- What trends do you see in course retention and student success in the past 5 years? Do the trends show any increases or decreases? Based on what you know, what factors could be contributing to any changes?
- How do the trends of the program compare to college-wide trends? If there is a difference between program and college trends, discuss to the best of your ability why there is a difference. Do you have data (quantitative or qualitative) to support your belief?
- Are there differences between delivery mode or campus?
- What do these trends suggest about program effectiveness? Is a better program design required? Is a better fit needed between program outcomes and employers' needs? How effectively are delivery systems and modes of instruction facilitating learning?
- What strategies is the program employing (or should employ) to maintain or increase retention and success in the program?
- What are some challenges to maintaining or increasing retention and success? What is going well?

3.1.5 Program Completion and Transfers

The tables below are placeholders of where to insert your 5-year program completion data for your program.

CTE programs should also present Perkins Core Indicator Data for Completion.

Completion

	2017-18	2018-19	2019-20	2020-21	2021-22
A.A For Transfer Degree					
A.S. For Transfer Degree					
Associate of Arts (A.A.) Degree					
Associate of Science (A.S.) Degree					
Certificate of Achievement > 1 < 2 yr					
Certificate of Achievement < 1 yr					
Job Skills Certificate					
Total					

Questions for Analysis:

- What trends have you seen in program completion and transfers in the past 5 years? Do the trends show any increases or decreases? Based on what you know, what factors could be contributing to any changes?
- How do the trends of the program compare to college-wide trends? If there is a difference between program and college trends, discuss to the best of your ability why there is a difference. Do you have data (quantitative or qualitative) to support your belief?

- Is the program completing an appropriate number of students? Is the program transferring an appropriate number of students?
- If the program has a finite entry point, discuss the number of students who take these courses in relation to those who complete the program. Are there enough students taking the introductory classes to begin with?
- Are there apparent stop-out points where the program loses momentum?
- Are there differences between delivery mode or campus?
- To what extent can the program improve on program design, student engagement, community partnerships, marketing, or professional development to raise completion and transfers?
- What strategies is the program employing (or should employ) to maintain or increase completion and transfers in the program?
- What are some challenges to maintaining or increasing completion and transfers? What is going well?

3.2 Faculty Experience

Discuss the faculty's work and role in supporting the program's success.

Questions for Analysis:

- What are some of the "above and beyond" work the faculty is doing to ensure the success of the program? Include any awards, accolades, etc. that the program has earned.
- How is information communicated to program faculty?
- What are some challenges faced by the program's faculty? What is going well?
- Are there any upcoming or recent changes that are particularly impacting program faculty?
- How is this information kept current and incorporated into ongoing program planning?

3.2.1 Faculty Load and Productivity

The tables below are placeholders of where to insert your 5-year faculty load and productivity data for your program. Click the link to locate your trends data from the CC Office of Institutional Research Google Drive: https://bit.ly/CCProgramReviewData

Faculty Workload (FTEF) – By Contract Type

	2017-18	2018-19	2019-20	2020-21	2021-22
Full-Time					
Overload					
Adjunct					
Summer					
Unidentified					

FTES to FTEF Ratios: Total

	2017-18	2018-19	2019-20	2020-21	2021-22

Success in 2021-2022 appears to be more in line with pre-Covid numbers. We will need a few more years of data to be able to ascertain if the previous two years (2019-2021), impacted by Covid, are the outliers. Additional IR data reviewed for Fall 2021 appears to indicate a large number of withdrawals. The CHDV department has experienced fraud in the past and it is likely some of the withdrawals are a result of fraud. Anecdotal evidence from several instructors indicates a trend of some students remaining active up to the final drop date and then disappearing. We suspect at least some of these instances are cases of fraud. No significant differences or trends were identified between 8, 12, and 16 weeks related to completion and success.

3.1.6 Program Completion and Transfers

The program is offered completely online allowing Cerro Coso to serve the needs of early education professionals around the state. In this capacity we serve early education professionals in a variety of ways. ECE professionals can take one or two courses to meet the CTC Permit Matrix requirements, or complete a course of study, or complete only the administration courses for the higher-level permits. Some students take only the Practicum/Field experience course to meet a specific Permit Matrix Requirement. Currently, with TK and the upcoming PK-3 Credential, elementary teachers (and those planning to be) are returning to take ECE/CHDV units to meet California Department of Education requirements for TK teachers. Having this flexibility in our program meets the needs of the profession but makes defining majors and completers more difficult at the college level.

Completion

	2017-18	2018-19	2019-20	2020-21	2021-22
A.S. For Transfer Degree	6	13	14	23	15
Associate of Arts (A.A.) Degree					
Certificate of Achievement > 1 < 2 yr Child Development Site Supervisor Certificate	5	1	6	11	8
Certificate of Achievement > 1 < 2 yr Child Development Master Teacher Certificate	3	4	5	8	2
Certificate of Achievement > 1 < 2 yr Child Development Teacher Certificate	10	17	25	32	12
Certificate of Achievement < 1 yr Child Development Associate Teacher Certificate	39	48	57	36	21
Total	63	83	107	110	58

The number of completers overall steadily increased through 2020-2021. The decrease in 2021-2022 is comparable to the loss in FTES between 2020 and 2022. Part of the issue in Child Development is how completers are defined. Many students do not apply for the certificates, instead they apply for the CTC Permits which allows them to work in the field. Since students from around the state can take classes at Cerro Coso to complete their Permit requirements there is no easy way to document actual completers in the department. Child Development is state aligned, along with most community colleges in California, we are all struggling with how to document completers in the field. The solution may be to track those who are currently working in the field or those who qualify for Commission on Teacher Credentialing (CTC) Permits after completing a course of study, but we have not found an efficient way to track these students. While several discussions related to completion and automatically awarding certificates have taken place at the college and district level, to date, no solution has been identified.

There also seems to be some issues related to financial aid and the programs they choose. Students are only eligible for financial aid when a course is within an eligible degree or certificate program. This is a federal mandate that applies to federal funding and some state funding, such as Cal Grant and the Completion Grant. The issue CHDV has is the lower unit Associate Teacher Certificate of Achievement (COA) only requires 12 units. Students who receive aid will choose the higher Teacher COA to qualify for the Pell Grant, however, they will not be counted as a completer when they do complete the Associate Teacher COA since their declared program is the Teacher COA. CHDV would prefer an automated system that identifies completers based on programs of study completed instead of relying on students to self-identify as a completer.

3.2 Faculty Experience and Trends

3.2.1 Faculty Experience of the Program

A few examples of how the department is working to ensure the success of the program include: Tyrone Ledford, fourth year full-time faculty and Michelle Harper, adjunct faculty worked with professors and administrators throughout the state to revise the OER textbook the department uses for CHDV C104 Child, Family, and Community. Both adjunct and full-time faculty have worked closely with individuals at the college and state level through the POCR/OEI to prepare and bring several courses through the review and approval process.

Full-time faculty have been actively participating in the Early Childhood Education Child Development Permit Pilot under the PDG-R Grant. The overall purpose of the pilots is to enable our department to move towards implementing the state's Learning to Teach competency-based preparation system with candidates for the Teacher level of the Child Development Permit. Work in this area has included updating our core eight courses to continue to be aligned with CAP and reviewing the state-adopted ECE Teaching Performance Expectations (TPEs) to identify how our curriculum, instruction, and assessment practices align.

Information is communicated to program faculty in a variety of ways, primarily via email and department meetings. The department holds one full department meeting every semester. The chair maintains a Department Canvas where all department agenda and minutes are posted. The Canvas also contains department specific materials for easy reference, such as the Department Rights document, student learning outcome assessment assignments, professional development resources, etc.

Full-time faculty teaching the practicum course maintain professional relationships with programs in our service area, and throughout the state. This provides important linkages for students outside our program area who wish to take the practicum course, as they are required to complete field work in an approved program in their local community.

3.2.2 Faculty Load and Productivity

The Child Development Program currently includes four full-time faculty and several adjuncts. One of the full-time faculty is bilingual and is currently teaching the Associate Teacher courses via zoom and primarily in Spanish. This position began in Fall 2022 and is not reflected in the tables below.

Associate Teacher COA

FTEF – By Contract Type