

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): CHILD DEVELOPMENT & FAMILY STUDIES

CLUSTER: HAWK

AREA OF STUDY: CHILD DEVELOPMENT, EDUCATION & INFORMATION

LAST YEAR CPPR COMPLETED: 2023 NEXT SCHEDULED CPPR: 2025-2026 CURRENT DATE: 2/14/2025

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 the [IPPR Program Review Documents 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.

Our program has responded in various ways to support students interested in teaching Transitional Kindergarten, particularly with the expansion of TK opportunities and the introduction of the new PK-3 Early Learning Credential. Key highlights of our efforts, in collaboration with the chair of the Applied Behavioral Sciences Division and the lead for the Education Department, include the development of the Cal Poly/Cuesta 2+2 partnership. This unique program, which offers 24 units of child development, allows students transferring from Cuesta College to Cal Poly to earn a Liberal Studies Bachelor's degree. This degree prepares them to pursue a Multiple Subject or PK-3 Specialist credential, ultimately enabling them to teach in TK classrooms. Additionally, we have actively marketed our local PK-3 Pathway for Elementary Educators certificate, which provides the 24 units required to teach TK, to local elementary school teachers seeking to meet the eligibility requirements for teaching in a TK classroom.

## 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.

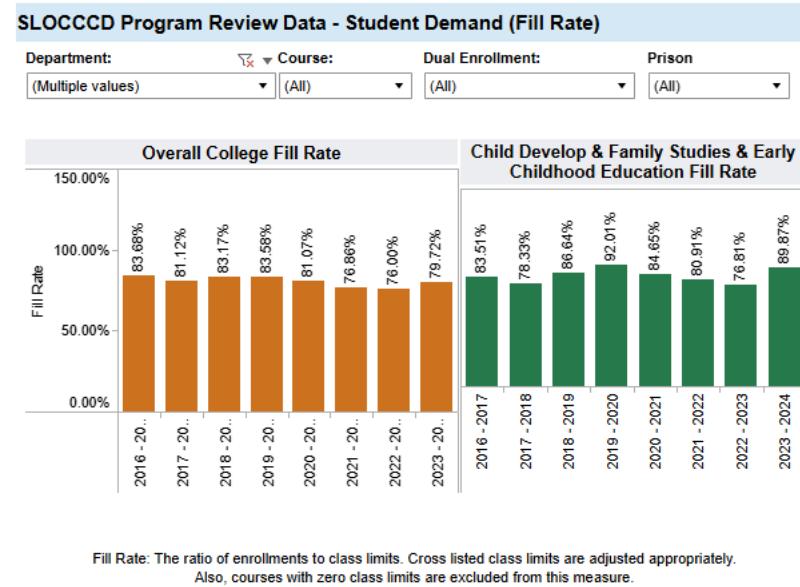


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Data for the CDFS program (including the previous department name, Early Childhood Education) demonstrates a return to enrollment numbers seen during the pre-pandemic years and significantly exceeds the college changes in enrollment. Our department has a robust Cuesta-led Dual Enrollment presence at Atascadero High School and Paso Robles High School. Both high schools offer the four courses that make up the Associate Teacher Permit and have expanded the number of CDFS sections and have recently considered expanding courses. The number of summer session courses we offer has expanded and the courses fill. Enrollment includes traditional Cuesta college students, 4-year students, and elementary school teachers earning the required Child Development units to teach Transitional Kindergarten.

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

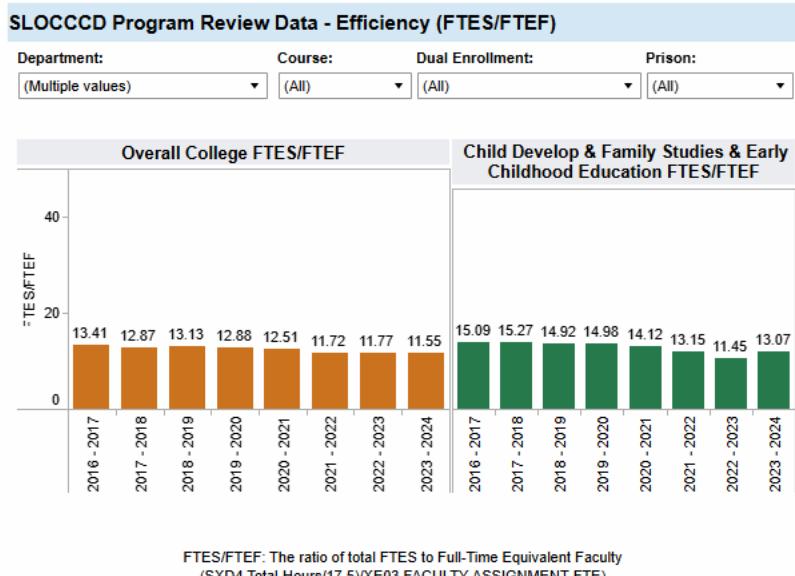
Insert the data chart and explain observed differences between the program and the college.



The fill rate for CDFS in 2023-2024 exceeds that of the college. Adjusting our schedule and course offerings appears to have positively impacted fill rates for our department.

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

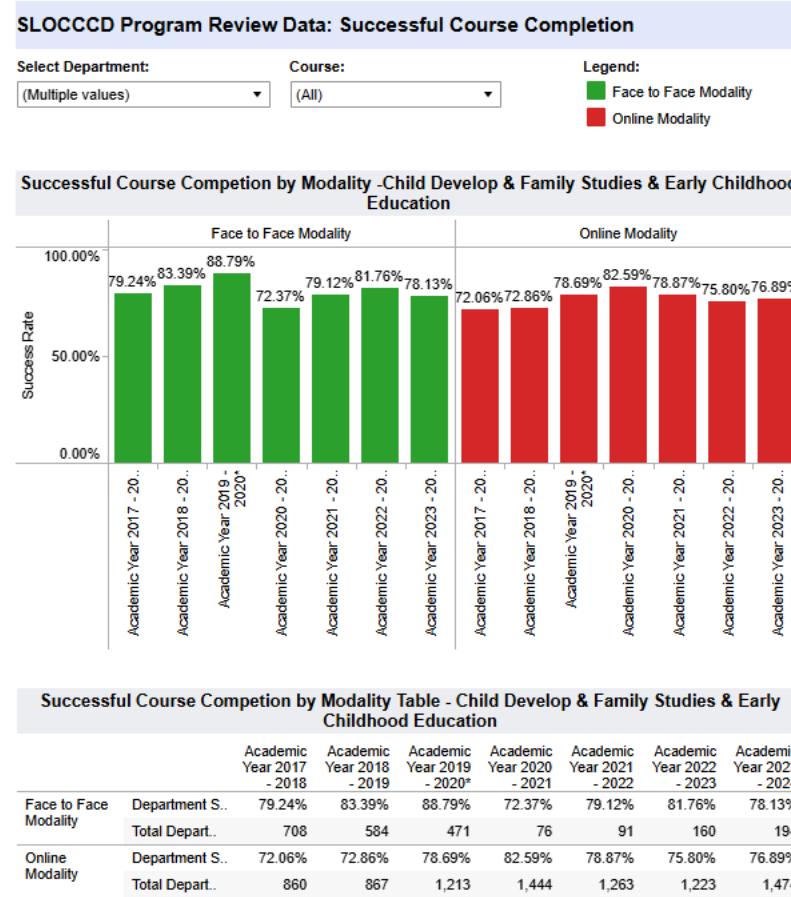
Insert the data chart and explain observed differences between the program and the college.



The efficiency of the CDFS program in 2023-2024 is slightly higher than that of the college. This has been consistently higher than that of the college for the past eight years, with only a slight dip in the last academic year.

**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:

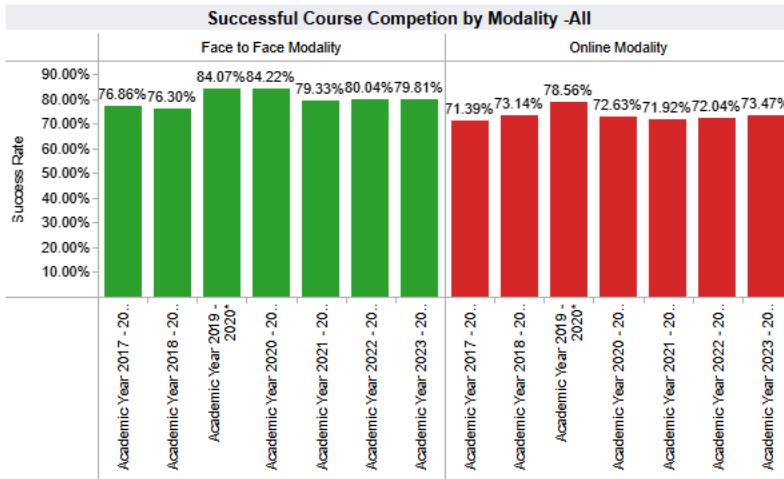
(All)

Course:

(All)

Legend:

- Face to Face Modality
- Online Modality



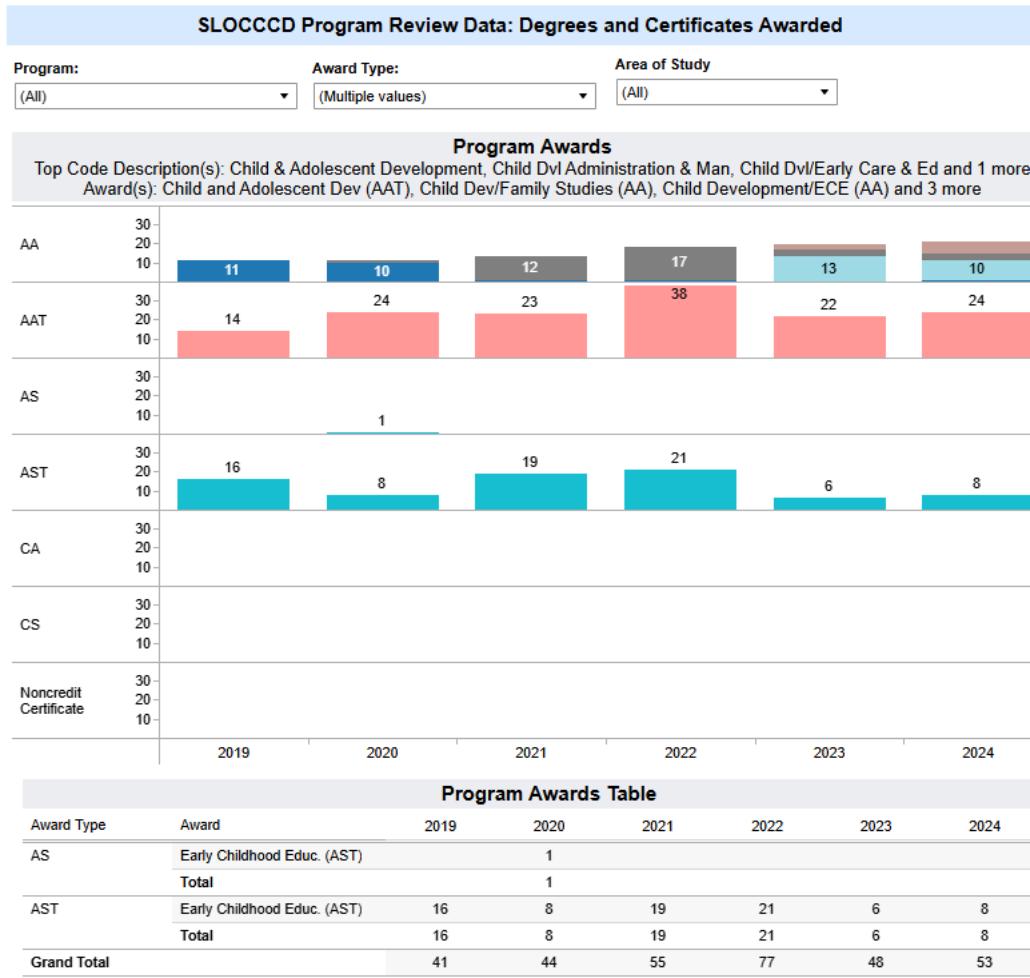
**Successful Course Competition by Modality Table - All**

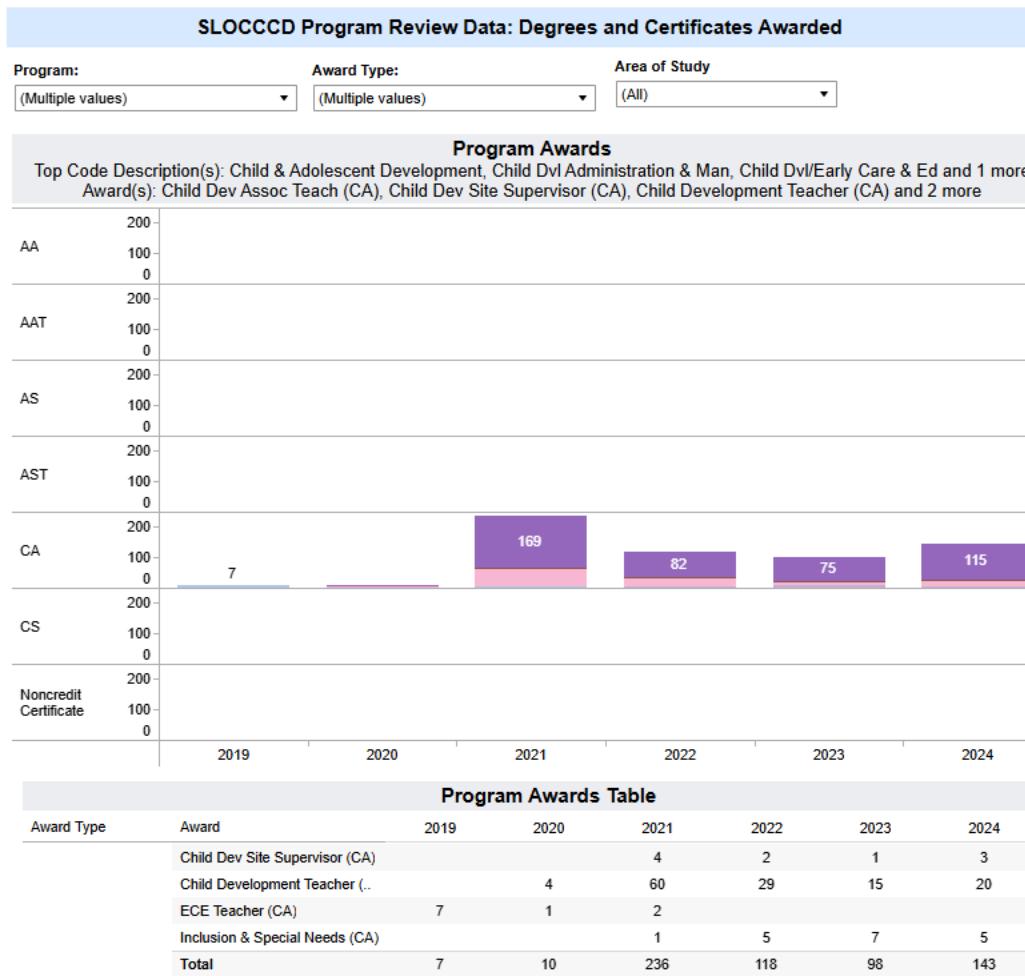
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	76.86%	76.30%	84.07%	84.22%	79.33%	80.04%	79.81%
	Total Depart..	53,585	52,829	51,891	11,706	22,192	30,721	33,614
Online Modality	Department S..	71.39%	73.14%	78.56%	72.63%	71.92%	72.04%	73.47%
	Total Depart..	12,311	14,888	16,965	48,506	34,882	28,278	28,524

The data shows that successful course completion in CDFS is similar for both F2F and online modalities, which contrasts with the college's overall data that indicates higher completion rates in F2F courses. Given that the majority of CDFS courses are offered online to accommodate students with caregiving responsibilities and work obligations, this outcome is promising for our online students. The CDFS Department has worked diligently to implement effective teaching strategies across all courses, specifically designed to support student persistence and successful course completion.

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

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



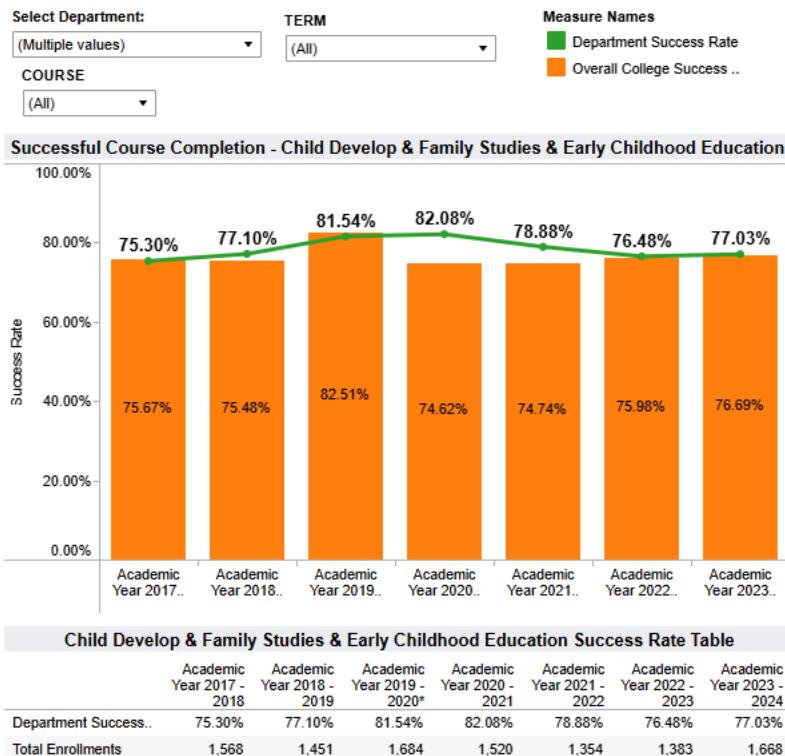


Our department awarded 48 degrees in 2023 and 53 degrees in 2024. Additionally, our department awarded 98 certificates of achievement in 2023 and 143 in 2024, with a significant number of those awarded to students in our Dual Enrollment program. The data illustrates an upward trend that is reflected in our enrollment and course completion data

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

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

### SLOCCCD Program Review Data: Successful Course Completion



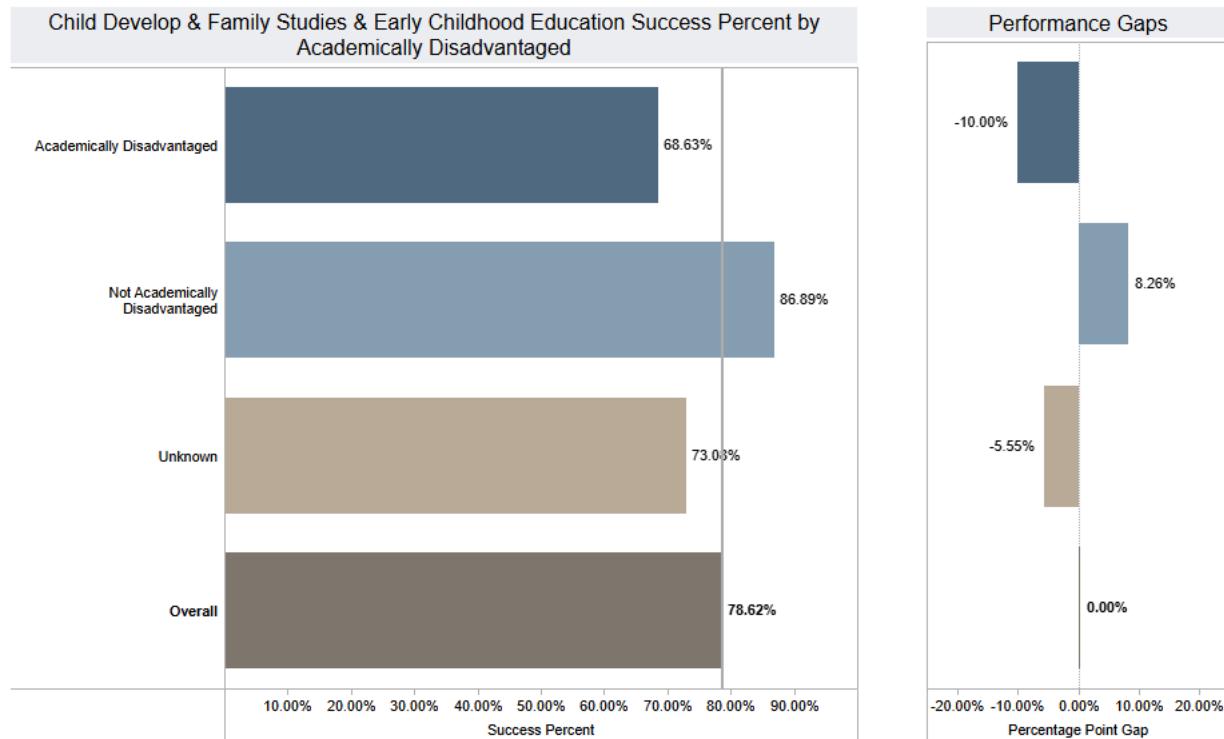
Examining the past seven years, the CDFS department's Successful Course Completion rates are similar to or have exceeded the college's rates. Our department has consistently focused on creating welcoming courses, implementing policies to address equity gaps, and utilizing Professional Development opportunities 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:

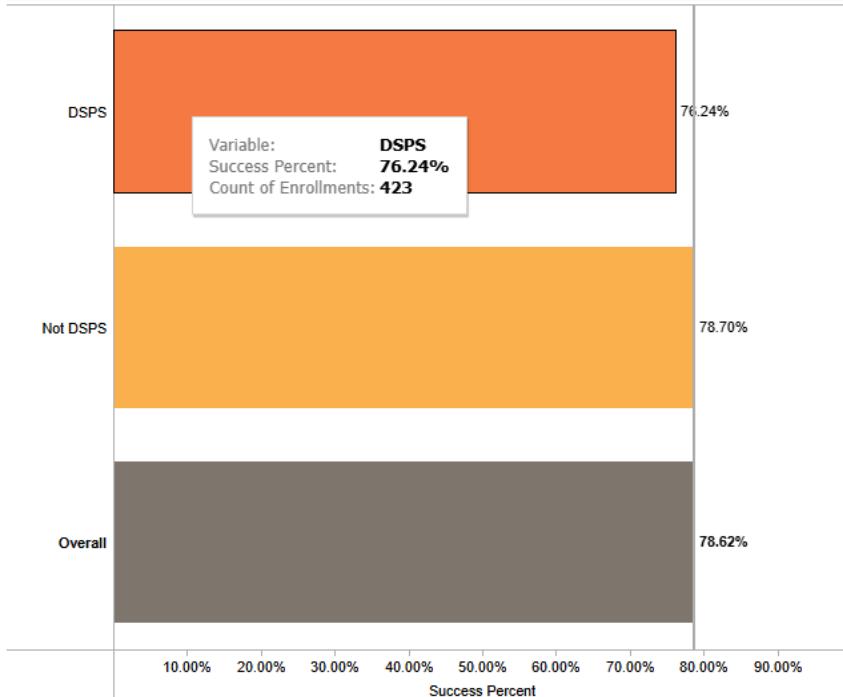
- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or 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

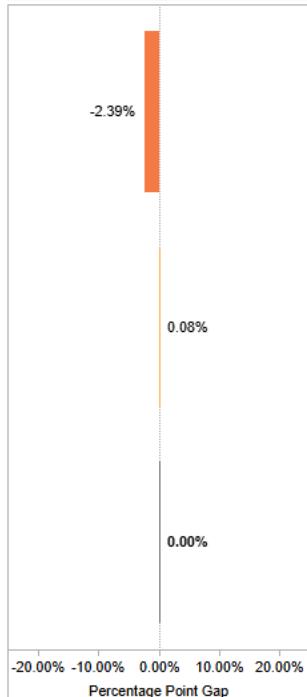


## Successful Course Completion by Student Subpopulation

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

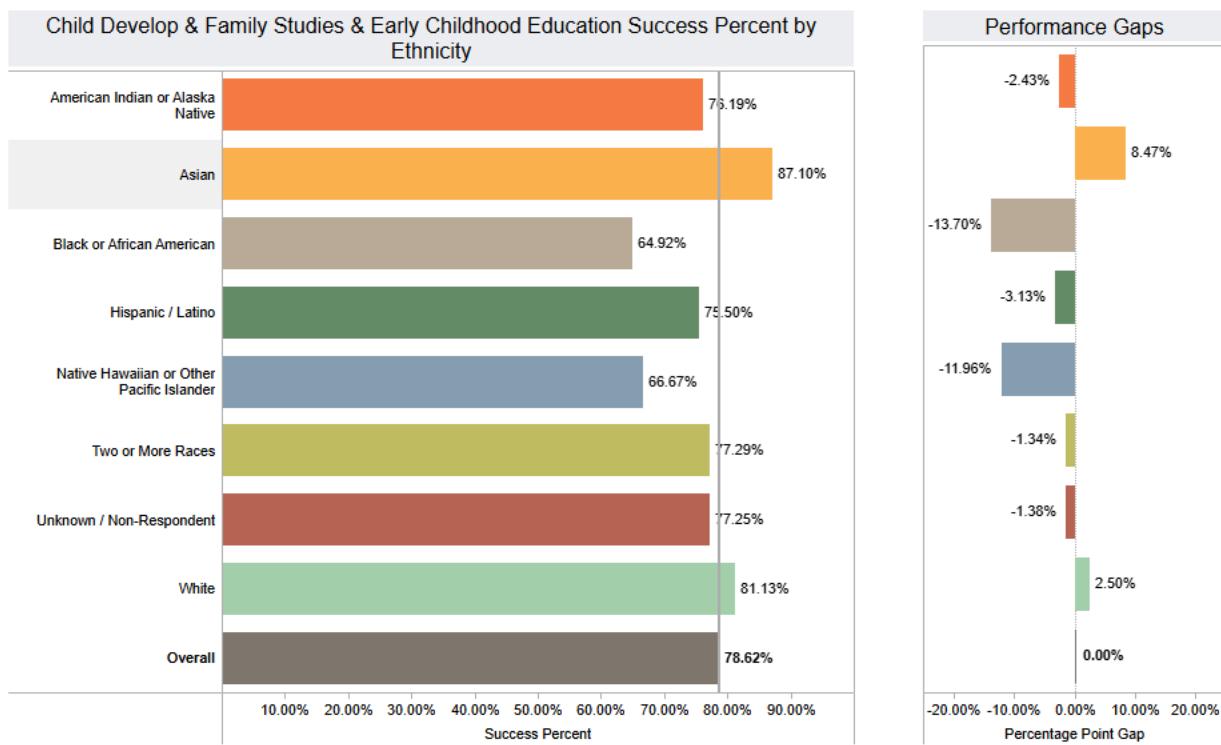


Performance Gaps



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



Our success with academically disadvantaged students is lower than that of the college (68.63% compared with 78.62%), and far below the overall successful course completion rate for nonacademically disadvantaged CDFS students (86.89%). Our DSPS students and non DSPS students have a similar success rate (76.24% compared with 78.70%), mirroring collegewide data (78.62) which indicates that we are effectively adjusting our courses to meet student accommodations. Our White students (81.13%) are outperforming our non-White students (with the exception of Asian students at 87.10%, the range is 64.92% for Black/African American students – Hispanic/Latino at 75. 50%). Given that the data is similar to 2023, we will continue to adopt strategies to reflect the lives of students of color and address student inequities to support student success and persistence. We recognize that many of our student are caregivers, work full time, and/or are re-entry students, and this provides unique challenges that need to be creatively addressed. Our department initiated the Student Parent workgroup, in collaboration with EOPS/CARE, Student Equity & Success, and Foster Youth services. We will continue to advocate for students with dependents to better support student success for this population.

### Programs and Curriculum Review PROGRESS

#### Section 1: Progress Check on Scheduled Curriculum Updates from CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

CDFS Notes on the Curriculum Review Worksheet: With our department name change, the prefix for all courses was updated from ECE to CDFS. This became active Fall 2022. All our courses have been recently reviewed and are up to date in Curricunet. There are some textbooks and handbooks listed in the course outlines of record for CDFS that were identified as older than 5 years at the time of writing the 2024 CPPR. This was acknowledged during the curriculum review process. Some courses did not have a more recently published version of a textbook, so the older version was considered relevant. Many of the handbooks used in our courses are published by the State of California Department of Education. If these handbooks and textbooks are revised, we will make minor course modifications accordingly. A number of courses were listed as scheduled for minor revisions in the 5-year calendar of the Curriculum Review Worksheet. However, no curriculum revisions occurred in 2024, as the changes were only recommended to revise the books or handbooks listed in the Course Outlines of Record.

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

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

2. 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 2024 academic year. Complete the table below for those items only.

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

N/A			
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## Section 2: Progress Check on Previously Out-of-Date Curriculum Updates from CPPR

*Directions:* For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of the first row of the table.

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

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

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

Growth for our department includes expanding dual enrollment opportunities by establishing a partnership with a South County high school, where we will work toward offering the first four CDFS courses, enabling students to earn an Associate Teacher Certificate of Achievement upon graduation. This approach has proven successful at our other two high schools.

Additionally, we will continue our collaboration with Cal Poly on the 2+2 Liberal Studies Bachelor's Degree program and the potential PK-3 Credential programs. Our goal is to prepare CDFS students for a seamless transition from earning their degree at Cuesta to transferring to Cal Poly.

Our CDFS faculty remain deeply engaged with the Child Development and Family Strengthening communities, closely monitoring industry changes, particularly in areas like TK and the PK-3 credential.

We also strive to identify professional, educational, and financial opportunities for our non-traditional students, including student parents.

The Cuesta College playground improvement project has been prioritized, with the Cuesta College Foundation focusing its fundraising efforts on securing equipment for the project this academic year.

Finally, given that our two full-time faculty members are teaching overloads in both semesters and our adjunct faculty are at full capacity (or 60%), we will prioritize faculty hiring for the 2025-2026 academic year.

## 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.