courses taught in Spanish currently benefit by having an embedded student tutor (approximately 16 hours/week). This is working well and we want to continue with this model, however, in consultation with the Learning Assistance Center Coordinator and Frank Guevara (CHDV Bilingual Faculty) we have identified a need to provide continuity from year to year. In addition to student tutors, we are requesting to hire a bi-lingual (English/Spanish) Teaching Assistant Child Development / Early Childhood Education.

We are requesting a Teaching Assistant with primary representative duty to "provide individual and group instructional services in a subject area; assist or tutor an individual or small groups of students in a specific subject area; distribute instructional materials; answer student questions regarding individual lessons." The Department considered a Teaching Aide, however, based on the job description, Teacher Aides may advise students regarding their academic development, but do not provide individual tutoring services.