



C U Y A M A C A
· C O L L E G E ·

Annual Update Report

Academic - Child Development (CD) - (CE)

OER

Program Goal: Work to complete adaptations to two OER textbooks that are currently being used in CD 125 and CD 131.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Work to complete adaptations to two OER textbooks that are currently being used in CD 125 and CD 131. (X)
- **Eliminate Equity Gaps in Course Success:** Work to complete adaptations to two OER textbooks that are currently being used in CD 125 and CD 131. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Work to complete adaptations to two OER textbooks that are currently being used in CD 125 and CD 131. (X)
- **Increase Completion and Eliminate Equity Gaps:** Work to complete adaptations to two OER textbooks that are currently being used in CD 125 and CD 131. (X)

Summary of Progress or Results

Summary Date: 01/12/2026

Summary of Progress or Results: Currently in the process of completing OER adaptations.

Reporting Period: 2025 - 2026

What resources, if any, are needed to achieve this goal? (Select all that apply): New faculty position

Action steps for this academic year.:

* Schedule dedicated time each week to complete parts of the adaptations.

Child Development Orientation

Program Goal: Create an orientation for students to learn about our program, program expectations and courses each semester.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Create an orientation for students to learn about our program, program expectations and courses each semester. (X)
- **Eliminate Equity Gaps in Course Success:** Create an orientation for students to learn about our program, program expectations and courses each semester. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Create an orientation for students to learn about our program, program expectations and courses each semester. (X)

- **Increase Completion and Eliminate Equity Gaps:** Create an orientation for students to learn about our program, program expectations and courses each semester. (X)

Summary of Progress or Results

Summary Date: 01/12/2026

Summary of Progress or Results: No progress at this time.
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Reporting Period: 2025 - 2026

What resources, if any, are needed to achieve this goal? (Select all that apply): New faculty position

Program Overview and Update

Lead Author

Nicole Hernandez

Collaborator(s)

Tarah Roberti, Child Development Adjunct Faculty, Child Development Center Staff

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.

I met with Child Development faculty to review student learning outcomes, student work, and work-based learning opportunities. I am part of ROC, OTLC, and WDC, and I use information regarding systems, processes, and changes to inform program decisions. I also had meetings with Child Development Center staff to discuss student success regarding procedures that support the completion of assignments.

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.

I met with George to discuss the needs of the academic program but also the needs of the Child Development Center. We developed a list of requests that both programs need/want.

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.

- We have used the mini lab for 4 of our 5 curriculum courses to support students deeper understanding of how to implement Child Development curriculum. Students have shared it has given them more confidence working in an early childhood classroom.
- Continued to work on adapting 2 OER textbooks.
- Continued to update system for students to complete coursework in Child Development Center
- Continued offering courses at La Mesa Spring Valley School District to support TK teachers in their continuing professional development
- CCAP classes were offered at Bostonia Global High School and Health Sciences High and Middle College
- Awarded a sector grant to work on a curriculum refresh and development.
- CCWIP grant was discontinued by the federal government
- Collaboration with Career Center for mock interviews was put on hold until enrollment in our CD 132 course increases.

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?

No

If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.

We have created a new assessment timeline to be distributed at the beginning of each semester.

Which courses have not been assessed in the last 4 years?

CD 106, CD 123, CD 124, CD 125, CD 126, CD 127, CD 129, CD 130, CD 131, CD 132, CD 133, CD 136, CD 141, CD 123 and CD 210

Annual Update

If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

Assessment did not occur due to lack of communication of assessment schedule each semester. We are not experiencing any additional barriers.

Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

Our department is working on including more project based learning in our courses to meet SLOs while providing students with more meaningful learning experiences.

Student Achievement

Please discuss any equity gaps in access or success and share what the program will do to address them.

Semester	Demographic	Retention		Success	
Fall 2024	Black/African American	83%	Gap- Down 4% from Fall 2023	83%	No Gap-Up 43% from Spring 2024
	American Indian/Alaskan Native	100%	No Gap	100%	No Gap
	Asian	83%	Gap- Same as Fall 2023	75%	No Gap-
	Middle Eastern	97%	No Gap	87%	No Gap
	Hispanic/Latino	84%	Gap- Down 5% from Fall 2023	64%	Gap- Down 1% from Spring 2024
	Pacific Islander	None enrolled	No Gap	None enrolled	No Gap
	Multiple Races	100%	No Gap	80%	No Gap
	Unknown	73%	No Gap- Had less than 10 students enrolled	73%	No Gap- Had less than 10 students enrolled
	White/non-Hispanic	92%		76%	
Spring 2025	Black/African American	91%	No Gap	56%	Gap- Down 8% from Spring 2024

Annual Update

	American Indian/ Alaskan Native	100%	Only 1 student enrolled	100%	Only 1 student enrolled
	Asian	94%	No Gap- Up 1% from Spring 2024	94%	No Gap-Up 14% from Spring 2024
	Hispanic/Latino	92%	No Gap- Up 3% from Spring 2024	77%	No Gap- Up 1% from Spring 2024
	Middle Eastern or North African	93%	No Gap- Down 2% from Spring 2024	83%	No Gap- Up 13% from Spring 2024
	White Non- Hispanic	92%		78%	
	Multiple Races	91%	No Gap- Up 3% from Spring 2024	83%	No Gap- Up 2% from Spring 2024
	Unknown	90%	Less than 10 students enrolled	80%	Less than 10 students enrolled

Our department is seeing fluctuations in our success and retention rates. We are seeing equity greater equity gaps during the Fall 2024 semester as compared to the Spring 2025 semester. Last Fall we introduced new, project-based assignments that required our students to do more presentations in front of children and their peers. This could be the reason we have more equity gaps in Fall '24. We have also seen some drops in percentage points for our Black, Asian and Hispanic students. In the past year, we have had several students who cross the border to come to class. This could also play a role in the decline in success and retention rates. There has also been some struggle with students getting education plans that have courses out of order. When this happens it makes some of the coursework difficult to complete without the necessary foundational knowledge. We will continue to work on implementing project based assignments, clarity of program/course expectations and course timelines.

Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.

	Fall 2024	Spring 2025
Female	374	410
Male	45	83
Unknown	3	6
Total	422	499

Annual Update

Our program saw an increase in our program by 77 students. Some of the changes could be due to new curriculum implementation. We have also implemented an alternating class schedule to meet the needs of our student's schedules.

If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?

No significant decline in enrollment.

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?
We discuss RSI at our department meetings. Online instructors provide students with a variety of announcements and provide assignment feedback. Some faculty have completed EMTLI and EPAA to learn more about ways to meaningfully connect with students in an online learning environment.

Program Goals

Program Goals Status

Updated progress on my previous goals & added new.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response complete and ready for review

