

## 2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024      PROGRAM(S): CHILD DEVELOPMENT FAMILY STUDIES  
CLUSTER: 3      AREA OF STUDY: CHILD DEVELOPMENT, EDUCATION, & INFORMATION  
LAST YEAR CPPR COMPLETED: 2021-2022 NEXT SCHEDULED CPPR: 2025 CURRENT DATE: 3/1/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [Resource Plan](#), which can be downloaded from this [SharePoint folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

**Note:** Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

- Child and Adolescent Development — Associate in Arts for Transfer
- Early Childhood Education — Associate in Science for Transfer
- Child Development And Family Studies — Associate in Arts
- Early Childhood Education — Associate in Arts
- Child Development Associate Teacher — Certificate of Achievement
- Child Development Teacher — Certificate of Achievement
- Child Development Master Teacher — Certificate of Achievement
- Child Development Site Supervisor — Certificate of Achievement
- Inclusion And Special Needs — Certificate of Achievement
- Parenting Education/Family Advocacy — Certificate of Achievement 2024-2025

### General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

In order to meet the expansion of Universal Preschool in the state, California's Commission on Teacher Credentialing has approved standards related to a new PK-3 Specialist Credential. The PK-3 Specialist Instruction Credential was officially adopted in February 2024. Our program has responded in various ways to support the expansion of UPK and the new PK-3 Early Learning Credential: •Based on input from the family strengthening field we developed a Parenting Education/Family Advocacy Certificate of Achievement to prepare students for employment with a family strengthening agency. •The creation of a PK – 3 PATHWAY FOR ELEMENTARY

EDUCATORS Certificate of Achievement. The PK – 3 Pathway for Elementary Educators Certificate of Achievement provides students with a foundation in child development, including understanding typical/atypical behaviors, applying developmental theories to learning, addressing challenging behaviors in the classroom, working effectively with diverse student populations, and designing developmentally and culturally appropriate curriculum. The PK – 3 Pathway for Elementary Educators Certificate of Achievement meets the California credential requirement of 24 ECE/CD units for TK teachers. •A partnership with Cal Poly SLO’s Education Department on a PK-3 planning grant. •Additionally, COVID-19 disrupted the in-person student experiences at the Cuesta lab school. Our CDFS program has been intentional about reestablishing our relationship with the Cuesta Children’s Center as the learning lab for CDFS students, including observations, tours, environmental and Anti-Bias checklists, and planned lessons with the children at the center.

### **Program Sustainability Plan Update**

Was a Program Sustainability Plan established in your program’s most recent Comprehensive Program Plan and Review?

- Yes  If yes, please complete the Program Sustainability Plan Progress Report below.  
No  If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

### **Data Analysis and Program-Specific Measurements**

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year’s available data.

A. **General Enrollment (Insert Aggregated Data Chart)**

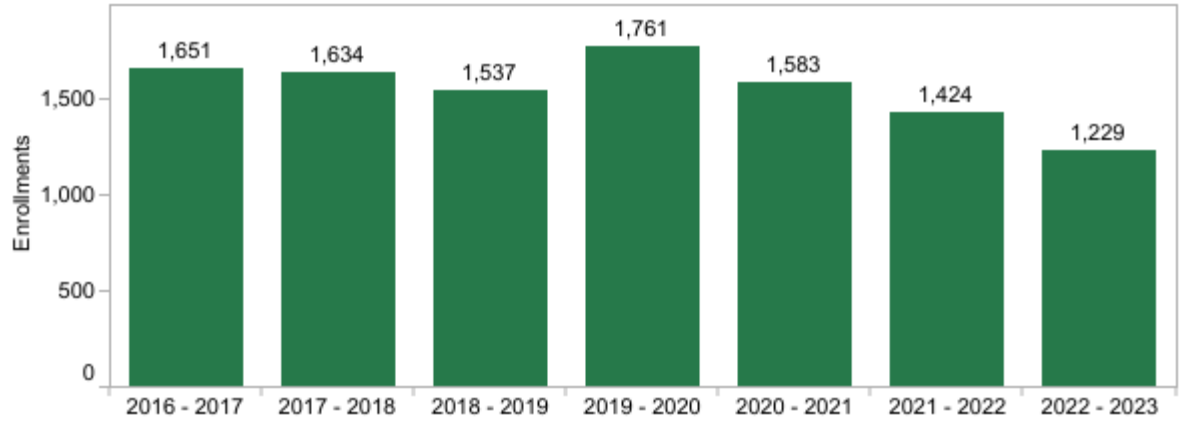
Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data - Enrollment

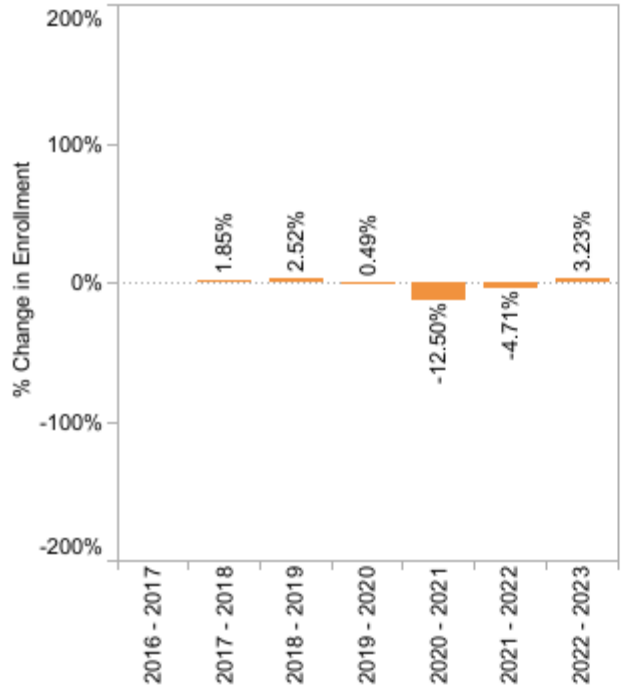
**Department:** Multiple values      **Course:** All      **Dual Enrollment:** All      **Prison:** All

**Region:** All      **TERM:** All

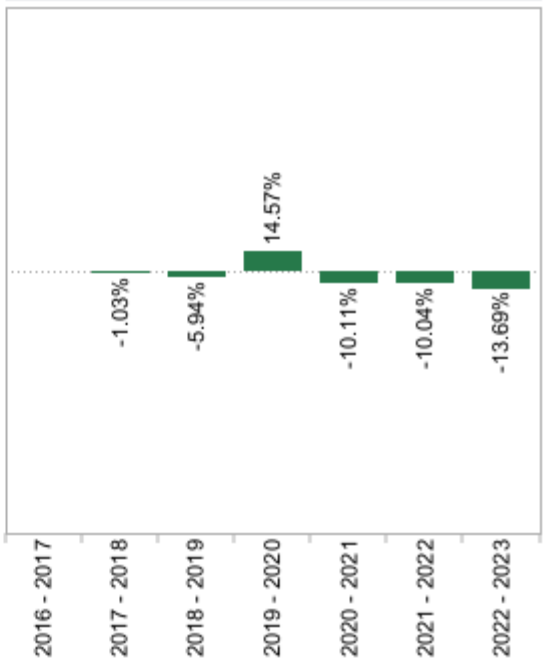
### Child Develop & Family Studies & Early Childhood Education Enrollments



### % Change - Overall College Enrollments



### % Change - Child Develop & Family Studies & Early Childhood Education



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

In contrast to the college’s slight uptick in enrollment, CDFS has seen a 3-year decline, with enrollment peaking in 2020, and an overall 13.69% decrease as compared with the previous year.

This mirrors what is happening both locally and nationwide with regard to all levels of teaching. ECE is historically plagued by low-pay, lack of benefits, and subsequently is not an attractive career for students entering the workforce. This is particularly pronounced in SLO county because of the high cost of living. Local wages for ECE have dipped below fast food and retail. Our department has a robust Cuesta-led Dual Enrollment presence at Atascadero High School and Paso Robles High School. Dual Enrollment at other local High Schools is a potential area of growth. On a positive note, the PK-3 credential will offer higher wages and continued career growth for those interested in the Early Childhood field. With the passage of UPK and the PK-3 Specialist Credential, our program has experienced renewed interest with elementary educators returning to Cuesta to complete the 24 units of ECE required for the specialist credential and TK. Additionally, we are informing incoming freshmen and current students about the new PK-3 credential opportunity. We noticed a significant drop in enrollment for both CDFS 202 and CDFS 215 (down 128 students between years 2021-2022 and 2022-2023). This is likely due to the changes in the CSU GE Pattern which took place in Fall 2021 and required only two courses from "Area D." When examining enrollment for the remaining entry courses for our degrees (CDFS 201, 203, 205), we note an uptick. This is promising and may speak to the interest in the field we noted above.

**B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

The fill rate for CDFS in 2022-2023 is similar to that of the college (CDFS 76.81%, College 76.01%) We continue to adjust our schedule and course offerings to positively impact fill rates for our department.

**C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

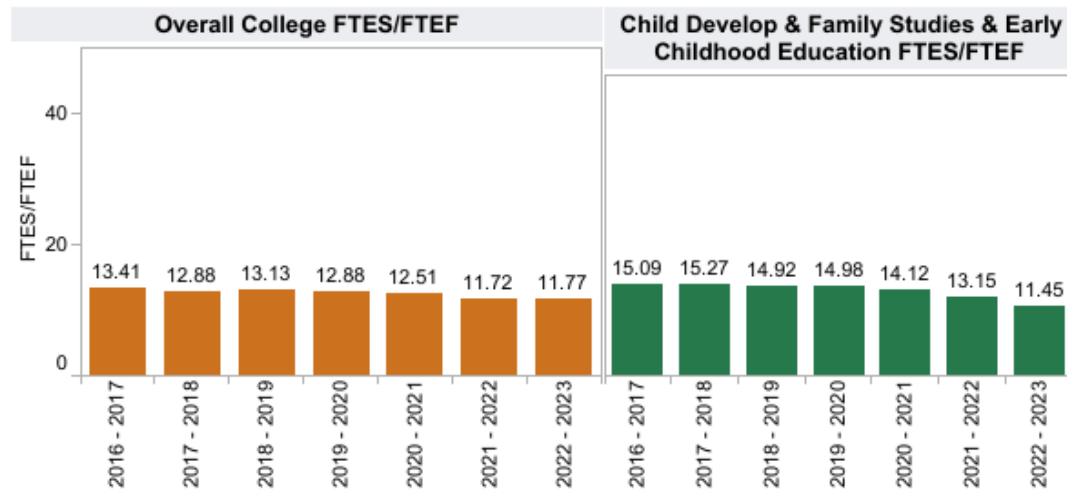
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Multiple values

Course:  
All

Dual Enrollment:  
All

Prison:  
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The efficiency of the CDFS program in 2022-2023 is similar to that of the college (CDFS 11.45, College 11.77). The efficiency of the CDFS program exceeds that of the college for the 6 academic years prior.

### D. Student Success—Course Completion by Modality (Insert Data Chart)

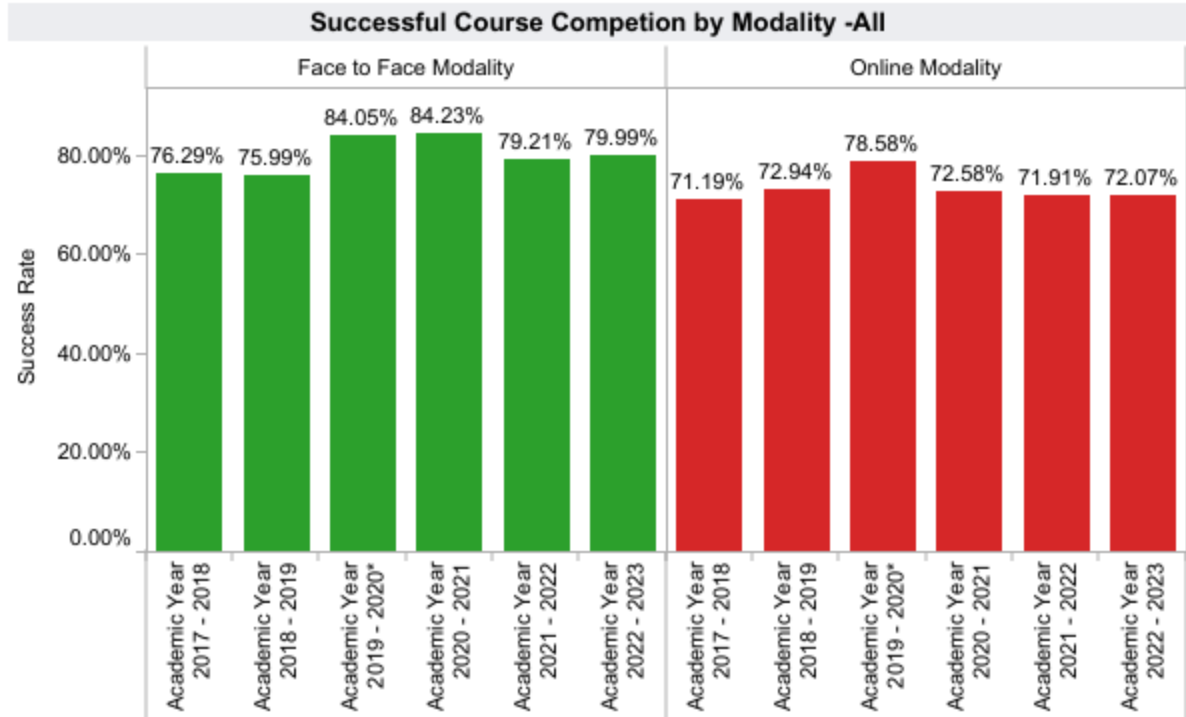
Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
All

Course:  
All

Legend:  
■ Face to Face Modality  
■ Online Modality



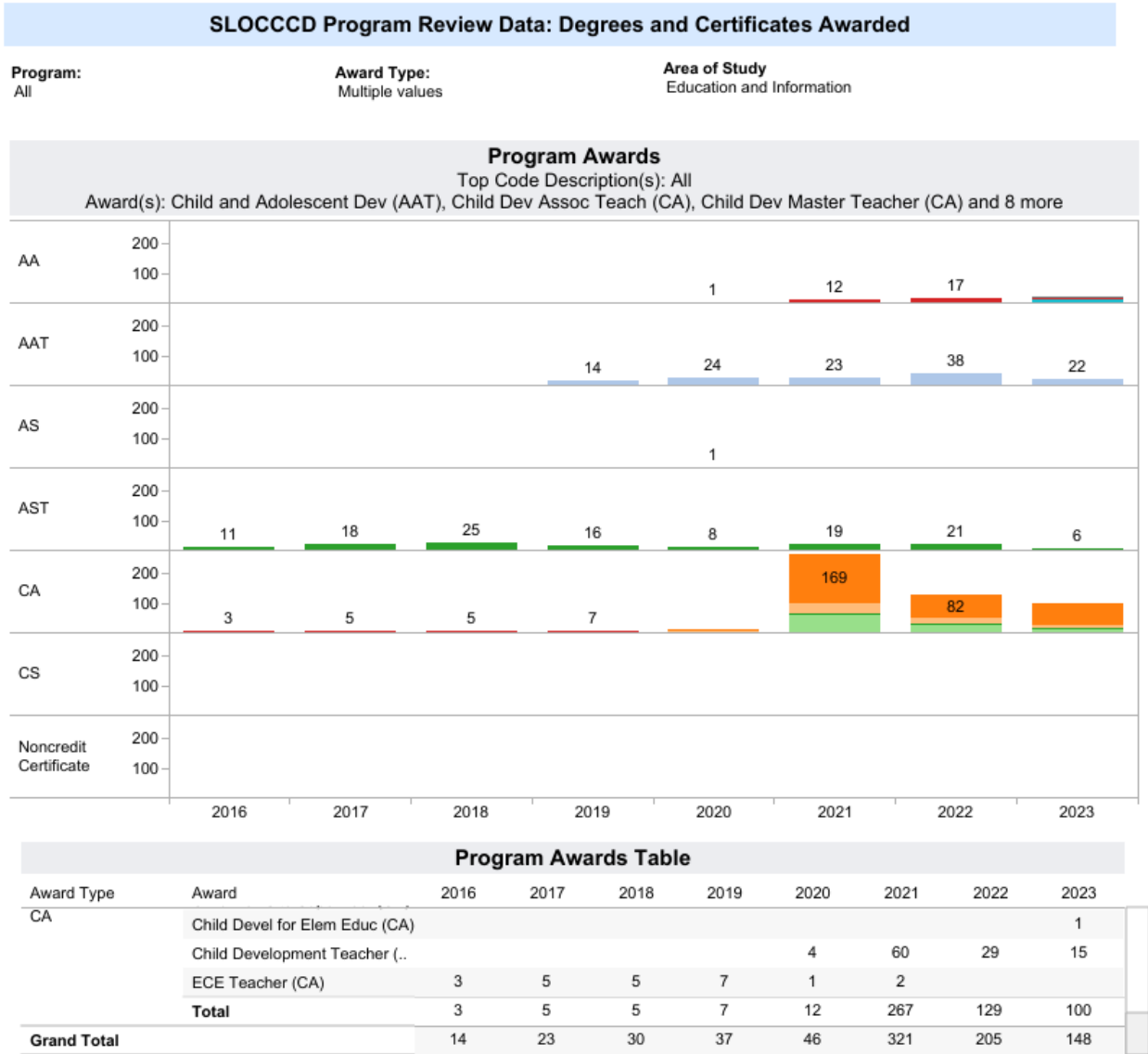
**Successful Course Completion by Modality Table - All**

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	76.29%	75.99%	84.05%	84.23%	79.21%	79.99%
	Total Department Enrollm..	56,413	54,302	52,243	11,771	22,398	30,997
Online Modality	Department Success Rate	71.19%	72.94%	78.58%	72.58%	71.91%	72.07%
	Total Department Enrollm..	12,968	15,145	17,009	48,908	35,172	28,510

For the 2022-2023 academic year, we exceed the college in both modalities (CDFS in person 81.6%, CDFS Online 75.95%, college in person 79.99%, college Online 72.07%) and reflect trends across campus with students doing better in-person as compared with online. This data shows that there is a significant need to consistently offer our courses in a face-to-face modality. This is especially true for the first four courses in our degrees (CDFS 201, 202, 203, 205) and for North County Campus students.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



Program Awards: The number of degrees and certificates awarded by program type

Our department awarded 77 degrees in 2022 and 48 degrees in 2023. Additionally, our department awarded 128 certificates of achievement in 2022 and 100 in 2023, with a significant number of those in our Dual Enrollment program. Any concerns surrounding degree completion reflect the same local and nation-wide challenges of the field as noted in the enrollment section.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

Examining the past six years, the CDFS department's Successful Course Completion rates have matched or exceeded the college's rates. Our department has consistently focused on creating welcoming courses, implementing policies to address equity gaps, and utilizing Professional Development opportunities at Cuesta to improve student engagement and persistence (JEDI, OEI, ZTC/OER).

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

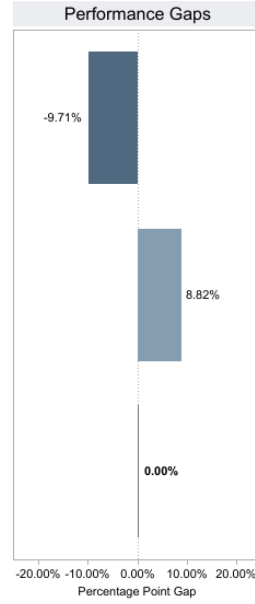
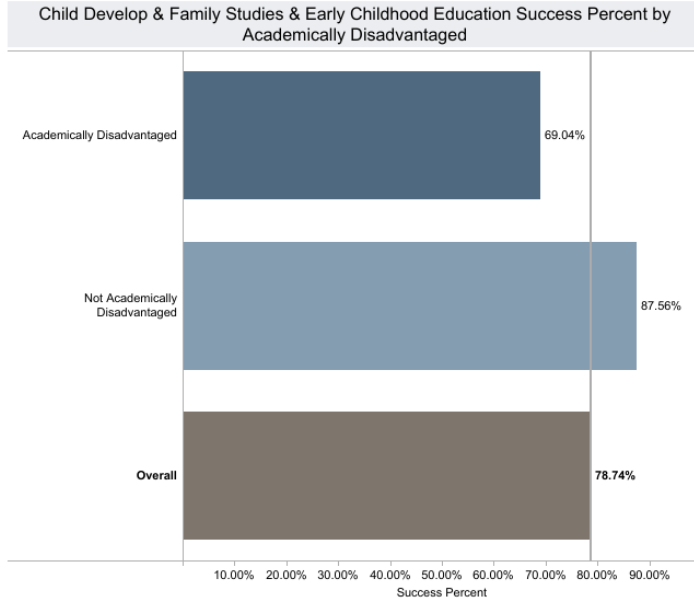
The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?





### Successful Course Completion by Student Subpopulation

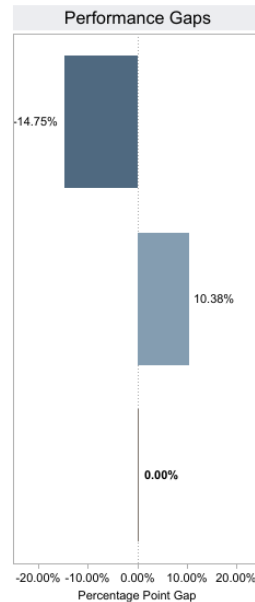
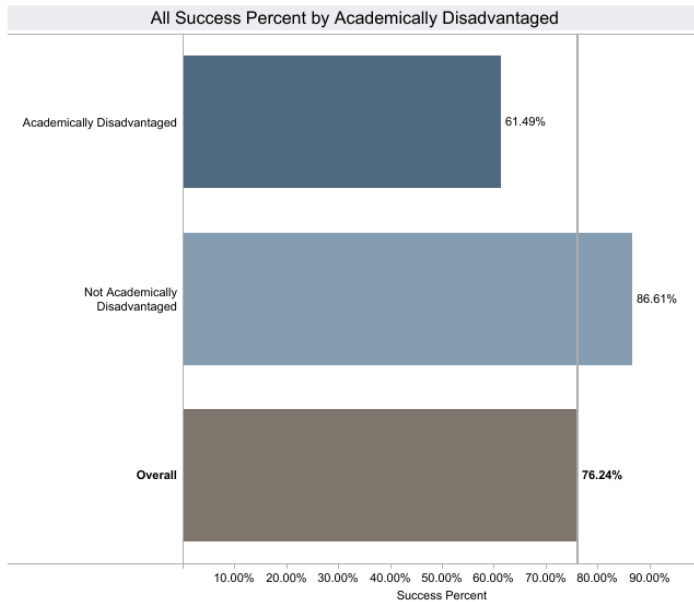


Academic Year: All  
 Department: Multiple values  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: Academically Disadvantag..

**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



### Successful Course Completion by Student Subpopulation



Academic Year: All  
 Department: All  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: Academically Disadvantag..

**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

### Successful Course Completion by Student Subpopulation

Academic Year:  
All

Department:  
Multiple values

Region:  
All

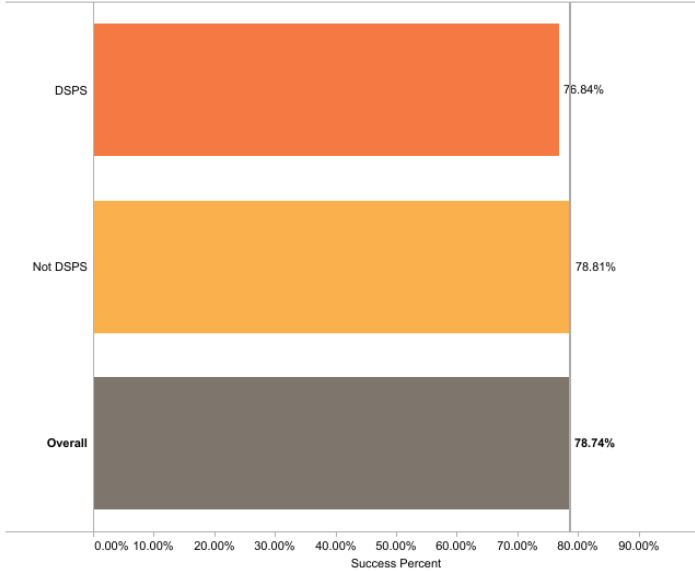
Enroll Status:  
All

Dual Enrollment:  
All

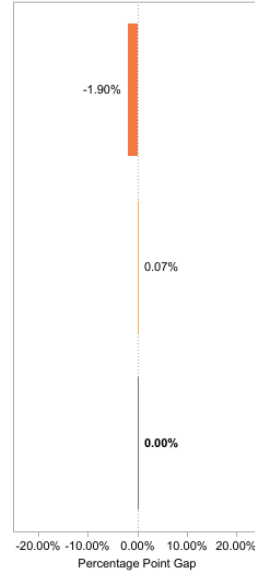
Prison:  
All

Disaggregate By:  
DSPS

Child Develop & Family Studies & Early Childhood Education Success Percent by DSPS



Performance Gaps



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

### Successful Course Completion by Student Subpopulation

Academic Year:  
All

Department:  
Multiple values

Region:  
All

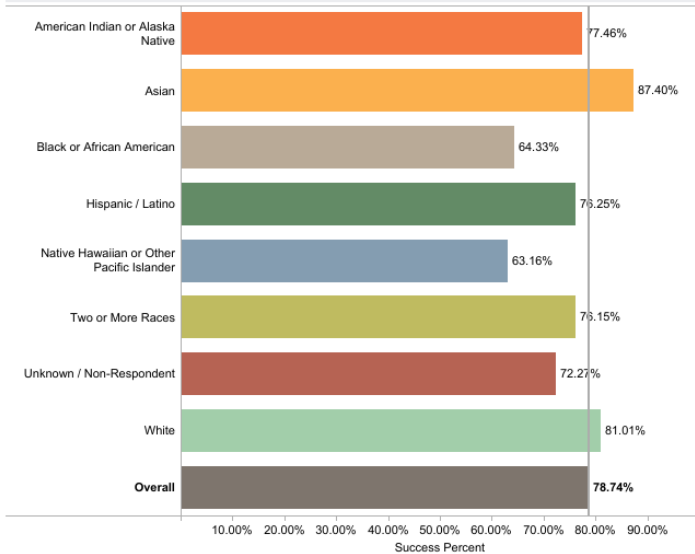
Enroll Status:  
All

Dual Enrollment:  
All

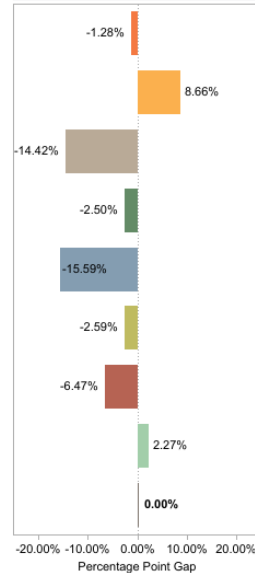
Prison:  
All

Disaggregate By:  
Ethnicity

Child Develop & Family Studies & Early Childhood Education Success Percent by Ethnicity



Performance Gaps



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Our success with academically disadvantaged students is higher than that of the college (69.04% compared with 61.49%), though still far below the overall successful course completion rate for the college (75.97%). Our DSPS students and non DSPS students have a similar success rate (76.84% compared

with 78.81%) which indicates that we are adjusting our courses to meet student accommodations. Our White students (at 81.01%) are outperforming our non-White students (with the exception of Asian students at 87.4%, the range is 63.16% for Black/African American students – Hispanic/Latino at 76.25%). We will continue to adopt innovative strategies to reflect the lives of students of color and address student inequities to support student success and persistence.

### Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2023 year in the 5-year calendar of the Curriculum Review Worksheet.

We regularly update our core and activity courses to meet State of California Curriculum Alignment Project requirements and to reflect currency in the field. All courses were reviewed when course prefixes were changed to CDFS (Fall 2022). We do not have any programs scheduled for updates in 2023-2024. One course is scheduled for a revision (CDFS 220) and will be revised in Fall 2024. We comprehensively addressed course revisions in the Spring 2023 CDFS CPPR Document, as such, the next four tables are not applicable.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the \_\_\_\_ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

<b>Program of Study OR Prefix and Course #</b>	<b>Past Due Date for Modification</b>	<b>Re-scheduled date for modification</b>	<b>Completed (yes or no)</b>
N/A			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

<b>Program of Study OR Prefix and Course #</b>	<b>Past Re-scheduled Due Date for Modification</b>	<b>Briefly state why modification was not completed as rescheduled</b>	<b>Second re-scheduled date for modification (must be within 6 months)</b>
N/A			

### **Other Relevant Program Data (optional)**

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

### **Program Outcomes Assessment Checklist and Narrative**

#### **Checklist**

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

## Narrative

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

None

## Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Our goals include identifying a South County High School for dual enrollment and offering the first four CDFS courses as Dual Enrollment so students are eligible for the Associate Teacher Certificate of Achievement by graduation. This has been a successful model at our two other high schools. We will continue to collaborate with CSU campuses (Cal Poly SLO & CSU Channel Islands) moving towards a more seamless transition from our program into both Bachelor's Degree programs and the prospective PK-3 Credential programs. Our faculty continue to be highly engaged with the Child Development and Family Strengthening communities and monitor changes in the field while identifying professional, educational, and financial opportunities for our students.

## Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.