



Fullerton College

Self-study for Child Development Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

Fullerton College Mission Statement

“Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.”

The Child Development & Educational Studies (CDES) Department is comprised of four full-time faculty and eleven adjunct faculty members. Our team is actively engaged in local, state, and national child development and early education committees and boards while continuing to contribute to the advancement of the field through their professional writings and presentations across California and the nation.

Our program is rooted in a social constructivist pedagogy, which is central to our students’ success. We believe that learning is an ongoing process, constructed through the application of content, meaningful peer interaction, and thoughtful lectures based on our faculty’s broad knowledge and years of experience. Our courses emphasize collaborative learning, with a strong focus on building classroom community through small group work, discussions, and projects. Students thrive in environments where they can learn from their own experiences and the diverse perspectives of others.

The CDES Department offers 32 different courses, 5 degrees (including 3 Associate Degrees for Transfer [ADT]), and 4 certificates. Upon enrollment, students are encouraged to apply for an educational grant through the Child Development Training Consortium (CDTC). This grant supports continued education and promotes high-quality care for children in our communities.

Each semester, we host an informational workshop in collaboration with the Teacher Pathway Program, guiding students through the process of applying for various preschool teacher and site supervisor permits via the California Commission on Teacher Credentialing. We also provide ongoing support for both the grant and permit/certificate application processes to ensure students have the resources they need to succeed.

Our department's pedagogy is closely aligned with the CDES Laboratory School, located on campus. Established in 1959, the Lab School is licensed under Title 22 Community Care Licensing and Title 5 state-funded regulations. It serves as a model program, attracting educators from across the state and country who visit to observe best practices and bring innovative ideas back to their own programs. Students gain hands-on experience by observing, engaging, and interacting with young children in a dynamic learning environment.

The Center for Early Childhood Collaboration (CECC) was developed to meet the professional development and training needs of center-based, school district, resource and referral, Head Start, Title 5, and family childcare programs throughout California and beyond. The CECC has developed and implemented trainings for the Fullerton Elementary School District, Orange County Head Start and Catalyst Family, Inc. to name a few and continues to advise the early childhood community with their professional growth needs through personalized workshops.

To further support student success, anti-bias education is embedded throughout our curriculum and the Lab School's philosophy. We strive to create a welcoming and inclusive community of learners where every student feels heard and valued. Our commitment to Universal Design for Learning (UDL) ensures that we provide multiple means of engagement, expression, and representation to meet the diverse needs of our students.

Additionally, we have developed a trifold pamphlet and PowerPoint presentation to guide students through available certificates, degrees, and state-level permits, helping them navigate their educational and career pathways with confidence.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

Over the past 5 years, our overall student headcount has steadily declined from 1,533 to 1,274 (-17%). However, since the 2023 academic year, we've observed a modest increase - from 1,240 to the current 1,274 (+3%). The majority of our students identify as Latina/o/x/e decent and female. This gender identity mirrors the field of early childhood education.

In terms of racial and ethnic representation:

- Black/African American student enrollment has increased from 24 to 34 (+42%).
- Latina/o/x/e student numbers have declined from 1,054 to 913 (-13%).
- White student enrollment has decreased from 239 to 170 (-29%).
- Asian student enrollment has dropped from 115 to 76 (-34%).

We continue to see an underrepresentation among American Indian/Native Alaskan and Native Hawaiian/Pacific Islander students.

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Headcount by Ethnicity

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
American Indian or Alaska Native	2	0%	1	0%	2	0%				
Asian	115	8%	100	7%	77	6%	66	5%	76	6%
Black or African American	24	2%	30	2%	26	2%	26	2%	34	3%
Latina/o/x/e	1,054	69%	945	69%	875	71%	883	70%	913	72%
Native Hawaiian or Other Pacific Islander	2	0%	4	0%	1	0%	2	0%		
Two or more races	81	5%	73	5%	66	5%	86	7%	71	6%
Unknown	16	1%	8	1%	21	2%	19	2%	10	1%
White	239	16%	201	15%	172	14%	176	14%	170	13%
Total	1,533	100%	1,362	100%	1,240	100%	1,258	100%	1,274	100%

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Regarding course-level enrollment trends, we've observed a decline over the past five years—from 2,801 to 2,448 (-13%) enrollments. Despite this decrease, the demographic composition of our students has remained relatively consistent.

Latina/o/x/e students continue to represent approximately 70% of total course enrollments. Notably, enrollments among Black/African American students have increased from 36 to 70 (+94%). In contrast, we've seen a decline in enrollments among both Asian and White student populations.

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Enrollments by Ethnicity

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent
American Indian or Alaska Native	2	0%	1	0%	5	0%				
Asian	218	8%	179	7%	155	7%	134	6%	148	6%
Black or African American	36	1%	49	2%	42	2%	43	2%	70	3%
Latina/o/x/e	1,927	69%	1,737	69%	1,596	70%	1,672	71%	1,721	70%
Native Hawaiian or Other Pacific Islander	2	0%	4	0%	2	0%	4	0%		
Two or more races	143	5%	140	6%	128	6%	150	6%	145	6%
Unknown	25	1%	14	1%	28	1%	35	1%	18	1%
White	448	16%	381	15%	325	14%	320	14%	346	14%
Total	2,801	100%	2,505	100%	2,281	100%	2,358	100%	2,448	100%

When examining success rates by Ethnicity and gender, we find that Black/African American students remain just below the institutional set standard by 1%, with a current success rate of 61%. However, this represents a notable 10% improvement from the previous year.

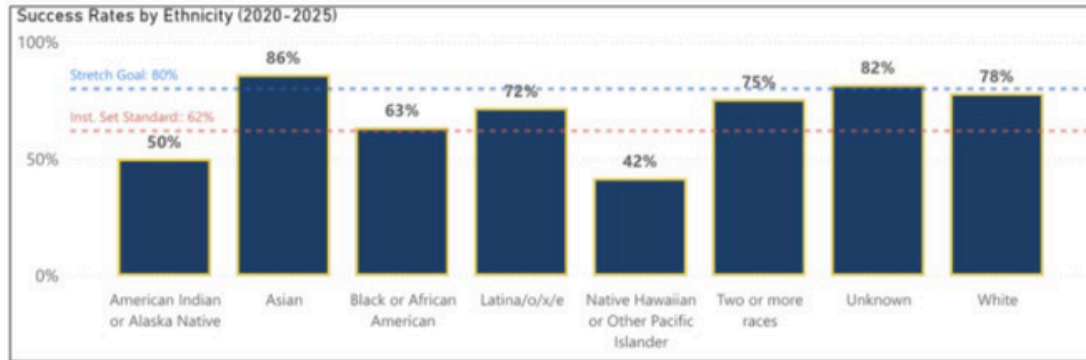
Alongside American Indian/Alaska Native and Native Hawaiian/Pacific Islander students, these three groups have consistently shown the lowest success rates over the past five years.

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Success Rates by Ethnicity and Gender

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Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Ethnicity	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
American Indian or Alaska Native	2	0%	1	100%	5	60%				
Asian	218	87%	179	82%	155	94%	134	86%	148	82%
Black or African American	36	67%	49	63%	42	76%	43	51%	70	61%
Latina/o/x/e	1,927	74%	1,737	69%	1,596	74%	1,672	72%	1,721	71%
Native Hawaiian or Other Pacific Islander	2	50%	4	50%	2	0%	4	50%		
Two or more races	143	64%	140	78%	128	80%	150	79%	145	76%
Unknown	25	84%	14	50%	28	89%	35	86%	18	83%
White	448	81%	381	75%	325	79%	320	78%	346	77%
Total	2,801	75%	2,505	71%	2,281	76%	2,358	74%	2,448	72%



3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

Our department offers a variety of modalities, including morning, afternoon, and evening in-person classes as well as online offerings in hybrid and asynchronous formats. Our department decided to offer all 8 Curriculum Alignment Project (CAP) courses in-person as well as online. The reason for this initiative was to be more equity minded as well as providing current Transition Kindergarten (TK) teachers in the public sector, who are working full-time, with the opportunity to enroll in online courses to receive the needed 24 units for their teaching credential.

In the 2024 academic year, we offered 31 in-person daytime classes, 16 in-person nighttime classes, and 34 online (hybrid & asynchronous). Our average success rates (2020-2025) are as follows: Hybrid 77%, In-Person 75%, and Online 73%. Looking at the data, our in-person classes enrollment rates have increased tremendously- we noticed the following:

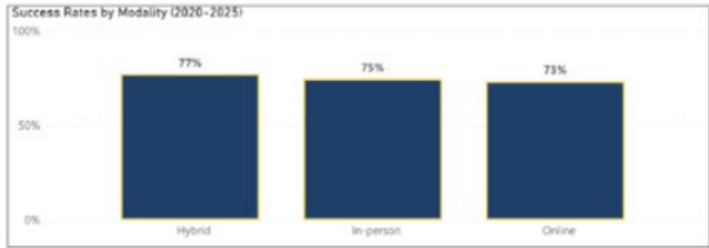
- 2021-2022:
 - Hybrid: enrollment of 54 with 85% success rate
 - In-Person: enrollment of 338 with a 68% success rate
 - Online: enrollment of 2,113 with a 71% success rate
- 2024-2025:
 - Hybrid: enrollment of 39 with 79% success rate
 - In-Person: enrollment of 1,319 with a 74% success rate
 - Online: enrollment of 1,090 with a 70% success rate

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Success Rates by Modality

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Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Modality	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
Hybrid			54	85%	37	68%	23	70%	39	79%
In-person			338	68%	1,276	77%	1,362	75%	1,319	74%
Online	2,801	75%	2,113	71%	968	76%	973	73%	1,090	70%
Total	2,801	75%	2,505	71%	2,281	76%	2,358	74%	2,448	72%



2.2 Student Achievement

- Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Course Success Rates

COURSE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
CDES 115 F	82%	83%	81%	73%	76%	79%
CDES 116 F	79%		66%	79%	80%	79%
CDES 117 F			43%	75%	56%	63%
CDES 118 F	79%	72%	69%	75%	82%	75%
CDES 119 F			62%	50%	69%	60%
CDES 120 F	68%	65%	68%	64%	62%	65%
CDES 121 F			68%	76%	65%	71%
CDES 122 F	74%	70%	76%	69%	64%	70%
CDES 125 F	71%	76%	81%	87%	85%	80%
Total	69%	68%	68%	71%	72%	70%

COURSE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
CDES 140 F	70%		66%	71%	67%	68%
CDES 141 F	69%	59%		88%	70%	73%
CDES 151 F	59%	70%				65%
CDES 201 F	81%	75%		81%	78%	77%
CDES 204 F	82%	79%		88%	88%	85%
CDES 205 F	86%	68%		55%		70%
CDES 207 F	88%	67%		100%	72%	78%
CDES 208 F	76%	69%		73%		71%
CDES 209 F	93%	76%			79%	83%
Total	69%	68%	68%	71%	72%	70%

COURSE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
CDES 210 F	68%		69%	84%	79%	75%
CDES 211 F	71%		81%	92%	83%	77%
CDES 215 F	84%		66%	68%	95%	82%
CDES 225 F	95%		87%	94%	93%	93%
CDES 230 F	100%			73%	93%	90%
CDES 231 F	73%		100%	100%		87%
CDES 238 F	79%		79%	86%	86%	83%
CDES 240 F	64%		64%	100%		67%
CDES 261 F	78%		58%	70%	78%	71%
Total	69%	68%	68%	68%	71%	70%

Over the past five years, course success rates in the Child Development and Educational Studies (CDES) program have stayed fairly consistent, averaging about 70%. Rates dipped slightly during the transition to remote learning in 2020–21 (around 69%) but have since rebounded to about 72% in 2024–25.

Overall, course success rates in CDES are consistent with campus averages. Some courses, such as CDES 117 F (Literacy and Language in Early Childhood Education), experienced challenges in prior years but have shown improvement in 2024–25. CDES 119 F (Music Education in Early Childhood) has also had lower success rates, similar to CDES 141 F (Principles of Infant/Toddler Care and Education) and CDES 151 F (School Age Child: Programs and Curriculum). CDES 205 F (Creating Environments for Young Children) and CDES 261 F (Introduction to Elementary Classroom Teaching) both saw a dip in 2022, but success rates have since rebounded. For all of these courses, there have been improvements in student success and upward trends in success rates.

CDES 120 F (Child Development) has shown some fluctuation in success over time. As a general education transfer course, it enrolls a broader range of students—many outside the discipline—and includes substantial reading, writing, and critical analysis components. To better support student achievement in this course, the department has implemented embedded tutoring. Early feedback suggests that this added support is helping improve student understanding and outcomes in this content-intensive class.

Faculty have worked to support early success by strengthening connections between introductory and advanced classes, expanding tutoring and academic support, and incorporating more active learning strategies in both face-to-face and online formats. Online success rates, which initially fell during remote instruction, have improved as instructors refined Canvas course design, built stronger communication channels, and emphasized consistent structure and engagement.

Overall, the data showed that CDES students are staying in the course and succeeding at rates that are in line with or slightly above college-wide averages. The program continues to focus on building equitable, engaging learning environments to support students from entry through completion.

Degree and Certificate Completion Trends

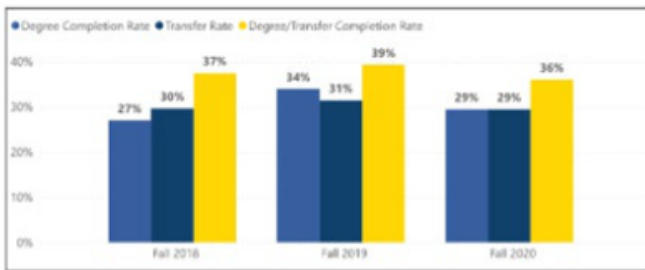
AA/AS Degree Completion Rates by Fall Cohort

Term	Count	2 Year Completion Rate	3 Year Completion Rate	Greater Than 3 Years Completion Rate
Fall 2018	267	3%	7%	17%
Fall 2019	280	7%	12%	16%
Fall 2020	275	9%	10%	10%
Fall 2021	186	11%	15%	7%
Fall 2022	199	5%	11%	



Fall Cohort Completion Rates by Type

Term	Count	Degree Completion Rate	Transfer Rate	Degree/Transfer Completion Rate
Fall 2018	267	27%	30%	37%
Fall 2019	280	34%	31%	39%
Fall 2020	275	29%	29%	36%



Completion data from the Office of Institutional Effectiveness show steady progress through 2021, followed by a modest dip in the most recent cohort. For the Fall 2018 cohort, degree completion rates were 3% after two years, 7% after three years, and 17% beyond three years. By Fall 2021, those numbers rose to 11%, 15%, and 7%, respectively, which represents a significant improvement in timely completion. The Fall 2022 cohort reflects a small decline (5% two-year and 11% three-year), which aligns with collegewide trends following the pandemic.

Broader outcome data show that the program’s overall completion rate increased from 27% in 2018 to 34% in 2019, and the combined degree/transfer completion rate rose from 37% to 39%. Even through the pandemic, the 2020 cohort maintained a 36% combined rate.

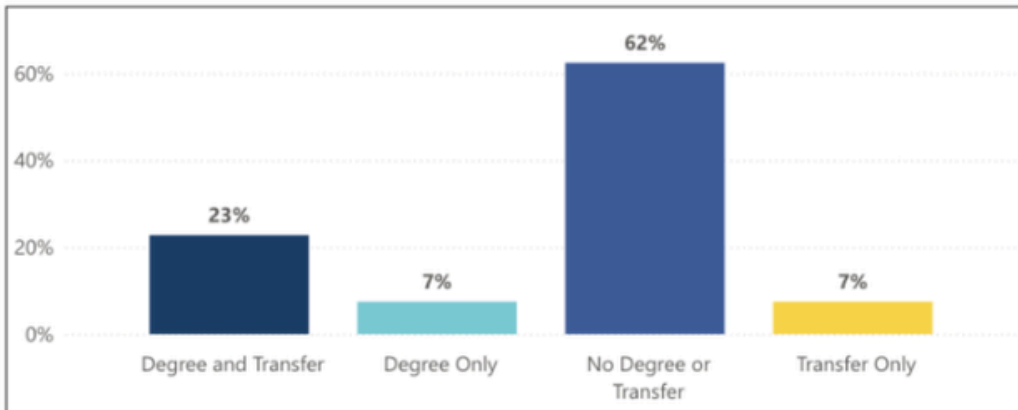
These improvements point to the positive impact of degree mapping, consistent advising, and clear pathways that help students identify milestones early on. Faculty have also been intentional about highlighting short-term certificates that can lead directly to employment while keeping students on track toward degree or transfer goals.

Transfer Outcomes

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
No Transfer Record After Associate Degree	49	32%	49	31%	54	36%	57	41%
Transfer After Associate Degree	102	68%	107	69%	98	64%	82	59%
Unduplicated Total	151	100%	156	100%	152	100%	139	100%

**Fall 2018 - Fall 2020 Cohorts (Combined)
By Completion Type**

Completion Type	Count	Percent
Degree and Transfer	187	23%
Degree Only	61	7%
No Degree or Transfer	513	62%
Transfer Only	61	7%



Transfer continues to be a strong pathway for CDES students, with rates holding between 29% and 31% in recent years. Most students transfer to CSU Fullerton, CSU Long Beach, or CSU Dominguez Hills, where they pursue majors in Child and Adolescent Development, Liberal Studies, or Human Services. The strong alignment between the CDES curriculum and the Child Development ADT supports these outcomes, and ongoing collaboration between faculty and Counseling ensures students are well informed about transfer requirements and timelines.

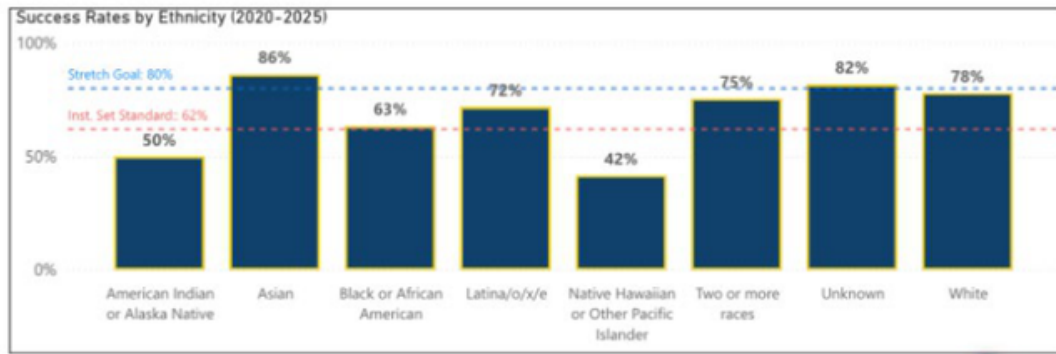
Licensing, Job Placement, and Wage Improvements

Students who complete CDES coursework are well prepared for employment in a range of early learning settings. Many begin working in Title 22–licensed programs and later move into Title 5 or Head Start classrooms as they gain experience and additional units. The program’s coursework aligns with the California Commission on Teacher Credentialing (CTC) Child Development Permit Matrix, which allows students to qualify for Assistant or Associate Teacher permits after completing the required courses and supervised fieldwork.

Advisory board members, local employers, and faculty from transfer universities regularly note that Fullerton College graduates demonstrate strong professional skills, a solid understanding of child development, and a clear commitment to the field. Graduates who complete both the degree and the permit requirements are often more competitive for lead teacher and site supervisor positions.

Wage data over the past few years show improvement, though part of that increase reflects the statewide minimum wage adjustment. Even so, students who earn a CDES degree or certificate tend to start at higher pay levels and have greater opportunities for advancement than those entering the field without formal preparation. Faculty continue to emphasize the long-term value of completing the degree and, when possible, transferring to a bachelor’s program to support continued professional growth.

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- Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?



We see above that Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native students are performing below other groups and below the institution's set standard. This raises an important question about why these patterns exist. Are there barriers related to representation within the program, access to resources, or connection to culturally relevant supports? These are questions our department hopes to explore further in collaboration with Institutional Research and campus equity initiatives, with the goal of improving persistence and completion for all students.

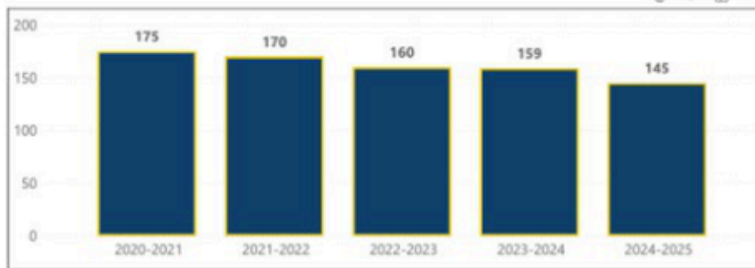
3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

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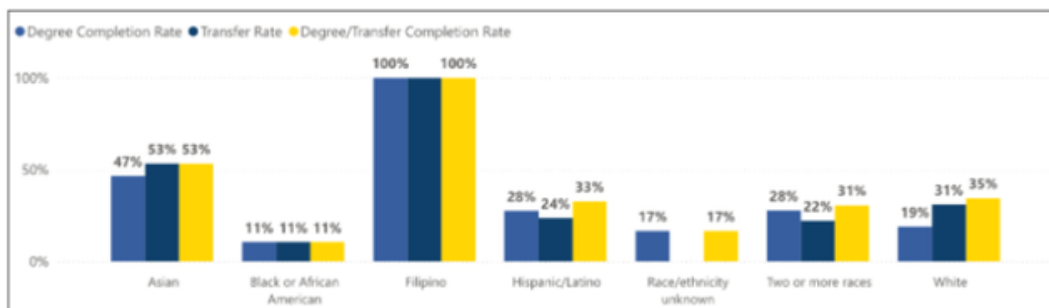
Awards by Ethnicity and Gender



Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	11	6%	10	6%	10	6%	10	6%	9	6%
Black or African American			1	1%	4	3%	3	2%	1	1%
Filipino	2	1%	1	1%	1	1%	1	1%		
Latina/o/x/e	122	70%	123	72%	117	73%	117	74%	106	73%
Race/ethnicity unknown	2	1%	2	1%	2	1%	2	1%	2	1%
Two or more races	7	4%	8	5%	3	2%	9	6%	7	5%
White	31	18%	25	15%	23	14%	17	11%	20	14%
Total	175	100%	170	100%	160	100%	159	100%	145	100%



1.



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AA/AS Degree Completion Rates by Ethnicity and Gender Fall 2018 - Fall 2022 Cohorts (Combined)



Ethnicity	2 Year Completion Rate	3 Year Completion Rate	Greater Than 3 Years Completion Rate
American Indian or Alaska Native			50%
Asian	10%	23%	13%
Black or African American	2%	2%	
Filipino		67%	33%
Hispanic/Latino	6%	11%	12%
Race/ethnicity unknown		7%	4%
Two or more races	7%	15%	7%
White	11%	6%	9%

When reviewing AA/AS degree completion rates from the Fall 2018 through Fall 2022 combined cohorts, there is a clear need to improve outcomes for our Black or African American students, as well as for students who did not specify their race or ethnicity. These groups show the lowest completion rates within the data set. While part of this disparity may be attributed to the smaller number of students (n) in these populations within our program, it nonetheless highlights the need for intentional outreach and support strategies to ensure equitable completion across all student groups.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

1.

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Years to Degree Completion	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1-2 years	43	28%	54	35%	43	28%	24	17%	38	28%
3-5 years	72	48%	74	47%	71	47%	79	57%	58	43%
6 or more years	35	23%	28	18%	37	24%	38	27%	39	29%
Less than 1 year	1	1%			1	1%				
Total	151	100%	156	100%	152	100%	139	100%	135	100%



While we understand the importance of helping students move through our program efficiently, we also recognize that many of our students face real-life challenges that make it difficult to complete coursework within a two-year period. Many are working full time, caring for family members, or managing issues related to housing and other basic needs.

As a department, we've had ongoing discussions about how to best support students who can take a full-time load, while also considering the needs of those who can't. We're currently working to better align our certificates and degrees with the California Child Development Permit and to streamline our coursework so students can move through the program more smoothly.

At the same time, we value the quality and depth of our courses and don't want to compromise that as we make these changes. Our focus continues to be on finding the right balance—creating efficient pathways that help students complete sooner, while maintaining the high standards and strong preparation our program is known for.

2.3 Student Learning Outcomes

1. Describe your program’s processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

The Child Development and Educational Studies (CDES) Department maintains an ongoing and collaborative approach to defining, assessing, and analyzing student learning outcomes at both the course (CSLO) and program (PSLO) levels. Our CSLOs are reviewed and updated as part of the regular course outline of record revision cycle to ensure alignment with current research and trends in our field.

Faculty regularly assess CSLOs in their courses, selecting assignments or assessments that authentically measure student learning—such as exams, reflective journals, and project-based demonstrations. Assessment data and faculty reflections are entered into eLumen, allowing the department to analyze results collectively and look for trends across sections and semesters.

At the program level, PSLOs are assessed through mapping of course outcomes and through student performance. These assessments help the department evaluate how well students are integrating theory, curriculum planning, and professional practice as they near completion of their degree or certificate.

The department regularly reviews SLO results during flex week and department meetings. These discussions have led to concrete program improvements, such as refining rubrics for clarity, adjusting assignment sequencing to support skill development, and adding scaffolding for writing and analysis in content-heavy courses. In recent years, SLO findings have also informed the use of embedded tutors in CDES 120 F (Child Development) and a department-wide focus on culturally responsive teaching practices to better meet the needs of our diverse student population.

Overall, the CDES faculty view SLO assessment as a meaningful tool for reflection and improvement. It supports our ongoing goal of maintaining a high-quality program that prepares students for success in early learning settings and transfer pathways.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

N/A

Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Since our last program review, we successfully hired a new full-time faculty member who brings a strong commitment to equity-minded practices and a focus on diversity and inclusion—benefiting both our students and the department.

We are currently updating our program review in Curricunet, with an emphasis on aligning required coursework more closely with our degree, certificate, and permit pathways. Our goal is to develop sustainable 2- and 3-year pathways that better support student completion.

In response to increased demand for enrollment in CDES 225 Practicum, we have raised the class cap from 7 to 25 students. This change requires expanding placement options beyond our on-campus CDES Lab School. The updated course description in Curricunet will allow students to complete their practicum with a supervising teacher who holds at least a Master Teacher Permit, issued by the California Commission on Teacher Credentialing.

One challenge we face is that many surrounding districts now require students to complete fingerprinting (e.g., via Live Scan), which adds an additional cost of approximately \$50–\$100 per student.

Upcoming Changes in Degrees/Certificates

Because our field offers multiple professional pathways, the department is working to streamline our degrees and certificates to better serve the diverse goals of our students. Students who plan to enter the workforce directly after completing our program and work in early learning settings must complete coursework aligned with Community Care Licensing regulations. Those seeking employment in programs receiving public funding under Title 5 or Head Start must meet the coursework requirements outlined in the California Child Development Permit Matrix.

Students pursuing a teaching credential and planning to work in public TK–12 settings follow a different path, requiring transfer-level coursework that aligns with four-year institutions and supports their eventual completion of a bachelor's degree and teaching credential.

Recent statewide initiatives—including the implementation of Common Course Numbering (CCN) and changes to early childhood education regulations—have prompted our department to take a comprehensive look at how our courses align with both workforce and transfer pathways. We are currently in the process of revising and aligning our curriculum to reflect these updates and expect to complete this work by Fall 2027.

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

The following opportunities are provided to our CDES students:

Field Trips

- Students in CDES 122 Principles and CDES 238 Reggio & Constructivism participate in field trips to various educational sites within our surrounding communities. These include but are not limited to: Richman Elementary, Cerritos College Child Development Lab School, the Open School in Orange, and the Environmental Nature Center (ENC) in Newport Beach.

Practicum Opportunities

- Students enrolled in CDES 121 Role of the Teacher Assistant, CDES 116 Art Education, CDES 118 Science & Math Education, and CDES 225 Practicum engage directly with children at our on-campus CDES Lab School. These experiences allow students to learn firsthand about the role of the teacher and how to implement developmentally appropriate curriculum practices in a preschool classroom.
- Additionally, students in CDES 261 Introduction to Elementary School Teaching complete 45 hours of volunteer work in an elementary school setting, gaining valuable experience in a K–6 environment.

Volunteering at the WISE Program

- Students in CDES 204 Introduction to Special Education have the opportunity to volunteer with the WISE (Work Independence Self Advocacy Education) program on campus, supporting adults with disabilities in a meaningful and inclusive setting.

Observations

- In CDES 125 Observation and Assessment, students observe children in preschool settings and analyze their findings, gaining insight into child development through real-world data collection.

Apprenticeship Opportunities

- Paid apprenticeship positions are available for students at our CDES Lab School, providing hands-on experience in early childhood education while supporting their professional growth.

Child Development Training Consortium (CDTC Educational Grant Opportunity)

- Students who are working in a licensed care facility OR
- Students who are enrolled in CDES 225 Practicum OR
- Students who are enrolled in two of the 4 core courses: CDES 115, 129, 122, and 201

Teacher Pathway Program Permit Event

- Our department collaborates closely with the campus Teacher Pathway program to host an annual permit event, providing students with information about the various permit levels offered by the California Commission on Teacher Credentialing.

Professional Development Grant

- The Little Owl Foundation for Education provided a \$1200 grant which will enable us to send up to five students or staff per workshop to the 2025-2026 school year educator and/or parent workshops at Little Owl School. This includes Fullerton College students, CDES Lab School staff, and CDES full-time and part-time faculty members.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Our program is impacted by the following regulations:

- Annual Advisory panel: This is in support of our CTE programs as well as the collaboration we have with the Child Development Training Consortium (CDTC).
- California Department of Social Services – Title 22 (Laboratory School)
- California Department of Education – Title 5 (Laboratory School)
- The new common course numbering: CDES 120 Child Development is changing to C1000 Child Growth and Development. This entails making changes to all degrees as well as certificates.
- SB 792, mandating immunizations and vaccinations for staff and volunteers at licensed childcare facilities
- Proof of TB, Pertussis, Measles
- School districts requiring Live Scans (cost: \$50-100)
- PK-3 Early Childhood Education ECE Specialist Instruction credential: This credential authorizes individuals to teach children from Pre-K through 3rd grade. As part of the credential requirements, candidates must complete 600 practicum hours, with at least 200 of those hours in a Pre-K or Transitional Kindergarten (TK) setting. Part of this degree entails 600 practicum hours, of which 200 need to be completed in a Pre-K/Tk setting. Completion of our CDES 225 Practicum course provides students with 108 hours that can be applied toward this new credential.

California State University, Fullerton (CSUF) is scheduled to begin offering the PK–3 ECE Specialist Instruction Credential in Spring 2027, while other institutions—such as Vanguard University and Biola University—have already launched their programs.

Section 4: Faculty and Staff

4.1 Population and Demographics

- Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

Latina/o/x/e students continue to represent approximately 70% of total course enrollments. Looking at the data, we have several staff members representing people of color (i.e., Asian, Black/African American, Filipino, Hispanic/Latino) totaling 53% of our department.

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian					1	6%	1	7%	1	7%
Black or African American	1	7%					1	7%	1	7%
Filipino	1	7%	2	15%	2	13%	2	14%	1	7%
Hispanic/Latino	6	43%	6	46%	6	38%	5	36%	5	33%
White	6	43%	5	38%	7	44%	5	36%	7	47%
Unduplicated Total	14	100%	13	100%	16	100%	14	100%	15	100%

- Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since our last program review, we successfully hired a new full-time faculty member who brings a strong commitment to equity-minded practices and a focus on diversity and inclusion—benefiting both our students and the department.

4.2 Staff Support and Professional Development

- Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

We have engaged in ongoing discussions during our bi-annual department meetings regarding grading practices. At this time, we leave grading policies to the discretion of individual faculty members, and as a result, our department does not have a unified grading policy.

Faculty members vary in their approaches to:

- Late work submissions
- Extra credit opportunities
- Grading scales

To support consistency and shared understanding, we believe that a Zoom recording of a Flex Day training could be a valuable resource for our entire CDES faculty.

- How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

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Faculty members vary in their approaches to:

- Late work submissions
- Extra credit opportunities
- Grading scales

To support consistency and shared understanding, we believe that a Zoom recording of a Flex Day training could be a valuable resource for our entire CDES faculty.

-
3. What additional areas of professional development could help your faculty and staff engage in this work?
-

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

Progress since our previous self-study: We were able to receive a new full-time faculty member, and were also approved for our annual Chris Lamm lecture, to become institutionalized.

-
2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Unfortunately, our funding request for iPads was not approved. We had proposed acquiring **30 iPads at \$1,200 each** (including cords and chargers) to be distributed across both CDES-designated classroom settings—Room 1016 and Room 1831.

We believe that providing these devices would significantly enhance equity and access for our CDES students. The iPads would support classroom projects, facilitate research, and enable students to document children's learning processes at our on-campus CDES Lab School for analysis and reflection.

The iPads would support students using the online version of the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) - preschool/TK standards. The foundations can provide our CDES students, with a clear understanding of the wide range of knowledge and skills that children typically attain when given the benefits of a high-quality preschool program, whether it be in center-based, home-based, or TK settings (California Department of Education). Not all students have access to a device during class time.

Goal 2: Equity in Support

- Objective 3: Increase equitable access to affordable course materials.

Goal 3: Equity in Success:

- Objective 1: Reduce identified equity gaps for Black/African American students in first-year English and math completion, persistence, degree/certificate completion, and transfer attainment.
- Objective 2: Reduce identified equity gaps for Latina/o/x/e students in first-year English and math completion and

SAPs

Renovation Needs Upper Yard CDES Laboratory School

Short Description:

Short description: Our CDES Laboratory School is facing urgent challenges regarding the renovation of our upper yard. Currently, the area presents multiple tripping hazards that compromise ADA compliance. These issues pose a safety risk not only to our children, families, and staff, but also to the students who engage with our CDES program as well as visitors and community members. Historically, our outdoor environment has served as a model of excellence in early childhood education. However, due to the deteriorating condition of the yard's surfaces, it no longer reflects the high standards we strive to maintain. Addressing these concerns is critical to restoring a safe, inclusive, and enriching space for all. Our goal is to promote equity by enhancing our outdoor learning environments, thereby reducing the need to send students elsewhere to complete observations and practicum hours. When students are required to travel off-site, it can create barriers related to transportation costs and scheduling, which may negatively impact their participation and learning experience. By improving our facilities, we aim to provide all students with consistent, high-quality opportunities right here on campus. This will align with the following College's Goals & Objectives: Goal 1: Equity in Access: Objective 2: Increase equitable usage of apprenticeship, fellowship, internship, and job placement programs. Objective 4: Reduce identified equity gaps in successful college enrollment for Black/African American applicants. Goal 2: Equity in Support: Objective 2: Increase access to and usage of basic needs, support for housing, food insecurity, transportation, and mental health. Objective 5: Improve the sense of belonging and community in shared physical and online spaces that are reflective of our multicultural and multiethnic community. Goal 3: Equity in Success: Objective 1: Reduce identified equity gaps for Black/African American students in first-year English and math completion, persistence, degree/certificate completion, and transfer attainment. Objective 3: Increase collaboration around transfer pathways with local four-year universities.

Measurable Outcomes:

Opened in 1959, the CDES Laboratory School was originally located in the Home & Fine Arts Building (1000/room1018), next to CDES classroom spaces (1014/1016/1017), down from the Home Economics/Social Sciences Division office and across from CDES faculty offices. This space had a dedicated, discrete observation booth and a hardwired auditory system to support student and faculty work. We were moved in 2000 to accommodate a now rarely used Student Services room and told by then President Viera to expect a new facility with the passage of Measure X. We were placed in the far northeast corner of campus, away from department classroom spaces, as well as faculty and division offices, housed in temporary buildings, without regard for the specialized spaces needed to complete the important work of child observation and assessment. These prefabricated buildings were rented through the State Department of Education, literally dropped in place with industrial cranes, bolted to their foundations to be occupied just long enough for that new facility to be built. The new building was never secured despite the passage on the bond. In 2015 we were again promised a new facility by then President Verdian through yet another bond, Measure J. Over a decade has now passed with campus and district promises forgotten. Every other Orange County community college district (South Orange County, Rancho Santiago, Coastline) has dedicated spaces with permanent facilities, in some cases multiple buildings, used for the study, care and education of young children, while North Orange County continues to ignore our needs as they warehouse children, students, families, staff, and faculty in outdated, temporary buildings. No other academic or CTE laboratory program on campus or district has the same antiquated facilities that we continue to endure. The time has now come to address our very real needs and concerns. Reflecting on our long-standing history, the CDES Laboratory School has served countless students and student families on campus, fostering a strong sense of community and support. Our primary goal is to cultivate a welcoming and inclusive learning environment where children, families, staff, students, and community members feel a true sense of belonging. We are currently developing a Family Resource Center on campus, which will be closely connected to the CDES Lab School. This initiative is especially focused on supporting student-parents by ensuring access to high-quality care and early education for their children. By strengthening our on-campus resources, we aim to reduce the need for students to seek services elsewhere—an issue that can create equity challenges and increase transportation costs and logistical burdens. A key component of this effort is ensuring that our physical spaces are safe and inviting. The upper yard, in particular, requires immediate attention due to safety concerns. Addressing these issues is essential to maintaining the integrity of our program and continuing to serve as a model for early childhood education. Personnel related: The deterioration of our outdoor environment shows that we are in need of monthly yard maintenance support. This, in order to upkeep surface areas, necessary trimmings and removal of

fallen leaves, and irrigation upkeep.

CollegeGoals:

2.1 Equitable support services in Dual/Online/Night/Weekend

SAP Phase:

Completed

Resource Requests

New Faculty Hire

Enhancement:

We will also be needing a new, tenure-track faculty member to continue the department's work due to an impending retirement. This new position would take on the responsibilities of teaching, advising students, representing the department at division/campus/district/community/professional events, work with the Lab School administration and staff and maintain other departmental/division and campus obligations. As the only department in the division with both a transfer and CTE program, we feel our unique position requires this new addition

Personnel-Related:

Upcoming retirement

Resource Category:

Full-time Faculty

Quantity:

1

Unit Cost:

\$150,000.00

TotalCost:

\$150,000.00

Renovation Needs Upper Yard CDES Laboratory School

Enhancement:

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Personnel-Related:

Personnel related: The deterioration of our outdoor environment shows that we are in need of monthly yard maintenance support. This, in order to upkeep surface areas, necessary trimmings and removal of fallen leaves, and irrigation upkeep.

Resource Category:

Other

Quantity:

1

Unit Cost:

\$100,000.00

Total Cost:

\$100,000.00
