



INSTRUCTIONAL PROGRAM REVIEW

CHILD DEVELOPMENT PROGRAM REVIEW Spring 2012

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Part 1—Relevance

1. Catalog Description:

CHILD DEVELOPMENT ASSOCIATE OF ARTS DEGREE is designed for students interested in infant, toddler, preschool or school-age education. Students may earn an A.A. degree in Child Development or an Associate Teacher Certificate, Teacher Certificate, Master Teacher Certificate or Site Supervisor Certificate for completing a defined course of study that requires fewer units than the A.A. degree. The California Child Development Permit Matrix requirements are reflected in our program allowing students to qualify for the permits required for teaching in programs governed by Title V and funded by contracts with the State of California. Permits are issued by the State Department of Education, California Commission on Teacher Credentialing (not Cerro Coso) and include: Assistant Teacher, Associate Teacher, Teacher, Master Teacher, and Site Supervisor.

All professionals working with children are required to have a clean criminal record, to demonstrate freedom from tuberculosis (TB), and to demonstrate the physical ability to perform all of the duties of a professional position working directly with children.

The requirements for this program are complex. You MUST meet with a Child Development faculty member AND a counselor.

Courses required for the Associate degree major at Cerro Coso Community College may not be the same as those required for the corresponding major at a four-year school. Consult a counselor and visit www.assist.org to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

You must complete a minimum of 60 units, including the courses listed in the major and general education requirements, with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses for the major. A minimum of 12 units must be completed at Cerro Coso Community College. Your transfer institution may require some of the major courses to be taken for a grade. Please consult a counselor and www.assist.org to determine any limitations on Pass/No pass grading in major preparation courses.



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CHILD DEVELOPMENT **ASSOCIATE TEACHER CERTIFICATE OF PROFICIENCY** is designed to provide students with the minimal level of education to work with children in a group setting and includes required classes in the core areas (development; child, family, and community; curriculum). The California Child Development Permit Matrix requirements are reflected in our program allowing students to qualify for the permits required or teaching in programs governed by Title V and funded by contracts with the State of California. Permits are issued by the State Department of Education, California Commission on Teacher Credentialing (not Cerro Coso) and include: Assistant Teacher and Associate Teacher. Each course for this certificate must be completed with a grade of “C” or better, or with a grade of “P” if the course is taken on a pass/no pass basis.”

The requirements for this program are complex. You MUST meet with a Child Development faculty member AND a counselor.

STATE OF CALIFORNIA CHILD DEVELOPMENT PERMIT: The California Commission on Teacher Credentialing grants permits in accordance with the Child Development Permit Matrix. Applications are separate from Cerro Coso Community College and must be submitted to California Commission on Teacher Credentialing. Contact any Child Development faculty member or visit the California Commission on Teacher Credentialing website <http://www.ctc.ca.gov> for more information regarding the Permit Matrix and Professional Growth Advisors. For all Permits, all course work must be completed with a grade of “C” or better. **Associate Teacher Permit:** Associate Teacher Certificate of Proficiency requirements plus experience requirement of 50 days of 3+ hours per day within 2 years.

CHILD DEVELOPMENT **TEACHER CERTIFICATE OF ACHIEVEMENT** is designed to provide students with the minimal level of education to work with children in a group setting and includes required classes in the core areas (development; child, family, and community; curriculum). The California Child Development Permit Matrix requirements are reflected in our program allowing students to qualify for the permits required for teaching in programs governed by Title V and funded by contracts with the State of California. Permits are issued by the State Department of Education, California Commission on Teacher Credentialing (not Cerro Coso) and include: Assistant Teacher, Associate Teacher, and Teacher Permits. Each course for this certificate must be completed with a grade of “C” or better, or with a grade of “P” if the course is taken on a pass/no pass basis.

The requirements for this program are complex. You MUST meet with a Child Development faculty member AND a counselor.

STATE OF CALIFORNIA CHILD DEVELOPMENT PERMIT: The California Commission on Teacher Credentialing grants permits in accordance with the Child Development Permit Matrix. Applications are separate from Cerro Coso Community College and must be submitted to California Commission on Teacher Credentialing. Contact any Child Development faculty member or visit the California Commission on Teacher Credentialing website <http://www.ctc.ca.gov> for more information regarding the Permit Matrix and Professional Growth Advisors. For all Permits, all course work must be completed



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with a grade of “C” or better. **Teacher Permit Requirements:** Teacher Certificate requirements *plus* experience of 175 days of 3+ hours per day within 4 years *plus* 16 general education units in English/Language Arts, Math/Science, Social Sciences, and Humanities/Fine Arts. All professionals working with children are required to have a clean criminal record, to demonstrate freedom from tuberculosis (TB), and to demonstrate the physical ability to perform all of the duties of a professional position working directly with children.

CHILD DEVELOPMENT **MASTER TEACHER CERTIFICATE OF ACHIEVEMENT** is designed to provide students with a complete educational foundation to work as a curriculum specialist with children in a group setting and includes required classes in the core areas (development; child, family, and community; curriculum); six specialization units in the curriculum area of the student's choice; and adult supervision units. The California Child Development Permit Matrix requirements are reflected in our program allowing students to qualify for the permits required or teaching in programs governed by Title V and funded by contracts with the State of California. Permits are issued by the State Department of Education, California Commission on Teacher Credentialing (not Cerro Coso) and include: Assistant Teacher, Associate Teacher, Teacher and Master Teacher Permits. Each course for this certificate must be completed with a grade of “C” or better, or with a grade of “P” if the course is taken on a pass/no pass basis.”

The requirements for this program are complex. You MUST meet with a Child Development faculty member AND a counselor.

STATE OF CALIFORNIA CHILD DEVELOPMENT PERMIT: The California Commission on Teacher Credentialing grants permits in accordance with the Child Development Permit Matrix. Applications are separate from Cerro Coso Community College and must be submitted to California Commission on Teacher Credentialing. Contact any Child Development faculty member or visit the California Commission on Teacher Credentialing website <http://www.ctc.ca.gov> for more information regarding the Permit Matrix and Professional Growth Advisors. For all Permits, all course work must be completed with a grade of “C” or better. **Master Teacher Permit:** Teacher Permit requirements *plus* 2 units Adult Supervision *plus* 6 specialization units *plus* 16 general education units in English/Language Arts, Math/Science, Social Sciences, and Humanities/Fine Arts *plus* experience of 350 days of 3+ hours per day within 4 years.

CHILD DEVELOPMENT **SITE SUPERVISOR CERTIFICATE OF ACHIEVEMENT** is designed to provide students with a complete educational foundation to work as an administrator of programs serving children in a group setting and includes required classes in the core areas (development; child, family, and community; curriculum); six administration units; and adult supervision units. The California Child Development Permit Matrix requirements are reflected in our program allowing students to qualify for the permits required or teaching in programs governed by Title V and funded by contracts with the State of California. Permits are issued by the State Department of Education, California Commission on Teacher Credentialing (not Cerro Coso) and include: Assistant Teacher, Associate Teacher, Teacher and



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Site Supervisor Permits. Each course for this certificate must be completed with a grade of “C” or better, or with a grade of “P” if the course is taken on a pass/no pass basis.

The requirements for this program are complex. You MUST meet with a Child Development faculty member AND a counselor.

STATE OF CALIFORNIA CHILD DEVELOPMENT PERMIT: The California Commission on Teacher Credentialing grants permits in accordance with the Child Development Permit Matrix. Applications are separate from Cerro Coso Community College and must be submitted to California Commission on Teacher Credentialing. Contact any Child Development faculty member or visit the California Commission on Teacher Credentialing website at <http://www.ctc.ca.gov> for more information regarding the Permit Matrix and Professional Growth Advisors. For all Permits, all course work must be completed with a grade of “C” or better. **Site Supervisor Permit:** Site Supervisor Permit requires completion of an AA (or 60 units) which includes all of the classes for the Teacher Certificate *plus* 6 administration units *plus* 2 Adult Supervision units *plus* 16 general education units in English/Language Arts, Math/Science, Social Sciences, and Humanities/Fine Arts *plus* experience of 350 days of 3+ hours per day within 4 years including at least 100 days supervising adults.

Analysis: The Child Development program is clearly described with information demonstrating the difference between completion of Cerro Coso Child Development classes, certificates of achievement, or AA degree and the acquisition of a Child Development Permit from the State of California Commission on Teacher Credentialing. The catalog description conveys the program’s objectives and clearly communicates that this program is for working with children which differs from all other programs. Student outcome expectations are clearly defined at every step of the program’s ladder composition which mirrors the State of California Child Development career ladder. The catalog description does not include exaggerated or unattainable statements. Assertions of career applicability as well as transfer applicability are reasonable and documented.

2. Courses:

CHILD DEVELOPMENT ASSOCIATE OF ARTS DEGREE

Complete all the following courses.

CHDV C100	Principles & Practices of Teaching	3
CHDV C102	Materials and Curriculum	3
CHDV C104	Child, Family, and Community	3
CHDV C106	Child Growth and Development	3
CHDV C111	Principles of Child Guidance	3
CHDV C121	Health, Safety, & Nutrition	3
CHDV C125	Diversity in Education	3
CHDV C200	Observation and Assessment	3



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CHDV C203	Practicum - Field Experience	3
Select 3 units from the following courses. Units		
CHDV C145	Language and Literature	3
CHDV C149	Play and Meaning	3
Total Child Development Units		30

Complete general education requirements and electives for a minimum of 60 total units.

CHILD DEVELOPMENT ASSOCIATE TEACHER CERTIFICATE OF PROFICIENCY

Complete all the following courses.

CHDV C100	Principles & Practices of Teaching	3
CHDV C102	Materials and Curriculum	3
CHDV C104	Child, Family, and Community	3
CHDV C106	Child Growth and Development	3
Total Units		12

CHILD DEVELOPMENT TEACHER CERTIFICATE OF PROFICIENCY

Complete all the following courses.

CHDV C100	Principles & Practices of Teac	3
CHDV C102	Materials and Curriculum	3
CHDV C104	Child, Family, and Community	3
CHDV C106	Child Growth and Development	3
CHDV C111	Principles of Child Guidance	3
CHDV C121	Health, Safety, & Nutrition	3
CHDV C125	Diversity in Education	3
Select 3 units from the following.		
CHDV C200	Observation and Assessment	3
CHDV C203	Practicum - Field Experience	3
Total Units		24

CHILD DEVELOPMENT MASTER TEACHER CERTIFICATE OF PROFICIENCY

Complete all the following courses.

CHDV C100	Principles & Practices of Teac	3
CHDV C102	Materials and Curriculum	3
CHDV C104	Child, Family, and Community	3
CHDV C106	Child Growth and Development	3
CHDV C111	Principles of Child Guidance	3
CHDV C121	Health, Safety, & Nutrition	3
CHDV C125	Diversity in Education	3
CHDV C281	Adult Supervision	3



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Select 3 units from the following:

CHDV C200 Observation and Assessment	3
<u>CHDV C203 Practicum - Field Experience</u>	<u>3</u>
Sub-total Units	27

Select 6 units from the following, possible specializations:

Children with Exceptional Needs Specialization

CHDV C125 Diversity in Education	3
CHDV C241 The Exceptional Child	3

Diversity Specialization

CHDV C125 Diversity in Education	3
HMSV C102 Cultural Competence.	3

Infant Care Specialization

CHDV C105 Intro to Infant Development	3
CHDV C205 Infant & Toddler Curriculum	3

School Age Care Specialization

CHDV C107 School Age Development	3
<u>CHDV C207 School Age Curriculum</u>	<u>3</u>

Other specializations can be developed. Please contact the Child Development Faculty Chair..

Total Units 33

CHILD DEVELOPMENT SITE SUPERVISOR CERTIFICATE OF PROFICIENCY

Complete all the following courses.

CHDV C100	Principles & Practices of Teac	3
CHDV C102	Materials and Curriculum	3
CHDV C104	Child, Family, and Community	3
CHDV C106	Child Growth and Development	3
CHDV C111	Principles of Child Guidance	3
CHDV C121	Health, Safety, & Nutrition	3
CHDV C125	Diversity in Education	3
CHDV C251	Admin of CHDV Programs I	3
CHDV C252	Admin of CHDV Programs II	3
CHDV C281	Adult Supervision	3

Select 3 units from the following:

CHDV C200 Observation and Assessment	3
<u>CHDV C203 Practicum - Field Experience</u>	<u>3</u>

Total Units 33



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The Child Development (CHDV) department has completed alignment with the California Community College Curriculum Alignment Project (CAP). CAP is a statewide initiative project that has involved the faculty's collaboration with their professional association, California Community College Early Childhood Educators (CCCECE); California State University (CSU) child development faculty representatives (Baccalaureate Pathways for Early Childhood Education-BPECE); and teacher preparation partners from a range of state agencies. Curriculum changes among all the colleges will align the foundational 24 units, 8 classes, that all child development students in California are required to complete. The alignment process includes Student Learning Outcomes and course objectives.

These 8 classes are known as the "CAP 8" and, at Cerro Coso, include:

1. CHDV C100 Principles & Practices of Teac	3
2. CHDV C102 Materials and Curriculum	3
3. CHDV C104 Child, Family, and Community	3
4. CHDV C106 Child Growth and Development	3
5. CHDV C121 Health, Safety, & Nutrition	3
6. CHDV C125 Diversity in Education	3
7. CHDV C200 Observation and Assessment	3
8. CHDV C203 Practicum - Field Experience	3
CAP Units	24

Analysis: Certificates of Achievement need to be modified to require both CHDV C200 and CHDV C203 instead of CHDV C200 or CHDV C203 because both classes are part of the "CAP 8" and CHDV C200 is a prerequisite for CHDV C203 so it's disingenuous of us to say that the student has a choice.

The CHDV department has structured the relationship between student learning outcomes and competency levels for the AA degree, certificates of achievement, and courses by completing the rigorous California Community College Curriculum Alignment Project (CAP) alignment process which includes state level review of course outlines of record with particular scrutiny of student learning outcomes and course objectives. The CHDV department was also guided by the California Commission on Teacher Credentialing requirements for Child Development Permits as summarized in the Child Development Permit Matrix (Appendix A). Our thoughtful, intentional alignment and mirroring of statewide standards insures that taken together, the successful completion by students of the set of courses required for the program enable them to fulfill the program objectives and meet the program objectives. Students have a clear path to achieving the student learning outcomes required of each course, the A.A. degree, and each certificate of achievement offered by the program. Core courses and electives have been kept to the necessary minimum so that the CHDV program does not dilute the creation of cohorts or obstruct completion by offering too many options.



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3. Program Learning Outcomes

CHILD DEVELOPMENT ASSOCIATE OF ARTS DEGREE

A . Understand, observe, analyze development from a theoretical perspective: including the realms of physical, socio-emotional, and cognitive development; from conception through adolescence.

Assessment: Target level of performance is that 70% of students achieve the outcome. This will be assessed with a portfolio, scored by a rubric. Data will be collected through portfolio projects in CHDV C203. Faculty will rate outcome achievement individually. Results will be aggregated.

B . Develop curriculum appropriate to the individual developmental needs of children from infancy through school-age and across a variety of categories; aesthetic, affective, cognitive, language, physical, and social.

Assessment: Target level of performance is that 70% of students achieve the outcome. This will be assessed with a portfolio, scored by a rubric. Data will be collected through portfolio projects in CHDV C203. Faculty will rate outcome achievement individually. Results will be aggregated.

C . Demonstrate classroom management skills; working with both small and large groups of children

Assessment: Target level of performance is that 70% of students achieve the outcome. This will be assessed with a portfolio, scored by a rubric. Data will be collected through portfolio projects in CHDV C203. Faculty will rate outcome achievement individually. Results will be aggregated.

D . Demonstrate an understanding of the health, safety, and nutrition requirements of programs and children from infancy through school-age.

Assessment: Assessment:Target level of performance is that 70% of students achieve the outcome. This will be assessed with a portfolio, scored by a rubric. Data will be collected through portfolio projects in CHDV C203.

E . E. Analyze assessment techniques commonly used in the field of Child Development

Assessment: Target level of performance is that 70% of students achieve the outcome. This will be assessed with a portfolio, scored by a rubric. Data will be collected through portfolio projects in CHDV C203.

F . Assess and practice a variety of program models

Assessment: Target level of performance is that 70% of students achieve the outcome. This will be assessed with a portfolio, scored by a rubric. Data will be collected through portfolio projects in CHDV C203. Faculty will rate outcome achievement individually. Results will be aggregated.

G . Address diversity issues, including special needs, with children, families, and programs in a constructive way

Assessment: Target level of performance is that 70% of students achieve the outcome. This will be assessed with a portfolio, scored by a rubric. Data will be collected through portfolio projects in CHDV C203. Faculty will rate outcome achievement individually. Results will be aggregated.

H . Take a leadership role in both the profession of Child Development and the in the community through an understanding of advocacy



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Assessment: Target level of performance is that 70% of students achieve the outcome. This will be assessed with a portfolio, scored by a rubric. Data will be collected through portfolio projects in CHDV C203. Faculty will rate outcome achievement individually. Results will be aggregated.

CHILD DEVELOPMENT ASSOCIATE TEACHER CERTIFICATE OF PROFICIENCY

A . Understand, observe, analyze development from a theoretical perspective: including the realms of physical, socio-emotional, and cognitive development; from conception through adolescence.

Assessment: TBD

B . Develop curriculum appropriate to the individual developmental needs of children from infancy through school-age and across a variety of categories; aesthetic, affective, cognitive, language, physical, and social.

Assessment: TBD

C . Demonstrate classroom management skills; working with both small and large groups of children.

Assessment: TBD

CHILD DEVELOPMENT TEACHER CERTIFICATE OF PROFICIENCY

A . Understand, observe, analyze development from a theoretical perspective: including the realms of physical, socio-emotional, and cognitive development; from conception through adolescence.

Assessment: TBD

B . Develop curriculum appropriate to the individual developmental needs of children from infancy through school-age and across a variety of categories; aesthetic, affective, cognitive, language, physical, and social.

Assessment: TBD

C . Demonstrate classroom management skills; working with both small and large groups of children.

Assessment: TBD

D . Demonstrate an understanding of the health, safety, and nutrition requirements of programs and children from infancy through school-age.

Assessment: TBD

E . Analyze assessment techniques commonly used in the field of Child Development.

Assessment: TBD

F . Assess and practice a variety of program models

Assessment: TBD

G . Address diversity issues, including special needs, with children, families, and programs in a constructive way

Assessment: TBD

H . Take a leadership role in both the profession of Child Development and the in the community through an understanding of advocacy

Assessment: TBD

CHILD DEVELOPMENT MASTER TEACHER CERTIFICATE OF PROFICIENCY



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A . Understand, observe, analyze development from a theoretical perspective: including the realms of physical, socio-emotional, and cognitive development; from conception through adolescence.

Assessment: TBD

B . Develop curriculum appropriate to the individual developmental needs of children from infancy through school-age and across a variety of categories; aesthetic, affective, cognitive, language, physical, and social.

Assessment: TBD

C . Demonstrate classroom management skills; working with both small and large groups of children.

Assessment: TBD

D . Demonstrate an understanding of the health, safety, and nutrition requirements of programs and children from infancy through school-age.

Assessment: TBD

E . Analyze assessment techniques commonly used in the field of Child Development.

Assessment: TBD

F . Assess and practice a variety of program models

Assessment: TBD

G . Address diversity issues, including special needs, with children, families, and programs in a constructive way

Assessment: TBD

H . Take a leadership role in both the profession of Child Development and the in the community through an understanding of advocacy

Assessment: TBD

CHILD DEVELOPMENT SITE SUPERVISOR CERTIFICATE OF PROFICIENCY

A . Understand, observe, analyze development from a theoretical perspective: including the realms of physical, socio-emotional, and cognitive development; from conception through adolescence.

Assessment: TBD

B . Develop curriculum appropriate to the individual developmental needs of children from infancy through school-age and across a variety of categories; aesthetic, affective, cognitive, language, physical, and social.

Assessment: TBD

C . Demonstrate classroom management skills; working with both small and large groups of children.

Assessment: TBD

D . Demonstrate an understanding of the health, safety, and nutrition requirements of programs and children from infancy through school-age.

Assessment: TBD

E . Analyze assessment techniques commonly used in the field of Child Development.

Assessment: TBD

F . Assess and practice a variety of program models

Assessment: TBD



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G . Address diversity issues, including special needs, with children, families, and programs in a constructive way

Assessment: TBD

H . Take a leadership role in both the profession of Child Development and the in the community through an understanding of advocacy

Assessment: TBD

While the CHDV Program Learning Outcomes (PLO's) capture all but one key knowledge and skill area expected of students exiting the program, the process of thoughtful, intentional review has resulted in identifying the need to tighten up our PLO's. The key knowledge and skill area that is absent is a PLO that addresses the CAP 8, core class CHDV C104 Child, Family, and Community.

CHDV faculty have identified the need to reduce the total number of PLO's to 4 (no more than 6) that build upon each other as follows:

- PLO 1 For the first 12 units (CHDV C100, 102, 104, 106)
- PLO 2 For the second 12 units (CHDV C121, C125, 200, 203)
- PLO 3 For the Master Teacher (CHDV C281 plus 6 units of curriculum specialization)
- PLO 4 For Site Supervisor (CHDV C281, C251, C252 – administration "specialization")

Students are prepared to transfer, enter the workforce, or remain in the workforce with the knowledge and skills identified in the PLO's. We know this anecdotally. Students have reported successful transfer experiences including students who transferred, completed BA and/or MA degrees and are now Stie Supervisors and Program Directors in our communities; one student who is the Early Childhood Professional Development Program Coordinator at Los Medanos College who regularly refers Los Medanos students to our CHDV online classes; and two of our CHDV alumni are currently full-time , CHDV faculty – Vivian Baker at Cerro Coso and Maris Wagener at Yuba CCD.

Students report meeting Head Start and CA-funded program requirements for additional units and degrees thereby being able to keep their jobs. Students report getting a first job after completing our CHDV classes although we estimate that more than 90% of our students are concurrently enrolled in CHDV courses and working in the field. Because we are committed to data-driven, demonstrable results, we know that this is an area that needs an actionable improvement plan.

No, the right artifact was not chosen to measure the PLO's. CHDV faculty assessed PLO's using a portfolio for the capstone class, CHDV C203, for 3 years. It was clear from these assessments that the portfolio was not the correct artifact because such a small percentage of CHDV students were required to take the capstone class and we did not have a clear path to the capstone class. This prompted us to review our program for necessary prerequisites which resulted requiring more prerequisites (see Conditions of Enrollment). Artifacts for assessment will be identified as part of the tightening up of the CHDV PLO's to a total of 4 as described above.



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4. Conditions of Enrollment

All Child Development classes have Level 1 (level prior to transfer) Reading & Writing Advisories as well as an observation requirement.

LEVEL 1 Reading & Writing Advisories:

Students are expected to read a college level textbook, research articles from professional journals, and assigned readings.

Reading Level 1 skills prepare students to succeed in CHDV classes by ensuring that they have the skills to read textbooks, journal articles, and assigned readings and are able to make connections between regulations, theory and best practice. The ability to make these connections adequately prepares students to participate in discussions, formulate answers for quizzes and exams, and summarize materials read. Reading Level 1 skills also ensure that students will have the ability to identify central points, evaluate sources, distinguish fact from opinion, identify bias, and draw inferences. Students are expected to write summaries of text chapters, journal articles, and assigned readings, as well as to complete a research paper. Writing Level 1 skills prepare students to succeed in CHDV classes by ensuring they are able to write short essays that synthesize lectures and assigned readings and that are free of major spelling and grammatical errors. Writing Level 1 skills ensure that students are able to compose a formal research paper from multiple sources including finding, evaluating, organizing, synthesizing college-level reading materials, and to construct a detailed outline and annotated bibliography that projects the structure of the research paper and reflects the extent of their literature search and the relevance of the sources chosen. Writing Level 1 skills prepare students to use the corrected proof of their outline to draft a research paper that is properly formatted, written in clear and grammatically-correct prose.

Observation: Students will be required to observe children in group settings. Students are encouraged to do their observations in licensed centers or licensed family child care homes in their community. Licensed-exempt facilities are acceptable.

Courses with additional Advisories or Prerequisites:

CHDV C200 Observation and Assessment

Advisories

CHDV C102	Materials and Curriculum
CHDV C104	Child , Family, and Community
CHDV C125	Diversity in Education
and	
CHDV C105	Infant Development
or	
CHDV C106	Child Growth and Development



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or
CHDV C107 School Age Development
and
CHDV C145 Language & Literature
or
CHDV C149 Play and Meaning

CHDV C203 Practicum: Field Experience

Prerequisites

CHDV C100 Principles and Practices of Teaching Young Children
CHDV C102 Materials and Curriculum
CHDV C104 Child, Family, and Community
CHDV C125 Diversity in Education

and

CHDV C105 Infant Development
or
CHDV C106 Child Growth and Development
or
CHDV C107 School Age Development

and

CHDV C145 Language & Literature
or
CHDV C149 Play and Meaning

and

CHDV C200 Observation and Assessment

CHDV C252 Administration of Child Development Programs II

Prerequisites: 9 units of Child Development classes including CHDV C251

Analysis: The prerequisites are proving to be very beneficial and they continue to be needed. They are self-imposed based on results of PLO assessments. A statistical validation has not been accomplished to support the continued use of the prerequisites.



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5. Program Matrices

CHILD DEVELOPMENT ASSOCIATE OF ARTS DEGREE

Courses	Program Learning Outcomes							
	A	B	C	D	E	F	G	H
CHDV C100	X						X	
CHDV C102	X	X				X	X	X
CHDV C104	X					X	X	X
CHDV C106	X		X			X	X	X
CHDV C111	X							
CHDV C121				X			X	X
CHDV C125	X	X				X	X	X
CHDV C145								
CHDV C149	X							
CHDV C200	X	X	X			X	X	X
CHDV C203	X	X	X	X	X	X	X	X

CHILD DEVELOPMENT ASSOCIATE TEACHER CERTIFICATE OF PROFICIENCY

Courses	Program Learning Outcomes					
	A	B	C	D	E	F
CHDV C100	X				X	
CHDV C102	X	X		X	X	X
CHDV C104	X			X	X	X
CHDV C106	X		X	X	X	X

CHILD DEVELOPMENT TEACHER CERTIFICATE OF PROFICIENCY



Revised: 9-16-11



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Courses	Program Learning Outcomes						
	A	B	C	D	E	F	
CHDV C100	X				X		
CHDV C102	X	X		X	X		X
CHDV C104	X			X	X		X
CHDV C106	X		X	X	X		X
CHDV C111	X						
CHDV C121			X			X	X
CHDV C125	X	X			X	X	X
CHDV C200	X	X	X		X	X	X
CHDV C203	X	X	X	X	X	X	X

CHILD DEVELOPMENT MASTER TEACHER CERTIFICATE OF PROFICIENCY

Courses	Program Learning Outcomes						
	A	B	C	D	E	F	
CHDV C100	X				X		
CHDV C102	X	X		X	X		X
CHDV C104	X			X	X		X
CHDV C106	X		X	X	X		X
CHDV C111	X						
CHDV C121			X			X	X
CHDV C125	X	X			X	X	X
CHDV C200	X	X	X		X	X	X
CHDV C203	X	X	X	X	X	X	X



Revised: 9-16-11



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CHDV C105	X		X			X	X	X
CHDV C107	X		X			X	X	X
CHDV C125	X	X				X	X	X
CHDV C205	X	X				X	X	X
CHDV C207	X	X				X	X	X
CHDV C241	X					X	X	X
CHDV C281				X	X	X	X	X
HMSV C102	X	X				X	X	X

CHILD DEVELOPMENT SITE SUPERVISOR CERTIFICATE OF PROFICIENCY

Courses	Program Learning Outcomes							
	A	B	C	D	E	F	G	H
CHDV C100	X						X	
CHDV C102	X	X				X	X	X
CHDV C104	X					X	X	X
CHDV C106	X		X			X	X	X
CHDV C111	X							
CHDV C200	X	X	X			X	X	X
CHDV C203	X	X	X	X	X	X	X	X
CHDV C251				X	X	X	X	X
CHDV C252				X	X	X	X	X
CHDV C281				X	X	X	X	X

The CHDV program well designed so the courses complement each other. Each class has a specific role to play in helping students achieve the PLO's and there is no unnecessary duplication of knowledge and/or skills.



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Part 2—Appropriateness

1. 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 A.A. 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. (revised by Child Development Advisory Committee 9/14/04)

Child Development is both a transfer program and a Career Technical Education Program (CTE) so we fit 2 of the 3 core areas of the community college mission. The department ensures that the Child Development Program is of high quality and appropriate to an institution of higher learning through sustained quality review/evaluation and improvement.

Child Development is in the unique position of having structured competency levels provided by the State of California Department of Education, California Early Childhood Educator Competencies:

The *California Early Childhood Educator (ECE) Competencies* describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families. The *California ECE Competencies* are organized into twelve overlapping areas: (1) Child Development and Learning; (2) Culture, Diversity and Equity; (3) Relationships, Interactions, and Guidance; (4) Family and Community Engagement; (5) Dual-Language Development; (6) Observation, Screening, Assessment, and Documentation; (7) Special Needs and Inclusion; (8) Learning Environments and Curriculum; (9) Health, Safety, and Nutrition; (10) Leadership in Early Childhood Education; (11) Professionalism; and (12) Administration and Supervision. The term *early childhood educator* includes everyone responsible for the care and education of young children.

(<http://www.cde.ca.gov/sp/cd/re/ececomps.asp> March 19, 2012)

Community colleges throughout the state meet at least twice a year to discuss how Child Development programs are developed and implemented. Cerro Coso Community College has participated in at least two statewide meetings every year through the Child Development Training Consortium (CDTC) <http://www.childdevelopment.org/cs/cdtc/print/htdocs/home.htm> California Community Colleges Early Childhood Educators (CCCECE) <http://sites.google.com/site/ccceceducators/>, the Higher Education Colloquium for Early Care & Education,



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http://www.childdevelopment.org/cs/cdtc/download/rs/295/Colloquium%202012%20Promo%20flyer.pdf?x-r=pcfile_d,

and the California Early Childhood Mentor Program <http://www.ecementor.org/>

Students may complete the Child Development A.A. degree and all certificates of achievement online, at the IWV campus, and through a combination of on ground, online, hybrid, and iTV classes at KRV, South Kern, and ESCC.

2. Summary of Student Demand Data:

CHILD DEVELOPMENT Program Review Data							
	Section	Enroll	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF
TOTAL	416	11585	27.85	985	69.7	49.7	14.1
2004-2005	68	1542	22.7	162	12.6	8.6	12.9
Fall	10	299	29.9	30	2.2	1.3	13.5
Summer	30	678	22.6	79	6.1	3.9	13.0
Spring	28	565	20.2	54	4.3	3.4	12.5
2005-2006	59	1394	23.6	123	10.3	7.9	11.9
Fall	13	357	27.5	32	2.6	2.4	12.3
Summer	23	505	22.0	44	3.7	3.0	11.7
Spring	23	532	23.1	47	4.0	2.5	11.8
2006-2007	58	1383	23.8	123	9.5	6.1	13.0
Fall	10	363	36.3	33	2.0	2.0	16.5
Summer	23	526	22.9	46	4.1	2.0	11.3
Spring	25	494	19.8	44	3.4	2.1	13.1
2007-2008	50	1521	30.4	140	9.2	6.6	15.2
Fall	12	388	32.3	35	2.4	2.2	14.8
Summer	17	506	29.8	47	3.1	1.8	15.2
Spring	21	627	29.9	58	3.8	2.5	15.4
2008-2009	69	2201	31.9	204	13.4	9.1	15.3
Fall	15	459	30.6	42	2.8	2.0	14.8
Summer	25	778	31.1	75	5.1	3.2	14.6
Spring	29	964	33.2	88	5.4	3.9	16.3
2009-2010	80	2500	31.3	232	14.7	11.5	15.8
Fall	23	759	33.0	70	4.4	3.8	15.7
Summer	28	777	27.8	72	4.6	3.7	15.7
Spring	29	964	33.2	90	5.7	4.0	15.8
2010-2011	32	1044	32.6	0	6.4	5.0	0.0
Summer	32	1044	32.6	0	6.4	5.0	0.0



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Our last program review was completed 6 years ago. Comparing the data from 2004-2005 and 2009-2010, we clearly observe that the overall Child Development Program has produced remarkable growth and productivity improvements:

- **Average section size has increased 43.6%**; from 22.7 students/section to 32.6 students/section.
- **FTES has increased 43.2%**
The Child Development Program produces more than \$1,000,000.00 per year in revenue from FTES.
- **FTES/FTEF has increased 22.48%** from 12.9 to 15.8 (22.48%)

Adjunct Faculty taught 71.31% of all sections. One new full-time faculty was added in Fal 2011 so this percentage may decrease. However, even with the addtion of 1 more full-time faculty, adjunct faculty will still teach more than 65% of all sections.

Demand for Child Development classes has gone up across the board with the exception of on ground classes at IWV and ESCC. In Fall 2009, the ESCC Child Development Advisory Committee recommeded that we no longer offer CHDV classes on ground in Bishop or Mammoth because (1) the classes were often cancelled due to low enrollment which did not support student success in completing programs of study and (2) the classes are all available online which meets the needs of the students at ESCC.

The number of classes offered on ground has decreased 63.15%, from 19 in 2006-2007 to 7 in 2010-2011.

On ground class enrollments at KRV have remained steady at 14-17 students enrolled at census in the 1 class we offer each term. Marianne Fountain, CHDV adjunct faculty, has been a tireless advocate for the CHDV program in the KRV area. She has worked with the KRV Site Director and staff to advertise classes. Marianne has volunteered her time to speak at area meetings to promote both the CHDV and all Cerro Coso programs and she worked with the KRV Site Director, the KRV counselor, and the CHDV Faculty Chair to identify that the CHDV KRV students are most successful when they complete on ground classes on a more intense, 9 week schedule that requires 6 hours/week of class time.

We, like most programs in California and the USA, experienced dramatic demand increase durign the time of the recession, 2008-2011. CHDV sections offered in the Summer term increased 200%, from 9 to 27 sections. This was in response to student demand generated by the economic recession as well as the fact that many of our CHDV students are employed in Head Start and State Preschool programs where they have the summers off from work so it is the optimal time for them to take classes in fulfillment of the educational requirements for job retention and/or advancement. CHDV sections offered during the Fall and Spring terms has increased ~40%, from ~ 23 to ~32 sections.



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Cerro Coso, including CHDV, has experienced erratic enrollment management practices over the past 6 years due to instability in the Vice President, Academic Affairs position. The CHDV on ground program was particularly impacted during the period when no class was allowed to run with 20 or fewer students enrolled. In Fall 2006, we cancelled 1 class at South Kern with 9 enrolled and and 2nd, iTV class between IWV-KRV-ESCC with 15 students enrolled. On June 3, 2009, 6 Fall classes were cancelled due to the budget crisis du jour.

Since Fall 2011, we have been operating under the current administration's commitment to rebuild the IWV on ground CHDV program. We offer 2 classes on ground in the Fall and Spring terms and the current administration has vowed that these classes will not be cut no matter what the enrollments are.

CHDV faculty identified the need for enforced prerequisites over the course of 2 years' discussions during department meetings. All CHDV courses have been reviewed, revised, and shepherded through the Academic Senates' Curriculum Process from Fall 2010-Spring 2012.

Prerequisites for several classes are in place and are being enforced. This has led, in the short term, to lower demand for courses for which there are now prerequisites in place:

CHDV C203 Practicum: Field Experience

Prerequisites

CHDV C100 Principles and Practices of Teaching Young Children

CHDV C102 Materials and Curriculum

CHDV C104 Child, Family, and Community

CHDV C125 Diversity in Education

and

CHDV C105 Infant Development

or

CHDV C106 Child Growth and Development

or

CHDV C107 School Age Development

and

CHDV C145 Language & Literature

or

CHDV C149 Play and Meaning

and

CHDV C200 Observation and Assessment

CHDV C252 Administration of Child Development Programs II

Prerequisites: 9 units of Child Development classes including CHDV C251



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3. Student Performance Data:

CHILD DEVELOPMENT Program Review Data					
	Total Grades	# Retention	% Retention	# Success	% Success
TOTAL	11134	9631	87%	7188	65%
2004-2005	1477	1312	89%	979	66%
Fall	287	257	90%	206	72%
Summer	652	558	86%	407	62%
Spring	538	497	92%	366	68%
2005-2006	1240	1124	91%	827	67%
Fall	344	309	90%	250	73%
Summer	450	403	90%	290	64%
Spring	446	412	92%	287	64%
2006-2007	1273	1157	91%	834	66%
Fall	330	304	92%	245	74%
Summer	485	431	89%	300	62%
Spring	458	422	92%	289	63%
2007-2008	1433	1267	88%	949	66%
Fall	378	343	91%	281	74%
Summer	475	429	90%	301	63%
Spring	580	495	85%	367	63%
2008-2009	2173	1788	82%	1346	62%
Fall	456	395	87%	327	72%
Summer	792	612	77%	450	57%
Spring	925	781	84%	569	62%
2009-2010	2485	2071	83%	1580	64%
Fall	753	642	85%	501	67%
Summer	768	625	81%	481	63%
Spring	964	804	83%	598	62%
2010-2011	1053	912	87%	673	64%
Summer	1053	912	87%	673	64%

Child Development success rates have been relatively unchanged, ranging 62%-65%. Retention was highest in Spring and Fall 2006, 92%, and lowest in Summer 2009, 77%. The trend for retention and success are both headed back in the right direction.

More than 90% of Cerro Coso Child Development classes are offered online. Both the Child Development Advisory Committee(s) and department faculty have identified the need to have an efficient mechanism for insuring that students who enroll in online classes are computer literate. We



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believe that the major reason for the brief decline in success was the surge of online students who were not computer literate and/or prepared to succeed in college level classes.

Child Development					
	2006-07	2007-08	2008-09	2009-10	2010-11
Associate in Science	13	2	5	13	13
Cert of Achievement >1 <2 yr		2	1		1
Certificate of Completion					3
Cert. of Completion < 1 yr (Teacher)		1			
Sum	13	4	6	13	17

Child Development faculty worked with the Cerro Coso Institutional Researcher (IR) in 2005 to identify the number of students who had earned a degree or certificate but who had not requested to receive the degree or certificate thereby not being counted in our official data. The IR collected course completion data from the previous 4 years. The results were eye-opening as > 90 degrees and certificates had been earned but not claimed by students.

In our last Program Review from 6 years ago:

- Currently we do not have a way to assess our student learning outcomes in terms of employment and transfer for students. We need to work with the Institutional Researcher to develop a way to follow students and receive feedback from employers.
- A plan for tracking those students who qualify for the various awards and certificates needs to be developed so that we have more accurate information for our students and our program.

Child Development faculty have been a reliable “broken record” requesting institutional support for both of these points. KCCD has invested in Degree Works software that has been advertised to allow us to track which students have completed the requirements for the A.A. degree and certificates of achievement. Implementation is scheduled for June 2012 at Cerro Coso. We have high hopes and expectations for Degree Works. We also remain advocates of not requiring students to complete any additional paperwork before Cerro Coso awards them the certificate or degree they have earned.



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We support resources going towards student contact to make sure each is on the right track, knows the next classes to take, and knows when s/he has completed requirements for a certificate or degree. We support student contacts that support certificate and degree attainment plus doing the employment data gathering that we need. For example, we in CHDV know that the vast majority (>90%) of our students are working while they are taking our CHDV classes. However, our reports continue to reflect very low, even 0, of our students working.

4. Place of Program in Curriculum/Similar Programs:

The Child Development program is a unique component of the overall college curriculum. The Child Development program exemplifies a high quality degree and certificate program in career technical education and transfer. We are continuously vigilant to discover creative, useful and efficient paths toward student opportunities and success as demonstrated by our program exceeding the minimum qualifications defined by the California Commission on Teacher Credentialing, California Child Development Permit. The Child Development program is the only Cerro Coso program that prepares students for work in myriad child and human development related professions including Child Development Assistant, Associate Teacher, Teacher or Site Supervisor working in infant, toddler, preschool or school-age care and education; and education (K-12) paraprofessional as well as to transfer to four year college programs.

Every Child Development class (including online) now requires student observations of children in a group setting. This is in direct response to the 2008 Employer Survey (*Appendix _*) and best practices articulated by the CA State Department of Education, California Early Childhood Educator Competencies (<http://www.cde.ca.gov/sp/cd/re/ececomps.asp> March 19, 2012) as well as the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs, 2009, <http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf> The Cerro Coso Child Development Centers (CDC)/lab schools provide examples of child development best practices in action for our students to observe. The Cerro Coso CDC/lab schools serving infants, toddler, and preschool age children are the highest quality centers in our communities.

There are no other programs at Cerro Coso that offer similar courses and we are not in direct competition with any other program. Psychology offers one course, Lifespan Development, that covers similar content, but this course addresses development across the lifespan, birth to death, while Child Development courses focus on development from conception through adolescence. (*Cerro Coso Community College Catalog, Appendix C*)

5. Transfer Documentation:

Child Development is an SB 1440 TMC degree.



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State of California Child Development/Early Childhood Education Curriculum Alignment Project (CAP)

The Cerro Coso Child Development Program joined the California Community Colleges Curriculum Alignment Project (CAP) in 2008-2009. The CAP has developed a lower-division program of study called, "The Lower Division 8" which represents evidence-based courses that are intended to become a foundational core for all child development professionals. Hundreds of Early Childhood Education/Child Development faculty from California Community Colleges and California State Universities worked for 4 years (2003-2007) in collaborative work groups to plan the content of the eight, 3-unit courses. Another key effort of the CAP is to facilitate the transfer of these eight courses as an integrated course of study to the California State Universities, "promoting access to ongoing education and degree attainment. CAP continues to collaborate with California State Universities and work toward the integration of the Lower Division 8 into Baccalaureate programs."

http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm

The Cerro Coso Child Development Program's "CAP 8" are:

CHDV C100	Principles and Practices of Teaching Young Children
CHDV C102	Introduction to Materials and Curriculum
CHDV C104	Child, Family, and Community
CHDV C106	Child Growth and Development
CHDV C121	Health, Safety, and Nutrition
CHDV C125	Diversity in Education
CHDV C200	Observation and Assessment
CHDV C203	Practicum: Field Experience

The Cerro Coso Child Development Program articulates with a variety of four-year institutions' courses including:

- Child and Adolescent Development B.A. ([CSUN](#), [SJSU](#))
- Child and Adolescent Development B.A. Concentration in Early Childhood ([SFSU](#))
- Child and Adolescent Development B.A. Concentration in Policy, Advocacy, and Sys ([SFSU](#))
- Child and Adolescent Development B.A. Concentration in School Age Child/Family ([SFSU](#))
- Child and Adolescent Development B.A. Concentration in Youth Work and Out of Sch ([SFSU](#))
- Child and Adolescent Development B.A., Preparation for Teaching ([SJSU](#))
- Child and Adolescent Development B.S. ([CSUFULL](#))
- Child and Family Development B.S. ([SDSU](#))
- Child Development B.A. ([CSUC](#), [CSULA](#), [CSUS](#))
- Child Development B.A. Concentration in Early Childhood ([CSUSTAN](#))
- Child Development B.A. Concentration in General Track ([CSUSTAN](#))
- Child Development B.A. Concentration in Middle Childhood ([CSUSTAN](#))
- Child Development B.A. Concentration in Services Track ([CSUSTAN](#))
- Child Development B.A. with Elementary Subject Matter Option ([CSULA](#))
- Child Development B.A. with General Option ([CSULA](#))



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Child Development B.A., Pre-credential Subject Matter Program ([CSUS](#))

Child Development B.S. ([CPSLO](#), [CSUDH](#), [CSUFRES](#))

Child Development B.S. with Child Practitioner Option ([CSUFRES](#))

Child, Adolescent, and Family Studies B.A. ([CSUB](#))

Early Childhood Studies B.A. ([CSUCI](#))

Every required CHDV course counts in transfer and specifically toward completion of a major after transfer with one exception. Some transfer institutions do not require or accept a lower division guidance class. CHDV courses required in our lower division program do not have to be repeated in upper division. All major requirements usually fulfilled at the lower division level are fulfilled by the Cerro Coso CHDV requirements.

6. Patterns of Course Scheduling: and 8. Methods of Delivery:

Child Development faculty meet at least 2 times every semester and often more frequently. Faculty reported increasing numbers of under prepared and technologically illiterate students in both online and on ground CHDV classes. We identified the need for more advisories and prerequisites in our higher level classes and have revised our courses accordingly. And, as stated earlier, CHDV faculty continue to advocate for mandatory student orientation including online proficiency prior to any student taking her first online class.

Courses are sequenced to provide scaffolded learning. While the sequence is not mandatory, the revised certificate and degree ladders are strongly suggestive. The certificates of achievement build from the most fundamental Associate Teacher Certificate to the A. A. Child Development degree. The addition of advisories and prerequisites for our higher level classes makes acquisition of fundamentals mandatory.

We currently offer at least 1 section of every CHDV class, online, every term with these exceptions:

- CHDV C200 Fall semester only
- CHDV C203 Spring semester only
- CHDV C252 Spring semester only

More classes may have to be offered in alternating patterns if we have to cut more sections due to the budget crisis.

As stated earlier, the current Cerro Coso administration is committed to revitalizing the on ground CHDV program at IWV, beginning Fall 2011. CHDV at Cerro Coso embraced online learning very early on. Our first online classes were offered in 2000, the same year that Cerro Coso and Bakersfield College CHDV programs received a 3-year, First 5 Kern grant to develop and implement a 100% online program option. We thoughtfully and successfully built our online program that is



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recognized as one of the best, certainly the first, and reflective of best practices and current trends in the field. We offer our program across all academic terms (Fall, Spring and Summer). We have earned and we maintain a reputation for delivering a quality online program.

A consequence of building our online program has been the diminution of the on ground program at both IWV and ESCC (KRV continues to offer 1 on ground class every academic term). The ESCC CHDV Advisory Committee has recommended and continues to affirm that their communities prefer to have the certainty of only online course offerings. We are exploring other ways to support students on the ground at ESCC but there are no plans to offer on ground classes.

We would like to develop a strong cohort model for on ground classes at IWV. While we are proud of our online program, we know that online learning is not the best fit for all students. We would conduct a review early in Spring 2013 to ascertain student demand and the possibility of offering 3 classes on ground beginning in Fall 2013.

CHDV COHORT. IWV, on ground (“traditional”) long-term class schedule:

Semester 1	Fall 2011	CHDV C100 Principles & Practices of Teaching Young Children CHDV C102 Materials & Curriculum
Semester 2	Spring 2012	CHDV C104 Child, Family & Community CHDV C106 Child Growth & Development
Semester 3	Fall 2012	CHDV C111 Principles of Child Guidance (hybrid) CHDV C121 Health, Safety & Nutrition (hybrid)
Semester 4	Spring 2013	CHDV C125 Diversity in Education (hybrid) CHDV C200 Observation & Assessment (hybrid)
Semester 5	Fall 2013	CHDV C203 Practicum: Field Experience (hybrid: iTV - online)
	<i>New Cohort:</i>	CHDV C100 Principles & Practices of Teaching Young Children CHDV C102 Materials & Curriculum
Semester 6	Spring 2014	CHDV C104 Child, Family & Community CHDV C106 Child Growth & Development

This pattern would allow the on ground student would complete the 24 units required for the Teacher Certificate of Achievement in 4 semesters (2 years).



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7. Patterns of Course Staffing:

Summary of CHDV staffing data for the past six years (2004-2005 thru 2010-2011).

Full-Time Equivalent Faculty

Full-Time Faculty	20.0 FTEF
Adjunct Faculty	49.7 FTEF
Total FTEF	69.7 FTEF

Adjunct Faculty taught 71.31% of all sections. One new full-time faculty was added in Fall 2011 so this percentage may decrease. However, even with the addition of 1 more full-time faculty, adjunct faculty will still teach more than 65% of all sections.

Productivity

Full-Time Faculty, part of load	12.99
Full-Time Faculty, overload	13.93
Adjunct Faculty	14.42
All faculty = department	14.10

Faculty in Child Development have made an intentional, concerted effort to improve productivity. Productivity improved 22.48% from 12.9 in 2004-2005 to 15.8 in 2010-2011.

Current staffing levels are not adequate and appropriate. Child Development is both a CTE and a transfer program. CHDV faculty are required to all of the tasks that CTE faculty and that transfer faculty are required to do. We have to do it all. Full-time faculty create a more solid, engaged program. CHDV adjunct faculty are wonderful; they are engaged and contribute far beyond what is required. However, there is simply no way they can (or should) contribute to the fullness of the college community and the Child Development program the way full-time faculty do.

Full-time faculty teach ~69% of all course sections KCCD-wide and they teach ~59% of all course sections at Cerro Coso. Child Development offers ~64 total sections in the Fall and Spring terms.

$$64 \text{ sections} / 10 \text{ sections per FTF} = 6.4 \text{ FTEF}$$

$$6.4 \text{ FTEF} \times 59\% = 3.78 \text{ FTF}$$



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Child Development currently has 3 FTF and one of those serves as the Faculty Chair @ .30 load. 3.78 FTF + .30 load for Faculty Chair duties = 4.08 FTF required to be equitable at Cerro Coso (4.72 FTF to be equitable at KCCD)

Another test is to analyze the number of FTF allocated compared to the FTES generated. Child Development generates ~ 6.3% of total Cerro Coso FTES. There are 59.6 FTF at Cerro Coso. $59.6 \text{ FTF} \times 6.3\% = 3.75 \text{ FTF}$

Child Development needs to hire another full-time faculty.

8. Methods of Delivery: (see 6. Patterns of Course Scheduling, above)

9. Teaching Methodologies:

Child Development courses are generally designated as lecture courses. However, many different methods are employed in the lectures. Because of our field, instructors use hands on techniques, small and large group discussions, field trips, observations, and practical assignments along with lectures to elaborate on the course information. In discussion with the CDAC and feedback from CHDV employers in the Fall 2008 Employer survey, it was decided that all courses needed to include the practical elements of the field in general. All courses have observation components that involve students visiting classrooms and/or keeping running records of children's development. This variety in instructional approaches insures that students understand the theories as well as the real-world applications of the theories.

Child Development focuses on teaching about learning styles, teaching styles, and how to work with the needs of the students – it is inherent to our field. Instructors in Child Development employ the same techniques they are teaching since we believe that the best way for students to learn is through experiencing it themselves. Instructors in Child Development are excellent role models for incorporating a variety of student styles into the curriculum so that students' needs are met. (*Appendix E*)

10. Materials Fees:

Neither Student Fees nor Materials Fees are expected in Child Development.

11. Explanation of Employer Relationship (CTE only):

Child Development works closely with the Child Development Centers in our communities through the CDAC (*Appendix G*). CHDV is both a transfer and a CTE program and we train students to become the Child Development professionals who work in the Centers in our communities. We meet the needs of the communities' employers through our compliance with the State of California, Department of Education requirements for employees in Child Development Centers as summarized in the CA Child



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Development Permit Matrix (*Appendix A*) These requirements meet the needs of all programs, whether or not a permit is required for employment.

The Cerro Coso CHDV Department is one of 23 colleges (merit based) authorized to approve Child Development Permits for students on a fast-tracked process. Students can have their transcripts evaluated and approved by CHDV faculty or the Child Development Center Program Director bypassing the 6 month delay at the Commission on Teacher Credentialing.

CHDV Faculty also update those at the college who need to be aware of the requirements, such as counselors, to make sure that students' needs are being met. Our entire program has been designed in accordance with the Core Competencies laid out for Child Development state-wide making sure that graduates from our program, at either certificate or degree levels, are qualified for jobs in the programs in our communities.

While the Child Development Department faculty work diligently and sincerely to keep the Child Development Program curriculum current and reflective of best practices, we had been doing this with only part of the information that we need. We stay abreast of current research yet we had not ascertained if students who complete our course of study are, in fact, in possession of the knowledge and skills necessary for professionals to be effective in the field. We had not reviewed our program of study to find out if our graduates are well-prepared, effective and successful in the job setting.

We did a survey of service area Child Development employers to identify Cerro Coso Child Development Program relevancy and effectiveness. The survey was distributed electronically to the child development leaders (Program Directors, Directors, Site Supervisors, Administrators) working in the more than fifty (50) child development centers in the Cerro Coso service areas of Kern, Inyo and Mono Counties, California. 24 employers (48%) completed the survey (*Appendix B*)

The most consistent feedback that we gleaned from the survey is that our CHDV students understand theory but are lacking in application of theory to practice with children as illustrated by these representative employer statements:

“understand theory but not good at application of theory in the classroom”

“They do have the knowledge but have know idea how to utilise this in the classroom environment.”

This feedback informed the new requirement that every CHDV class requires students to do observations in a group setting. All CHDV courses were revised to include this observation requirement in Fall 2011.



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12. Advisory Committee (CTE only):

The Child Development Advisory Committee (CDAC) meets at least once a semester to review the program and assist in scheduling courses at all sites. Currently, all communities in our service area are represented on the CDAC as well as members from the main employers and organizations associated with Child Development in our communities.

2011-2012

Cerro Coso Child Development Advisory Committee

KERN COUNTY

	Center Name	Contact
93240	Kernville USD State Preschool Rush 2 Learn Smart Start Child Care Center ASES Wallace School	Cheryl Sager Michelle Van Hook Jenny Faris Stephanie Pope
93283	ASES South Fork	Robin Shive
93527	Sierra Sands Inyokern State Preschool ASES Inyokern	Terri Hall Laura Hickle
93501	CAPK Mojave ASES Mojave	Patricia Ferguson Kathy Fowler
93505	CAPK CA City Cerro Coso ASES (AV Boys & Girls Club)	Inez Figueroa Julie Keller <i>Julie Keller</i> Laura Fetzer
93516	Wind in the Willows	Angela Gonzalez
93560	CAPK- Roseamond (AV Head Start Region 3) ASES ASES ASES	Luz Allen Leslie Lacey Steve Smith LeAnn Hargus
93555	Children's Center	Debra Oliver



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Park Preschool	Mindy Beck
DART	
Heritage Montessori	Diane Finder
Cerro Coso	Jennifer San Nicolas
CAPK Oasis	Maria Harley, Site Supervisor Kelly Goodrich, manager
Sierra Sands Pierce State Preschool	Tina French
Immanuel Christian	Ratna Rajaratnam
ASES Faller	Laura Hickle / Channel Alexander
ASES Pierce	Laura Hickle

Inyo County

Country School House	Judy McDowell
Grace Lutheran Preschool	Linda Gladding
Rainbow Connection	Karen Inderbieten
Smokey's Clubhouse	Kathy Peterson
Bishop Indian HS	Marie Santos
Inyo Child Care Services	Gail Johnson
Little Promises Head Start	Joan Huff
Owens Valley Career Dev Cntr	Virginia Figueroa
Lone Pine Head Start	Jana Tillemans (inter)
Mt. Whitney Preschool	Dee Dee Grafius
Inyo Co Office of Education	Linda Hubbs
Roundvalley Preschool	Kim Cash
Bishop Kids' Club	<i>Forrest Smith</i>
Bishop State PS	<i>Vickie Pauley</i>
Warren Hansen PS	<i>Vickie Pauley</i>
Big Pine PS	<i>Stacie Lane</i>
IMACA HS/State PS	<i>Joyce Walker</i> Robyn Wisdom

Mono County

Small World Day Care	
Mammoth Kids Corner	Debbie Teller
Mammoth Elem - Husky Club	<i>Debbie Teller (Missy)</i>



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IMACA Head Start Lee Vining	Barbara Miller
IMACA State Preschool Coleville	Barbara Fredell
IMACA Head Start Mammoth	Dawn Noakley
	Vickie Hamasaka
IMACA R& R, AP, Family	Amy Grafius

Cerro Coso Faculty

Full-Time Faculty

Mary O'Neal - Chair	online, IWV, KRV, ESCC
Lisa Fuller	online, IWV, KRV, ESCC
Vivian Baker	online, IWV, KRV, ESCC

Part-Time Faculty

Linda Eberhart	online, IWV
Cheryl Hight	online
Mark Jacobs	online
Belinda Hammond	online
Linda Middleton	online
Marianne Fountain	KRV
Teri Stephenson	online, IWV
Michele Harper	online
Bobbie Edwards	online, KRV
Pam Hamilton	online, ESCC
Sharon Hopper	online

We use CCCConfer teleconferenc to bring the communities together into one CDAC meeting instead of having isolated meetings in each community. CDAC membership participation is good but the desire for face-to-face meetings at the various sites has been expressed so we are planning to have physical meetings every-other year, or so.

Part 3—Currency

1. Curriculum Currency:

We began the process of updating our Course Outlines of Record (COR's) in Spring 2010 as part of the CAP alignment process. Our entire program has been reviewed and revised in CurricUNET including all courses, the A.A. degree, and all certificates of achievement. All COR's have revision dates in Fall 2011 or Spring 2012. All of the COR's demonstrate an integrated outline with student learning outcomes



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reflected in the topical outline and methods of evaluation. All have updated texts. Our plan is to review and revise, as necessary, 3-5 courses in Fall terms as follows:

Fall 2013	CHDV C100 CHDV C102 CHDV C104	Principles & Practices of Teaching Young Children Materials and Curriculum Child, Family, and Community
Fall 2014	CHDV C105 CHDV C106 CHDV C107 CHDV C205 CHDV C207	Infant Development Child Growth and Development School-Age Development Infant & Toddler Curriculum School Age Curriculum
Fall 2015	CHDV C111 CHDV C121 CHDV C125 CHDV C145 CHDV C149	Principles of Child Guidance Health, Safety, & Nutrition Diversity in Education Language and Literature Play and Meaning
Fall 2016	CHDV C200 CHDV C203 CHDV C241	Observation and Assessment Practicum - Field Experience The Exceptional Child
Fall 2017	CHDV C251 CHDV C252 CHDV C281	Admin of CHDV Programs I Admin of CHDV Programs II Adult Supervision

Child Development has a very involved and engaged Child Development Advisory Committee (CDAC). We regularly review and update our curriculum to make sure that it is in line with state standards. The CDAC is actively involved to PLO and SLO reviews including the CAP alignment process.

Child Development follows the guidelines set by the State of California, Department of Education for the Permit Matrix (*Appendix D*). In order for our students to qualify for Permits we must stay current in the field. Full-time faculty have attended conferences specifically geared to curriculum development and are involved in the state wide programs that support the development of Child Development curriculum across the state. Faculty have been very successful in integrating the information from the state wide programs into our current program implementing the State of California Department of Education, California Early Childhood Educator Competencies:

The California Early Childhood Educator (ECE) Competencies describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and



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education to young children and their families. The *California ECE Competencies* are organized into twelve overlapping areas: (1) Child Development and Learning; (2) Culture, Diversity and Equity; (3) Relationships, Interactions, and Guidance; (4) Family and Community Engagement; (5) Dual-Language Development; (6) Observation, Screening, Assessment, and Documentation; (7) Special Needs and Inclusion; (8) Learning Environments and Curriculum; (9) Health, Safety, and Nutrition; (10) Leadership in Early Childhood Education; (11) Professionalism; and (12) Administration and Supervision. The term *early childhood educator* includes everyone responsible for the care and education of young children.

(<http://www.cde.ca.gov/sp/cd/re/ececomps.asp> March 19, 2012)

The field of child development/early childhood education in California (and across the nation) is undergoing significant restructuring. As the major teacher education entity for the early childhood field, community colleges are also undergoing significant changes in their course and certificate offerings requiring a time commitment to state information sessions far beyond previous expectations.

The CHDV department currently facilitates and/or participates in the grants/state contracts, and opportunities as described below:

The Child Development Training Consortium

Cerro Coso Coordinator: Lisa Fuller.

Federal Block Grant funding that provides financial support to students pursuing careers in child development Cerro Coso received 250 units for the 2011-2012 CDTC contract. At \$25/unit earned, this amounts to \$6250. This is less than we have been receiving since the CDTC no longer has the infant/toddler units. Most likely there will not be any extra monies left over for an addendum at the end of the year either.

Fall 2011, Cerro Coso has earned 176 units with 22 students applying for funding. This is 11 fewer and over 100 units less than we earned in Fall 2010. We pay \$30/unit to students who successfully complete their classes with a grade of "C" or better. The payments are processed in January and May with checks usually sent to students the end of February and June.

CDTC Priorities:

Priority 1: Employees of all direct-funded CDE/CDD programs including center-based programs and family child care network programs or center-based programs with satellite family child care providers. This also includes co-located Head Start Programs.

Priority 2: Employees of any program, center-based or licensed family child care homes that serve children on a voucher basis for Alternative Payment services.

Priority 3: Employees of all other programs including center-based and licensed family child care homes.



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Cerro Coso's local priorities as established by the CHDV Advisory Committee:

Priority 1: CHDV majors working within our service area: CHDV units then GE units

Priority 2: non CHDV majors working within our service area: CHDV units then GE units

Priority 3: CHDV majors working outside our service area: CHDV units then GE units

Priority 4: non CHDV majors working outside our service area: CHDV units then GE units

The California Virtual Mentor Teacher Project

Cerro Coso Coordinator: Vivian Baker

Virtual Mentoring is a new method of supporting students from the California Early Childhood Mentor Program (CECMP). Virtual Mentors are CECMP Mentors now available to support the unique needs of online child development students. They may work with a student through a variety of technological means such as Moodle, telephone, email, Skype, webinars, etc. The Virtual Mentor will work with the student to determine the most appropriate method.

Student Placement with a Virtual Mentor The student must be referred by an instructor. Students are encouraged to discuss potential virtual mentoring with their instructor if they feel that they would benefit from being paired with a Virtual Mentor.

1) Instructor refers the student by providing her/him with the "Student Request for Placement with a Virtual Mentor". Student fills out the "Student Request" and submits it back to her/his instructor.

2) Instructor reviews the request and if mentoring is appropriate, forwards to Virtual Mentoring Coordinator Vivian Baker, vbaker@cerrococo.edu.

3) Vivian will then contact the student and complete an interview by phone to gather information about the student's skill level with technology as well as specifics regarding the request. The request will be reviewed to see if there is an appropriate match among the pool of Virtual Mentors. If the request is approved, Vivian will provide the Virtual Mentor with the student's contact information. Placement with a Virtual Mentor will be for a defined purpose and a maximum number of hours will be determined.

Topics a student might seek support from a Virtual Mentor may include but are not limited to:

- Interviews regarding the job of an early childhood educator
- Understanding child guidance techniques
- Learning environment design (classroom and playground layouts)



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- Title 22 basics
- Observation and Assessment skills – writing behavior descriptions from observation notes
- Clarification regarding developmental concepts and behaviors that indicate development in these areas
- Conferencing with families
- Literacy throughout the curriculum
- Environmental ratings
- Antibias and multicultural curriculum
- Support with research citations, guidance in online research / searching for sources from the web, etc.

California Commission on Teacher Credentialing: Verification of Completion Project

The Cerro Coso CHDV Department is one of 23 colleges (merit based) authorized to approve Child Development Permit's for students on a fast-tracked process. Students can have their transcripts evaluated and approved by CHDV faculty or the Child Development Center Program Director bypassing the 6 month delay at the Commission on Teacher Credentialing.

California Community College Curriculum Alignment Project

The CHDV department has completed alignment with the statewide initiative project that has involved the faculty's collaboration with their professional association, California Community College Early Childhood Educators (CCCECE); California State University (CSU) child development faculty representatives (Baccalaureate Pathways for Early Childhood Education-BPECE); and teacher preparation partners from a range of state agencies. Curriculum changes among all the colleges will align the foundational 24 units, 8 classes, that all child development students in the state take.

VTEA/Perkins funding

VTEA/Perkins funding has supported:

- professional development for faculty,
- faculty travel to ESCC to work with students around Child Development Permits
- CDAC meetings,
- one-time supplies and computer equipment
- Online Student Success "tutor" site



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The Cerro Coso CHDV program has been a major player, including more than \$20,000 in VTEA/Perkins funding, for the 2009 and 2011 Eastern Sierra Child Development Conferences. The conferences are held every-other year in Ridgecrest California, and are co-sponsored by the Eastern Sierra AEYC, Kern AEYC, Early Childhood Council of Kern, First Five of Kern, and Cerro Coso Community College. The support of these organizations makes it possible for ESAEYC to provide an outstanding event for more than 150 early childhood professionals, students, and parents at an affordable cost. Lisa Murphy delivered the 2011 keynote address, "If today was their only day" Also in 2011, 2 breakout workshops on curriculum, men in child care were presented by Mark Jacobs, adjunct faculty at Cerro Coso.

Participants from 21 communities attended the 2011 conference:

Bishop	Ridgecrest	Rosamond	Arvin
Boron	Bakersfield	Tehachapi	Onyx
Inyokern	North Edwards	Lancaster	Big Pine
Taft	California City	Lake Isabella	Lone Pine
Olancho	Trona	Mojave	Mammoth
Lamont			

2011 VTEA/Perkins funds paid for:

- Lisa Murphy , key note address plus two workshops (\$6,700.00)
- Kerr McGee facility rental (\$2,000.00)
- Workshop presenter stipends (\$2,000.00), including workshops for underrepresented areas in our field: men in child care and school age program issues

2. Physical Resources Currency:

The Child Development Program is complimented by three (3) Child Development Lab Schools/Centers. The largest lab school/center is on the IWV campus while two (2) smaller centers are located in California City. The Child Development Lab School/Center at the IWV campus was designed with an adult classroom literally in the middle of the building to accommodate one-way observation of children's classrooms without actually being in the children's classroom. This adult classroom is also used for at least one (1) adult class every semester. Students from various disciplines (nursing, psychology, child development) are also assigned to complete observations and/or interactions throughout every semester.

From our last CHDV Program Review:
(Improvements Needed)

- Dedicated CHDV classroom space – best practices in teaching identifies the need for specific space to document students' learning over the semester. Currently, instructors of CHDV teach in classrooms where nothing can be left on the walls.

The classroom at the IWV CDC is primarily used by CDC staff as a break and meeting room. CHDV faculty have identified that having a designated, permanent classroom in another area of the CDC where



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faculty can have permanent access to optimal materials and supplies that support CHDV best practices. This dedicated adult classroom space would allow faculty to demonstrate key concepts in the course curriculum followed by student role play which is recognized as a critical component for students to translate theory into best practices. The dedicated, CHDV classroom would need to be equipped with supplies and equipment to replicate model CHDV environments and it would need to be a “smart” classroom.

3. Technology Currency:

All of our classes, online and “traditional”, would be improved by having ready access to videos that portray best practices. We have identified sources for some areas but this needs to be expanded. A task for us is to find the resources to make video examples accessible to our students in both modalities. Also, and this is not specific only CHDV, we need to find ways to support our faculty in providing technology which supports universal design in learning.

The library has developed great support for online students as well as campus based students. We currently provide textbooks on reserve for our on campus students but it would be very helpful to be able to provide digital versions of our textbooks so that our online students would have the ability to use a “reserve” textbook without coming to campus.

See dedicated CHDV “smart” classroom, above.

4. Current Cost of the Program to Students:

From the Cerro Coso Community College web page:

Gainful Employment Disclosure Statement

Child Development Certificate (30 units),

<http://www.cerrocoso.edu/studentservices/GainfulEmployment/ChildDev.htm>

Program Tuition and Fees - Full-Time - Cumulative: completed in 3 semesters	
In-State Tuition & fees:	\$1008.00
Books:	\$700.00
Certifications:	\$0.00
Supplies (as needed)	<u>\$100.00</u>
Full-Time Program Total	\$1808.00



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- **Education Administrators, Preschool/Childcare 11-9031**
 - Department of Labor Profile (<http://www.bls.gov/soc/2010/soc119031.htm>)
 - Broad Occupation: Education Administrators
 - Minor Group: Other Management Occupations
 - Major Group: Management Occupations
 - O*NET Occupational Profile (<http://www.onetonline.org/link/summary/11-9031.00>)
- **Preschool Teachers 25-2011**
 - Department of Labor Profile (http://www.bls.gov/soc/2000/soc_h2b1.htm)
 - Broad Occupation: Preschool and Kindergarten Teachers
 - Minor Group: Primary, Secondary, and Special Education School Teachers
 - Major Group: Education, Training, and Library Occupations
 - O*NET Occupational Profile (<http://www.onetonline.org/link/summary/25-2011.00>)
- **Child Care Workers 39-9011**
 - Department of Labor Profile (http://www.bls.gov/soc/2000/soc_o9b1.htm)
 - Broad Occupation: Child Care Workers
 - Minor Group: Other Personal Care and Service Workers
 - Major Group: Personal Care and Service Occupations
 - O*NET Occupational Profile (<http://www.onetonline.org/link/summary/39-9011.00>)

For additional cost of living expenses associated with attending our Child Development Program, please visit the California Commission on Student Aid sample student expense budgets.

http://www.csac.ca.gov/pubs/forms/grnt_frm/2010-11FinalSampleStudentExpenseBudget.pdf



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5. Marketing and Publication of Program Information

CHDV has developed and revised, as necessary, an attention grabbing brochure with complete and accurate program information presented in an unexpected, smaller tri-fold format.

The CHDV Program and CDC/Lab School web pages are currently under review and will be updated in Spring 2012. Both the brochures and web pages need to have gainful employment information added to them.

We need more marketing of our on ground classes. The Faculty Chair will work with the college's PIO so that IWV and KRV on ground, CHDV classes are well publicized beginning with the Fall 2012 semester.

Part 4—Achievement of Student Learning Outcomes

1. Summary of Achievement of Course Learning Outcomes:

CHDV first did 3 years of Program Learning Outcome (PLO) assessment before starting Student Learning Outcome (SLO) assessment. During Fall 2011, all CHDV faculty participated in the process of identifying SLO assessments for every CHDV class at Cerro Coso. The full process and discussions can be viewed on the Child Development Department Moodle (on the original Moodle server), <http://moodle.cerrocoso.edu/course/view.php?id=1332> (enrollment key: child)

We started by sharing the assessments used by each faculty as a bottom-up review of assessments. These informed the top-down assessments that were developed for every SLO for CHDV classes. The top down assessments have been communicated to all faculty who will perform the first top down assessments for courses offered in Spring 2012. All assessment data will be sent to the Faculty Chair who will enter the assessment data into CurricUNET by October 2012.

The one exception is CHDV C107 School Age Development that was offered in Fall 2011 but not Spring 2012 so FT faculty Lisa Fuller, has reported the assessment data for CHDV C107 which will be entered into CurricUNET in March 2012.

The CHDV department will systematically address student performance in achieving the stated SLO's at the course level in Fall 2012.

2. Course Learning Gaps Identified:

The CHDV department will systematically address student performance in achieving the stated SLO's at the course level in Fall 2012.



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Summary of Achievement of Program Learning Outcomes:

Program/Unit Name: Child Development

Assessment Team:

- Mary O'Neal & Lisa Fuller

Assessment Definitions and Plan

Outcome and Assessment Definitions				Assessment and Data Collection			
Condition of Outcome	Target Level of Performance	Learning Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment	
A.	Upon successful completion of the program,	70% of students will be able to	understand, observe, analyze development from a theoretical perspective: including the realms of physical, socio-emotional, and cognitive development; from conception through adolescence.	This will be assessed with a portfolio, scored by a rubric.	<p>Description: Data will be collected through portfolio projects in CHDV C203.</p> <p>Timeline: Spring 2009</p> <p>Sample: All students in the course</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assessment. 6. Return portfolios. 	23.68 %	<p>Outcome: The portfolio projects in CHDV C203 proved to be an unsatisfactory source of data.</p> <p>Timeline: Spring 2010</p> <p>Sample: To be defined by FT faculty in Spring 2010</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assessment.
B.	Upon	70% of	develop	This will be	Description:	44.74	Outcome: The



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	successful completion of the program,	students will be able to	curriculum appropriate to the individual developmental needs of children from infancy through school-age and across a variety of categories; aesthetic, affective, cognitive, language, physical, and social.	assessed with a portfolio, scored by a rubric.	<p>Data will be collected through portfolio projects in CHDV C203.</p> <p>Timeline: Spring 2009</p> <p>Sample: All students in the course</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assessment. 6. Return portfolios. 	%	<p>portfolio projects in CHDV C203 proved to be an unsatisfactory source of data.</p> <p>Timeline: Spring 2010</p> <p>Sample: To be defined by FT faculty in Spring 2010</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assess
C.	Upon successful completion of the program,	70% of students will be able to	demonstrate classroom management skills; working with both small and large groups of children.	This will be assessed with a portfolio, scored by a rubric.	<p>Description: Data will be collected through portfolio projects in CHDV C203.</p> <p>Timeline: Spring 2009</p> <p>Sample: All students in the course</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 	28.95 %	<p>Outcome: The portfolio projects in CHDV C203 proved to be an unsatisfactory source of data.</p> <p>Timeline: Spring 2010</p> <p>Sample: To be defined by FT faculty in Spring 2010</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify



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					<ol style="list-style-type: none"> 4. Conduct norming session immediately before assessment. 5. Conduct assessment. 6. Return portfolios. 		<ol style="list-style-type: none"> 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assess
D.	Upon successful completion of the program,	70% of students will be able to	demonstrate an understanding of the health, safety, and nutrition requirements.	This will be assessed and scored by an exam.	<p>Description: Data will be collected through portfolio projects in CHDV C203.</p> <p>Timeline: Spring 2009</p> <p>Sample: All students in the course</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assessment. 6. Return portfolios. 	7.89%	<p>Outcome: The portfolio projects in CHDV C203 proved to be an unsatisfactory source of data.</p> <p>Timeline: Spring 2010</p> <p>Sample: To be defined by FT faculty in Spring 2010</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assess



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E.	Upon successful completion of the program,	70% of students will be able to	analyze assessment techniques commonly used in the field of Child Development.	This will be assessed with a portfolio, scored by a rubric.	<p>Description: Data will be collected through portfolio projects in CHDV C203.</p> <p>Timeline: Spring 2009</p> <p>Sample: All students in the course</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assessment. 6. Return portfolios. 	13.16%	<p>Outcome: The portfolio projects in CHDV C203 proved to be an unsatisfactory source of data.</p> <p>Timeline: Spring 2010</p> <p>Sample: To be defined by FT faculty in Spring 2010</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assess
F.	Upon successful completion of the program,	70% of students will be able to	assess and practice a variety of program models.	This will be assessed with a portfolio, scored by a rubric.	<p>Description: Data will be collected through portfolio projects in CHDV C203.</p> <p>Timeline: Spring 2009</p> <p>Sample: All students in the course</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 	5.26%	<p>Outcome: The portfolio projects in CHDV C203 proved to be an unsatisfactory source of data.</p> <p>Timeline: Spring 2010</p> <p>Sample: To be defined by FT faculty in Spring 2010</p> <p>Pending Tasks:</p>



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					<ol style="list-style-type: none"> 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assessment. 6. Return portfolios. 		<ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assess
G.	Upon successful completion of the program,	70% of students will be able to	address diversity issues, including special needs, with children, families, and programs in a constructive way.	This will be assessed with a portfolio, scored by a rubric.	<p>Description: Data will be collected through portfolio projects in CHDV C203.</p> <p>Timeline: Spring 2009</p> <p>Sample: All students in the course</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assessment. 6. Return portfolios. 	0.00%	<p>Outcome: The portfolio projects in CHDV C203 proved to be an unsatisfactory source of data.</p> <p>Timeline: Spring 2010</p> <p>Sample: To be defined by FT faculty in Spring 2010</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assess



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H.	Upon successful completion of the program,	70% of students will be able to	take a leadership role in both the profession of Child Development and in the community through an understanding of advocacy.	This will be assessed with a portfolio, scored by a rubric.	<p>Description: Data will be collected through portfolio projects in CHDV C203.</p> <p>Timeline: Spring 2009</p> <p>Sample: All students in the course</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assessment. 6. Return portfolios. 	27.63%	<p>Outcome: The portfolio projects in CHDV C203 proved to be an unsatisfactory source of data.</p> <p>Timeline: Spring 2010</p> <p>Sample: To be defined by FT faculty in Spring 2010</p> <p>Pending Tasks:</p> <ol style="list-style-type: none"> 1. Identify assessors. 2. Develop rubric. 3. Collect the artifacts. 4. Conduct norming session immediately before assessment. 5. Conduct assess
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4. Program Learning Gaps Identified:

While the CHDV Program Learning Outcomes (PLO's) capture all but one key knowledge and skill area expected of students exiting the program, the process of thoughtful, intentional review has resulted in identifying the need to tighten up our PLO's. The key knowledge and skill area that is absent is a PLO that addresses the CAP 8, core class CHDV C104 Child, Family, and Community.

CHDV faculty have identified the need to reduce the total number of PLO's to 4 (no more than 6) that build upon each other as follows:

- PLO 1 For the first 12 units (CHDV C100, 102, 104, 106)
- PLO 2 For the second 12 units (CHDV C121, C125, 200, 203)
- PLO 3 For the Master Teacher (CHDV C281 plus 6 units of curriculum specialization)



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PLO 4 For Site Supervisor (CHDV C281, C251, C252 – administration “specialization”)

The National Association for the Education of Young Children (NAEYC) recommends early and frequent field experiences. We included a required observation in children’ settings when all CHDV courses were reviewed and revised in Spring 2010 and Fall 2011 thus providing students with layered opportunities to make connections between theory and practice. Our capstone class, CHDV C203 – Practicum: Field Experience provides 54 hours of lab. We need to take the next steps to fully implement integrated field experiences across the CHDV curriculum that are:

- **Well planned and sequenced**, and allow students to integrate theory, research, and practice.
- **Supported by faculty and other supervisors** who help students to make meaning of their experiences in early childhood settings and to evaluate those experiences against standards of quality.
- **Selected to expose students to a variety** of cultural, linguistic, and ethnic settings for early childhood care and education.
- **When the settings used for field experiences** do not reflect standards of quality, students are provided with other models and/or experiences to ensure that they are learning to work with young children and families in ways consistent with the NAEYC standards.

NAEYC Standards for Early Childhood Professional Preparation Programs, 2009,

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

In addition, the 2010 NAEYC standards for Initial and Advanced Programs include a new field experience requirement (Standard 7). In order to earn NAEYC recognition, programs must include field experiences in at least two of the three early childhood age groups (0-3, 3-5, 5-8) and in at least two of the three early learning settings or sectors (child care, Head Start, primary school grades).

<http://www.naeyc.org/ncate/standards>

Part 5—Future Needs and Plans

1. Analysis of Current Program Strengths:

- Three full-time, competent, and highly motivated faculty members
- Depth and quality of the adjunct faculty – adjunct faculty participate regularly in department meetings and the CDAC; and input to SLO’s and PLO’s. Without their expertise and dedication the CHDV program would not be nearly as successful
- Child Development Advisory Committee (CDAC) – we have a very active and involved advisory committee that is responsible for building the CHDV program from the ground up. The meetings are well attended and each community has representation.



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- Clean academic program – Cerro Coso is known across the state as having a succinct, efficient program that is used as a model for other colleges, especially our reknowned online program.
- Online program – the CHDV AA degree and all certificates of achievement can be earned online. We are used as a model of a quality online program in CHDDV across the state.
- Provision of specialized support funding for CHDV students through CDTC and CA Mentor Program.
- CDC/lab school centers in 2 service area communities providiing examples of best practices; education and care services for students; and professional experience for student workers.

2. Analysis of Improvements Needed:

- At least one additional, full-time faculty
- Dedicated CHDV classroom space in the IWV CDC/lab school
- Increase number and depth of lab experiences. Coordination between coursework and lab experiences.
- SLO assessment. Continue recent process so that SLO assessment is fully integrated
- PLO's revised and assessed. Complete process of refining PLO's and fully integrate assessment process
- Currently we do not have a way to assess our student learning outcomes in terms of employment and transfer for students. We need to work with the Institutional Researcher to develop a way to follow students and receive feedback from employers.
- A plan for tracking those students who qualify for the various awards and certificates needs to be developed so that we have more accurate information for our students and our program. Desired outcome is that students who complete requirements for any certificate of achievement or the AA degree will automatically be recognized as a completer.

3. Three-Year Program Goals

- Hire 1 additional, full-time faculty
- Dedicated CHDV classroom space in the IWV CDC/lab school
- Increase number and depth of lab experiences. Coordination between coursework and lab experiences.
- Completion of state approval for our AS-T degree in Child Development
- SLO assessment. Continue recent process so that SLO assessment is fully integrated
- PLO's revised and assessed. Complete process of refining PLO's and fully integrate assessment process
- Currently we do not have a way to assess our student learning outcomes in terms of employment and transfer for students. We need to work with the Institutional Researcher to develop a way to follow students and receive feedback from employers.



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- A plan for tracking those students who qualify for the various awards and certificates needs to be developed so that we have more accurate information for our students and our program. Desired outcome is that students who complete requirements for any certificate of achievement or the AA degree will automatically be recognized as a completer.

Action Plan for Achieving Three-Year Goals

- Hire 1 additional, full-time faculty
 - Persons responsible: CHDV & EDUC Faculty Chair will start college/district process
 - Resources needed: allocation of general fund dollars
 - Timeline to be followed:
 - Fall 2014 - advertise
 - Spring 2015 – select
 - Fall 2016 – new FT faculty starts
- Dedicated CHDV classroom space in the IWV CDC/lab school
 - Persons responsible: CHDV & EDUC Faculty Chair , CDC Program Director, CHDV faculty
 - Resources needed: ~\$9,000 for start-up materials & supplies plus cost of “smart” classroom technology
 - Timeline to be followed:
 - Spring 2012 - Identify and commit to space
 - Summer 2012 - upgrade identified space to “smart” classroom and procure start-up marterials and supplies
 - Fall 2012 – first classes in dedicated classroom
- Completion of state approval for our AA-T degree in Child Development
 - Persons responsible: CHDV & EDUC Faculty Chair
 - Resources needed: time and institutional curriculum support
 - Timeline to be followed:
 - Fall 2012 – Faculty chair completes application with ongoing faculty input
 - Spring 2013 – Approval for our AS-T degree in Child Development
- SLO assessment. Continue recent process so that SLO assessment is fully integrated
 - Persons responsible: CHDV & EDUC Faculty Chair, CHDV & EDUC Faculty Chair
 - Every course will be assessed every term, every section, for the first 3 years (2012, 2013, 2014) The full-time faculty will take the lead on assigned courses:
 - Lisa Fuller CHDV C102, 106, 107, 111, 203, 207
 - Vivian Baker CHDV C100, 104, 121, 145, 149, 200, 241
 - Mary O’Neal CHDV C105, 125, 205, 251, 252, 281
 - Resources needed: time and institutional curriculum support
 - Timeline to be followed:
 - Fall 2012



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- All faculty supply top-down assessment data for every course offered in Spring 2012 to Faculty Chair who inputs data into CurricUNET by October 2012
- Faculty Chair posts assessment report to CHDV Dept Moodle
- All faculty provide input based on assessment data
- PLO's revised and assessed. Complete process of refining PLO's and fully integrate assessment process
 - Persons responsible: CHDV faculty, CHDV & EDUC Faculty Chair
 - Resources needed: time and institutional curriculum support
 - Timeline to be followed:
 - Fall 2012
 - FT faculty develop revised PLO's
 - All faculty and CDAC give feedback to revised PLO's
 - Final PLO's based on feedback
 - Spring 2013
 - FT faculty develop revised PLO assessments
 - All faculty and CDAC give feedback to revised PLO assessments
 - Final PLO assessments based on feedback
 - FT faculty shepherd revised PLO's and assessments through CIC process
 - Fall 2013
 - All faculty gather defined PLO assessment data
 - Spring 2014
 - Faculty Chair coordinates assessment data collection
- Employment and transfer data collection
 - Persons responsible: VPAA, VPSS, CTE Dean, Institutional Researcher, CHDV & EDUC Faculty Chair
 - Resources needed: DegreeWorks, support staff time
 - Timeline to be followed:
 - Fall 2012 – Degree Works “live” June 2012 so that Faculty Chair can begin coordination with designated administrators to implement data collection
- Students who complete requirements for any CHDV certificate of achievement or the AA degree will automatically be recognized as a completer.
 - Persons responsible: VPAA, VPSS, CTE Dean, CHDV & EDUC Faculty Chair
 - Resources needed: DegreeWorks, support staff time
 - Timeline to be followed:
 - Fall 2012 – Degree Works “live” June 2012 so that Faculty Chair can begin coordination with designated administrators to implement data collection



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4. Six-Year Program Goals

- Funding and staffing for community training events and conferences
- Student Learning Outcome and Program Assessment
- Explore possibility of AA degree accreditation from National Association for the Education of Young Children (NAEYC)

Action Plan for Achieving Six-Year Goals

- Funding and staffing for community training events and conferences
 - Persons responsible: CTE Dean, CHDV & EDUC Faculty Chair
 - Resources needed: ~\$12,000 each odd-numbered year
 - Timeline to be followed: ESAEYC conference supported by VTEA funds in 2013, 2015, 2017
- Student Learning Outcome and Program Assessment
 - Persons responsible: CHDV & EDUC Faculty Chair, CHDV faculty
 - Resources needed: time and institutional curriculum support
 - Timeline to be followed:
 - Fall 2015
 - Review 3 years' assessment data
 - All faculty provide input based on assessment data
 - Refine assessment tools as indicated
- Explore possibility of AA degree accreditation from National Association for the Education of Young Children (NAEYC)
 - Persons responsible: CHDV faculty, CHDV & EDUC Faculty Chair
 - Resources needed: time and institutional curriculum support
 - Timeline to be followed: **complete investigation Spring 2017**

Part 6—Supporting Documentation

Appendices

- C. California Commission on Teacher Credentialing, Child Development Permit Matrix
- D. Cerro Coso Employer Survey Results, Fall 2008
- C. Advisory Committee Minutes
- D. Office Of Institutional Research Data



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Appendix A. Child Development Permit Matrix

One course in each of four general education categories required: English, math or science, social science, humanities

Core courses= Child Growth and Development, Child/Family/ Community, and Programs/Curriculum.

Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

Title	Education Requirement	Experience Requirement	Five Year Renewal	Alternative Qualifications	Authorization
Assistant (Optional)	6 units of *Early Childhood Education (ECE) or Child Development (CD)	None	105 hours professional growth	Accredited HERO program (incl. ROP);; or CTC approved training	Assist in the instruction of children under supervision of Assoc. Teacher or above.
Associate Teacher	12 units ECE/CD including core courses	50 days of 3+ hours per day within 2 years	Must meet teacher requirements within 10 years	Child Dev. Associate Credential; or CTC approved training	May provide instruction and supervise Assistant
Teacher	24 units ECE/CD including core courses + 16 GE units	175 days of 3+ hours per day within 4 years	105 hours of professional growth	AA or higher in ECE or related field w/3 sem. unit supervised field exp. in ECE setting; or CTC approved training.	May provide instruction and supervise all above (including Aide)
Master Teacher	24 units ECE/CD including core courses + 16 GE units; + 6 specialization units; + 2 adult supervision units	350 days of 3+ hours per day within 4 years	105 hours of professional growth	BA or higher w/12 units of ECE, +3 units supervised field exp. in ECE setting; or CTC approved training	May provide instruction and supervise all above (incl. Aide) May also serve as coordinator of curriculum and staff development
Site Supervisor	AA (or 60 units) with 24 ECE/CD units (incl. core); +6 units administration; +2 units adult supervision	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults	105 hours of professional growth	BA or higher w/12 units of ECE, +3 units supervised field exp. in ECE setting, Teaching or Admin. credential w/12 units of ECE, +3 units supervised field exp. in ECE setting; or CTC approved training	May supervise single site program, provide instruction, and serve as coordinator of curriculum and staff development
Program Director	BA with 24 ECE/CD units (incl. core); +6 units administration; +2 units adult supervision	Site supervisor status and one program year of site supervisor experience	105 hours of professional growth	Teaching or Admin. credential w/12 units of ECE, +3 units supervised field exp. in ECE setting; or CTC approved training	May supervise multiple site program; provide instruction; and serve as coord. of curriculum and staff development



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Appendix B. Child Development Employer Survey, Fall 2008

Survey Monkey Questions & Responses

1. In the past two years, how many Cerro Coso students have you hired?

- None
- Main office does the hiring
- Zero due to no vacancies
- Several
- Two students that were currently attending Cerro Coso
- 0, haven't had an opening, but I would be pleased to hire a grad from Cerro Coso
- None
- 40+ (majority student interns) 8 at assoc/teacher level

2. In general, how well prepared are Cerro Coso students for entry-level positions in this field?

- Proficient – 12
- Very Proficient-4
- Needs some additional training-8

3. When making hiring decisions, given two candidates with equivalent education and experience, are you more likely to choose the Cerro Coso student over other candidates? Please explain.

- Yes –13
- No –5
- No Response - 6
- Comments:
 - more qualify for the job performance and duties
 - Although it also depends on maturity level and if they seem truly interested in the early childhood education field or are they just looking for a job.
 - Yes, if Cerro Coso student performs well in the interview
 - These candidates will knowledge students from other areas do not really, why?
 - YES, WE TAKE THE CERRO COSO
 - depending on where she/he has experience
 - While we are equal opportunity, Cerro Coso students understand our philosophy of observing children through play in our child centered environments.
 - Because, other colleges have good programs as well.
 - it would depend on the outcome of their entire interview process



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- I think that a Child Development Student needs Practical experience, such as LAB experience classroom experience. They have had none
- It depends on what their grades are.

4. Are the Cerro Coso students that you hire current in their field? Please explain.

- Yes –19
- No –3
- No Response - 2
- Comments:
 - because they show more professionalism and knowledge
 - They have state certified licenses.
 - the students we have hired have remained in the child dev. Field
 - Most are, although some find it hard to continue due to availability of CD classes.
 - Current in basics but lack practical experience as the college does not provide it.
 - There is a basic understanding of the principles and theory based upon the coursework that they have completed.
 - Yes all have AA
 - some may be others are not
 - YES THEY ARE, THEY ARE KNOW WORKING AND CONTINUE WITH THEIR EDUCATION ON A DAGREE
 - The students I have hired were up to date on current childcare topics.
 - also depends on their experience
 - Cerro Coso students are current in the department of education requirements for state funded programs. This includes ratio requirements, child observations, child assessments tools and environment rating scales.
 - They could use more of a background in special needs and working with diverse families with unique needs.
 - They need more units and they do not like the online course

5. Do the Cerro Coso students that you hire have an understanding of the basic principles and theory, as well as the ability to apply to their practice in the classroom?

Please explain.

- Yes –5
- No -16
- No Response - 3
- Comments:
 - they get the information and they just need the practice or the oportunity to implement what they learned



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- They have a well rounded education in the field.
- understand theory but not good at application of theory in the classroom
- Yes they have an understanding of basic principles and theory and the ability to apply their practice in the classroom from activities/discussions studied from class.
- Yes although additional training in the program regarding our program mission, philosophy, and policies are required.
- The knowledge of my staff is good.
- depends on the person you can not generalize
- They do have the knowledge but have know idea how to utilise this in the classroom environment
- are knowledgeable about children's development
- It does not seem that they have much of the theory or basic principles, and seldom know how to apply the information that they recieved in their classes.
- YES, THEY UNDERSTAND THE ETHIC OF CHILD DEVELOPMENT
- They have an understanding of the basic principals and have used these principles in the classroom.
- Limited experience if they only complete the requiried experience for their degree.
- Yes, if they have been in the classroom as student interns

6. In your observation, do Cerro Coso students continue to learn within the field, such as keeping current on the literature or taking additional classes?

- Yes - 16
- No -6
- No Response - 2
- Comments:
 - Yes, it is a requirement.
 - this depends on the individual, not school
 - The two employees are currently continuing their education in the hopes of transferring and recieving their BA.
 - No, once they have the classes that they need, not all of them finish their degree, nor do they persuit further training and education unless it is provided to them by their employer and they get paid for it. No, once they have the classes that they need, not all of them finish their degree, nor do they persuit further training and education unless it is provided to them by their employer and they get paid for it.
 - are interested in continued staff development
 - If it wasn't for the CARES I don't know if they would seek professional growth outside activities
 - My staff is older and has been doing this kind of work for more than ten years.
 - Yes, and they tend to also go to the workshops offered in the area.
 - IMACA and ICOE provide continuing education.



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- not only more classes but also more trainings or workshops to keep information updated

7. In general, are Cerro Coso students prepared to work with diverse populations?

Please explain.

- Yes - 15
- No -7
- No Response - 2
- Comments:
 - they learn how to work more profesional and provide better services and undestand the needs of the families
 - They work well with the Hispanic population.
 - generally do not have the skills to adapt to having students with special needs in classroom
 - It depends if they were raised in this area or came to Inyo/Mono county from a bigger population. If they grew up in this area they tend to only know about the Latin population. If they came from a bigger city they know more about diversity and bring it into the classroom.
 - I believe that this is an area that is lacking within the current curriculum. Our program has many ELL students and children who display challenging behaviors and teachers are not prepared for this. Individual program develop their own trainings for these topics but it is not uniform within the community.
 - Their course work reflects their knowledge in diverse populations
 - One staff member is bi-lingual and the other does have a good understanding and respect for the children we have from primarily spanish speakers and cultures
 - are knowledgeable about children's development and cross cultural issues
 - YES THEY DUE, THEY TEND TO UNDERSTAND OTHER ETHNIC BACKGROUND AND THEIR LANAGUAGE AS IN TAKING ADDITIONAL CLASS
 - They will be able to work with all children. However most of the children that attend our preschool are caucasion.
 - They do not possess the basic background knowledge necessary to work with diverse families both culturally and those that are unique in various ways.

8. Regarding the Child Development Program at Cerro Coso Community College, is the program current and relevant for the training required of entry-level professionals? Please explain.

- Yes - 18
- No -5
- No Response - 1
- Comments:



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- The curriculum at Cerro Coso is relevant in today's preschool setting, and students are able to use the knowledge they have gained to better children.
- Entry level yes, but as far as much above that I feel that they need a great deal of practical application learning and further training in many areas.
- yes for entry level and yes for completing supervisory level permits as well
- yes and no- The curriculum is good and meets the requirements although there needs to be a real hands on class required that is in a classroom environment. We would not mind having someone from CCC come on a regular basis for experience. The new student needs to know how to put the material into the classroom. Not just on paper. Things look great on paper.
- They come in with a good head knowledge
- I believe that the curriculum does provide the information necessary to begin working in ECE programs.
- is easy to understand and keeps the students' interest to continue learning
- Provides courses in all areas of early childhood development.
- yes, we use the little pamphlet to show which courses should be taken first and then to build from there

9. Does the Cerro Coso Child Development program meet your needs as an employer for providing ongoing training in this field?

- Yes - 14
- No - 8
- No Response - 2
- Comments:
 - if they can't attend to campus they can take online classes which is great when students have families and have to work
 - Would prefer summer classes for IMACA employees, as we are closed during the summer
 - yes, if employees are motivated enough to take more classes
 - At the moment it does not because one of my employees' first language is Spanish and would do much better if classes could be taught in Spanish so that she may comprehend and grasp the concepts better.
 - to an extent, need upper division class
 - no, need skill development based classes
 - Yes, the staff are able to take all required courses in either an online or face-to-face setting.
 - If my staff would go the workshops offered.
 - not for those of us that have taken them all
 - other than the experience piece and face-to-face education. We are a long way from Ridgecrest and online courses in my opinion are not quality. But thanks for being there. Without you we would not have anyone educated.
 - yes when we have employees who are still pursuing AA



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- all of our staff are beyond AA level at this time
- Seldom is there anything offered unless it is brought in from the outside community members.
- Yes, the classes my students are taking help the students in the classroom as they gain experience.

10. Please tell us how we're doing. Include our strengths and weaknesses, so we can improve our educational programs and services.

- Comments:
 - I think an improvement would be more Lab experience in with the program. The Lab is available. :)
 - I would be interested in conituing education past the jr. college level through Cerro Coso. The same has been said regularly by my employees. It is difficult to work full time and travel to complete coursework and this field is better served from in class instruction in my opinion.
 - PLEASE CONTINUE DOING A GREAT JOB.
 - I feel that one of the greatest weaknesses of Cerro Coso is its willingness to hire unqualified instructors both in reguard to practical expereince that they can share with their students, as well as the required educational background necessary for college instructors in the community college system. This is something that I feel lowers the professional integrity of the Child Development program offered by Cerro Coso.
 - You are doing very well for what you have. A small community isolated in the desert. Doing as best as you can with that. We have a High School program that is focused on Child Development and the instructor is doing a very good job getting students interested in ECE
 - Cerro Coso Child Development is providing support and resources for Educators in the field. The classes are being offered in various formats to meet the needs and interests of the students. Additional classes specifically designed for promoting positive social interactions and working with children that regularly use challenging behaviors are needed. The community is struggling to find quality and qualified staff members to fill open positions. Additional recruitment and retention efforts need to be developed. Many of the professionals in our field are ready to begin working on Bachelors program but are not able to due to traveling distance to programs that offer these degrees. A collaborative effort with a four year college to offer classes locally would be of significant value to our community.
 - Cerro Coso need to offer more in class courses and focus more on practical training. Many students are coming for jobs only with online courses and 0 practical experience
 - Have offered a great variety, but need upper division classes



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- The classes offered are great especially for the entry level student. Many staff personnel have come to work with a greater understanding of concepts and theories. In a perfect world it would be great if bilingual teachers could be hired to teach child development classes. I think you would find that there is a greater need for this. I have attended many workshops where many of the Latin community attend, but comprehend very little and then show no interest to attend other workshops or classes due to the language barrier.
- on-line courses are great. Weakness-need information in the communities- newspapers, radio etc about cerro coso and what is available
- Strengths: Early childhood development classes are available locally. Weaknesses: It would work better for IMACA employees if summer classes were offered
- is just fine I had the opportunity to attend and get my degree at cerro coso and I experince the classes on compus as well on lline and I really enjoyed both

Appendix C: Advisory Committee Minutes

Child Development Advisory Committee (CDAC)

May 30, 2008

3:30-5:00 pm

Cerro Coso Community College

Bishop Campus

Minutes

Attendance: Lisa Fuller, Nancy Madina, Mary Grevenkamp, Robyn Wisdom

Child Development Training Consortium (CDTC)

Lisa reported that the Child Development Training Consortium (CDTC) had earned \$7,500 with over one hundred units being earned in the fall and two hundred units being earned in the spring. All units are fully funded. The first round of reimbursements were scheduled to go out in April with the second round of reimbursements scheduled to go out in June.

Scheduling

Lisa reported that the Summer and Fall 2008 schedules are available online for review. The Spring 2009 schedule was not available for review. Currently, there is not a long term schedule or classes currently being offered in Bishop and Mammoth at the ESCC site. All of the participants are interested in helping Cerro Coso develop more of a CHDV program at the ESCC site. The issue has been scheduling appropriate classes that will fill. Courses have been offered in the past and very few students came to the classes. Even when CCCC tried iTV courses, only a few students would attend from the ESCC sites. The main need seems to be in CHDV courses offered in Spanish. Robyn and Nancy will be in contact regarding classes and a schedule that they think will work at the ESCC sites.



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Mary O'Neal will become Faculty Chair beginning on July 1, 2008. She has also been elected as the CCA Vice President.

ESAEYC Membership and Activities

Lisa provided information about the ESAEYC affiliate that has been started in Ridgecrest. The goals of the group include providing trainings and services throughout the Eastern Sierra. The ESAEYC is interested in developing a team of leaders. The current Board would like to come up to the ESCC to provide at least one administrator luncheon a semester.

Occupational Program Review

Lisa shared information about the Occupational Program Review and assessment process that is being tested in Ridgecrest. The assessments will eventually be used in the ESCC area as well.

2008-2009 VTEA Plan

Lisa and Mary reported on the 2008-2009 VTEA Plan. The Child Development Division was allotted approximately \$12,000 for the 08-09 fiscal year. Five main projects have been established:

- 1) Faculty Summit - a 2 day training for CHDV faculty to read the book *Teaching to Transgress* and discuss best practices in our classes as well as develop student and program learning outcome assessments.
- 2) Professional Seminars Series – CCCC will work cooperatively with and support the local ESAEYC in developing and promoting professional activities for those working in the field.
- 3) ROP – CCCC will develop the curriculum and offer a class for high school students in conjunction with the SSUSD State Preschool. SSUSD has agreed to continue to seek funding to re-establish the ROP CHDV Program through SSUSD.
- 4) Curriculum Alignment Project – CCCC faculty will attend CCCECE regional meetings as well as review and modify current curriculum to be in alignment with the state plan.
- 5) Bridge with CSUB Bakersfield for BA/MA classes – CCCC will continue to develop a partnership with CSUB to evaluate offering a BS degree via technology.

ROP Programs

When discussing the agreement made between Cerro Coso and the SSUSD, interest was expressed in also developing agreements with the other high school ROP groups in our area. The local programs in the ESCC are interested in being a part of the ROP programs. There is not much known about how the local programs work and research would be needed. The CHDV programs would appreciate any assistance Cerro Coso could give in developing these programs throughout our service area.

What can we do to meet your needs?

The CHDV programs would like more information about the Job Development Specialist position and whether that person can also assist employers throughout our service area.

IMACA Head Start is interested in expanding the program in Bishop and is aware that there was space constructed in the new building for a CHDV center. IMACA Head Start is interested in pursuing opening



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a site at the college. Transportation would have to be worked out, the question asked was how and where to begin the conversation with Cerro Coso about using the space as it was initially intended.

Meeting Adjourned at 5:15pm.

Cerro Coso Community College, college-wide

Child Development Advisory Committee

December 10, 2009 (Thursday)

10:00-11:30 a.m.

CCC Confer (free conference call)

MINUTES

Present:

Robin Wisdom, Director, PS Services IMACA Head Start – Bishop*
Diana Smith, Site Supervisor, Cerro Coso Child Development Center
Jennifer San Nicolas, Program Manager, Cerro Coso Child Development Center
Mary C. O’Neal, Cerro Coso (CC) FT Faculty & Department Chair
Lynda McClain, CC Adjunct Faculty
Lisa Fuller, CC FT Faculty & Child Development Training Consortium Coordinator
Linda Eberhart, CC Adjunct Faculty
Vivian Baker, CC Adjunct Faculty

*6 centers, 5 blended Centers in communities of Bishop, Lone Pine, Coleville, Lee Vining, Mammoth Lakes

Budget reductions and program impacts

College is putting together “what if” plans for 5%, 7% and 10% cuts. Administration is waiting for the Governor’s proposed budget in early January 2010. KCCD has over \$38 million in reserves. We’ll not be able to run as many sections of classes.

Schedules & Waitlist

We talked about the Child Development employer survey as we talked about schedules.

Question emerged about the need to have one ground CHDV classes at ESCC or KRV.

All agreed that online only is reliable and sufficient.

Mary will talk with Deanna and the new KRV person about this consensus.



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CHILD DEVELOPMENT PROGRAM REVIEW Spring 2012

Waitlist being implemented for Spring 2010 registrations. New process so we'll all have to see how it goes. Students have to show up the first day of class (if registered or on waitlist). Registered, online students have to log in within 2 days. If they don't log in they'll be dropped which will open seats for the waitlist students.

All agreed to communicate their input after the first round of waitlist registrations.

Child Development Training Consortium (CDTC) Lisa Fuller

For the past two years, Cerro Coso has been given additional money at the end of the school year since we have been doubling our contract. This Fall, we received additional units for our contract. We increased from 200 to 250 units. We are paid \$25 per unit. Last year our contract was for \$5000, this year our contract is for \$6250.

For the Fall, 2009 semester, 190 units were submitted to the CDTC. Only half of the total disbursement will be used to reimburse students this fall.

After a discussion, it was decided that the local priorities will stay the same as in the past with a first priority given to students within our service area. After all of those students have been paid, then we can reimburse students outside of our service area. Since we have an increased contract, we agreed to reimburse students \$30 per unit instead of the \$20 per unit last year.

Priorities:

1. Child Development majors working within our service area
 - 1.1 Child Development major-CHDV classes
 - 1.2. Child Development major-GE classes
 - 1.3 GE students-CHDV classes
 - 1.4 GE students-GE classes
2. Child Development majors working outside of our service area

Lisa reported that there was an issue with the contract being received in time for a fall Board Meeting. The contract letter was dated 9/16/09, however it was not received until the first week of December. The contract will not be able to go to the Board for approval until February which means we may not receive the money from the CDTC until March, after the contract has been approved. Lisa will process the payments to students in January and will work with Gale Lebsock to make sure the payments are received by the students in February.

Child Development Program Curriculum revisions & Assessment Process

Cerro Coso is part of the statewide Curriculum Alignment Project (CAP). CHDV/ECE faculty from Community Colleges, CSU's & UC's have worked together to align the "lower division 8"; 24 units (8 classes, 3 units each). The process is:



INSTRUCTIONAL PROGRAM REVIEW

CHILD DEVELOPMENT PROGRAM REVIEW Spring 2012

- Complete the review of our curriculum and make necessary changes
- Forward at least 1 course to CAP technical resource faculty for input – to make sure we're on the right track
- Present changes to the Cerro Coso Curriculum & Instruction Council (CIC) for approval
- CIC forwards approves course changes to the KCCD Board of Trustees for approval
- Faculty Chair forwards all courses to CAP for their approval

The Spring, 2010 CAP deadline is at the end of March 2010.

New class, maybe CHDV C100, Principles and Practices, will go to the Curriculum Committee at their first meeting of Spring 2010.

Occupational Program Review – summary

Summary of Child Development provider survey was reviewed.

Strong indication that our students need more practicum-type courses.

Jennifer San Nicolas reiterated that the CC CDC is a lab school and always available for practicum students. There are more CHDV students doing observations at the lab school which is a very good thing. She wondered about a new type of student intern program at the CC CDC.

Diana Smith said the CC CDC needs student interns for Spring 2010.

VTEA update

Supported ESAEYC Conference – very successful

2010-2011 funding has to be used for efforts that support all programs. There won't be Cerro Coso VTEA support for program-specific projects like we're used to.

Agreed that we're not happy about the new funding direction.

Spring 2010 tentative meeting schedule

IWV, Ridgecrest - Monday, April 26, 2:00-3:30 p.m.

Bishop – Thursday, April 22, 2:00 p.m.

Mammoth – Thursday, April 22, 11:00 a.m.

KRV, Lake Isabella – Mon, April 19, 6:00 p.m.

Meeting Adjourned at 11:43 a.m.

Minutes prepared by Mary C. O'Neal



INSTRUCTIONAL PROGRAM REVIEW

CHILD DEVELOPMENT PROGRAM REVIEW Spring 2012

Cerro Coso Community College, college-wide
Child Development Advisory Committee
April 26, 2010
2:05-3:34 pm

IWV, video conference with Bishop & Mammoth and CCC Confer (free conference call)

MINUTES

Present:

- Joanie Hanson, Owens Valley Career Development Center
- Barbara Lieberman, Student
- Deanna Campbell, Director, ESCC
- Robin Wisdom, Director, PS Services IMACA Head Start – Bishop
- Diana Smith, Site Supervisor, Cerro Coso Child Development Center
- Jennifer San Nicolas, Program Manager, Cerro Coso Child Development Center
- Mary C. O’Neal, Cerro Coso (CC) FT Faculty & Department Chair
- Lynda McClain, CC Adjunct Faculty
- Lisa Fuller, CC FT Faculty & Child Development Training Consortium Coordinator
- Linda Eberhart, CC Adjunct Faculty
- Vivian Baker, CC Adjunct Faculty
- Tina French, SSUSD State Preschool

Budget reductions and program impacts

KCCD, including Cerro Coso, planning for 10% cuts next year
CTE, Basic Skills & Transfer classes will be preserved as much as possible.
Child Development is CTE and our Summer & Fall 2010 schedules were not cut

Child Development Program curriculum revisions (handout/attachment)

Curriculum Alignment Project (CAP) – Eight, 3-unit, lower-division transfer level courses have been reviewed, revised (when needed), renumbered (when needed) and approved by Cerro Coso’s Curriculum and Instruction Council & the Board of Trustees. One new course added, CHDV C100, Principles and Practices of Teaching Young Children. This is an introductory/survey type course. Prerequisites have been added to some of the courses:

Course	Prerequisite
CHDV C102, Materials & Curriculum	CHDV C100, Prin & Prac of Teaching Young Children





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CHILD DEVELOPMENT PROGRAM REVIEW

Spring 2012

CHDV C106, Child Growth & Dev

CHDV C100, Prin & Prac of Teaching Young Children
CHDV C102, Materials & Curriculum

CHDV C200, Observation & Assessment CHDV C100, Prin & Prac of Teaching Young Children

CHDV C102, Materials & Curriculum
CHDV C104, Child, Family & Community
One development course (CHDV C105, C106 or C107)
One curriculum course (CHDV C125, C145 or C149)

CHDV C203, Practicum: Field Experience

CHDV C100, Prin & Prac of Teaching Young Children
CHDV C102, Materials & Curriculum
CHDV C104, Child, Family & Community
CHDV C125, Diversity in Education
One development course (CHDV C105, C106 or C107)
One curriculum course (CHDV C145 or C149)
CHDV C200, Observation & Assessment

Students who are in the process of earning their degrees have and maintain catalogue rights provided they are continuously enrolled (every Fall & Spring semester). It will probably take a couple of years to get all students working under the new catalog. We are no longer offering CHDV C202 so students with old catalogue rights should be encouraged to take CHDV C200 before CHDV C203. Students who only need CHDV C202 and CHDV C203 to complete their degree should work with a counselor to request a waiver of CHDV C202 which will be gladly signed off by the CHDV & EDUC Faculty Chair – currently Mary O’Neal.

It was agreed that CHDV C105 needs to be a prerequisite for CHDV C205. However, it was also agreed that CHDV C107 should not be a prerequisite for CHDV C207.

ACTION: Fall 2010 - Mary O’Neal will revise the Course Outline of Record (COR) for CHDV C205 to include CHDV C105 as a prerequisite.

Schedules & Waitlist (handouts/attachments)

Waitlist was implemented Spring 2010. Students have to show up the first day of class (if registered or on waitlist). Registered, online students have to log in within 2 days. If they don’t log in they’re dropped which opened seats for the waitlist students.

The waitlists demonstrated need for additional sections of specific classes and were a big reason that the CHDV Summer & Fall 2010 schedules of 32 and 33 sections were approved.

Difficulties/challenges identified:



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CHILD DEVELOPMENT PROGRAM REVIEW

Spring 2012

- Students not checking college email regularly (or at all)
- Retention seems to be lower
- Dropping all students on waitlist on Friday of first week of class – not enough time
Recommendation – leave open until 2nd Monday of class
- Students able to enroll in 5th week of 12 week class
- Bookstore have enough books in stock for all students at all campuses – financial aid students have to buy books from bookstore
- Some students got different info from faculty - faculty had different timelines
- ENROLLMENT KEYS for online classes
- Unclear when waitlist is purged
- New log-in process – Luminis portal may help, Fall 2010 rollout (maybe)

Deanna Campbell asked if these issues had been shared with Dave Cornell & Dylan Mattina. Mary said yes, many times. Deanna encouraged faculty to share concerns again.

ACTION: Lisa Fuller, Linda Eberhart, Vivian Baker and Lynda McClain agreed to email Dave Cornell Director, Admissions and Records and Veterans' Affairs & Dylan Mattina Director, Information Technology, Distance Education and Learning Support Services (c: Mary O'Neal) with specific their specific waitlist issues.

Mentor Program – possible virtual project Vivian Baker, Cerro Coso Coordinator

Cerro Coso is working with State Mentor Program to be the first virtual Mentor Program. Vivian Baker is the Cerro Coso Mentor Program Coordinator. Cerro Coso will be like a hub for virtual Mentors from anywhere in CA. Mentors will do standard selection process at their home college then a secondary selection process to be a virtual mentor. Still in planning stages. Will probably use CCC Confer, Skype, webinars, email. Not for practicum class as much as general support, mentoring for any class and in profession.

VTEA update. Mary reported that the 10-11 money will be used for college-wide initiatives. No support for ESAEYC professional development activities. Still supporting advisory committee meetings. We'll let folks know if money becomes available down the line.

Child Development Training Consortium (CDTC) Lisa Fuller, Cerro Coso Coordinator

Lisa reported great news – 50 additional units funded for Infant and 25 additional units funded for general ed. Total for 09-10 was about \$9,000 and students were paid \$30 per unit.

Due to Statewide budget cuts – CDTC only funding lower permits (Assistant, Associate Teacher) and upgrades.



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CHILD DEVELOPMENT PROGRAM REVIEW Spring 2012

What are Your Needs? What's working? What's not?

ESAEYC needs CC Child Development program brochures
Articulation

Collaborative Agency Reports

OVCDC, Joanie Hanson. 125 students enrolled in CC classes. Works closely with Greg Kost
30 CHDV students Spring 2010; 55 CHDV students past 3 semesters
Funding available for CHDV bachelor's (NOT liberal arts)
Meeting with Greg Kost (ESCC Counselor) on Wed (4/21) to review
new CHDV program numbers, prerequisites, etc.

IMACA, Robin Wisdom more staff must have AA or BA (Head Start)
SSUSD, Tina French Nov 9 – Faller Sate PS open – 40 PS + Spec Ed, comingled
Pierce & Faller State PS full, Inyokern not full – potential for next year

ESAEYC, Tina French April 29 – Professional Recognition Dinner
May 4 – Kerr McGee – Outdoor Classroom Project

Cerro Coso CDC/Lab, Diana Smith Full. 90-95% student families. May be full Summer 2010
Need student interns

Fall 2010 *joint* meeting will be Wed, Oct 27, 6:00-7:30 via CCC Confer

Meeting Adjourned at 3:34 p.m.

Minutes prepared by Mary C. O'Neal

Cerro Coso Community College
Child Development Advisory Committees
Fall 2010 - **Wednesday, October 27, 2010**
6:00-7:30 via CCC Confer

CCC Confer teleconference

Dial your telephone conference line: **(888) 886-3951**
Enter your pass code: **340223**

*0 - Contact the operator for assistance.

*6 - Mute/unmute your individual line with a private announcement.

Please mute when you're not talking because the quality of the call is vastly improved when we do this.



Revised: 9-16-11



INSTRUCTIONAL PROGRAM REVIEW

CHILD DEVELOPMENT PROGRAM REVIEW
Spring 2012

Agenda

Welcome & Introductions.

New faculty: Teri Stephenson, Michelle Harper, Sharon Hopfer

Waitlist Management (attachment)

Schedules

Spring 2011 (attachment)

6 week courses - initial data review and further review plan

Child Development Training Consortium-Lisa Fuller, Cerro Coso Coordinator

Update and set local funding priorities

Virtual Mentor Program – Vivian Baker, Coordinator

VTEA – Online Student Support

What are your needs? – What’s working? What’s not working?

Spring 2011 *tentative* meeting dates:

KRV: Wed, April 20, 6:00-7:30 p.m. Room 7

IWW & ESCC: Wed, April 27, 2:00-3:30, MB 229 **and** video conference w/Bishop & Mammoth **and** CCC Confer teleconference

Meeting Adjourned

Cerro Coso Community College
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Revised: 9-16-11



INSTRUCTIONAL PROGRAM REVIEW

CHILD DEVELOPMENT PROGRAM REVIEW Spring 2012

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INSTRUCTIONAL PROGRAM REVIEW

CHILD DEVELOPMENT PROGRAM REVIEW
Spring 2012

Meeting Adjourned
Cerro Coso Community College
Child Development Advisory Committees
Fall 2011 - **Wednesday, November 30, 2011**
6:30-7:30 via video conference & CCC Confer

CCC Confer teleconference Dial your telephone conference line: **(888) 886-3951**
Enter your pass code **572515**
*0 - Contact the operator for assistance.
*6 - Mute/unmute your individual line with a private announcement.
Please mute when you're not talking because the quality of the call is vastly improved when we do this.

Agenda

Welcome & Introductions.
New Adjunct Faculty at KRV – Bobbie Edwards

Additions:

Schedules
Spring 2012 – open enrollment began today (11/30/11)

Child Development Training Consortium-Lisa Fuller, Cerro Coso Coordinator

Virtual Mentor Program – Vivian Baker, CA Coordinator

VTEA – Online Student Support and “live” (in person) Teaching Assistants

- TA hours: IWW on Mon, 1:00-3:00, and Tues, 10:00-12:00, and Thurs, 10:00-1:00
Bishop on Mon & Wed, 6:00-9:00 p.m.



INSTRUCTIONAL PROGRAM REVIEW

CHILD DEVELOPMENT PROGRAM REVIEW Spring 2012

-ESAEYC Conference Report (Tina French)

Curriculum

- all courses, certificates and degree have been updated
- Student Learning Outcomes (SLO) Assessment

Spring 2012 tentative meeting date/time: *Wed, April 18, 2012, 6:30-7:30 p.m.*

Meeting Adjourned

Appendix D. Cerro Coso Office of Institutional Research Data

Section Level data by semester (5 years)

Course Offering data by section (5 years)

Student Demography by *subject* (annual over 5 years)

Awards (annual, over 5 years)

Acad Year	Term	Course ID	Title_Short_Desc	Section Seq	CRN	Census Enr	Census Section	FTES ST_AVG	Est FTES Session	Actual FTES Section	Actual FTES Session	DE vs Trad	DE by Schedule Type	Day_Or_Evening_Desc	Begin_Time	Contract_Type_Desc	Schedule	Schedule_Desc	Method Of Instr Code	Method_Of_Instr_Desc	Method Of Instr Mis	Grade A SUM	Grade B SUM	Grade C SUM	Grade D SUM	Grade F SUM	Grade G SUM	Grade H SUM	Grade I SUM	Grade J SUM	Grade K SUM	Grade L SUM	Grade M SUM	Grade N SUM	Grade O SUM	Grade P SUM	Grade Q SUM	Grade R SUM	Grade S SUM	Grade T SUM								
2006-2007	200650	CHDVC101	Child Development	97	50484	38	38	3.80	3.80	3.20	3.20	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	10	5	4	3	3												6	31								
2006-2007	200650	CHDVC105	Intro to Infant Development	98	50485	34	34	3.40	3.40	3.02	3.02	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	10	10	5	2	4														2	33						
2006-2007	200650	CHDVC111	Principles of Child Guidance	98	50486	23	23	2.30	2.30	2.01	2.01	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	9	4	3	2	1																19					
2006-2007	200650	CHDVC115	Child, Family and Community	98	50487	42	42	4.20	4.20	3.93	3.93	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	26	3	4	1	4																39					
2006-2007	200650	CHDVC121	Health, Safety, & Nutrition	98	50488	40	40	4.00	4.00	3.66	3.66	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	12	7	5	2	4															4						
2006-2007	200650	CHDVC125	Diversity in Education	98	50489	39	39	3.90	3.90	3.66	3.66	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	28	1	1	1	4																3					
2006-2007	200650	CHDVC143	Materials and Curriculum	98	50490	33	33	3.30	3.30	3.02	3.02	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	14	7	3																			1				
2006-2007	200650	CHDVC149	Play and Meaning	98	50493	34	34	3.40	3.40	3.11	3.11	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	22	3																				2				
2006-2007	200650	CHDVC251	Admin of Programs in CHDV I	98	50495	43	43	4.30	4.30	3.93	3.93	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	31	2	2	2	4																	2				
2006-2007	200650	CHDVC105	Intro to Infant Development	97	50962	37	37	3.70	3.70	3.47	3.47	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	5	9			1	4																	5			
2006-2007	200670	CHDVC101	Child Development	97	71797	33	33	3.02	3.02	2.93	2.93	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	10	3	4																				7			
2006-2007	200670	CHDVC107	School Age Development	98	71799	31	31	2.83	2.83	3.20	3.20	Dist Ed	On-line	Day			Contract faculty-part load	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	6	7	2	1	12																	3				
2006-2007	200670	CHDVC111	Principles of Child Guidance	98	71800	36	36	3.29	3.29	3.20	3.20	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	9	6	7	2	8																	4				
2006-2007	200670	CHDVC115	Child, Family and Community	98	71802	42	42	3.84	3.84	3.84	3.84	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	15	9	8	2	5																		39			
2006-2007	200670	CHDVC121	Health, Safety, & Nutrition	01	71803	19	19	1.05	1.05	0.81	0.81	Traditional	Traditional	Day	0800		Adjunct faculty	L	Lecture/Discussion	L	Lecture/Discussion	02	2	6	1																			3				
2006-2007	200670	CHDVC121	Health, Safety, & Nutrition	98	71804	40	40	3.66	3.66	3.57	3.57	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	7	9	2	2	17																		1			
2006-2007	200670	CHDVC122	Community CPR and First Aid	01	71805	22	22	0.25	0.25	0.28	0.28	Traditional	Traditional	Day	0800		Adjunct faculty	L	Lecture/Discussion	L	Lecture/Discussion	02	18																							18		
2006-2007	200670	CHDVC125	Diversity in Education	01	71806	18	18	0.92	0.92	1.56	1.56	Traditional	Traditional	Day	0800		Contract faculty-part load	L	Lecture/Discussion	L	Lecture/Discussion	02	6	5	1																					4		
2006-2007	200670	CHDVC125	Diversity in Education	97	71807	30	30	2.74	2.74	3.29	3.29	Dist Ed	On-line	Day			Contract faculty-part load	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	10	3	5	1	6																			2		
2006-2007	200670	CHDVC125	Diversity in Education	98	71808	29	29	2.65	2.65	3.57	3.57	Dist Ed	On-line	Day			Contract faculty-overload	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	2	6	2	2	10																			7		
2006-2007	200670	CHDVC145	Language and Literature	98	71813	29	29	2.65	2.65	2.56	2.56	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	16	5	1	1	3																		2			
2006-2007	200670	CHDVC147	Assessment and Evaluation	98	71814	26	26	2.38	2.38	2.38	2.38	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	11	5	4		3																		2			
2006-2007	200670	CHDVC202	Principles/Practices CHDV I	98	71815	13	13	1.19	1.19	1.19	1.19	Dist Ed	On-line	Day			Contract faculty-overload	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	2	4			2																			2		
2006-2007	200670	CHDVC205	Foundations of Infant Dev	98	71816	28	28	2.56	2.56	2.29	2.29	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	1	6	3		4																				3	
2006-2007	200670	CHDVC241	The Exceptional Child: N & N	98	71817	33	33	3.02	3.02	3.02	3.02	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	14	11																							4	
2006-2007	200670	CHDVC251	Admin of Programs in CHDV I	77	71820	8	8	0.60	0.60	0.63	0.63	Traditional	Traditional	Evening	1800		Contract faculty-part load	L	Lecture/Discussion	L	Lecture/Discussion	02	4		1																						2	
2006-2007	200670	CHDVC251	Admin of Programs in CHDV I	77	71820		8	0.60		0.63	0.63	Traditional	Traditional	Evening			Contract faculty-overload	L	Lecture/Discussion	L	Lecture/Discussion	02																										
2006-2007	200670	CHDVC251	Admin of Programs in CHDV I	78	71821		7	0.60		0.71	0.71	Traditional	Traditional	Evening			Contract faculty-part load	L	Lecture/Discussion	L	Lecture/Discussion	02																										
2006-2007	200670	CHDVC251	Admin of Programs in CHDV I	78	71821	7	7	0.60	0.60	0.71	0.71	Traditional	Traditional	Evening	1800		Contract faculty-part load	L	Lecture/Discussion	L	Lecture/Discussion	02	1	1	3	1	1																				7	
2006-2007	200670	CHDVC252	Admin of Programs in CHDV II	77	71824	8	8	0.48	0.48	0.76	0.76	Traditional	Traditional	Evening	1800		Contract faculty-part load	L	Lecture/Discussion	L	Lecture/Discussion	02	3	2	1																							1
2006-2007	200670	CHDVC252	Admin of Programs in CHDV II	77	71824		8	0.48		0.76	0.76	Traditional	Traditional	Evening			Contract faculty-part load	L	Lecture/Discussion	L	Lecture/Discussion	02																										
2006-2007	200670	CHDVC252	Admin of Programs in CHDV II	78	71825		8	0.27		0.56	0.56	Traditional	Traditional	Evening			Contract faculty-part load	L	Lecture/Discussion	L	Lecture/Discussion	02																										
2006-2007	200670	CHDVC252	Admin of Programs in CHDV II	78	71825	8	8	0.27	0.27	0.56	0.56	Traditional	Traditional	Evening	1800		Contract faculty-part load	L	Lecture/Discussion	L	Lecture/Discussion	02		1			2	1																			4	
2006-2007	200670	CHDVC281	Adult Supervision	98	71826	25	25	2.29	2.29	2.29	2.29	Dist Ed	On-line	Day			Contract faculty-part load	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	2	5	3	1	7	1																			1	
2006-2007	200670	CHDVC101	Child Development	98	73019	29	29	2.65	2.65	2.56	2.56	Dist Ed	On-line	Day			Adjunct faculty	J	Distance Ed. - Text 1 way	J	Distance Ed. - Text 1 way	61	7	5	1																							

		200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201070	
		ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent
Female		15	93.8%	25	89.3%	18	94.7%	9	90.0%	18	94.7%	29	93.5%	20	95.2%	26	100.0%	43	100.0%	25	96.2%	20	100.0%	2	100.0%	1	100.0%
	American Indian	2	12.5%			1	5.3%			1	5.3%	1	3.2%					5	11.6%	2	7.7%	1	5.0%				
	Asian					1	5.3%					2	6.5%	3	14.3%	3	11.5%	3	7.0%	1	3.8%						
	Black, African American	2	12.5%	3	10.7%			1	10.0%	1	5.3%	2	6.5%	2	9.5%	2	7.7%	3	7.0%	4	15.4%	2	10.0%	1	50.0%		
	Filipino	1	6.3%	1	3.6%	1	5.3%											2	4.7%	1	3.8%						
	Hispanic, Latino	1	6.3%	4	14.3%	2	10.5%	3	30.0%	5	26.3%	8	25.8%	6	28.6%	4	15.4%	7	16.3%	5	19.2%	4	20.0%				
	Pacific Islander											1	3.2%														
	White, Caucasian	8	50.0%	17	60.7%	12	63.2%	5	50.0%	11	57.9%	15	48.4%	9	42.9%	17	65.4%	21	48.8%	11	42.3%	13	65.0%	1	50.0%	1	100.0%
	XXUnknown	1	6.3%			1	5.3%											2	4.7%	1	3.8%						
Male		1	6.3%	3	10.7%			1	10.0%	1	5.3%	2	6.5%	1	4.8%					1	3.8%						
	Asian																			1	3.8%						
	Black, African American	1	6.3%	1	3.6%																						
	Hispanic, Latino			2	7.1%									1	4.8%												
	White, Caucasian							1	10.0%	1	5.3%	2	6.5%														
					1	5.3%																					
					1	5.3%																					
Sum		16		28		19		10		19		31		21		26		43		26		20		2		1	

Major_Desc: Child Dvlp & Family Relations

		200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201050		201070		201130		201150		201170		
		ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	
Female		9	90.0%	13	86.7%	12	92.3%	8	100.0%	13	100.0%	12	100.0%	12	85.7%	21	95.5%	22	95.7%	17	100.0%	17	100.0%	15	93.8%	36	97.3%	35	94.6%	33	100.0%	21	95.5%	24	96.0%	
	19 or younger					1	7.7%					1	8.3%	1	7.1%	1	4.5%	1	4.3%	1	5.9%	1	5.9%	1	6.3%			1	2.7%	1	3.0%	1	4.5%	1	4.0%	
	20-24	2	20.0%	5	33.3%	2	15.4%	2	25.0%	5	38.5%	4	33.3%	2	14.3%	2	9.1%	6	26.1%	4	23.5%			1	6.3%	7	18.9%	8	21.6%	8	24.2%	4	18.2%	5	20.0%	
	25-29	1	10.0%	1	6.7%	3	23.1%			1	7.7%	3	25.0%	3	21.4%	6	27.3%	4	17.4%	2	11.8%	2	11.8%	3	18.8%	8	21.6%	7	18.9%	6	18.2%	2	9.1%	7	28.0%	
	30-34	3	30.0%	1	6.7%	2	15.4%	2	25.0%	3	23.1%	2	16.7%	2	14.3%	4	18.2%	4	17.4%	2	11.8%	4	23.5%	2	12.5%	7	18.9%	4	10.8%	4	12.1%	3	13.6%	5	20.0%	
	35-39	1	10.0%	1	6.7%	1	7.7%	2	25.0%			1	8.3%	3	21.4%	3	13.6%	4	17.4%	5	29.4%	3	17.6%	1	6.3%	7	18.9%	4	10.8%	7	21.2%	6	27.3%	4	16.0%	
	40-49	2	20.0%	2	13.3%	1	7.7%	2	25.0%	3	23.1%	1	8.3%			2	9.1%	2	8.7%			4	23.5%	6	37.5%	4	10.8%	9	24.3%	4	12.1%	2	9.1%			
50 or older			3	20.0%	2	15.4%			1	7.7%			1	7.1%	3	13.6%	1	4.3%	3	17.6%	3	17.6%	1	6.3%	3	8.1%	2	5.4%	3	9.1%	3	13.6%	2	8.0%		
Male		1	10.0%	2	13.3%	1	7.7%							2	14.3%	1	4.5%	1	4.3%					1	6.3%	1	2.7%	2	5.4%			1	4.5%	1	4.0%	
	19 or younger													2	14.3%																					
	20-24	1	10.0%	1	6.7%											1	4.5%	1	4.3%																1	4.0%
	25-29																																			
	30-34			1	6.7%																				1	6.3%			1	2.7%			1	4.5%		
40-49					1	7.7%																				1	2.7%									
Sum		10		15		13		8		13		12		14		22		23		17		17		16		37		37		33		22		25		

		200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201070	
		ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent
Female		15	93.8%	25	89.3%	18	94.7%	9	90.0%	18	94.7%	29	93.5%	20	95.2%	26	100.0%	43	100.0%	25	96.2%	20	100.0%	2	100.0%	1	100.0%
	American Indian	2	12.5%			1	5.3%			1	5.3%	1	3.2%					5	11.6%	2	7.7%	1	5.0%				
	Asian					1	5.3%					2	6.5%	3	14.3%	3	11.5%	3	7.0%	1	3.8%						
	Black, African American	2	12.5%	3	10.7%			1	10.0%	1	5.3%	2	6.5%	2	9.5%	2	7.7%	3	7.0%	4	15.4%	2	10.0%	1	50.0%		
	Filipino	1	6.3%	1	3.6%	1	5.3%											2	4.7%	1	3.8%						
	Hispanic, Latino	1	6.3%	4	14.3%	2	10.5%	3	30.0%	5	26.3%	8	25.8%	6	28.6%	4	15.4%	7	16.3%	5	19.2%	4	20.0%				
	Pacific Islander											1	3.2%														
	White, Caucasian	8	50.0%	17	60.7%	12	63.2%	5	50.0%	11	57.9%	15	48.4%	9	42.9%	17	65.4%	21	48.8%	11	42.3%	13	65.0%	1	50.0%	1	100.0%
	XXUnknown	1	6.3%			1	5.3%											2	4.7%	1	3.8%						
Male		1	6.3%	3	10.7%			1	10.0%	1	5.3%	2	6.5%	1	4.8%					1	3.8%						
	Asian																			1	3.8%						
	Black, African American	1	6.3%	1	3.6%																						
	Hispanic, Latino			2	7.1%									1	4.8%												
	White, Caucasian							1	10.0%	1	5.3%	2	6.5%														
					1	5.3%																					
	XXUnknown				1	5.3%																					
Sum		16		28		19		10		19		31		21		26		43		26		20		2		1	

Major_Desc:Child Dvlpmnt Master Teacher

		200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201050		201070		201130		201150		201170		
		ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	
Female		23	100.0%	28	96.6%	19	100.0%	20	100.0%	36	97.3%	37	97.4%	28	100.0%	32	97.0%	39	100.0%	36	100.0%	42	95.5%	42	100.0%	43	97.7%	54	100.0%	46	95.8%	35	97.2%	49	98.0%	
	19 or younger	1	4.3%	1	3.4%							2	5.3%	1	3.6%	1	3.0%			1	2.8%	2	4.5%	2	4.8%			3	5.6%	3	6.3%	2	5.6%	1	2.0%	
	20-24			1	3.4%	1	5.3%	3	15.0%	6	16.2%	1	2.6%	5	17.9%	2	6.1%	5	12.8%	4	11.1%	5	11.4%	7	16.7%	7	15.9%	7	13.0%	3	6.3%	6	16.7%	9	18.0%	
	25-29	5	21.7%	5	17.2%	1	5.3%	3	15.0%	5	13.5%	11	28.9%	5	17.9%	8	24.2%	8	20.5%	6	16.7%	5	11.4%	9	21.4%	8	18.2%	12	22.2%	10	20.8%	4	11.1%	4	8.0%	
	30-34	3	13.0%	4	13.8%	1	5.3%	4	20.0%	7	18.9%	11	28.9%	7	25.0%	11	33.3%	6	15.4%	4	11.1%	9	20.5%	3	7.1%	6	13.6%	7	13.0%	6	12.5%	3	8.3%	5	10.0%	
	35-39	4	17.4%	5	17.2%	5	26.3%	5	25.0%	7	18.9%	3	7.9%	3	10.7%	1	3.0%	5	12.8%	8	22.2%	8	18.2%	10	23.8%	11	25.0%	9	16.7%	13	27.1%	8	22.2%	6	12.0%	
	40-49	8	34.8%	9	31.0%	8	42.1%	5	25.0%	7	18.9%	6	15.8%	4	14.3%	6	18.2%	9	23.1%	6	16.7%	6	13.6%	4	9.5%	7	15.9%	10	18.5%	9	18.8%	9	25.0%	17	34.0%	
50 or older	2	8.7%	3	10.3%	3	15.8%			4	10.8%	3	7.9%	3	10.7%	3	9.1%	6	15.4%	7	19.4%	7	15.9%	7	16.7%	4	9.1%	6	11.1%	2	4.2%	3	8.3%	7	14.0%		
Male				1	3.4%					1	2.7%	1	2.6%			1	3.0%					2	4.5%			1	2.3%			2	4.2%	1	2.8%	1	2.0%	
	19 or younger			1	3.4%																								1	2.1%						
	20-24									1	2.7%					1	3.0%																			
	25-29																					1	2.3%						1	2.1%	1	2.8%	1	2.0%		
	30-34																					1	2.3%													
35-39												1	2.6%												1	2.3%										
Sum		23		29		19		20		37		38		28		33		39		36		44		42		44		54		48		36		50		

	200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201050		201070		201130		201150		201170			
	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent		
Female	120	96.8%	159	95.8%	161	98.2%	138	95.2%	154	96.3%	178	94.7%	128	94.8%	212	96.4%	226	96.6%	187	96.9%	231	97.5%	257	97.0%	226	96.2%	254	94.8%	296	96.4%	231	93.9%	292	96.7%		
American Indian	4	3.2%	7	4.2%	5	3.0%	3	2.1%	2	1.3%	9	4.8%	5	3.7%	8	3.6%	18	7.7%	12	6.2%	12	5.1%	18	6.8%	11	4.7%	11	4.1%	14	4.6%	11	4.5%	9	3.0%		
Asian	8	6.5%	4	2.4%	2	1.2%	4	2.8%	4	2.5%	7	3.7%	9	6.7%	8	3.6%	6	2.6%	6	3.1%	8	3.4%	6	2.3%	3	1.3%	2	0.7%	2	0.7%	3	1.2%	3	1.0%		
Black, African American	9	7.3%	12	7.2%	17	10.4%	11	7.6%	19	11.9%	17	9.0%	7	5.2%	11	5.0%	12	5.1%	8	4.1%	16	6.8%	16	6.0%	10	4.3%	9	3.4%	11	3.6%	3	1.2%	3	1.0%		
Filipino	1	0.8%			1	0.6%	1	0.7%	3	1.9%	3	1.6%	1	0.7%	3	1.4%	3	1.3%	1	0.5%	1	0.4%	1	0.4%	2	0.9%	2	0.7%	2	0.7%						
Hispanic, Latino	18	14.5%	19	11.4%	18	11.0%	31	21.4%	22	13.8%	27	14.4%	22	16.3%	41	18.6%	44	18.8%	39	20.2%	35	14.8%	30	11.3%	19	8.1%	13	4.9%	25	8.1%	23	9.3%	21	7.0%		
Pacific Islander			1	0.6%							1	0.5%																								
White, Caucasian	74	59.7%	109	65.7%	111	67.7%	82	56.6%	98	61.3%	107	56.9%	78	57.8%	128	58.2%	134	57.3%	112	58.0%	124	52.3%	105	39.6%	71	30.2%	81	30.2%	91	29.6%	45	18.3%	63	20.9%		
XXUnknown	6	4.8%	7	4.2%	7	4.3%	6	4.1%	6	3.8%	7	3.7%	6	4.4%	13	5.9%	9	3.8%	9	4.7%	35	14.8%	81	30.6%	110	46.8%	136	50.7%	151	49.2%	146	59.3%	193	63.9%		
Male	4	3.2%	6	3.6%	3	1.8%	7	4.8%	6	3.8%	10	5.3%	7	5.2%	8	3.6%	8	3.4%	6	3.1%	6	2.5%	7	2.6%	9	3.8%	14	5.2%	11	3.6%	15	6.1%	10	3.3%		
American Indian							1	0.7%									1	0.4%						1	0.4%	1	0.4%	1	0.3%	1	0.4%					
Asian			1	0.6%	1	0.6%											1	0.4%			1	0.4%	1	0.4%	1	0.4%	1	0.4%	1	0.3%	1	0.4%				
Black, African American	1	0.8%	1	0.6%	1	0.6%	1	0.7%	2	1.3%	2	1.1%	1	0.7%			1	0.4%	1	0.5%			1	0.4%		1	0.4%									
Filipino			1	0.6%															1	0.5%																
Hispanic, Latino							1	0.7%	1	0.6%	2	1.1%	2	1.5%	3	1.4%	2	0.9%	2	1.0%	1	0.4%	2	0.8%	2	0.9%	4	1.5%	1	0.3%	1	0.4%	1	0.3%		
White, Caucasian	3	2.4%	3	1.8%	1	0.6%	3	2.1%	2	1.3%	3	1.6%	3	2.2%	3	1.4%	3	1.3%	2	1.0%	4	1.7%	3	1.1%	1	0.4%	2	0.7%	3	1.0%	1	0.4%	1	0.3%		
XXUnknown							1	0.7%	1	0.6%	3	1.6%	1	0.7%	2	0.9%									4	1.7%	5	1.9%	5	1.6%	11	4.5%	8	2.6%		
			1	0.6%																			1	0.4%												
XXUnknown			1	0.6%																			1	0.4%												
Sum	124		166		164		145		160		188		135		220		234		193		237		265		235		268		307		246		302			

		200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201050		201070		201130		201150		201170	
		ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent
Female		120	96.8%	159	95.8%	161	98.2%	138	95.2%	154	96.3%	178	94.7%	128	94.8%	212	96.4%	226	96.6%	187	96.9%	231	97.5%	257	97.0%	226	96.2%	254	94.8%	296	96.4%	231	93.9%	292	96.7%
	19 or younger	2	1.6%	4	2.4%	8	4.9%	7	4.8%	18	11.3%	16	8.5%	13	9.6%	28	12.7%	14	6.0%	10	5.2%	18	7.6%	19	7.2%	15	6.4%	23	8.6%	23	7.5%	14	5.7%	29	9.6%
	20-24	29	23.4%	32	19.3%	28	17.1%	27	18.6%	28	17.5%	32	17.0%	27	20.0%	38	17.3%	42	17.9%	44	22.8%	51	21.5%	58	21.9%	47	20.0%	53	19.8%	66	21.5%	60	24.4%	70	23.2%
	25-29	25	20.2%	33	19.9%	33	20.1%	29	20.0%	24	15.0%	41	21.8%	22	16.3%	44	20.0%	51	21.8%	40	20.7%	50	21.1%	43	16.2%	49	20.9%	54	20.1%	50	16.3%	41	16.7%	56	18.5%
	30-34	21	16.9%	17	10.2%	26	15.9%	21	14.5%	21	13.1%	24	12.8%	17	12.6%	22	10.0%	33	14.1%	23	11.9%	34	14.3%	45	17.0%	33	14.0%	36	13.4%	48	15.6%	30	12.2%	39	12.9%
	35-39	10	8.1%	21	12.7%	20	12.2%	21	14.5%	24	15.0%	18	9.6%	14	10.4%	27	12.3%	29	12.4%	25	13.0%	17	7.2%	30	11.3%	26	11.1%	23	8.6%	33	10.7%	24	9.8%	34	11.3%
	40-49	22	17.7%	27	16.3%	24	14.6%	24	16.6%	27	16.9%	27	14.4%	22	16.3%	32	14.5%	36	15.4%	30	15.5%	40	16.9%	46	17.4%	35	14.9%	43	16.0%	53	17.3%	34	13.8%	42	13.9%
50 or older	11	8.9%	25	15.1%	22	13.4%	9	6.2%	12	7.5%	20	10.6%	13	9.6%	21	9.5%	21	9.0%	15	7.8%	21	8.9%	16	6.0%	21	8.9%	22	8.2%	23	7.5%	28	11.4%	22	7.3%	
Male		4	3.2%	6	3.6%	3	1.8%	7	4.8%	6	3.8%	10	5.3%	7	5.2%	8	3.6%	8	3.4%	6	3.1%	6	2.5%	7	2.6%	9	3.8%	14	5.2%	11	3.6%	15	6.1%	10	3.3%
	19 or younger	1	0.8%	1	0.6%	1	0.6%	1	0.7%										1	0.5%					1	0.4%	1	0.4%	1	0.3%	1	0.4%	3	1.0%	
	20-24					1	0.6%	4	2.8%	3	1.9%	3	1.6%	3	2.2%	3	1.4%	1	0.4%	2	1.0%	1	0.4%	1	0.4%	1	0.4%	3	1.1%	3	1.0%	3	1.2%		
	25-29	1	0.8%	1	0.6%	1	0.6%					3	1.6%			1	0.5%	1	0.4%			1	0.4%	2	0.8%	1	0.4%	2	0.7%			2	0.8%	1	0.3%
	30-34	1	0.8%	1	0.6%							3	1.6%	2	1.5%	2	0.9%	1	0.4%			2	0.8%	2	0.8%	3	1.3%	3	1.1%	2	0.7%	3	1.2%	2	0.7%
	35-39	1	0.8%					1	0.7%	1	0.6%			1	0.7%	2	0.9%	1	0.4%	3	1.6%			2	0.8%	2	0.9%	3	1.1%	2	0.7%	4	1.6%	3	1.0%
40-49			1	0.6%							1	0.5%	1	0.7%			1	0.4%							1	0.4%	1	0.4%	2	0.7%	1	0.4%			
50 or older			2	1.2%			1	0.7%	2	1.3%							3	1.3%					2	0.8%			1	0.4%	1	0.3%	1	0.4%	1	0.3%	
				1	0.6%																			1	0.4%										
	25-29																							1	0.4%										
	50 or older			1	0.6%																			1	0.4%										
Sum		124		166		164		145		160		188		135		220		234		193		237		265		235		268		307		246		302	

		200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201050		201070		201130		201150		201170	
		ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent
Female		23	100.0%	28	96.6%	19	100.0%	20	100.0%	36	97.3%	37	97.4%	28	100.0%	32	97.0%	39	100.0%	36	100.0%	42	95.5%	42	100.0%	43	97.7%	54	100.0%	46	95.8%	35	97.2%	49	98.0%
	American Indian	2	8.7%			3	15.8%	1	5.0%	2	5.4%	1	2.6%					2	5.6%	1	2.3%							1	2.1%			2	4.0%		
	Asian	3	13.0%	1	3.4%					2	5.4%	1	2.6%	1	3.6%	1	3.0%	2	5.1%	3	8.3%			3	7.1%		3	5.6%					1	2.0%	
	Black, African American	2	8.7%	3	10.3%	3	15.8%	1	5.0%	2	5.4%	3	7.9%	2	7.1%	2	6.1%	3	7.7%	2	5.6%	1	2.3%	3	7.1%	2	4.5%	1	1.9%	1	2.1%	1	2.8%	1	2.0%
	Filipino													1	3.6%	5	15.2%	2	5.1%	2	5.6%	4	9.1%			1	2.3%	3	5.6%			1	2.8%		
	Hispanic, Latino	2	8.7%	10	34.5%	3	15.8%	4	20.0%	10	27.0%	6	15.8%	6	21.4%	5	15.2%	8	20.5%	4	11.1%	8	18.2%	3	7.1%	7	15.9%	3	5.6%	5	10.4%	7	19.4%	7	14.0%
	Pacific Islander	1	4.3%							1	2.7%			1	3.6%																				
	White, Caucasian	12	52.2%	13	44.8%	8	42.1%	14	70.0%	19	51.4%	23	60.5%	14	50.0%	17	51.5%	22	56.4%	21	58.3%	22	50.0%	20	47.6%	13	29.5%	16	29.6%	14	29.2%	2	5.6%	8	16.0%
XXUnknown	1	4.3%	1	3.4%	2	10.5%					3	7.9%	3	10.7%	2	6.1%	2	5.1%	2	5.6%	6	13.6%	13	31.0%	20	45.5%	28	51.9%	25	52.1%	24	66.7%	30	60.0%	
Male				1	3.4%					1	2.7%	1	2.6%			1	3.0%					2	4.5%			1	2.3%			2	4.2%	1	2.8%	1	2.0%
	Hispanic, Latino																					1	2.3%												
	White, Caucasian			1	3.4%					1	2.7%	1	2.6%																						
	XXUnknown														1	3.0%							1	2.3%			1	2.3%			2	4.2%	1	2.8%	1
Sum	23		29		19		20		37		38		28		33		39		36		44		42		44		54		48		36		50		

Major_Desc:Child Dvlpmnt Master Teacher

		200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201050		201070		201130		201150		201170	
		ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent
Female		23	100.0%	28	96.6%	19	100.0%	20	100.0%	36	97.3%	37	97.4%	28	100.0%	32	97.0%	39	100.0%	36	100.0%	42	95.5%	42	100.0%	43	97.7%	54	100.0%	46	95.8%	35	97.2%	49	98.0%
	19 or younger	1	4.3%	1	3.4%							2	5.3%	1	3.6%	1	3.0%			1	2.8%	2	4.5%	2	4.8%			3	5.6%	3	6.3%	2	5.6%	1	2.0%
	20-24			1	3.4%	1	5.3%	3	15.0%	6	16.2%	1	2.6%	5	17.9%	2	6.1%	5	12.8%	4	11.1%	5	11.4%	7	16.7%	7	15.9%	7	13.0%	3	6.3%	6	16.7%	9	18.0%
	25-29	5	21.7%	5	17.2%	1	5.3%	3	15.0%	5	13.5%	11	28.9%	5	17.9%	8	24.2%	8	20.5%	6	16.7%	5	11.4%	9	21.4%	8	18.2%	12	22.2%	10	20.8%	4	11.1%	4	8.0%
	30-34	3	13.0%	4	13.8%	1	5.3%	4	20.0%	7	18.9%	11	28.9%	7	25.0%	11	33.3%	6	15.4%	4	11.1%	9	20.5%	3	7.1%	6	13.6%	7	13.0%	6	12.5%	3	8.3%	5	10.0%
	35-39	4	17.4%	5	17.2%	5	26.3%	5	25.0%	7	18.9%	3	7.9%	3	10.7%	1	3.0%	5	12.8%	8	22.2%	8	18.2%	10	23.8%	11	25.0%	9	16.7%	13	27.1%	8	22.2%	6	12.0%
	40-49	8	34.8%	9	31.0%	8	42.1%	5	25.0%	7	18.9%	6	15.8%	4	14.3%	6	18.2%	9	23.1%	6	16.7%	6	13.6%	4	9.5%	7	15.9%	10	18.5%	9	18.8%	9	25.0%	17	34.0%
50 or older	2	8.7%	3	10.3%	3	15.8%			4	10.8%	3	7.9%	3	10.7%	3	9.1%	6	15.4%	7	19.4%	7	15.9%	7	16.7%	4	9.1%	6	11.1%	2	4.2%	3	8.3%	7	14.0%	
Male				1	3.4%					1	2.7%	1	2.6%			1	3.0%					2	4.5%			1	2.3%			2	4.2%	1	2.8%	1	2.0%
	19 or younger			1	3.4%																								1	2.1%					
	20-24									1	2.7%					1	3.0%																		
	25-29																					1	2.3%						1	2.1%	1	2.8%	1	2.0%	
	30-34																					1	2.3%												
35-39											1	2.6%													1	2.3%									
Sum		23		29		19		20		37		38		28		33		39		36		44		42		44		54		48		36		50	

					Campus	Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTES/FTEF	Retention Rate	Success Rate	
CHDVC082	Special Topics in CHDV	2008-2009	200930	33255	CR	1	8	7	6	7	0.3	0.0		100.0%	83.3%	
			Annual Yr Sum					1	8	7	6	7	0.3	0.0		100.0%
CHDVC084	Special Topics in CHDV	2008-2009	200930	33510	CS	1	25	25	25	25	0.4	0.0	12.9	100.0%	100.0%	
			Annual Yr Sum					1	25	25	25	25	0.4	0.0	12.9	100.0%
		2007-2008	200830	33268	CR	1	0	0	0	0	0	0.0	0.0		0.0%	0.0%
			200770	73284	CV	1	2	2	1	2	2	0.0	0.0	0.0	50.0%	0.0%
			Annual Yr Sum					2	2	2	1	1	0.0	0.0	0.0	33.3%
CHDVC100	Principles & Practices of Teac	2011-2012	201170	70080	CR	1	14	11	10	11	0.0	0.2	0.0	0.0%	0.0%	
				70081	CW	1	60	33	21	33	0.0	0.2	0.0	0.0%	0.0%	
				70082	CW	1	70	35	27	35	0.0	0.2	0.0	0.0%	0.0%	
			201150	50090	CW	1	50	46	39	46	0.0	0.2	0.0	83.0%	63.8%	
				50091	CW	1	56	37	33	37	0.0	0.2	0.0	89.2%	59.5%	
		Annual Yr Sum					5	250	162	130	32	0.0	1.0	0.0	68.6%	49.5%
		2010-2011	201130	31752	CW	1	51	31	28	31	2.9	0.2	14.4	90.3%	83.9%	
				31753	CW	1	53	36	35	36	3.4	0.2	16.8	97.2%	61.1%	
			201070	72667	CW	1	57	36	34	36	3.4	0.2	16.8	94.4%	55.6%	
				72668	CW	1	52	37	35	37	3.4	0.2	17.2	94.6%	64.9%	
				72669	CS	1	28	26	18	26	2.8	0.2	13.9	69.2%	53.8%	
Annual Yr Sum					5	241	166	150	33	15.8	1.0	15.8	90.4%	63.9%		
CHDVC101	Child Development	2009-2010	201030	30087	CW	1	50	39	27	39	3.6	0.2	18.2	67.5%	35.0%	
				30684	CW	1	47	39	35	39	3.6	0.2	18.2	89.7%	66.7%	
				32987	CW	1	63	38	31	38	3.5	0.2	17.7	79.5%	46.2%	
			200970	70093	CR	1	25	26	17	26	2.7	0.2	13.7	65.4%	53.8%	
				70094	CW	1	44	41	37	41	3.8	0.2	19.1	90.2%	78.0%	
				70096	CW	1	45	37	26	37	3.4	0.2	17.2	70.3%	59.5%	
			200950	50027	CW	1	45	37	24	37	3.4	0.2	17.2	64.9%	51.4%	
				50028	CW	1	43	30	20	30	2.8	0.2	14.0	66.7%	43.3%	
		Annual Yr Sum					8	362	287	217	36	27.1	1.6	16.9	75.1%	54.7%
		2008-2009	200930	30100	CW	1	45	42	23	42	3.9	0.2	19.6	67.6%	52.9%	
				30101	CW	1	45	34	28	34	3.2	0.2	15.8	84.8%	51.5%	
				30102	CW	1	39	38	21	38	3.5	0.2	17.7	55.3%	36.8%	
				30103	CW	1	45	44	32	44	4.1	0.2	20.5	86.5%	70.3%	
			200870	70103	CW	1	45	41	27	41	3.8	0.2	19.1	65.9%	48.8%	
				70641	CR	1	30	29	25	29	3.1	0.2	15.3	86.2%	37.9%	
				73289	CW	1	45	39	37	39	3.6	0.2	18.2	94.9%	79.5%	
				73335	CW	1	44	40	37	40	3.7	0.2	18.6	92.5%	62.5%	
		200850	50023	CW	1	46	40	28	40	3.8	0.2	19.1	71.8%	59.0%		
		Annual Yr Sum					9	384	347	258	39	32.8	1.8	18.2	78.2%	56.1%
		2007-2008	200830	30092	CS	1	24	20	13	20	2.1	0.2	10.6	81.3%	25.0%	
				30095	CW	1	45	46	35	46	4.3	0.2	21.4	79.5%	56.8%	
200750	50044		CW	1	40	34	31	34	3.1	0.2	15.5	90.9%	78.8%			
Annual Yr Sum					3	109	100	79	33	9.5	0.6	15.8	83.9%	59.1%		
2006-2007	200730	30090	CR	1	14	15	12	15	1.6	0.2	7.8	92.3%	30.8%			

					Campus	Sections	1st Day Enrollment	Census Enrollment	Ending Enrollment	Students /Section	Actual FTES	FTEF	FTEF/FTEF	Retention Rate	Success Rate			
CHDVC102				30091	CW	1	41	40	30	40	3.5	0.2	17.4	88.2%	67.6%			
				30564	CU	1	5	6	4	6	0.6	0.0		100.0%	0.0%			
				30565	CV	1	13	10	7	10	1.0	0.0		100.0%	57.1%			
			200670	71797	CW	1	43	33	23	33	2.9	0.2	14.6	76.7%	56.7%			
				73019	CW	1	31	29	23	29	2.6	0.2	12.8	85.2%	51.9%			
				73027	CU	1	6	6	3	6	0.3	0.2	1.5	50.0%	50.0%			
			200650	50484	CW	1	44	38	25	38	3.2	0.2	16.0	80.6%	61.3%			
			Annual Yr Sum						8	197	177	127	22	15.7	1.2	13.1	83.6%	55.3%
			Materials and Curriculum	2011-2012	201170	70083	CR	1	13	9	7	9	0.0	0.2	0.0	0.0%	0.0%	
						70084	CW	1	59	29	24	29	0.0	0.2	0.0	0.0%	0.0%	
70085	CW	1				58	37	29	37	0.0	0.2	0.0	0.0%	0.0%				
201150	50092	CW			1	50	45	41	45	0.0	0.2	0.0	91.1%	55.6%				
	50093	CW			1	52	43	38	43	0.0	0.2	0.0	88.4%	44.2%				
Annual Yr Sum						5	232	163	139	33	0.0	1.0	0.0	76.7%	42.7%			
2010-2011	201130	31754			CS	1	30	16	10	16	1.7	0.2	8.5	66.7%	26.7%			
		31755			CW	1	50	45	33	45	4.2	0.2	21.0	75.0%	52.3%			
		31756			CW	1	51	42	38	42	3.9	0.2	19.6	90.5%	76.2%			
	201070	72622			CW	1	59	37	30	37	3.4	0.2	17.2	81.1%	70.3%			
		72731			CW	1	54	46	34	46	4.3	0.2	21.4	73.9%	39.1%			
		72889			CW	1	50	41	26	41	3.8	0.2	19.1	59.1%	20.5%			
	201050	50596			CW	1	44	40	31	40	3.7	0.2	18.6	77.5%	62.5%			
		50597			CW	1	45	47	45	47	4.4	0.2	21.9	93.6%	72.3%			
	Annual Yr Sum						8	383	314	247	39	29.5	1.6	18.4	78.1%	54.3%		
	CHDVC104	Child, Family, and Community	2011-2012	201170	70086	CS	1	33	21	17	21	0.0	0.2	0.0	0.0%	0.0%		
70087					CW	1	62	38	34	38	0.0	0.2	0.0	0.0%	0.0%			
70089					CW	1	70	35	27	35	0.0	0.2	0.0	0.0%	0.0%			
201150				50095	CW	1	50	39	39	39	0.0	0.2	0.0	100.0%	79.5%			
				50096	CW	1	58	44	36	44	0.0	0.2	0.0	80.0%	57.8%			
Annual Yr Sum						5	273	177	153	35	0.0	1.0	0.0	75.0%	57.0%			
2010-2011				201130	31757	CW	1	56	34	32	34	3.2	0.2	15.8	94.1%	67.6%		
					31758	CW	1	56	40	35	40	3.7	0.2	18.6	87.5%	57.5%		
					31759	CW	1	62	35	30	35	3.3	0.2	16.3	85.7%	62.9%		
				201070	72626	CW	1	50	39	36	39	3.6	0.2	18.2	92.3%	74.4%		
					72627	CW	1	54	45	36	45	4.2	0.2	21.0	80.0%	40.0%		
					72628	CW	1	62	37	36	37	3.4	0.2	17.2	94.7%	84.2%		
				201050	72629	CR	1	30	18	13	18	1.9	0.2	9.5	72.2%	55.6%		
					50598	CW	1	45	38	35	38	3.5	0.2	17.7	92.1%	57.9%		
					50599	CW	1	46	25	23	25	2.3	0.2	11.6	92.0%	76.0%		
50600			CW	1	49	38	36	38	3.5	0.2	17.7	92.3%	71.8%					
Annual Yr Sum						10	510	349	312	35	32.7	2.0	16.4	88.9%	64.4%			
CHDVC105			Intro to Infant Development	2011-2012	201170	70090	CW	1	68	38	32	38	0.0	0.2	0.0	0.0%	0.0%	
	70092	CW				1	67	38	30	38	0.0	0.2	0.0	0.0%	0.0%			
	201150	50098			CS	1	28	20	13	20	0.0	0.2	0.0	86.7%	66.7%			
		50099			CW	1	65	49	39	49	0.0	0.2	0.0	79.6%	71.4%			

					Campus	Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTES/FTEF	Retention Rate	Success Rate	
		Annual Yr Sum				4	228	145	114	36	0.0	0.8	0.0	66.7%	57.7%	
	2010-2011	201130	31760	CW	1	58	44	43	44	4.1	0.2	20.5	95.6%	73.3%		
			31761	CW	1	63	63	32	63	5.4	0.2	27.0	66.7%	56.3%		
		201070	70066	CW	1	57	34	30	34	3.2	0.2	15.8	88.2%	55.9%		
			72189	CW	1	62	38	34	38	3.5	0.2	17.7	89.5%	73.7%		
		201050	50563	CW	1	45	32	29	32	3.0	0.2	14.9	87.9%	75.8%		
			50564	CW	1	45	32	33	32	3.0	0.2	14.9	100.0%	75.8%		
			50683	CW	1	58	37	32	37	3.4	0.2	17.2	86.5%	62.2%		
		Annual Yr Sum			7	388	280	233	40	25.6	1.4	18.3	86.9%	67.2%		
	2009-2010	201030	30088	CW	1	65	36	34	36	3.4	0.2	16.8	94.4%	52.8%		
			33070	CW	1	54	38	38	38	3.5	0.2	17.7	100.0%	57.9%		
		200970	70098	CW	1	45	41	37	41	3.8	0.2	19.1	90.2%	65.9%		
		200950	50029	CW	1	47	41	31	41	3.8	0.2	19.1	75.6%	56.1%		
			50030	CW	1	47	42	34	42	3.9	0.2	19.6	81.0%	73.8%		
		Annual Yr Sum			5	258	198	174	40	18.4	1.0	18.4	87.9%	61.6%		
	2008-2009	200930	30104	CW	1	45	40	35	40	3.7	0.2	18.6	87.5%	60.0%		
			33284	CW	1	43	42	32	42	3.8	0.2	19.1	88.9%	52.8%		
		200850	50024	CW	1	44	41	35	41	3.8	0.2	19.1	85.4%	80.5%		
			Annual Yr Sum			3	132	123	102	41	11.4	0.6	18.9	87.2%	65.0%	
	2007-2008	200830	30096	CW	1	46	45	30	45	4.2	0.2	21.0	96.8%	67.7%		
		200770	70611	CR	1	23	23	21	23	2.5	0.2	12.7	87.5%	58.3%		
		200750	50045	CW	1	41	36	32	36	3.3	0.2	16.5	91.4%	80.0%		
		Annual Yr Sum			3	110	104	83	35	10.0	0.6	16.7	92.2%	70.0%		
	2006-2007	200730	30093	CW	1	40	41	35	41	3.7	0.2	18.7	87.5%	60.0%		
		200650	50485	CW	1	57	34	31	34	3.0	0.2	15.1	93.9%	75.8%		
			50962	CW	1	0	37	19	37	3.5	0.2	17.4	79.2%	58.3%		
		Annual Yr Sum			3	97	112	85	37	10.2	0.6	17.1	87.6%	64.9%		
CHDVC106	Child Growth and Development	2011-2012	2011170	70093	CW	1	59	33	25	33	0.0	0.2	0.0	0.0%	0.0%	
				70095	CW	1	59	36	34	36	0.0	0.2	0.0	0.0%	0.0%	
		201150	50102	CW	1	50	43	38	43	0.0	0.2	0.0	88.4%	74.4%		
			50103	CW	1	52	40	38	40	0.0	0.2	0.0	95.0%	72.5%		
			Annual Yr Sum			4	220	152	135	38	0.0	0.8	0.0	81.7%	65.6%	
		2010-2011	201130	31762	CW	1	49	33	27	33	3.1	0.2	15.4	81.8%	51.5%	
				31763	CW	1	51	37	29	37	3.4	0.2	17.2	78.4%	62.2%	
				31764	CW	1	64	47	30	47	4.4	0.2	21.9	63.8%	25.5%	
			201070	72212	CW	1	51	39	25	39	3.6	0.2	18.2	65.8%	47.4%	
				72213	CW	1	54	35	30	35	3.3	0.2	16.3	83.3%	47.2%	
				72892	CW	1	57	46	16	46	4.2	0.2	21.0	33.3%	8.3%	
			201050	50592	CW	1	44	32	30	32	3.0	0.2	14.9	93.8%	68.8%	
				50593	CW	1	43	32	28	32	2.6	0.2	13.0	90.3%	45.2%	
			50594	CW	1	46	39	38	39	3.6	0.2	18.2	92.7%	75.6%		
			Annual Yr Sum			9	459	340	253	38	31.2	1.8	17.3	73.8%	46.1%	
CHDVC107		School Age Development	2011-2012	2011170	70096	CW	1	53	37	27	37	0.0	0.2	0.0	73.0%	35.1%
					70097	CW	1	68	26	20	26	0.0	0.2	0.0	0.0%	0.0%
	201150			50104	CW	1	49	35	25	35	0.0	0.2	0.0	71.4%	22.9%	

					Campus	Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTES/FTEF	Retention Rate	Success Rate
		Annual Yr Sum				3	170	98	72	33	0.0	0.6	0.0	66.7%	26.9%
	2010-2011	201070	70067	CW		1	53	36	25	36	3.4	0.2	16.8	69.4%	47.2%
		201050	50565	CW		1	33	22	21	22	2.0	0.2	10.2	95.5%	77.3%
		Annual Yr Sum				2	86	58	46	29	5.4	0.4	13.5	79.3%	58.6%
	2009-2010	201030	30685	CW		1	45	28	26	28	2.6	0.2	13.0	92.9%	67.9%
		200950	50031	CW		1	45	30	28	30	2.8	0.2	14.0	93.3%	73.3%
		Annual Yr Sum				2	90	58	54	29	5.4	0.4	13.5	93.1%	70.7%
	2008-2009	200930	30105	CW		1	38	35	28	35	3.3	0.2	16.3	80.0%	48.6%
		200870	70104	CS		1	19	20	15	20	2.1	0.2	10.6	75.0%	35.0%
		200850	50025	CW		1	18	17	14	17	1.6	0.2	7.9	82.4%	58.8%
		Annual Yr Sum				3	75	72	57	24	7.0	0.6	11.6	79.2%	47.2%
	2007-2008	200770	70092	CW		1	36	33	29	33	3.4	0.2	16.8	93.5%	58.1%
CHDVC111		Annual Yr Sum				1	36	33	29	33	3.4	0.2	16.8	93.5%	58.1%
	2006-2007	200670	71799	CW		1	35	31	28	31	3.2	0.2	16.0	90.3%	48.4%
		Annual Yr Sum				1	35	31	28	31	3.2	0.2	16.0	90.3%	48.4%
	Principles of Child Guidance	2011-2012	201170	70098	CW		1	58	31	31	0.0	0.2	0.0	0.0%	0.0%
			201150	50105	CW		1	55	32	28	0.0	0.2	0.0	87.5%	43.8%
				50106	CW		1	51	35	27	0.0	0.2	0.0	77.1%	28.6%
		Annual Yr Sum				3	164	98	83	33	0.0	0.6	0.0	78.6%	34.3%
	2010-2011	201130	31765	CW		1	48	39	30	39	3.6	0.2	18.2	76.9%	46.2%
		201070	70068	CW		1	56	43	25	43	4.0	0.2	20.0	55.6%	33.3%
		201050	50567	CW		1	43	31	28	31	2.9	0.2	14.4	90.3%	77.4%
			50568	CW		1	46	41	39	41	3.8	0.2	19.1	95.1%	68.3%
		Annual Yr Sum				4	193	154	122	39	14.3	0.8	17.9	78.2%	54.5%
	2009-2010	201030	30090	CW		1	47	40	37	40	3.7	0.2	18.6	92.5%	67.5%
			30686	CW		1	52	44	31	44	4.1	0.2	20.5	72.1%	55.8%
		200970	70100	CW		1	45	39	34	39	3.6	0.2	18.2	87.2%	59.0%
		200950	50032	CW		1	44	36	31	36	3.4	0.2	16.8	86.1%	55.6%
		Annual Yr Sum				4	188	159	133	40	14.8	0.8	18.5	84.2%	59.5%
	2008-2009	200930	30106	CW		1	44	42	36	42	3.9	0.2	19.6	94.7%	76.3%
			33314	CW		1	22	16	13	16	1.5	0.2	7.5	81.3%	56.3%
		200870	70105	CR		1	16	15	13	15	1.6	0.2	7.9	86.7%	66.7%
		200850	50026	CW		1	39	37	36	37	3.4	0.2	17.2	97.3%	59.5%
		Annual Yr Sum				4	121	110	98	28	10.4	0.8	13.0	92.5%	66.0%
	2007-2008	200830	30097	CW		1	45	42	36	42	3.9	0.2	19.6	94.7%	65.8%
		200750	50046	CW		1	34	31	26	31	2.9	0.2	14.6	83.9%	54.8%
		Annual Yr Sum				2	79	73	62	37	6.8	0.4	17.1	89.9%	60.9%
	2006-2007	200730	30094	CW		1	41	32	30	32	2.9	0.2	14.6	93.8%	62.5%
		200670	71800	CW		1	41	36	32	36	3.2	0.2	16.0	88.9%	61.1%
			73028	CU		1	6	6	6	6	0.4	0.2	2.1	85.7%	57.1%
		200650	50486	CW		1	24	23	19	23	2.0	0.2	10.1	100.0%	84.2%
		Annual Yr Sum				4	112	97	87	24	8.5	0.8	10.7	92.6%	66.0%
CHDVC115	Child, Family and Community	2009-2010	201030	30092	CW		1	46	44	44	4.1	0.2	20.5	95.5%	84.1%
				30687	CW		1	49	38	37	3.5	0.2	17.7	94.9%	66.7%
				33022	CW		1	60	39	28	3.8	0.2	19.1	68.3%	53.7%
		200970	70101	CW		1	42	30	28	30	2.8	0.2	14.0	93.3%	66.7%

				Campus	Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTES/FTEF	Retention Rate	Success Rate		
CHDVC121	2006-2009	200950	70102	CW	1	44	42	35	42	3.9	0.2	19.6	83.3%	66.7%		
			70652	CU	1	10	10	9	10	1.1	0.2	5.6	81.8%	81.8%		
			70653	CV	1	11	8	7	8	0.9	0.0		87.5%	50.0%		
		50033	CW	1	45	38	32	38	3.5	0.2	17.7	84.2%	63.2%			
		50034	CW	1	22	21	17	21	2.0	0.2	9.8	81.0%	66.7%			
		Annual Yr Sum					9	329	270	235	30	25.7	1.6	16.0	85.8%	67.2%
		200930	30108	CR	1	19	21	17	21	2.2	0.2	11.1	85.0%	50.0%		
			30557	CW	1	20	14	27	14	1.4	0.2	7.0	64.3%	45.2%		
			30558	CW	1	45	41	34	41	3.8	0.2	19.1	81.0%	57.1%		
		200870	70106	CW	1	45	45	33	45	4.2	0.2	21.0	73.3%	66.7%		
			73305	CW	1	45	44	31	44	4.1	0.2	20.5	70.5%	40.9%		
			73336	CW	1	44	33	25	33	3.0	0.2	14.9	64.1%	46.2%		
		73366	CW	1	43	27	17	27	2.5	0.2	12.6	47.2%	38.9%			
	200850	50027	CW	1	46	32	29	32	3.0	0.2	14.9	93.5%	77.4%			
	Annual Yr Sum					8	307	257	213	32	24.2	1.6	15.1	71.2%	52.5%	
	2007-2008	200830	30098	CR	1	15	14	10	14	1.5	0.2	7.4	100.0%	60.0%		
		200770	70095	CW	1	41	39	34	39	4.1	0.2	20.5	94.4%	72.2%		
			73248	CW	1	40	34	30	34	3.4	0.2	17.2	93.8%	40.6%		
		200750	50047	CW	1	42	40	39	40	3.7	0.2	18.3	100.0%	87.2%		
	Annual Yr Sum					4	138	127	113	32	12.7	0.8	15.8	96.6%	67.5%	
	2006-2007	200730	30095	CR	1	16	17	14	17	1.4	0.2	6.8	93.3%	53.3%		
		200670	71802	CW	1	43	42	39	42	3.8	0.2	19.2	100.0%	82.1%		
		200650	50487	CW	1	46	42	38	42	3.9	0.2	19.7	97.4%	84.6%		
	Annual Yr Sum					3	105	101	91	34	9.1	0.6	15.2	97.8%	78.5%	
	Health, Safety, & Nutrition	2011-2012	201170	70100	CW	1	59	43	36	43	0.0	0.2	0.0	0.0%	0.0%	
				70101	CW	1	47	30	28	30	0.0	0.2	0.0	0.0%	0.0%	
		201150	50108	CW	1	56	31	25	31	0.0	0.2	0.0	80.6%	51.6%		
			50109	CW	1	52	35	29	35	0.0	0.2	0.0	82.9%	45.7%		
	Annual Yr Sum					4	214	139	118	35	0.0	0.8	0.0	72.0%	42.7%	
		2010-2011	201130	31766	CW	1	46	35	30	35	3.3	0.2	16.3	85.7%	48.6%	
				31767	CW	1	46	40	28	40	3.7	0.2	18.6	70.0%	32.5%	
				31768	CW	1	60	33	33	33	3.1	0.2	15.4	100.0%	60.6%	
		201070	70072	CW	1	56	32	27	32	3.0	0.2	14.9	84.4%	59.4%		
			70073	CW	1	48	42	36	42	3.9	0.2	19.6	85.7%	59.5%		
		201050	50486	CS	1	23	24	14	24	2.5	0.2	12.5	58.3%	45.8%		
			50569	CW	1	37	25	20	25	2.3	0.2	11.6	80.0%	64.0%		
			50570	CW	1	61	40	35	40	3.7	0.2	18.6	87.5%	72.5%		
			50571	CW	1	45	28	26	28	2.6	0.2	13.0	89.7%	55.2%		
	Annual Yr Sum					9	422	299	249	33	28.1	1.8	15.6	83.0%	55.3%	
		2009-2010	201030	30093	CW	1	52	34	31	34	3.2	0.2	15.8	91.2%	58.8%	
				30688	CW	1	44	37	34	37	3.4	0.2	17.2	89.5%	68.4%	
				33071	CW	1	60	45	26	45	4.2	0.2	21.0	59.1%	43.2%	
	200970	70105	CW	1	45	39	36	39	3.6	0.2	18.2	92.3%	79.5%			
		70106	CW	1	45	37	34	37	3.4	0.2	17.2	91.9%	62.2%			
	200950	50035	CS	1	21	18	18	18	1.9	0.2	9.3	100.0%	83.3%			
		50036	CW	1	45	41	38	41	3.8	0.2	19.1	92.7%	73.2%			
		50037	CW	1	43	37	32	37	3.4	0.2	17.2	86.5%	70.3%			

					Campus	Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTES/FTEF	Retention Rate	Success Rate	
		Annual Yr Sum					8	355	288	249	36	27.0	1.6	16.9	86.5%	66.0%
	2008-2009	200930	30110	CW	1	44	41	37	41	3.8	0.2	19.1	90.2%	73.2%		
33388			CW	1	45	41	24	41	3.8	0.2	19.1	60.0%	52.5%			
200870		70107	CW	1	44	36	29	36	3.4	0.2	16.8	80.6%	61.1%			
200850		50028	CW	1	44	43	36	43	4.0	0.2	20.0	83.7%	74.4%			
Annual Yr Sum					4	177	161	126	40	15.0	0.8	18.7	78.8%	65.6%		
	2007-2008	200830	30099	CW	1	45	49	42	49	4.6	0.2	22.8	100.0%	76.2%		
200770		70096	CR	1	14	13	11	13	0.9	0.2	4.5	84.6%	38.5%			
		70097	CW	1	45	42	33	42	3.9	0.2	19.6	89.2%	75.7%			
200750		50048	CW	1	38	37	32	37	3.2	0.2	16.0	86.1%	66.7%			
Annual Yr Sum					4	142	141	118	35	12.6	0.8	15.7	91.4%	69.5%		
	2006-2007	200730	30096	CW	1	40	37	36	37	3.3	0.2	16.5	100.0%	69.4%		
30567			CR	1	11	10	8	10	1.0	0.2	5.2	100.0%	75.0%			
200670		71803	CR	1	22	19	16	19	0.8	0.2	4.1	84.2%	47.4%			
		71804	CW	1	47	40	37	40	3.6	0.2	17.8	97.4%	47.4%			
200650		50488	CW	1	42	40	34	40	3.7	0.2	18.3	89.5%	63.2%			
Annual Yr Sum					5	162	146	131	29	12.4	1.0	12.4	94.2%	59.0%		
	Community CPR and First Aid	2010-2011	201130	31769	CR	1	32	32	24	32	0.4	0.0	9.6	100.0%	100.0%	
201070			70074	CR	1	16	16	7	16	0.1	0.0	3.3	100.0%	100.0%		
Annual Yr Sum					2	48	48	31	24	0.5	0.1	6.5	100.0%	100.0%		
	2009-2010	201030	30094	CR	1	18	18	17	18	0.3	0.0	8.8	100.0%	100.0%		
200970		70107	CR	1	18	18	8	18	0.1	0.0	2.9	100.0%	100.0%			
200950		50038	CR	1	13	13	6	13	0.1	0.0	2.6	100.0%	100.0%			
Annual Yr Sum					3	49	49	31	16	0.5	0.1	4.8	100.0%	100.0%		
	2008-2009	200930	30111	CR	1	22	22	14	22	0.3	0.0	7.2	100.0%	100.0%		
200850		50933	CR	1	12	12	12	12	0.2	0.0	5.7	100.0%	91.7%			
Annual Yr Sum					2	34	34	26	17	0.5	0.1	6.5	100.0%	96.2%		
	2007-2008	200830	30100	CR	1	18	18	12	18	0.2	0.0	5.9	100.0%	100.0%		
200770		70098	CR	1	19	19	11	19	0.2	0.0	5.9	57.9%	57.9%			
Annual Yr Sum					2	37	37	23	19	0.4	0.1	5.9	74.2%	74.2%		
	2006-2007	200730	30097	CR	1	18	18	12	18	0.2	0.0	5.6	100.0%	91.7%		
200670		71805	CR	1	22	22	18	22	0.3	0.0	7.6	100.0%	100.0%			
Annual Yr Sum					2	40	40	30	20	0.5	0.1	6.6	100.0%	96.7%		
	Diversity in Education	2011-2012	201170	70103	CW	1	60	39	25	39	0.0	0.2	0.0	64.1%	41.0%	
70104				CW	1	49	46	33	46	0.0	0.2	0.0	70.2%	34.0%		
201150			50110	CW	1	52	29	22	29	0.0	0.2	0.0	75.9%	51.7%		
			50112	CW	1	57	27	15	27	0.0	0.2	0.0	55.6%	44.4%		
Annual Yr Sum					4	218	141	95	35	0.0	0.8	0.0	66.9%	41.5%		
		2010-2011	201130	31771	CW	1	57	57	25	57	5.0	0.2	25.1	55.6%	40.0%	
31772				CW	1	62	62	21	62	5.4	0.2	27.0	48.8%	39.5%		
201070			70076	CW	1	54	34	17	34	3.2	0.2	15.8	50.0%	44.1%		
	72193		CW	1	57	40	23	40	3.7	0.2	18.6	57.5%	42.5%			
	72891		CW	1	59	26	7	26	2.4	0.2	12.1	26.9%	7.7%			
201050	50572		CW	1	47	28	26	28	2.5	0.2	12.6	92.9%	57.1%			
	50573		CW	1	34	27	23	27	2.5	0.2	12.6	82.1%	60.7%			
50574	CW	1	44	37	29	37	3.3	0.2	16.3	78.4%	45.9%					

				Campus	Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTES/FTEF	Retention Rate	Success Rate	
CHDVC147	2006-2007	200730	30100	CW	1	40	35	33	35	3.2	0.2	16.0	97.1%	79.4%	
		200650	50490	CW	1	43	33	31	33	3.0	0.2	15.1	96.9%	75.0%	
		Annual Yr Sum				2	83	68	64	34	6.2	0.4	15.5	97.0%	77.3%
	Language and Literature	2011-2012	201170	70105	CW	1	56	32	30	32	0.0	0.2	0.0	0.0%	0.0%
			201150	50113	CW	1	52	42	38	42	0.0	0.2	0.0	90.5%	66.7%
			Annual Yr Sum				2	108	74	68	37	0.0	0.4	0.0	86.4%
		2010-2011	201130	31773	CW	1	45	43	38	43	4.0	0.2	20.0	88.4%	62.8%
			201070	70079	CW	1	48	36	32	36	3.4	0.2	16.8	84.2%	71.1%
			201050	50575	CW	1	46	35	30	35	3.3	0.2	16.3	85.7%	80.0%
		Annual Yr Sum				3	139	114	100	38	10.6	0.6	17.7	86.2%	70.7%
		2009-2010	201030	30097	CW	1	45	41	39	41	3.8	0.2	19.1	95.1%	85.4%
			200970	70115	CW	1	41	35	33	35	3.3	0.2	16.3	94.3%	88.6%
			200950	50043	CW	1	34	29	28	29	2.7	0.2	13.5	96.6%	82.8%
		Annual Yr Sum				3	120	105	100	35	9.8	0.6	16.3	95.2%	85.7%
		2008-2009	200930	30115	CW	1	42	37	37	37	3.5	0.2	17.7	100.0%	83.8%
200870	72495		CR	1	19	21	21	21	2.0	0.2	10.0	100.0%	100.0%		
200850	50032		CW	1	18	19	16	19	1.8	0.2	8.8	84.2%	78.9%		
Annual Yr Sum				3	79	77	74	26	7.3	0.6	12.2	96.1%	87.0%		
2007-2008	200770		70101	CW	1	39	35	32	35	3.3	0.2	16.3	97.0%	69.7%	
	Annual Yr Sum				1	39	35	32	35	3.3	0.2	16.3	97.0%	69.7%	
2006-2007	200670	71813	CW	1	42	29	26	29	2.6	0.2	12.8	92.9%	78.6%		
	Annual Yr Sum				1	42	29	26	29	2.6	0.2	12.8	92.9%	78.6%	
CHDVC149	2008-2009	200870	70111	CW	1	29	30	23	30	2.7	0.2	13.5	76.7%	50.0%	
		Annual Yr Sum				1	29	30	23	30	2.7	0.2	13.5	76.7%	50.0%
		2007-2008	200830	30106	CW	1	41	40	34	40	3.7	0.2	18.6	94.4%	72.2%
			30643	CS	1	14	10	5	10	1.1	0.2	5.3	71.4%	28.6%	
	Annual Yr Sum				2	55	50	39	25	4.8	0.4	12.0	90.7%	65.1%	
	2006-2007	200670	71814	CW	1	31	26	23	26	2.4	0.2	11.9	92.0%	80.0%	
		Annual Yr Sum				1	31	26	23	26	2.4	0.2	11.9	92.0%	80.0%
	Play and Meaning	2011-2012	201170	70106	CW	1	61	33	26	33	0.0	0.2	0.0	0.0%	0.0%
				70107	CW	1	68	33	28	33	0.0	0.2	0.0	0.0%	0.0%
			201150	50114	CW	1	52	43	27	43	0.0	0.2	0.0	64.3%	33.3%
				50115	CW	1	50	43	38	43	0.0	0.2	0.0	88.4%	67.4%
			Annual Yr Sum				4	231	152	119	38	0.0	0.8	0.0	67.0%
2010-2011		201130	31774	CW	1	48	39	33	39	3.6	0.2	18.2	84.6%	66.7%	
			31775	CW	1	59	33	26	33	3.1	0.2	15.4	78.8%	54.5%	
		201070	70080	CW	1	52	29	24	29	2.7	0.2	13.5	82.8%	37.9%	
			72192	CW	1	50	50	39	50	4.7	0.2	23.3	78.0%	58.0%	
		201050	50576	CW	1	45	40	36	40	3.7	0.2	18.6	87.8%	61.0%	
			50577	CW	1	48	41	38	41	3.8	0.2	19.1	90.5%	71.4%	
		Annual Yr Sum				6	302	232	196	39	21.6	1.2	18.0	83.8%	59.4%
2009-2010		201030	30098	CR	1	19	20	16	20	2.1	0.2	10.6	84.2%	78.9%	
			30099	CW	1	41	33	27	33	3.1	0.2	15.4	84.4%	71.9%	
		200970	70116	CW	1	43	36	33	36	3.4	0.2	16.8	91.7%	75.0%	
	200950	50044	CW	1	39	38	35	38	3.5	0.2	17.7	92.1%	76.3%		

					Campus	Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTES/FTEF	Retention Rate	Success Rate	
					50045	CW	1	42	42	33	42	4.0	0.2	20.0	78.6%	38.1%
					Annual Yr Sum		5	184	169	144	34	16.1	1.0	16.1	86.2%	65.9%
		2008-2009	200930	30117	CW	1	44	36	31	36	3.4	0.2	16.8	86.1%	52.8%	
			200850	50034	CW	1	40	36	34	36	3.4	0.2	16.8	94.4%	72.2%	
			Annual Yr Sum		2	84	72	65	36	6.7	0.4	16.8	90.3%	62.5%		
CHDVC199L		2007-2008	200830	30107	CR	1	19	12	10	12	0.7	0.2	3.5	90.9%	27.3%	
			200770	70103	CW	1	42	38	35	38	3.5	0.2	17.7	97.2%	66.7%	
			200750	50053	CW	1	31	33	30	33	3.0	0.2	15.1	90.9%	81.8%	
			Annual Yr Sum		3	92	83	75	28	7.3	0.6	12.1	93.8%	67.5%		
CHDVC200		2006-2007	200730	30645	CW	1	41	37	34	37	3.4	0.2	16.9	94.4%	66.7%	
			200650	50493	CW	1	36	34	31	34	3.1	0.2	15.5	93.9%	75.8%	
			Annual Yr Sum		2	77	71	65	36	6.5	0.4	16.2	94.2%	71.0%		
	CHDV Seminar Series	2006-2007	200730	33402	CR	1	1	1	2	1	0.0	0.0	0.5	100.0%	50.0%	
				33422	CS	1	1	1	2	1	0.0	0.0		100.0%	100.0%	
				33430	CU	1	1	1	1	1	0.0	0.0		100.0%	0.0%	
				33431	CV	1	0	0	0	0	0.0	0.0				
			Annual Yr Sum		4	3	3	5	1	0.0	0.0	1.7	100.0%	60.0%		
CHDVC202	Observation and Assessment	2011-2012	201170	70108	CW	1	39	33	29	33	0.0	0.2	0.0	0.0%	0.0%	
			201150	50116	CW	1	22	18	16	18	0.0	0.2	0.0	88.9%	83.3%	
			Annual Yr Sum		2	61	51	45	26	0.0	0.4	0.0	72.7%	68.2%		
		2010-2011	201130	31776	CW	1	25	19	17	19	1.8	0.2	8.8	89.5%	63.2%	
			201070	72623	CW	1	43	30	28	30	2.8	0.2	14.0	93.3%	80.0%	
			Annual Yr Sum		2	68	49	45	25	4.6	0.4	11.4	91.8%	73.5%		
	Principles/Practices CHDV I	2009-2010	201030	30100	CW	1	18	18	15	18	3.0	0.3	8.9	83.3%	77.8%	
			200970	73084	CR	1	12	10	7	10	1.0	0.3	3.1	70.0%	60.0%	
				73085	CS	1	4	2	1	2	0.0	0.0		50.0%	0.0%	
				73086	CU	1	9	8	6	8	0.6	0.0		75.0%	37.5%	
				73087	CV	1	1	1	1	1	0.2	0.0		100.0%	100.0%	
			Annual Yr Sum		5	44	39	30	8	4.8	0.7	7.1	76.9%	61.5%		
CHDVC203		2008-2009	200870	70112	CW	1	27	22	18	22	3.6	0.3	10.9	78.3%	69.6%	
			Annual Yr Sum		1	27	22	18	22	3.6	0.3	10.9	78.3%	69.6%		
		2007-2008	200830	30108	CW	1	16	17	15	17	2.8	0.1	21.1	93.8%	87.5%	
			Annual Yr Sum		1	16	17	15	17	2.8	0.1	21.1	93.8%	87.5%		
		2006-2007	200670	71815	CW	1	15	13	8	13	1.2	0.3	3.6	80.0%	60.0%	
			Annual Yr Sum		1	15	13	8	13	1.2	0.3	3.6	80.0%	60.0%		
	Practicum - Field Experience	2010-2011	201130	31777	CW	1	16	9	6	9	1.5	0.3	4.5	60.0%	50.0%	
			201070	72196	CW	1	20	19	18	19	3.1	0.3	9.4	94.7%	84.2%	
			Annual Yr Sum		2	36	28	24	14	4.6	0.7	6.9	82.8%	72.4%		
CHDVC205		2009-2010	201030	30620	CR	1	5	6	5	6	0.7	0.3	2.2	83.3%	50.0%	
				30621	CU	1	4	5	3	5	0.5	0.0		60.0%	60.0%	
			Annual Yr Sum		2	9	11	8	6	1.2	0.3	3.6	72.7%	54.5%		

				Campus	Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTES/FTEF	Retention Rate	Success Rate		
Principles/Practices CHDV II	2008-2009	200930	30118	CW	1	22	24	24	24	4.0	0.3	11.9	96.0%	88.0%		
		Annual Yr Sum				1	22	24	24	24	4.0	0.3	11.9	96.0%	88.0%	
	2006-2007	200730	30646	CW	1	16	17	15	17	1.6	0.3	4.7	93.8%	93.8%		
		Annual Yr Sum				1	16	17	15	17	1.6	0.3	4.7	93.8%	93.8%	
	Foundations of Infant Dev	2011-2012	201170	70110	CW	1	64	38	32	38	0.0	0.2	0.0	0.0%	0.0%	
			201150	50117	CW	1	57	46	40	46	0.0	0.2	0.0	87.0%	73.9%	
Annual Yr Sum				2	121	84	72	42	0.0	0.4	0.0	76.9%	65.4%			
2010-2011		201130	31778	CW	1	50	32	30	32	3.0	0.2	14.9	93.8%	81.3%		
		201050	50578	CW	1	45	17	15	17	1.6	0.2	7.9	88.2%	58.8%		
		Annual Yr Sum				2	95	49	45	25	4.6	0.4	11.4	91.8%	73.5%	
2009-2010		201030	30101	CW	1	45	30	27	30	2.8	0.2	14.0	90.0%	60.0%		
		200970	70118	CW	1	45	38	29	38	3.5	0.2	17.7	76.3%	42.1%		
		Annual Yr Sum				2	90	68	56	34	6.3	0.4	15.8	82.4%	50.0%	
CHDVC207		2008-2009	200870	70113	CW	1	45	38	27	38	3.5	0.2	17.7	84.4%	56.3%	
				73320	CW	1	28	24	14	24	2.2	0.2	11.2	77.8%	50.0%	
			Annual Yr Sum				2	73	62	41	31	5.8	0.4	14.4	82.0%	54.0%
	2007-2008	200830	30646	CR	1	11	14	13	14	1.5	0.2	7.4	100.0%	92.3%		
		200770	70104	CW	1	35	31	21	31	2.9	0.2	14.4	87.5%	58.3%		
		200750	50054	CW	1	20	16	15	16	1.5	0.2	7.3	93.8%	81.3%		
		Annual Yr Sum				3	66	61	49	20	5.8	0.6	9.7	92.5%	73.6%	
	2006-2007	200670	71816	CW	1	31	28	14	28	2.3	0.2	11.4	82.4%	41.2%		
		Annual Yr Sum				1	31	28	14	28	2.3	0.2	11.4	82.4%	41.2%	
	CHDVC241	School Age Curriculum	2011-2012	201170	70111	CW	1	64	37	25	37	0.0	0.2	0.0	0.0%	0.0%
				Annual Yr Sum				1	64	37	25	37	0.0	0.2	0.0	0.0%
			2010-2011	201130	31779	CW	1	51	36	24	36	3.4	0.2	16.8	66.7%	41.7%
201050				50579	CW	1	52	42	30	42	3.6	0.2	18.2	71.4%	38.1%	
Annual Yr Sum				2	103	78	54	39	7.0	0.4	17.5	69.2%	39.7%			
2007-2008			200830	30109	CW	1	46	45	29	45	4.2	0.2	21.0	69.0%	33.3%	
		Annual Yr Sum				1	46	45	29	45	4.2	0.2	21.0	69.0%	33.3%	
2006-2007		200730	30105	CW	1	37	25	23	25	2.5	0.2	12.3	95.8%	54.2%		
		Annual Yr Sum				1	37	25	23	25	2.5	0.2	12.3	95.8%	54.2%	
The Exceptional Child: N & N		2011-2012	201170	70112	CW	1	51	37	31	37	0.0	0.2	0.0	0.0%	0.0%	
			201150	50119	CW	1	48	37	34	37	0.0	0.2	0.0	91.9%	56.8%	
			Annual Yr Sum				2	99	74	65	37	0.0	0.4	0.0	79.1%	48.8%
	2010-2011	201130	31780	CW	1	42	37	34	37	3.4	0.2	17.2	91.9%	73.0%		
		201050	50580	CW	1	38	24	22	24	2.2	0.2	11.2	91.7%	79.2%		
		Annual Yr Sum				2	80	61	56	31	5.7	0.4	14.2	91.8%	75.4%	
	2009-2010	200970	70119	CW	1	44	44	35	44	4.1	0.2	20.5	79.5%	65.9%		
		200950	50046	CW	1	35	29	27	29	2.7	0.2	13.5	90.0%	90.0%		
		Annual Yr Sum				2	79	73	62	37	6.8	0.4	17.0	83.8%	75.7%	
CHDVC251	2008-2009	200870	70645	CW	1	28	25	22	25	2.3	0.2	11.6	88.0%	68.0%		
			70652	CS	1	16	14	10	14	1.5	0.2	7.4	71.4%	57.1%		
		200850	50035	CW	1	38	37	36	37	3.4	0.2	17.2	97.3%	89.2%		

				Campus	Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTES/FTEF	Retention Rate	Success Rate	
		Annual Yr Sum			3	82	76	68	25	7.3	0.6	12.1	89.5%	76.3%	
	2007-2008	200770	70105	CW	1	34	33	29	33	3.1	0.2	15.4	100.0%	79.3%	
		Annual Yr Sum			1	34	33	29	33	3.1	0.2	15.4	100.0%	79.3%	
	2006-2007	200730	30106	CW	1	34	36	27	36	3.3	0.2	16.5	93.1%	58.6%	
		200670	71817	CW	1	30	33	30	33	3.0	0.2	15.1	100.0%	86.7%	
		Annual Yr Sum			2	64	69	57	35	6.3	0.4	15.8	96.6%	72.9%	
Admin of CHDV Programs I	2011-2012	201170	70113	CW	1	51	42	31	42	0.0	0.2	0.0	73.8%	59.5%	
			70576	CW	1	55	41	33	41	0.0	0.2	0.0	0.0%	0.0%	
		201150	50121	CW	1	50	36	29	36	0.0	0.2	0.0	80.6%	72.2%	
		Annual Yr Sum			3	156	119	93	40	0.0	0.6	0.0	69.8%	59.3%	
	2010-2011	201130	31781	CW	1	47	41	38	41	3.8	0.2	19.1	95.0%	82.5%	
		201070	70082	CW	1	54	44	24	44	4.1	0.2	20.5	53.3%	42.2%	
		201050	50581	CW	1	29	28	25	28	2.6	0.2	13.0	89.3%	64.3%	
				50582	CW	1	46	35	27	35	3.3	0.2	16.3	73.0%	56.8%
		Annual Yr Sum			4	176	148	114	37	13.8	0.8	17.2	76.0%	60.7%	
	2009-2010	201030	30103	CW	1	45	39	32	39	3.6	0.2	18.2	82.1%	61.5%	
		200970	70120	CW	1	45	36	25	36	3.4	0.2	16.8	67.6%	51.4%	
		200950	50048	CW	1	58	50	37	50	4.7	0.2	23.3	74.0%	66.0%	
		Annual Yr Sum			3	148	125	94	42	11.6	0.6	19.4	74.6%	60.3%	
	2008-2009	200930	30120	CW	1	44	43	34	43	4.0	0.2	20.0	78.6%	61.9%	
				30121	CW	1	32	28	19	28	2.6	0.2	13.0	76.0%	44.0%
		200870	70646	CW	1	41	35	27	35	3.3	0.2	16.3	73.0%	62.2%	
				73319	CW	1	44	31	28	31	2.9	0.2	14.4	90.3%	61.3%
		200850	50036	CW	1	40	39	34	39	3.6	0.2	18.2	89.7%	64.1%	
		Annual Yr Sum			5	201	176	142	35	16.4	1.0	16.4	81.6%	59.8%	
	Admin of Programs in CHDV I	2007-2008	200830	30645	CW	1	45	46	35	46	4.1	0.2	20.5	83.3%	61.9%
		200770	70106	CW	1	40	41	32	41	3.8	0.2	19.1	88.9%	66.7%	
		200750	50056	CW	1	40	33	29	33	3.0	0.2	15.1	87.9%	60.6%	
		Annual Yr Sum			3	125	120	96	40	10.9	0.6	18.2	86.5%	63.1%	
2006-2007		200730	30647	CW	1	39	35	28	35	3.2	0.2	16.0	90.3%	64.5%	
		200670	71820	CR	1	7	8	7	8	0.6	0.2	3.2	100.0%	71.4%	
				71821	CS	1	8	7	7	0.7	0.0		100.0%	71.4%	
		200650	50495	CW	1	44	43	41	43	3.9	0.2	19.7	95.3%	81.4%	
		Annual Yr Sum			4	98	93	83	23	8.5	0.6	14.1	94.3%	73.9%	
2011-2012		201170	70577	CW	1	50	37	33	37	0.0	0.2	0.0	0.0%	0.0%	
	201150	50122	CW	1	48	30	22	30	0.0	0.2	0.0	73.3%	56.7%		
	Annual Yr Sum			2	98	67	55	34	0.0	0.4	0.0	64.7%	50.0%		
2010-2011	201130	31782	CW	1	60	31	29	31	2.9	0.2	14.4	93.5%	61.3%		
	201070	70083	CW	1	61	41	31	41	3.8	0.2	19.1	88.6%	65.7%		
	201050	50583	CW	1	45	33	26	33	3.1	0.2	15.4	78.8%	66.7%		
	Annual Yr Sum			3	166	105	86	35	9.8	0.6	16.3	86.9%	64.6%		
2009-2010	201030	30691	CW	1	43	36	32	36	3.4	0.2	16.8	88.9%	69.4%		
	200970	70122	CW	1	44	34	27	34	3.2	0.2	15.8	79.4%	61.8%		
	200950	50050	CW	1	34	29	27	29	2.6	0.2	13.0	93.1%	72.4%		

CHDVC252

					Campus	Sections	1st Day Enroll	Census Enrollmt	Ending Enroll	Students /Section	Actual FTES	FTEF	FTEF/FTEF	Retention Rate	Success Rate
CHDVC281		Annual Yr Sum	3	121	99	86	33	9.1	0.6	15.2	86.9%	67.7%			
		2008-2009	200930	30122	CW	1	40	36	31	36	3.4	0.2	16.8	96.9%	71.9%
			200870	70114	CW	1	42	30	25	30	2.7	0.2	13.5	67.6%	54.1%
			200850	50229	CW	1	16	11	9	11	1.0	0.2	5.1	83.3%	66.7%
		Annual Yr Sum	3	98	77	65	26	7.1	0.6	11.8	81.5%	63.0%			
	Admin of Programs in CHDV II	2007-2008	200830	30110	CW	1	42	31	24	31	2.9	0.2	14.4	77.4%	71.0%
			200750	50057	CW	1	33	30	25	30	2.7	0.2	13.7	89.3%	60.7%
			Annual Yr Sum	2	75	61	49	31	5.6	0.4	14.1	83.1%	66.1%		
		2006-2007	200670	71824	CR	1	8	8	7	8	0.8	0.2	3.8	87.5%	75.0%
			71825	CS	1	8	8	4	8	0.6	0.0		50.0%	12.5%	
		Annual Yr Sum	2	16	16	11	8	1.3	0.2	6.6	68.8%	43.8%			
	Adult Supervision	2011-2012	201170	70115	CW	1	57	36	31	36	0.0	0.2	0.0	0.0%	0.0%
			201150	50123	CW	1	55	32	26	32	0.0	0.2	0.0	81.3%	59.4%
			Annual Yr Sum	2	112	68	57	34	0.0	0.4	0.0	70.3%	51.4%		
		2010-2011	201130	31783	CW	1	49	34	30	34	3.3	0.2	16.3	88.2%	76.5%
			201070	70084	CW	1	64	26	17	26	2.4	0.2	12.1	65.4%	34.6%
			201050	50584	CW	1	27	22	19	22	1.9	0.2	9.3	86.4%	36.4%
				50585	CW	1	36	31	22	31	2.9	0.2	14.4	71.0%	58.1%
			Annual Yr Sum	4	176	113	88	28	10.4	0.8	13.0	77.9%	54.0%		
		2009-2010	201030	30692	CW	1	49	38	33	38	3.5	0.2	17.7	89.2%	70.3%
			200970	70123	CW	1	45	32	26	32	3.0	0.2	14.9	81.3%	65.6%
			200950	50051	CW	1	43	31	25	31	2.9	0.2	14.4	80.6%	67.7%
			Annual Yr Sum	3	137	101	84	34	9.4	0.6	15.7	84.0%	68.0%		
		2008-2009	200930	30123	CW	1	45	42	30	42	3.9	0.2	19.6	85.7%	57.1%
				33443	CW	1	44	27	26	27	2.5	0.2	12.6	96.3%	44.4%
			200870	70115	CW	1	44	29	22	29	2.7	0.2	13.5	75.9%	44.8%
			200850	50037	CW	1	25	24	19	24	2.1	0.2	10.7	79.2%	66.7%
			Annual Yr Sum	4	158	122	97	31	11.3	0.8	14.1	84.3%	53.0%		
	2007-2008	200830	30111	CW	1	49	33	30	33	3.2	0.2	15.8	73.2%	56.1%	
		200770	70107	CW	1	33	41	40	41	4.4	0.2	21.9	97.6%	53.7%	
		200750	50850	CW	1	31	27	22	27	2.5	0.2	12.3	88.0%	72.0%	
		Annual Yr Sum	3	113	101	92	34	10.0	0.6	16.7	86.0%	58.9%			
	2006-2007	200730	30108	CW	1	35	35	30	35	3.4	0.2	16.9	85.7%	48.6%	
	200670	71826	CW	1	30	25	19	25	2.3	0.1	22.9	95.0%	50.0%		
	Annual Yr Sum	2	65	60	49	30	5.7	0.3	18.9	89.1%	49.1%				

Major_Desc:Child Dvlpmnt Site Supervisor

		200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201050		201070		201130		201150		201170		
		ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	
Female		30	93.8%	32	91.4%	42	97.7%	56	96.6%	45	95.7%	54	98.2%	51	100.0%	68	100.0%	70	98.6%	67	97.1%	51	96.2%	67	95.7%	57	96.6%	63	95.5%	58	95.1%	63	96.9%	69	94.5%	
	American Indian	1	3.1%	1	2.9%	1	2.3%	1	1.7%	2	4.3%	1	1.8%			4	5.9%	2	2.8%			3	5.7%	2	2.9%	1	1.7%	2	3.0%			1	1.5%			
	Asian	1	3.1%	2	5.7%	1	2.3%	3	5.2%	1	2.1%	3	5.5%	3	5.9%	1	1.5%	2	2.8%	3	4.3%	1	1.9%	1	1.4%	1	1.7%	2	3.0%							
	Black, African American	3	9.4%	3	8.6%	1	2.3%	8	13.8%	8	17.0%	4	7.3%	9	17.6%	12	17.6%	5	7.0%	7	10.1%	2	3.8%	6	8.6%	6	10.2%	7	10.6%	3	4.9%	3	4.6%	2	2.7%	
	Filipino	1	3.1%													1	1.5%	4	5.6%																	
	Hispanic, Latino	9	28.1%	5	14.3%	7	16.3%	6	10.3%	6	12.8%	13	23.6%	13	25.5%	8	11.8%	10	14.1%	10	14.5%	9	17.0%	7	10.0%	2	3.4%	7	10.6%	4	6.6%	3	4.6%	5	6.8%	
	Pacific Islander					1	2.3%					1	1.8%					1	1.4%	1	1.4%															
	White, Caucasian	13	40.6%	19	54.3%	28	65.1%	34	58.6%	25	53.2%	27	49.1%	25	49.0%	37	54.4%	39	54.9%	43	62.3%	26	49.1%	26	37.1%	12	20.3%	15	22.7%	16	26.2%	8	12.3%	8	11.0%	
XXUnknown	2	6.3%	2	5.7%	3	7.0%	4	6.9%	3	6.4%	5	9.1%	1	2.0%	5	7.4%	7	9.9%	3	4.3%	10	18.9%	25	35.7%	35	59.3%	30	45.5%	35	57.4%	48	73.8%	54	74.0%		
Male		2	6.3%	3	8.6%	1	2.3%	2	3.4%	2	4.3%	1	1.8%					1	1.4%	2	2.9%	2	3.8%	3	4.3%	2	3.4%	3	4.5%	3	4.9%	2	3.1%	4	5.5%	
	Black, African American	1	3.1%	1	2.9%																															
	Hispanic, Latino																1	1.4%	2	2.9%																
	White, Caucasian	1	3.1%	1	2.9%			2	3.4%	1	2.1%	1	1.8%																							
XXUnknown			1	2.9%	1	2.3%			1	2.1%											2	3.8%	3	4.3%	2	3.4%	3	4.5%	3	4.9%	2	3.1%	4	5.5%		
Sum		32		35		43		58		47		55		51		68		71		69		53		70		59		66		61		65		73		

	200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201050		201070		201130		201150		201170						
	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent					
Female		30	93.8%	32	91.4%	42	97.7%	56	96.6%	45	95.7%	54	98.2%	51	100.0%	68	100.0%	70	98.6%	67	97.1%	51	96.2%	67	95.7%	57	96.6%	63	95.5%	58	95.1%	63	96.9%	69	94.5%				
	19 or younger																					1	1.9%											1	1.4%				
	20-24	2	6.3%	1	2.9%	1	2.3%	1	1.7%	3	6.4%	3	5.5%	5	9.8%	7	10.3%	4	5.6%	8	11.6%	5	9.4%	10	14.3%	10	16.9%	8	12.1%	1	1.6%	6	9.2%	3	4.1%				
	25-29	7	21.9%	4	11.4%	10	23.3%	16	27.6%	14	29.8%	15	27.3%	14	27.5%	11	16.2%	17	23.9%	17	24.6%	15	28.3%	19	27.1%	10	16.9%	11	16.7%	15	24.6%	12	18.5%	10	13.7%				
	30-34	4	12.5%	6	17.1%	8	18.6%	11	19.0%	7	14.9%	8	14.5%	6	11.8%	18	26.5%	13	18.3%	10	14.5%	9	17.0%	6	8.6%	7	11.9%	13	19.7%	13	21.3%	14	21.5%	20	27.4%				
	35-39	6	18.8%	6	17.1%	9	20.9%	6	10.3%	4	8.5%	4	7.3%	9	17.6%	14	20.6%	12	16.9%	11	15.9%	5	9.4%	8	11.4%	6	10.2%	12	18.2%	10	16.4%	12	18.5%	10	13.7%				
	40-49	9	28.1%	8	22.9%	9	20.9%	10	17.2%	11	23.4%	14	25.5%	6	11.8%	9	13.2%	11	15.5%	11	15.9%	9	17.0%	13	18.6%	15	25.4%	11	16.7%	8	13.1%	11	16.9%	13	17.8%				
50 or older	2	6.3%	7	20.0%	5	11.6%	12	20.7%	6	12.8%	10	18.2%	11	21.6%	9	13.2%	13	18.3%	10	14.5%	7	13.2%	11	15.7%	9	15.3%	8	12.1%	11	18.0%	8	12.3%	12	16.4%					
Male		2	6.3%	3	8.6%	1	2.3%	2	3.4%	2	4.3%	1	1.8%									1	1.4%	2	2.9%	2	3.8%	3	4.3%	2	3.4%	3	4.5%	3	4.9%	2	3.1%	4	5.5%
	20-24																					1	1.9%			1	1.7%	1	1.5%	1	1.6%	1	1.5%						
	25-29	2	6.3%	3	8.6%	1	2.3%			1	2.1%											1	1.9%	2	2.9%														
	30-34																								1	1.7%			1	1.6%	1	1.5%	2	2.7%					
	40-49																	1	1.4%	2	2.9%			1	1.4%			2	3.0%					2	2.7%				
50 or older							2	3.4%	1	2.1%	1	1.8%																1	1.6%										
Sum		32		35		43		58		47		55		51		68		71		69		53		70		59		66		61		65		73					

Major_Desc:Child Development Teacher

		200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201050		201070		201130		201150		201170		
		ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	
Female		52	92.9%	75	93.8%	68	95.8%	66	98.5%	78	98.7%	72	98.6%	57	91.9%	86	94.5%	110	98.2%	100	98.0%	118	98.3%	139	95.9%	164	98.2%	169	95.5%	151	95.0%	117	94.4%	154	93.3%	
	American Indian	1	1.8%	2	2.5%	1	1.4%			2	2.5%	2	2.7%	2	3.2%	2	2.2%	3	2.7%			2	1.7%	2	1.4%	1	0.6%	2	1.1%	2	1.3%	2	1.6%	2	1.2%	
	Asian	3	5.4%	2	2.5%	1	1.4%	2	3.0%	7	8.9%	3	4.1%	4	6.5%	4	4.4%	4	3.6%	5	4.9%	4	3.3%	4	2.8%			2	1.1%	3	1.9%	2	1.6%			
	Black, African American	2	3.6%	6	7.5%	3	4.2%	3	4.5%	4	5.1%	8	11.0%	4	6.5%	8	8.8%	9	8.0%	9	8.8%	7	5.8%	8	5.5%	4	2.4%	11	6.2%	5	3.1%	3	2.4%	7	4.2%	
	Filipino	1	1.8%	2	2.5%					1	1.3%			1	1.6%			1	0.9%	2	2.0%	1	0.8%	4	2.8%	3	1.8%	1	0.6%	2	1.3%	1	0.8%	1	0.6%	
	Hispanic, Latino	8	14.3%	14	17.5%	18	25.4%	23	34.3%	13	16.5%	15	20.5%	15	24.2%	17	18.7%	18	16.1%	23	22.5%	22	18.3%	22	15.2%	34	20.4%	34	19.2%	24	15.1%	18	14.5%	29	17.6%	
	Pacific Islander					1	1.4%												1	1.0%					1	0.6%			1	0.6%			1	0.6%		
	White, Caucasian	32	57.1%	44	55.0%	39	54.9%	34	50.7%	47	59.5%	39	53.4%	31	50.0%	51	56.0%	70	62.5%	54	52.9%	61	50.8%	57	39.3%	50	29.9%	54	30.5%	47	29.6%	27	21.8%	40	24.2%	
XXUnknown	5	8.9%	5	6.3%	5	7.0%	4	6.0%	4	5.1%	5	6.8%			4	4.4%	5	4.5%	6	5.9%	21	17.5%	42	29.0%	71	42.5%	65	36.7%	67	42.1%	64	51.6%	74	44.8%		
Male		4	7.1%	5	6.3%	3	4.2%	1	1.5%	1	1.3%	1	1.4%	5	8.1%	5	5.5%	2	1.8%	2	2.0%	2	1.7%	6	4.1%	3	1.8%	8	4.5%	8	5.0%	7	5.6%	11	6.7%	
	Asian																																			
	Black, African American											1	1.4%	1	1.6%	1	1.1%	1	0.9%								1	0.6%			1	0.8%	1	0.6%		
	Filipino																										1	0.6%	1	0.6%	1	0.8%	1	0.8%	1	0.6%
	Hispanic, Latino	1	1.8%	1	1.3%	2	2.8%																						2	1.3%	1	0.8%				
	White, Caucasian	3	5.4%	4	5.0%	1	1.4%	1	1.5%	1	1.3%			4	6.5%	3	3.3%	1	0.9%	2	2.0%	1	0.8%	2	1.4%	1	0.6%			1	0.6%			1	0.6%	
XXUnknown															1	1.1%								4	2.8%	2	1.2%	6	3.4%	4	2.5%	4	3.2%	8	4.8%	
Sum		56		80		71		67		79		73		62		91		112		102		120		145		167		177		159		124		165		

		200650		200670		200730		200750		200770		200830		200850		200870		200930		200950		200970		201030		201050		201070		201130		201150		201170	
		ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent	ID	Percent
Female		52	92.9%	75	93.8%	68	95.8%	66	98.5%	78	98.7%	72	98.6%	57	91.9%	86	94.5%	110	98.2%	100	98.0%	118	98.3%	139	95.9%	164	98.2%	169	95.5%	151	95.0%	117	94.4%	154	93.3%
	19 or younger	2	3.6%	7	8.8%	4	5.6%	5	7.5%	6	7.6%	6	8.2%	5	8.1%	10	11.0%	7	6.3%	7	6.9%	9	7.5%	6	4.1%	8	4.8%	12	6.8%	4	2.5%	3	2.4%	12	7.3%
	20-24	17	30.4%	18	22.5%	15	21.1%	17	25.4%	18	22.8%	15	20.5%	13	21.0%	17	18.7%	23	20.5%	20	19.6%	27	22.5%	28	19.3%	33	19.8%	39	22.0%	32	20.1%	26	21.0%	31	18.8%
	25-29	8	14.3%	8	10.0%	16	22.5%	19	28.4%	16	20.3%	8	11.0%	14	22.6%	14	15.4%	25	22.3%	27	26.5%	23	19.2%	27	18.6%	39	23.4%	28	15.8%	26	16.4%	18	14.5%	25	15.2%
	30-34	7	12.5%	6	7.5%	8	11.3%	6	9.0%	5	6.3%	14	19.2%	3	4.8%	12	13.2%	16	14.3%	7	6.9%	14	11.7%	23	15.9%	24	14.4%	25	14.1%	20	12.6%	16	12.9%	23	13.9%
	35-39	6	10.7%	19	23.8%	9	12.7%	7	10.4%	7	8.9%	10	13.7%	6	9.7%	11	12.1%	7	6.3%	15	14.7%	11	9.2%	22	15.2%	26	15.6%	27	15.3%	24	15.1%	17	13.7%	20	12.1%
	40-49	6	10.7%	11	13.8%	13	18.3%	10	14.9%	20	25.3%	12	16.4%	14	22.6%	15	16.5%	23	20.5%	16	15.7%	23	19.2%	27	18.6%	23	13.8%	28	15.8%	27	17.0%	26	21.0%	26	15.8%
50 or older	6	10.7%	6	7.5%	3	4.2%	2	3.0%	6	7.6%	7	9.6%	2	3.2%	7	7.7%	9	8.0%	8	7.8%	11	9.2%	6	4.1%	11	6.6%	10	5.6%	18	11.3%	11	8.9%	17	10.3%	
Male		4	7.1%	5	6.3%	3	4.2%	1	1.5%	1	1.3%	1	1.4%	5	8.1%	5	5.5%	2	1.8%	2	2.0%	2	1.7%	6	4.1%	3	1.8%	8	4.5%	8	5.0%	7	5.6%	11	6.7%
	19 or younger	2	3.6%	2	2.5%									1	1.6%														1	0.6%	1	0.8%	1	0.6%	
	20-24			1	1.3%	1	1.4%							2	3.2%	1	1.1%			1	1.0%	1	0.8%	2	1.4%	1	0.6%	2	1.1%	3	1.9%	1	0.8%	3	1.8%
	25-29	2	3.6%			1	1.4%																	3	2.1%			3	1.9%	3	2.4%	3	1.8%		
	30-34			1	1.3%			1	1.5%	1	1.3%			2	3.2%	2	2.2%	1	0.9%							2	1.2%	2	1.1%			1	0.8%	2	1.2%
	35-39																		1	1.0%							3	1.7%			1	0.8%	1	0.6%	
40-49			1	1.3%	1	1.4%					1	1.4%			1	1.1%	1	0.9%											1	0.6%			1	0.6%	
50 or older															1	1.1%							1	0.8%	1	0.7%			1	0.6%					
Sum		56		80		71		67		79		73		62		91		112		102		120		145		167		177		159		124		165	