

I. INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: 3

Area of Study: Education & Information

Program: Early Childhood Education (Child Development & Family Studies, Fall 2022)

Current Academic Year: 2022-2023

Last Academic Year CPPR Completed: 2019

Current Date: 2/24/2023

II. NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

- I. Describe how this program review was conducted, including how all program members were involved in the planning process. The program review was a shared process. Both data collection and the written narrative included the (two) lead faculty for ECE/CDFS and the Chair of Applied Behavioral Sciences. The draft was sent to 9 part-time faculty for their review and input.

II. GENERAL PROGRAM INFORMATION

A. Program Mission

The Early Childhood Education department (the Child Development & Family Studies department, starting Fall 2022) is committed to helping adult student learners develop the knowledge and skills necessary to meet their academic and professional goals in the context of a diverse society. This is done through an academic program of rigorous study and real-life experiences in a supervised early learning environment. Students in CDFS courses (CDFS 206 and 216) observe and intern at the Cuesta College Children's Center and Lab School at both the San Luis Obispo and North County sites. Professionals in ECE/CD can further their professional development with courses in diversity, curriculum, assessment, and administration.

- B. Please highlight any **changes and improvements** since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

- Department name change – from ECE to CDFS (Fall 2022), to recognize the diverse career opportunities and the potential for higher earnings for graduates outside of the Early Childhood Education field (to address equity gaps)
 - Eight core courses were approved by the Curriculum Alignment Project (Fall 2022)
 - Modifications included more intentional recognition of diverse cultural identities and perspectives and more inclusive language (to address equity gaps)
 - Course titles were modified with more inclusive language
 - Understanding Challenging Behaviors to Behaviors that Challenge
 - Teaching in a Diverse Society to Children in a Diverse Society
 - CDFS faculty completed the OEI training – to ensure greater access and to support persistence, for all students, in quality online courses (to address equity gaps)
 - Two CDFS faculty received a California Virtual Campus “badge” for CDFS courses, indicating that the courses have been reviewed for excellent quality (to address equity gaps)
 - 2021 Summer – four CDFS faculty completed the Justice, Equity, Diversity, and Inclusion Training, JEDI (to address equity gaps)
 - The CDFS lead faculty hold monthly department meetings, that include part-time faculty, to share effective and innovative classroom practices from the JEDI and OEI trainings (to address equity gaps)
 - CDFS tenured faculty attended an intensive Trauma Informed Practices certificate program and led a flex activity on Trauma Informed Practices in the College Classroom (to address equity gaps)
 - An AA in Child Development and Family Studies was created to meet the diverse career needs of our students (Fall 2022) and to support SLO County professionals, in the family strengthening field with a high school diploma, who want to further their education (to address equity gaps)
 - March 2021, a new Children's Center building in North County opened and serves as a model site for the Outdoor Classroom Project. The center includes a 12,000 square-foot outdoor play area with radiant heaters and fans. The weather-proofed areas allow for outdoor use regardless of the elements. The site serves as an exceptional learning environment for our CDFS students as it is a model outdoor classroom.
- C. List all current full-time and part-time faculty in the program.
- Michele Gordon – full time tenured
 - Melina Simonds – full time tenure track
 - Amarilis Iscold
 - Arica Marshall
 - Katie Mervin
 - Patty Clarkson
 - Patricia Nolan

- Madelyn Chevalier
- Kari Applegate
- Michelle Garner
- Holly Buckley

III. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Early Childhood Education Department (CDFS Fall 2022) is committed to helping diverse adult learners develop the theoretical knowledge and foundational skills necessary to meet their academic and professional goals. This is achieved through an academic program that builds a solid understanding of child development theory and practice, over eight core courses, and real-life experiences in a supervised early learning environment. Predictable program completion pathways allow students to earn certificates (aligned with professional competencies), complete an AA in ECE, an AS-T in ECE, a Child and Adolescent Development AA-T, and/or an AA in Child Development and Family Studies. Students working in the ECE field can further their professional development with courses in diversity, curriculum, assessment, and administration (to progress from Associate Teacher to Teacher to Master Teacher to Site Supervisor), with certificates that are aligned with the State's Child Development permits. Students who study child development gain a greater understanding of self, develop compassion for others and an appreciation for diverse identities, and become informed citizens who can advocate for children and their families through their work and through political action.

B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts

The CDFS department has partnered with SLOCOE, offering paid internships in local early care and education settings, professional trainings, and academic support for students with a Student Educational Plan that includes the ECE transfer degree (AS-T), the Child and Adolescent Development transfer degree (AA-T), and/or the ECE local degree (AA). The early care and learning positions offer hourly pay above minimum wage (though lower than fast food and retail positions) and are actively promoted to our CDFS students.

The CDFS department is engaged in securing a partnership with Cal Poly that will create a 4-year, local educational pathway for students interested in a career teaching pre-kindergarten to 3rd grade at California's public schools (PK to 3 Early Learning Credential). Public school teaching positions are an opportunity for our students to move from poverty-level wages at private and non-profit early care and education sites to livable wages that include benefits in public elementary schools.

Institutional Objective 1D: Increase career pathways for local high school students

The CDFS department has been a leader in dual enrollment at our local high schools. We currently offer dual-enrolled CDFS classes at two high-school campuses (AHS and PRHS). Students at Atascadero High School complete the first two courses for the Associate Teacher permit (201 and 202) and students at Paso Robles High School

complete the four courses required to complete the Associate Teacher permit (201, 202, 203, and 205). At the completion of the course series, students earn the Cuesta College Teacher certificate and apply for the Child Development Teacher permit. Additional high schools have expressed interest in offering dual enrolled CDFS courses. The dual-enrollment taskforce is in the process of updating policies and procedures to present to the Academic Senate; CDFS faculty have been instrumental in offering feedback.

Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets

The CDFS department has partnered with our local family strengthening agencies to promote the new Child Development and Family Studies AA. The degree is intended for family advocates, parenting educators, and case managers in SLO County. Individuals in these professional roles frequently have a high school education, with some college, and consequently, career opportunities are limited, and wages are low. The degree will be tiered with a Family Advocacy/Parenting Education certificate, to support reentry students.

The Child and Adolescent Development transfer degree (AA-T), our most popular degree, was modified to allow students to align their course selection with their career path to support persistence and successful completion of the required degree courses.

The CDFS department is committed to improving wages and building professional skills for our early childhood professionals and continues to offer/promote five certificates for educators; four certificates (Associate, Teacher, Master Teacher, and Site Supervisor) match the Child Development permits at the State level (each tier offers higher wages and more desirable career opportunities). Students who have completed the ECE AA degree coursework are eligible for the Child Development Permit at the Master Teacher level. CDFS faculty are actively and consistently engaged in workforce conversations with our SLO County partners and lead and part-time faculty serve on a variety of local and state-wide committees (SLO County Child & Family Wellness Collaborative, Pregnancy and Parenting Support Board of Directors, SLO County Child Care Planning Council and Workforce Subcommittee, and California Community College Early Childhood Educators) to ensure that CDFS coursework reflects current practices in the field and to advocate for higher wages.

- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#)
- 1. Personal, Academic, and Professional Development** – CDFS Program Learning Outcomes, developed by our Advisory Committee, emphasize the professional skills and knowledge required of early childhood teachers in the field. For example, students learn how to complete developmental assessments, write-curriculum plans, and plan culturally and developmentally appropriate environments. Our CDFS courses prepare our students for job interviews, with solid theoretical and practical

knowledge. Also included in our PLO's are "soft skills" that ensure our future early childhood educators and family strengthening professionals are successful in their positions (for example – professionalism, punctuality, communication, and teamwork).

2. Critical Thinking and Communication – Critical thinking and self-reflection are essential elements of the CDFS program. The ability to digest, question, and assimilate information from a variety of sources (professional journals, lectures, course textbooks) and apply that information in day-to-day spontaneous interactions with children, parents, and staff are essential skills. For example, students learn to think critically about children's behaviors that challenge (the child, teachers, and parents) and to interpret behavior using theoretical knowledge and an understanding of trauma, attachment, and typical development.

3. Scientific and Environmental Understanding – Child Development is an empirical, multidisciplinary field. As an applied science, the scientific method is our cornerstone. To understand children, family, and societal dynamics, the ability to objectively observe, assess, and evaluate are incorporated in every CDFS course. Students learn to use assessment tools to observe, document, and assess a child's behavior so that they may plan, implement, and evaluate the effectiveness and appropriateness of classroom environments, materials, and their own expectations.

4. Social, Historical, and Global Knowledge and Engagement – CDFS students understand their responsibility as citizens. For example, students engage in child and family advocacy activities, track legislative changes related to early care and education, and gain the knowledge to be informed voters on topics related to children and their families. To be an effective teacher, cross-cultural knowledge is essential. All CDFS courses emphasize the importance of affirming/valuing a child's home culture and language, while supporting children to become bi-cultural (successfully navigating two cultures), through respectful and responsive relationships.

5. Artistic and Cultural Knowledge and Engagement – CDFS students gain knowledge of and sensitivity to diverse groups. For example, throughout the program, students learn that all childrearing practices, beliefs, and values are cultural. As professionals, we view these practices, beliefs, and values through a cultural lens. When students can recognize cultural patterns, they can better identify their own implicit biases. Our CDFS students are required to demonstrate skills that promote positive and responsive relationships among culturally and linguistically diverse teachers, children, and families. Cross-cultural knowledge is the foundation of effective teaching.

6. Technological and Informational Fluency – CDFS students engage in hybrid and fully online courses in our program, allowing many opportunities for students to use modern software and technology. Students become increasingly tech proficient as they move through the CDFS courses.

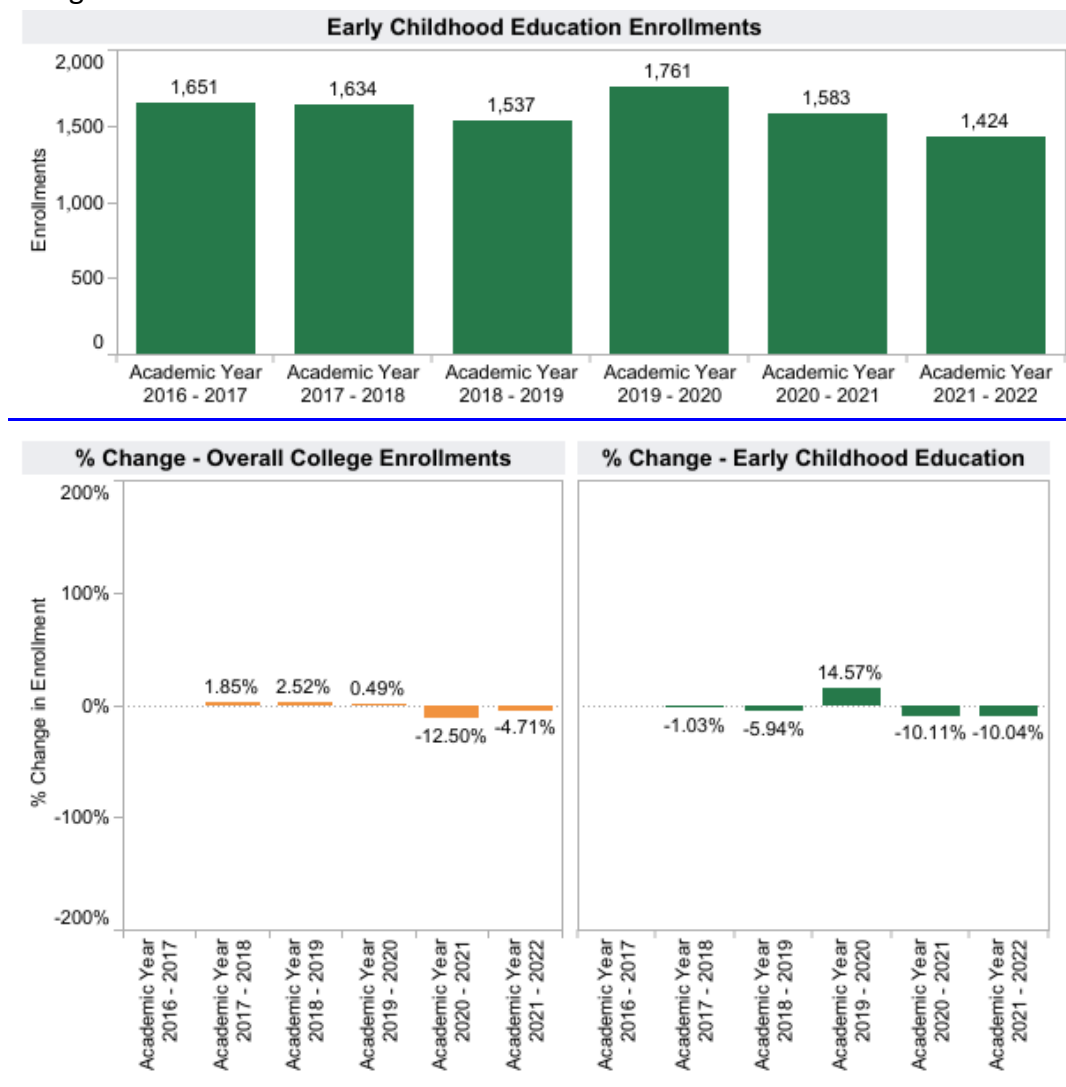
IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

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



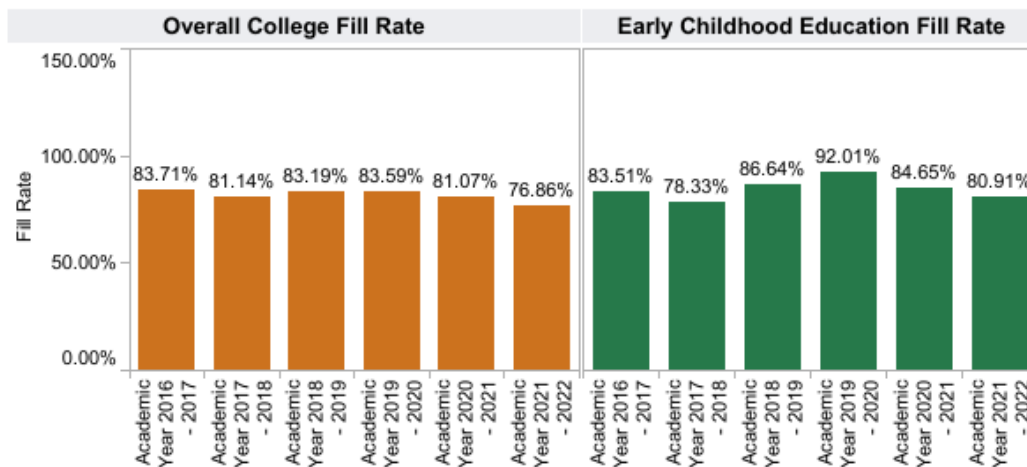
California Community Colleges and Cuesta College have experienced a decline in enrollment across both the 2020-2021 and 2021-2022 academic years. This is mirrored in our department's enrollment. Possible reasons for the downward shift, specifically for ECE:

- ongoing fallout from the pandemic
- ECE is historically a low-paying field, local wages have dipped below fast food and retail

- a nation-wide teacher shortage, including early childhood educators; sites are closing or limiting enrollment because they do not have qualified teachers to fill their open positions
- Our CDFS advisory board and professional workforce groups in our region are working collectively to develop innovative programs to respond to the local ECE labor shortage, while advocating for higher pay, including
 - Ticket2Teach (Cuesta College and SLOCOE) – a paid internship and training program at local early care and learning sites
 - Mentor Teacher program (Cuesta College and SLOCOE)
 - PK-3 Early Learning Credential – partnership with Cal Poly, with the 24 ECE units earned at Cuesta prior to transfer
 - a strong dual-enrollment program, high school students who complete CDFS courses are eligible for a Child Development Assistant Teacher permit, prior to high school graduation

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

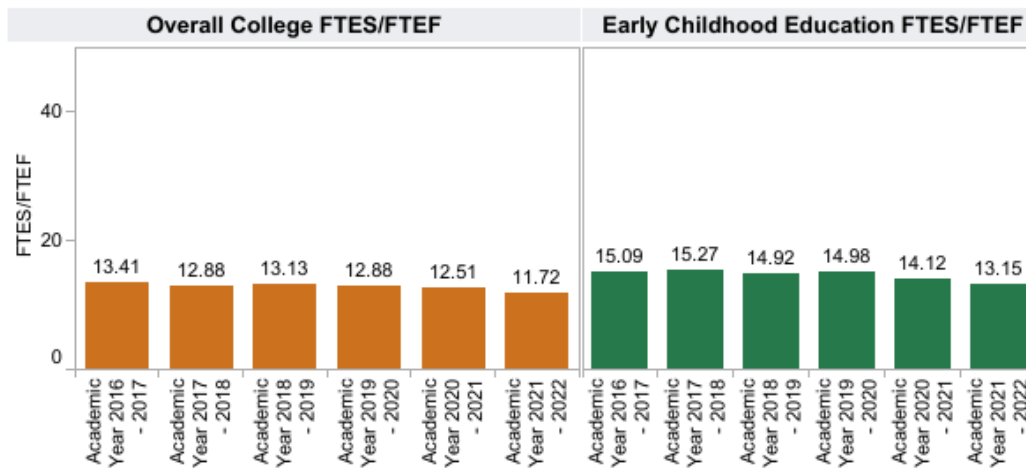
Insert the data chart and explain observed differences between the program and the college.



The ECE fill rates are very similar to the Cuesta College fill rates over the past six years, with ECE slightly higher since the 2018-2019 academic year.

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

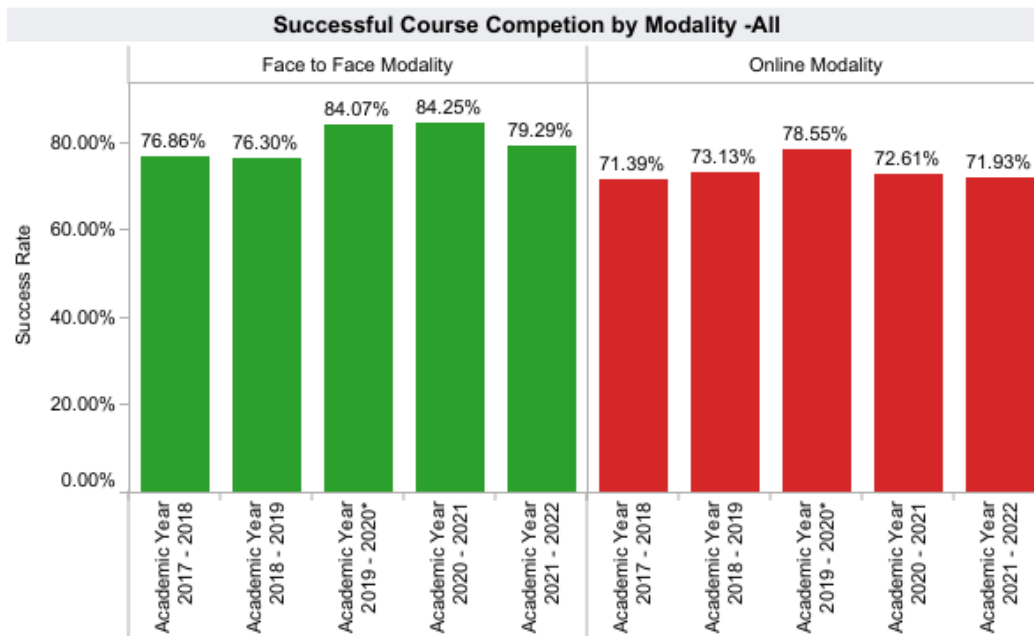
Insert the data chart and explain observed differences between the program and the college.



The efficiency of the ECE program exceeds that of the overall college and has been consistently higher over the past 6 academic years.

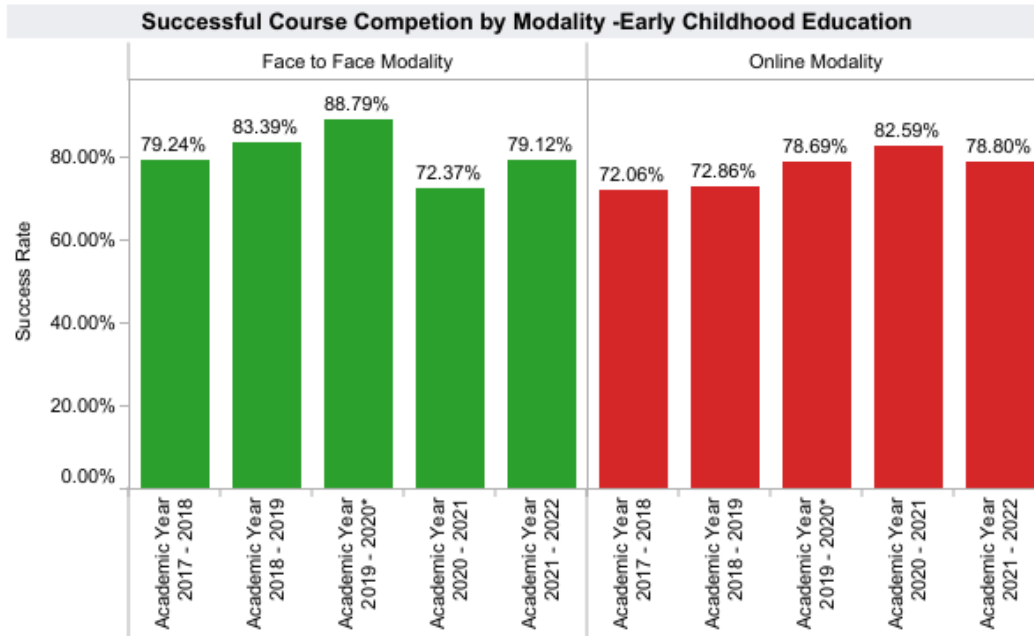
D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

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



		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	76.86%	76.30%	84.07%	84.25%	79.29%
	Total Department Enrollments	53,586	52,830	51,887	11,701	22,173
Online Modality	Department Success Rate	71.39%	73.13%	78.55%	72.61%	71.93%
	Total Department Enrollments	12,311	14,888	16,965	48,504	34,884

ECE Program:



		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	79.24%	83.39%	88.79%	72.37%	79.12%
	Total Department Enrollments	708	584	471	76	91
Online Modality	Department Success Rate	72.06%	72.86%	78.69%	82.59%	78.80%
	Total Department Enrollments	860	867	1,213	1,444	1,263

In our online courses, our department’s successful course completion rate has been higher than the college’s rate for the last three years, with a similar rate the two preceding years. In our face-to-face courses, our department’s successful course completion rate has been higher than the college’s rate for three of the five years, with a similar rate for one academic year. “Student success” has consistently been a department priority since our last CPPR (2019); we work collectively to ensure that strategies to support persistence and retention, honed at the OEI, JEDI, and Trauma Informed Practices training, are shared among faculty and implemented.

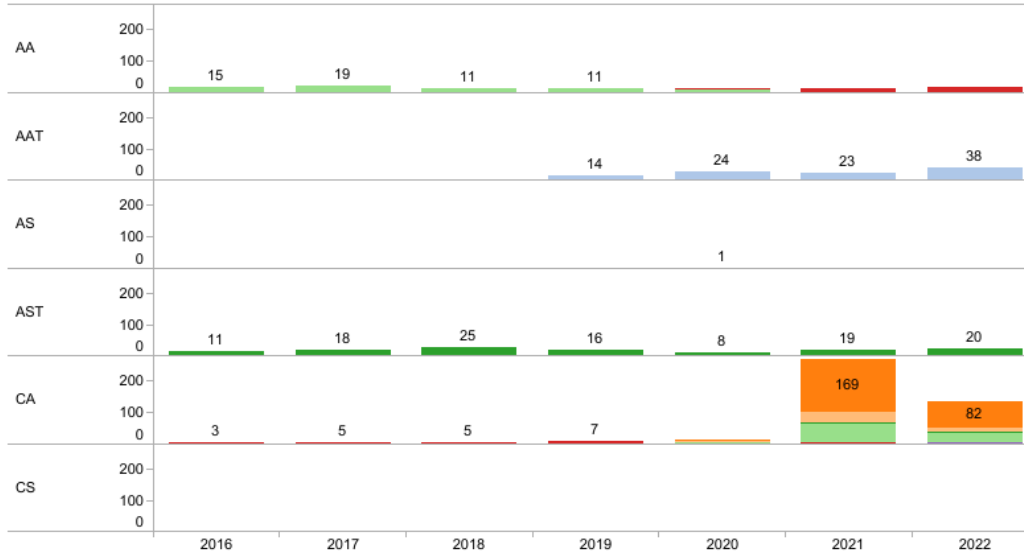
E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

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

ECE/CD Program:

Program Awards

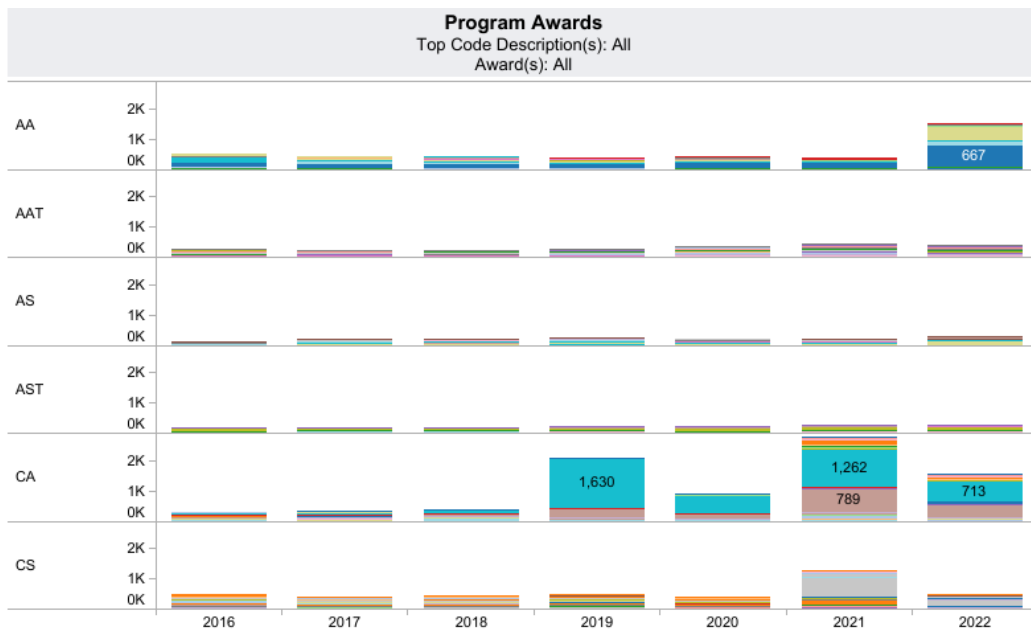
Top Code Description(s): Child & Adolescent Development, Child Dvl Administration & Man, Child Dvl/Early Care & Ed and 1 more
Award(s): All



Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
CA	Child Development Teacher (...)					4	60	29
	ECE Teacher (CA)	3	5	5	7	1	2	
	Inclusion & Special Needs (CA)						1	5
	Total	3	5	5	7	12	268	134
Grand Total		29	42	41	48	56	323	210

College:



Program Awards Table		2016	2017	2018	2019	2020	2021	2022
Award Type	CS							
	Welding Technology Pipe (CS)		1	15	11	4	25	1
	Welding Technology Struct (C..	1	3	2	13	1		1
	Whole Foods (CS)		1					
	Total	503	392	418	497	383	1,253	476
	Grand Total	1,902	1,806	1,883	3,721	2,473	5,294	4,536

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

The number of degrees and certificates that ECE has awarded is not dissimilar to Cuesta College, both showing a decrease from 2021 to 2022. While we have seen a decrease in the overall number of degrees and certificates awarded, in the 2-year span, there has been a consistent increase in the number of Child and Adolescent Development transfer degrees awarded (14, 24, 23, 38) and the number of ECE AS-T awards has doubled from 2020 to 2021 and is holding steady in 2022. ECE students who earn a bachelor's degree are more likely to be in teaching positions that offer better pay and benefits.

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

Insert the data chart and explain observed differences between the program and [Institutional Set Standard](#). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

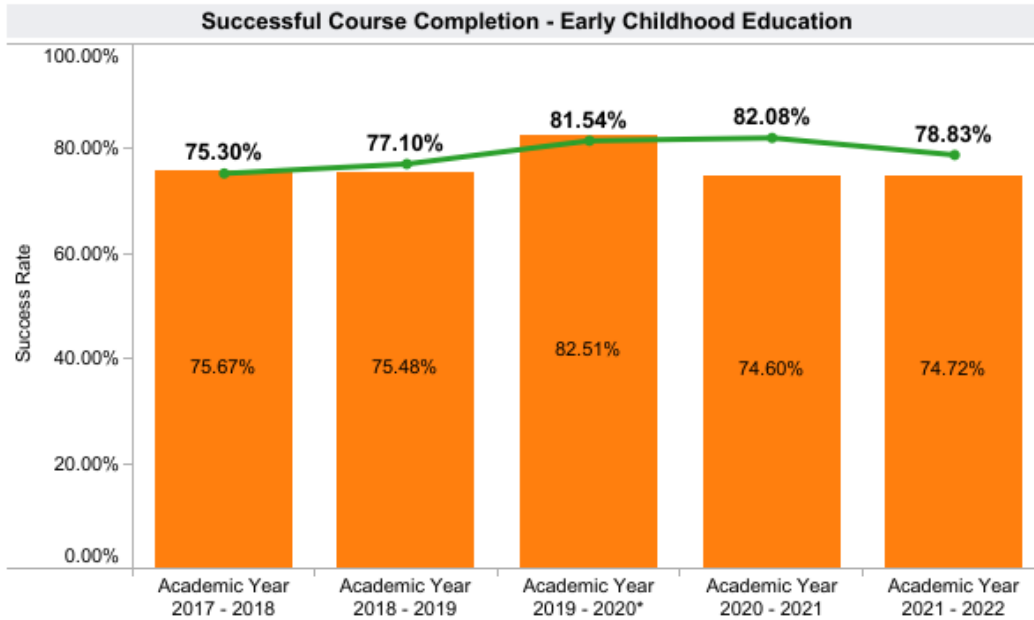
General Student Success ECE:

Select Department:
Early Childhood Education

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
All



	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	75.30%	77.10%	81.54%	82.08%	78.83%
Total Enrollments	1,568	1,451	1,684	1,520	1,354

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Institutional Set Standard:

Successful Course Completion

Report Year	2017	2018	2019	2020	2021	2022	
Cohort: ALL STUDENTS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Course Completion	N	42,581	42,659	43,318	45,312	41,930	38,824
	%	74.0%	74.7%	75.4%	74.0%	74.6%	74.7%
Stretch Goal		76.4%	75.4%	76.2%	76.9%	75.5%	76.1%
Total Cohort (Annual)	N	57,570	57,118	57,450	61,256	56,204	51,963
SLOCCCD COURSE COMPLETION STRETCH GOAL							76.1%
SLOCCCD COURSE COMPLETION BASELINE STANDARD							74.0%

College Baseline Course Completion Rate: 74%

College "Stretch Goal" Course Completion Rate: 76.1%

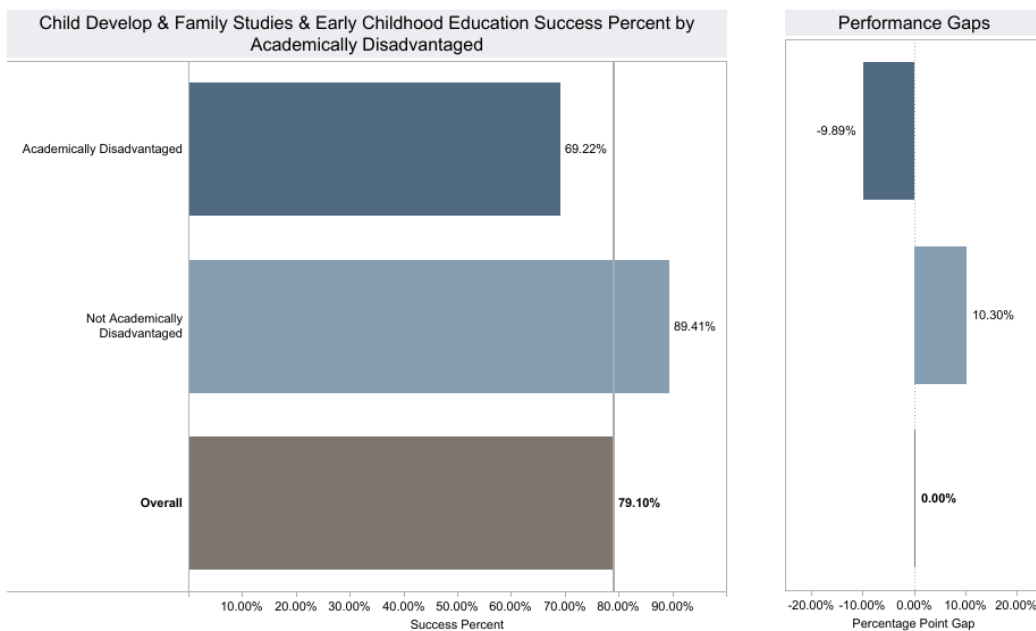
The ECE department’s Successful Course Completion rates have matched or exceeded the college’s baseline and stretch goals across the past five academic years and are notably higher over the past two academic years.

What resources might you need to meet and exceed the Institutional Set Standard?

N/A

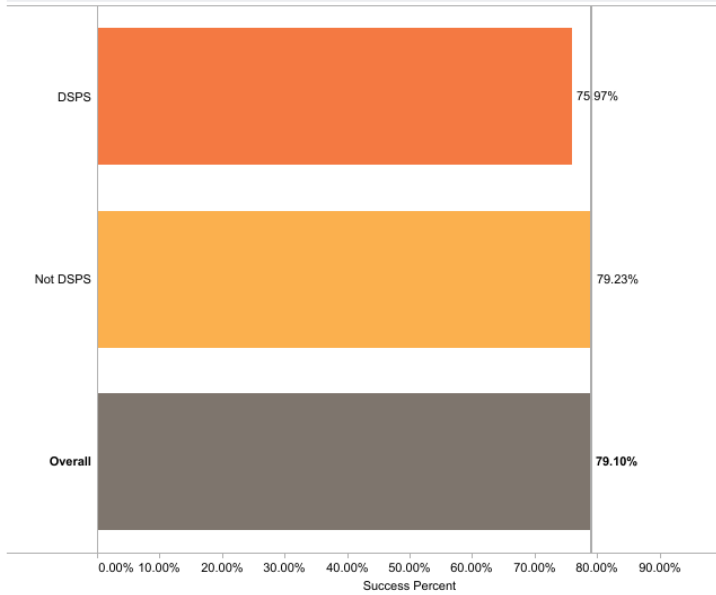
- G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Successful Course Completion by Student Subpopulation- Academically Disadvantaged

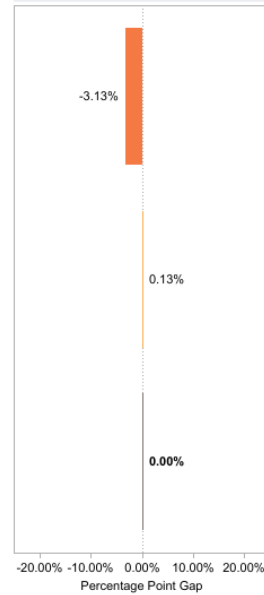


Successful Course Completion by Student Subpopulation- DSPS

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

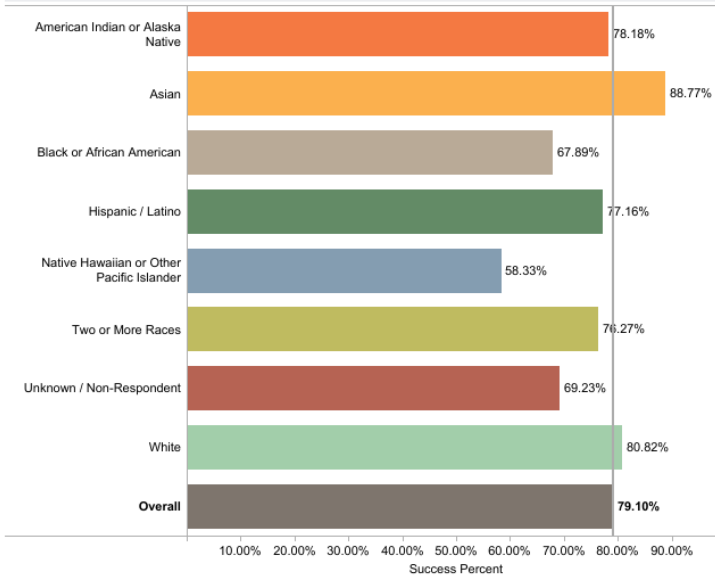


Performance Gaps

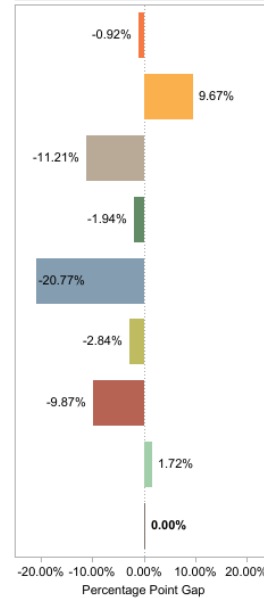


Successful Course Completion by Student Subpopulation- Ethnicity

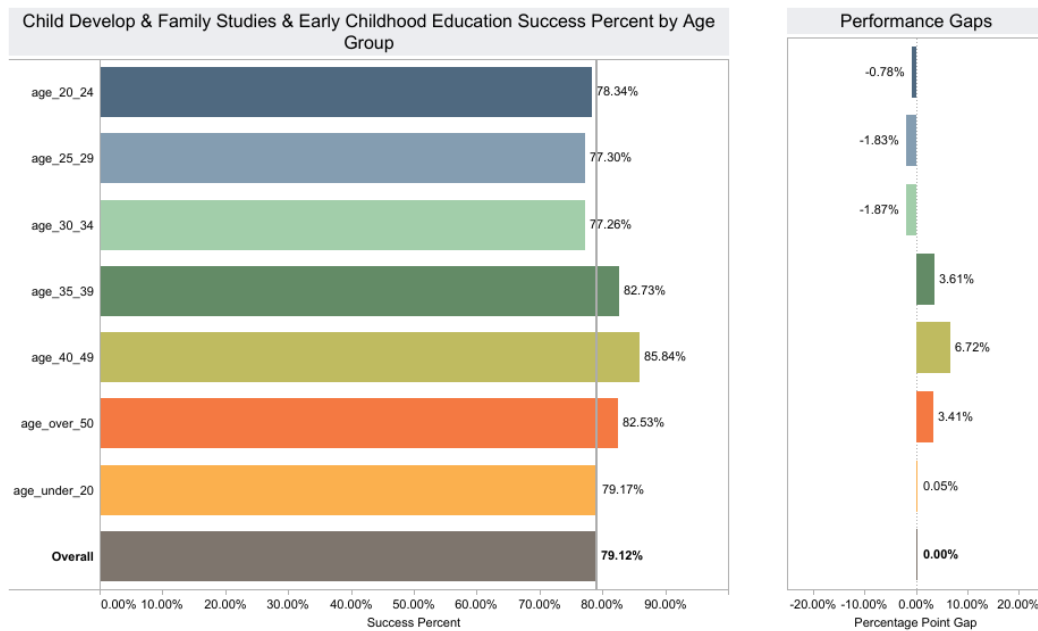
Child Develop & Family Studies & Early Childhood Education Success Percent by Ethnicity



Performance Gaps



Successful Course Completion by Student Subpopulation- By Age Group



The following are some questions you might want to consider:

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?

There are obvious gaps in student success for Academically Disadvantaged students and students of color in our program. Non-Academically Disadvantaged students have a course completion rate that is 10.3% higher than Academically Disadvantaged students. White students in our program have a course completion rate that 1.73% higher than students of color. We acknowledge these equity gaps and are committed to implementing strategies to promote student success. We have participated in Equity training and professional development to understand the factors that impact student success by race, class, and ethnicity, as well as the steps instructors can take to work towards more equitable outcomes. As noted in other areas of this report, faculty in our department have graduated from the JEDI academy, aligned their online courses to the OEI rubric, and participated in conferences and workshops related to trauma, bias, and student success. We will continue this work, knowing that when we examine our own biases, adopt practices for student success, and create welcoming spaces, we are working toward equitable outcomes for all students. We also acknowledge that some issues impacting student success are systemic and may need intervention at a higher level. We are working with the Student Success teams to better identify and understand how to address these issues.

Our performance gaps are smaller for DSPS students, though still not equal. When we look at success by age, we find interesting outcomes. The older and returning students in our program (ages 35 and older) are quite successful. We attribute this to adults who may be making a career change, enrolling in courses to further their professional careers, or taking courses for their own interests. Older students may be more focused and have better time management skills than younger students. We have long known that our program is appealing to working adults, and we are pleased to note their successful completion of our courses.

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.

N/A

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

- a. Review the CurricUNET “Program of Study” outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
Child and Adolescent Development A.A.T.	Y		Modified, Fall 2021	
Child Development & Family Studies A.A.	Y	Y, Active Fall 2022		
Early Childhood Education A.A.	Y			
Early Childhood Education A.S.T.	Y			
Associate Teacher, C.A.	Y			
Teacher, C.A.	Y			
Master Teacher, C.A.	Y			
Site Supervisor. C.A.	Y			

Inclusion & Special Needs, C.A.	Y	Y, Active 08/16/2021		
ECE Teacher C.A. Since the last CPPR a major modification was made to this certificate, it is now the "Teacher, C.A."	N			*see the note in left column
AA – CD/ECE Since the last CPPR a major modification was made to this degree, it is now the "Child Development & Family Studies A.A."	N			*see the note in left column

b. **For all Currently Active Programs/Certificates**, review the CurricUNET "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
Child and Adolescent Development A.A.T.	Y	Y	Y	
Child Development & Family Studies A.A.	Y	Y	Y	
Early Childhood Education A.A.	Y	Y	Y	
Early Childhood Education A.S.T.	Y	Y	Y	
Associate Teacher, C.A.	Y	Y	Y	
Teacher, C.A.	Y	Y	Y	
Master Teacher, C.A.	Y	Y	Y	

Site Supervisor. C.A.	Y	Y	Y	
Inclusion & Special Needs, C.A.	Y	Y	Y	

B. Curriculum Review

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurricUNET format) are appropriate and complete.

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 in Fall 2022. Additionally, there are some textbooks and handbooks listed in the Course Outlines of Record for CDFS courses that are older than 5 years. 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 has been 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.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment calendar for your program for the next program review cycle.

All CDFS courses are assessed in eLumen, at the end of each semester. This ensures that all faculty stay current with their assessment skills and provides our department with meaningful SLO data.

- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes, CDFS faculty enter assessment data for SLOs on a semester basis. All course assessments have been completed during this program review cycle. Except for rare circumstances, data was entered each semester in the past program review cycle. See below for more detail.

2021-22, all assessment data entered (Fall 2021, Spring 2022).

2020-21, Fall of 2020, 20 out of 21 courses entered assessment data into eLumen. Spring 2021, 9 out of 13 courses entered assessment data into eLumen. Part-time faculty make up the majority of our department (2 full-time, 9 part-time), this may have resulted in some faculty members not completing the assessment data input. Additionally, the missed assessment data collection may have been a result of the unusual circumstances of the pandemic.

2019-20, all assessment data entered (Fall 2019 Spring 2020).

2018-19, Spring 2019, 16 out of 17 courses entered assessment data into eLumen. No record in eLumen for Fall 2018, the reason is unknown.

- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

It was discovered that the program information in ELumen reflected inactive courses and programs. Instead of having the SLOA coordinator review and revise the information for this program review report, we propose it be entered after the release of the 2023-24 Catalog. The CDFS department will include the updated “PLO Summary Map by Course” in our next APPW. See below and attached “Curriculum Alignment Project” Approval.

- D. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

It was discovered that there are inactive courses populating into the Course ILO Summary Maps in eLumen. Instead of having the SLOA coordinator review and revise the information for this program review report, we propose it be entered after the 2023-24 Catalog release. We will include the updated “ILO Summary Map by Course” in our next APPW. See below and attached “Curriculum Alignment Project” Approval.

- E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

- **Major Course Modifications, including new SLOs: CDFS 201, 202, 203, 204, 205, 206, 215, 216.** Alignment of the “Core 8” Child Development & ECE courses. In

the state of California, our discipline aligns many courses across campuses in the California Community College system. Revisions to the courses listed above were approved by both the Child Development Training Consortium (CDTC) Course Alignment Project (CAP) review, as well as our own internal curriculum committee. The CDTC is a division of the California Commission on Teacher Credentialing which oversees the issuing of Child Development Permits in the state. The courses will be active in Fall 2023.

- **Major Course Modification, including new SLOs: CDFS 211** Music and Movement Experiences for Young Children. Full-time and part-time faculty collaborated to revise the student learning outcomes and course outline of record for CDFS 211 to provide current connections to best practices in early childhood education. The course will be active in Fall 2023.
- **Major Course Modification, including new SLOs: CDFS 235** Behaviors that Challenge. Full-time faculty worked with the CDFS 235 instructor, currently a Transitional Kindergarten teacher, to update the Student Learning Outcomes and the course title (recognizing changes in assessments, in the language used to describe children’s behaviors, and how we respond). The course will be active in Fall 2023.
- Addition of new degrees and certificates:
 - Child Development and Family Studies AA - The Child Development and Family Studies Associate of Arts degree prepares students to work with children and their families, in a variety of settings, including direct services, advocacy/public policy, family support, and early intervention. Active Fall 2022
 - **Inclusion & Special Needs** - The Inclusion and Special Needs Certificate of Achievement prepares students to work in the field of special education.
 - (Education) **PK-3 Pathway for Elementary Educators** - The PK – 3 Pathway for Elementary Educators Certificate of Achievement, to meet the California credential requirement of 24 ECE/CD units for TK teachers (Catalog Year: 2023-2024). Developed by CDFS faculty and active Fall 2023.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

Facilities: Childcare Front Desk Security & SLO Campus Play Structure

Instructional: New FT EDUC/CD Instructor

See divisional Resource Plan and below for details.

VII. PROGRAM DEVELOPMENT

As noted in section III above, the CDFS Program has many active projects and supports the mission, vision, and outcomes of the college. We have a strong footing to continue our work on campus and in the local community.

In addition to the previously mentioned programs, grants, and projects, the CDFS Department has been active with the new Guided Pathways and Student Success Teams within the Education and Information Area of Study. We look forward to supporting and working within the Guided Pathways Framework to best serve our students and the college.

Indicate any anticipated changes in the following areas:

- Curriculum and scheduling
 - a. The ABS Chair and CDFS lead faculty will continue to closely monitor our four course formats (fully online, hybrid, online synchronous, and NCC) to match anticipated enrollment with the number of sections offered on Class Finder. This may result in reduced CDFS sections for the 2023-2024 academic year.
 - b. Actively market our CDFS courses to NCC students. A CDFS presence on NCC campus has tremendous value; NC students need the additional support/guidance that traditional classes offer. Unfortunately, our enrollment was significantly lower in 2022-2023 than it has been historically.
 - c. CAP align our three remaining expansion courses, Spring 2023 - CDFS 240, 242, and 245 so that they are 100% CAP aligned.
- Support services to promote success, persistence and retention
 - a. The CDFS department has created a robust virtual bulletin board for the home page in all CDFS courses, with resources (mental health, basic needs, and academic) that support persistence and retention. Continue to bring attention to resources and engage our part-time faculty in prioritizing connecting students with resources.
 - b. Place greater emphasis in our CDFS courses on teaching strategies and basic academic skills to support a student's success (retaking quizzes and exams, allowing late work, teaching test-taking strategies...)
- Children's Center Facilities Updates: The Lab Schools, as model programs, must be both innovative and exceptional, including teaching practices, teaching materials, and equipment. Students in our program, our future educators, directors, policymakers, early childhood advocates, and leaders in the field establish their professional standards at Cuesta College. The outdoor equipment at the SLO Children's Center is aging and in need of replacement to continue to serve as a model site for our students.

- Staffing needs/projections - a full-time Education/CDFS tenure track instructor to collaborate with the CDFS department on the new PK-3 Early Learning Credential, support existing educational pathways for K-12 teaching, and establish partnerships with transfer institutions.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

VIII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

n/a

- IX. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before **May 12, 2023**.

III. SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Cherie Moore  Mar 3, 2023

Division Chair/Director Name	Signature	Date
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Michele Gordon Johnson  Mar 3, 2023

Name	Signature	Date
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Melina Simonds  Mar 3, 2023

Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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IV. SUPPLEMENTAL DOCUMENTS

V. FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook](#)

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.












CDFS_CPPR_S23

Final Audit Report

2023-03-03

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