

Program Review Approval Form

Program Name: _____ **Program Review Cycle:** 2025-2026
Department Name: Child Development Center **Review Period:** 2022-2023, 2023-2024, 2024-2025
Division Name: Health Occupations **Review Date:** June 25, 2025

Department/Program Manager: Carolyn Lapitan
Division Dean: Elizabeth Riley

Program Review Committee:

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Final Decision:

☒ Approved ☐ Revisions Required ☐ Not Approved

Recommendations/Explanation if not approved:

Approved by:

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Signature:  Date: 8/11/26



2025-2026 Non-Instructional Program Review - Child Development Center Latest Version

Self-study template for Non-Instructional Program Review process. Visitation year: 2025-2026. Review period: 2022-2023, 2023-2024, and 2024-2025.

Non-Instructional Area Program Review Overview

Non-Instructional Program Review Purpose

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment : Version by Lapitan, Carolyn on 11/26/2025 17:40

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

The CDC strongly supports the Cerritos College Students First Framework by promoting equitable access for student-parents. By providing high-quality, reliable childcare and a nurturing, inclusive environment, the CDC removes one of the most significant barriers to college participation. This ensures that parenting students, often among the most underserved groups, can more easily access education and remain engaged in their academic pathways.

The CDC also contributes directly to improved completion outcomes. With dependable childcare in place, student-parents can attend classes, focus on coursework, and progress toward their goals without disruptions. In addition, because the CDC duals as a lab school, it offers hands-on training opportunities for students in Child Development and related fields. These practicum and observation experiences help prepare future teachers, support their degree completion, and strengthen their readiness to transfer or enter the workforce, further advancing the college's completion and career-focused goals.

In terms of institutional health, the CDC is aligned with the college's commitment to excellence in service, diversity, and community well-being. Its high standards of care and its role as a training site for future educators demonstrate the institution's investment in both student support and professional development. By serving families, supporting academic programs, and enhancing the overall campus environment, the CDC contributes meaningfully to a strong, student-centered institution.

B. Non-Instructional Area Description : Version by Riley, Elizabeth on 01/27/2026 18:27

Service	Description
Provide high-quality child care and education services to Cerritos College student-parents and staff, and the surrounding community.	The Child Development Center provides high-quality subsidized childcare to our diverse student and staff population through state-funded programs designed to increase access and affordability. We go beyond basic licensing requirements by upholding rigorous standards set by the National Association for the Education of Young Children (NAEYC). The Center has also received a rating of 5 out of 5 from the state Quality Rating and Improvement System (QRIS), a systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs.
Serves as a high-quality practicum and mentorship site for Child Development students, offering guided, hands-on learning experiences rooted in a social constructivist approach.	Through the principles of Reggio Emilia, practicum students learn to view children as capable, curious learners and to design environments and experiences that promote exploration, collaboration, and meaning-making. Mentors model how to observe children closely, document learning, and use those observations to plan responsive, developmentally appropriate activities.
Acts as a resource to the college community by offering support and expertise in all areas related to child development and family engagement.	Faculty, staff, and students can access guidance on developmental practices, early learning environments, and strategies for fostering strong school–family partnerships. Through workshops, consultations, and collaborative projects, the CDC helps strengthen campuswide understanding of young children's needs and promotes effective, research-based approaches to supporting families. Sample Workshops: Transition to Kindergarten Parent Workshop, Identifying Early Signs of Speech Language Challenges Parent Workshop. Sample Collaborative Projects/Consultations: Diaper donations from Falcon's Nest to CDC Parents, Speech Assessments from SLPA students, Dental Education from Dental Assisting and Dental Hygiene students

C. Non-Instructional Area Organizational Resources : Version by Riley, Elizabeth on 01/27/2026 18:27

- 1. Please describe your non-instructional area's organizational and personnel structure. Discuss:**
- a. Positions (e.g., managers, classified, part-time, etc.).**
 - b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.)**
 - c. Organizational chart (optional).**

The Child Development Center is a unique area in the Cerritos Community College system. As a licensed childcare center, the organization is made up of permitted teachers, administrative and kitchen specialists, and a director. The CDC was designed to be a flat hierarchy where all staff report to the director.

a. Positions are categorized into full-time permanent teachers, part-time permanent teachers, hourly substitute teachers, hourly instructional aides, and kitchen specialist.

1 Director- Plans, supervises, assesses, and evaluates activities and operations of the Child Development Center, Child Development Program, and laboratory school. Oversees and collaborates with, and provides support to, early childhood education instructional programs. The position also provides complex administrative support to the Instructional Dean of Health Occupations.

1 Office Specialist - Under the direction of the Director, Child Development Center, maintain responsibility for enrollment operations of the office of the Child Development Center; perform responsible and specialized secretarial and clerical support and administrative assistance duties necessary to operate the Child Development Center in the absence of the Center Director.

The person in this position is fully aware of the operating procedures and policies of the Child Development Center, and State Department of Education funding requirements; is expected to perform duties with minimal direction.

1 Program Specialist (vacant) - Plans, supervises, assesses, and evaluates activities and operations of the Child Development Center, Child Development Program, and laboratory school. Oversees and collaborates with, and provides support to, early childhood education instructional programs. The position also provides complex administrative support to the Instructional Dean of Health Occupations.

1 Outdoor Classroom Specialist - Under general supervision from the Center Director, the Outdoor Classroom Coordinator is a position that supports the Child Development Center teachers, practicum students, interns, volunteers, and food service staff in planning outdoor curriculum and executing provocations carefully to provide meaningful experiences. Responsible for the development and maintenance of the children's garden, be a resource for teachers as they plan and implement cross-curricular lessons in the outdoor classroom, and assist in scaffolding children's learning through the use of the materials in the outdoor classroom environment. Using the pedagogy of constructivism and the principles of the Reggio Emilia Approach will assist the teachers in their planning for short and long term projects for assigned groups of children ages 2 to 5 years.

1 Atelierista/PT Teacher (vacant) - Under general supervision of the Director, Child Development Center, this position assumes responsibility in addition to the role of teacher, the Atelierista/Art Teacher promotes the role of fine art as an integral and vital component of an exemplary inspired Reggio Emilia education. Will support and guide the teachers in supporting children's creativity and learning through the various one hundred languages of children, such as clay, wire, paint, dance, music, etc.; working with children alongside staff in rooms and specifically in the Atelier, to provide experiences and provocations for the children and to observe and document the learning process in detail. The person in this position is fully aware of the operating procedures and policies of the Child Development Center and are expected to perform duties with minimal direction.

1 Food Specialist - Under general supervision of the Center Director, this position performs a variety of duties related to the food service operations of the Child Development Center including menu preparation, food delivery, and kitchen clean-up. Oversees staff assisting with food service.

9 Full-time Permanent Teachers (40 hours) - Under general supervision from the Center Director, will be responsible for planning, observing, and listening carefully to children to provide meaningful experiences, create engaging learning provocations, and scaffold children's learning through the use of the outdoor and indoor classroom environments. Using the pedagogy of constructivism and the principles of the Reggio Emilia Approach will facilitate short and long term projects for assigned groups of children ages 2 to 5 years that focuses on their interest which will promote scientific inquiry, communication, literacy, social-emotional, cognitive, and creative development. Positions at this level are distinguished by the level of collaboration assumed with others to manage the flow of the day, document the child's learning, coach and mentor students, manage the teacher to child ratios and to facilitate co-inquiry meetings and round-table discussions.

8 Part-time Permanent Teachers (25 hours) - Under general supervision from the Center Director, will be responsible for planning, observing, and listening carefully to children to provide meaningful experiences, create engaging learning provocations, and scaffold children's learning through the use of the outdoor and indoor classroom environments. Using the pedagogy of constructivism and the principles of the Reggio Emilia Approach will facilitate short and long term projects for assigned groups of children ages 2 to 5 years that focuses on their interest which will promote scientific inquiry, communication, literacy, social-emotional, cognitive, and creative development. Positions at this level are distinguished by the level of collaboration assumed with others to manage the flow of the day, document the child's learning, coach and mentor students, manage the teacher to child ratios and to facilitate co-inquiry meetings and round-table discussions.

8 Substitute Teachers (950 hours per year or 175 business days) - Under general supervision from the Center Director, will be responsible for planning, observing, and listening carefully to children to provide meaningful experiences, create engaging learning provocations, and scaffold children's learning through the use of the outdoor and indoor classroom environments. Using the pedagogy of constructivism and the principles of the Reggio Emilia Approach will facilitate short and long term projects for assigned groups of children ages 2 to 5 years that focuses on their interest which will promote scientific inquiry, communication, literacy, social-emotional, cognitive, and creative development. Positions at this level are distinguished by the level of collaboration assumed with others to manage the flow of the day, document the child's learning, coach and mentor students, manage the teacher to child ratios and to facilitate co-inquiry meetings and round-table discussions.

9 Instructional Aides (950 hours per year or 175 business days)

b. Collaboration is embedded into the CDC's operations through monthly all-staff meetings with at least one Child Development Faculty representative in attendance, all four classrooms engage in 4-hour, weekly planning time (away from children), bi-annual all-staff professional development training, monthly one-on-one sessions with the director, weekly on-the-floor rounds conducted by the director, monthly update meetings between the director and Dean of Health Occupations, and the director sits in on and reports CDC highlights during Child Development Department monthly meetings.

Sample Collaborative Projects/Consultations on campus: Diaper donations from Falcon's Nest to CDC Parents, Speech Assessments from SLPA students, Dental Education from Dental Assisting and Dental Hygiene students

Sample Professional Development: Occupational Therapist in-service on working with children with aggressive and disruptive behaviors, CLASS (CLASS stands for the **Classroom Assessment Scoring System**®, an observation tool that measures what matters most in early learning: **the quality of educator-child interactions**) training

c. Organizational Chart (attached)

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in?

a. How does this participation reflect on your non-instructional area's plans and integration with the college.

The staff of the Child Development Center are actively engaged in several significant projects, workgroups, and collaborative initiatives that strengthen our integration with the college. These include partnering with Child Development faculty to enhance practicum and lab school experiences, participating in cross-departmental collaborations with Nursing, Dental Hygiene, SLPA, Teacher TRAC, EOPS/CARE, and Falcon's Nest to support family well-being, and contributing expertise to campus efforts that involve children or student-parent needs—such as family-friendly commencement planning, student-parent outreach, and resource distribution events. Staff also participate in quality-improvement initiatives tied to Quality Start Los Angeles (QSLA), NAEYC-aligned practices, workforce pipeline development, and campus committees focused on equity and student success. Additionally, the Director presents at regional and statewide early childhood conferences, positioning Cerritos College as a leader in best practices, particularly in emergent curriculum and social-constructivist approaches, thereby strengthening the college's visibility and credibility in the broader ECE field.

This participation reflects the CDC's commitment to being a fully integrated, collaborative partner within the college community. Our involvement directly supports institutional goals by

enhancing student-parent success, contributing to workforce preparation in Child Development and related fields, and serving as a trusted resource when the college designs programs or events that impact children or families.

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends : Version by Riley, Elizabeth on 01/27/2026 18:27

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves.

b. Describe the usage trend for your non-instructional area in the last three years.

i. Has it remained steady, increased, or decreased?

ii. Describe any factors that contributed to any change.

c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

1. The CDC's primary user groups are student parents on the Cerritos College campus, income-eligible families based on thresholds set by California Department of Education and California Department of Social Services, and practicum students of the Child Development (CD) department. The secondary user groups are Cerritos College employees who have age-eligible children and the surrounding community.
2. The usage trend at the CDC has remained the same. However, the families showing interest in enrolling their children in our program has shifted to a younger age range of 1-3 years old. This impact was expected and planned for since the statewide rollout of transitional kindergarten (TK) at school districts, where children who turn 4 by September 1 are eligible for free TK at the school district. We have shifted to serving more younger children with 2 classrooms for 2 -3 year olds, 1 classroom for 3 year olds, and 1 classroom for 4 year olds.
3. We serve student parents of the college and CD practicum students. However, we do not collect data on demographics of the parents and only the CD faculty have demographics of the practicum students. Below are demographics of the children we serve. Patterns in these data point to specific equity considerations. The high proportion of dual language learners emphasizes the need for staff training in language development and family engagement that respects home languages. Similarly, supporting children with exceptional abilities and foster children requires differentiated instruction, specialized resources, and strong partnerships with families to ensure these students thrive alongside their peers. In response, the CDC has implemented strategies to mitigate potential equity gaps, including inclusive curriculum design, small group support, individualized learning, and family-centered engagement initiatives, such as Family Picnic days, Grandparent days, Fall Festival, Illuminate – a Night of Science, etc. By aligning services with the specific needs of these demographic groups, the CDC ensures that all children, regardless of language, ability, or background, have equitable access to high-quality care and early learning opportunities.
 1. 52% Hispanics, 22% mixed races, 11% white, 9% Asian, 6% Black. This breakdown is similar to the college's demographics.
 2. 46% are dual language learners.
 3. 10% are children with exceptional abilities.
 4. 3% are foster children.

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process : Version by Riley, Elizabeth on 01/27/2026 18:27

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

The CDC follows the guidelines and procedures for annual program self-evaluations set forth by California Department of Education and California Department of Social Services. The evaluation process includes the following:

- An analysis of a 3-year-cycle contract monitoring review managed by a program consultant from the state agency. Findings using the following tools are used: Desired Results Developmental Profiles, the CLASS, CLASS environment, and parent surveys.
- An assessment of the program by parents using a parent survey.
- An assessment of the program by staff and board members evidenced by written documentation.

In the future, it would be beneficial to bring practicum student feedback about their experience at the Center directly into the CDC's process.

2. How are user needs assessed and considered in the development and delivery of programs and services?

a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

b. What are the sources of information your non-instructional area uses to understand current needs?

c. How have the needs changed over time?

The development and delivery of programs and services are categorized into two groups: families & college students. The two groups can then be subdivided four into four subgroups:

1. Student parents with children between the ages of 2 and 5
2. Income-eligible families with children between the ages of 2 and 5
3. Cerritos College employees with children between the ages of 2 and 5
4. Practicum students of the child development department

Below are the methods used to assess and remain current with their respective needs, interests and experiences.

- For subgroups 1-3, family needs assessments are given to all enrolled families to understand their unique needs. Parent advisory committee meetings are held every two months to discuss interests and experiences of families. This roundtable-like format allows the CDC's director to capture challenges, opportunities, and ideas on how to better support families.
 - The needs of families are constantly change on a yearly basis but a consistent theme that was captured in our last audit was that 10% (N=92) of our families would like to see more diversity in the curriculum.
- For Group 4 - practicum students receive evaluation forms from the CD faculty to assess their mentor's skills, support, quality of relationship and knowledge. There is no current process on how the evaluation results are shared with the CDC director or teacher mentors. One thing to consider strengthening is how student-practicum voices are looped back to the program. A simple annual debrief between CDC staff and Child Development faculty would deepen the shared understanding of student needs and reinforce the lab-school experience.
 - From the CDC's perspective, the practicum students are needing more flexible lab hours to fit into their personal schedules.

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?

1. We have multiple touch points to determine dis/satisfaction of families enrolled in our program:
 1. Comprehensive annual parent survey review

2. Parent survey after every event
3. Parent advisory committee meetings to engage parent & guardians in open-ended discussions
2. We currently do not have direct communication with practicum students to determine their satisfaction with our mentor teachers. This is handled by the CD faculty. In the future, it would be beneficial for the CD Faculty to collect and share this data with the CDC. College faculty would continue to manage the formal evaluation, but could share a summary routinely to help teachers connect their mentoring to student outcomes.

B. Non-Instructional Area Outcomes Assessment : Version by Riley, Elizabeth on 01/27/2026 18:27

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.

1. Based on our last parent survey, using a Likert scale with "very satisfied," "satisfied," and "not satisfied," an average of 90% of our families are very satisfied with our program's components. Our core strengths according to the data are: teacher-child ratios, languages spoken by staff, program staff's communication, individualized learning opportunities, teacher-child interactions, the physical environment and health & safety procedures.

2. What areas for improvement are suggested by the data?

1. According to the survey there are minor areas of improvement, rated as "satisfied" across several program characteristics: nutrition, cultural activities, and interaction with other parents.

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

a. How has the assessment of the non-instructional area outcomes contributed to your non-instructional area's improvements?

1. The parent survey results are used to create actionable steps for the CDC staff to implement on a short-, mid- and long-term basis, depending on the level of complexity of the program component. Our ongoing monitoring of the program assures that areas of our program are satisfactory and continue to meet standards set forth by the state and requested by families, and areas requiring modification are addressed in a timely and effective manner. When areas of improvement are identified, such as interaction with other parents, staff and families collaborate to determine how to increase the quality and frequency of interactions amongst parents. For example, when it was determined through parent and teacher feedback that additional training was needed for handling aggressive and disruptive behaviors, an occupational therapist was contracted to observe the environment and provide direct training to teachers to improve their behavior management skills.

4. How does the non-instructional area make needed data and information available to area stakeholders?

1. The CDC currently reports all the program self-evaluation results to the Department of Education and Department of Social Services before the end of each fiscal year via completion of required reports, submitted electronically. The results are simultaneously shared with the Dean of Health Occupations and all internal CDC staff during one of the monthly meetings. This information could reach a wider campus audience, for example, the CD department, practicum faculty, or even student-parents in a simplified format.

Section 4: Previous Three-Year Non-Instructional Area Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection : Version by Riley, Elizabeth on 01/27/2026 18:27

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

1. The primary strengths of the program are its highly qualified teaching staff, developmentally and thoughtfully designed environment both indoors and outdoors, and the pedagogical foundation of social constructivism used in our curriculum. Incremental changes (such as implementation of a part-time Occupational Therapist to assist with children who have sensory integration issues, CLASS training, and Boulder Journey School training) have been implemented through the past three years to:
 1. Increase the quality of interactions between children-children, children-adults, adult-adults,
 2. Enhance teaching strategies to be more culturally responsive and inclusive, and
 3. Scaffold teachers to build strong family engagement skills.
2. The department has instituted the following practices, considered as "best practices" in the early childhood education field:
 1. Retaining a strong foundation in developmentally appropriate practice and play-based learning.
 2. Our program respects and integrates children's home languages in our program.
 3. Teachers and administrative team collaborate with families through respectful communication and share decision-making.
 4. We maintain our continuity of care (<https://www.startearly.org/app/uploads/pdf/NPT-Continuity-of-Care-Nov-2015.pdf>) practice with children, which creates safe, nurturing and responsive relationships between teachers and children.
 5. Reflective practice is encouraged and teachers engage in ongoing critical dialogue about their work with children. We use research in ECE to inform any changes needed in our individual classrooms or the center as a whole.

2. What major challenges face the non-instructional area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

A major challenge facing the CDC mirrors trends across the broader early childhood education (ECE) field, the shortage of sustainable funding needed to maintain a high-quality program. High-quality early learning requires low adult-child ratios, highly trained staff, ongoing professional development, and a well-resourced environment, all of which come at a significant cost. State funding formulas and reimbursement rates often do not fully cover the true cost of operating a program that meets rigorous standards, such as those outlined by NAEYC. As a result, the CDC must work within tight financial constraints while still striving to offer an enriching, developmentally appropriate program to children and families.

To continue implementing best practices, such as critical dialogue among educators, regular reflective supervision, curriculum planning time, individualized child support, and culturally responsive pedagogy, the CDC has had to be both resourceful and strategic. Staff compensation is a particular challenge, as high-quality educators require competitive wages that reflect their training, expertise, and responsibilities. In response, the CDC has creatively leveraged alternative funding sources, including QSLA (Quality Start Los Angeles) grants, stipends, and other state or local quality-improvement funds, to support staff professional development, supplement overtime wages, and maintain program quality.

Moving forward, improvements within existing resources will require continued efficiency, collaboration, and prioritization. This includes maximizing current funding streams, strengthening partnerships with college departments and community agencies, advocating for additional campus support, and strategically aligning staffing patterns and schedules to preserve low ratios. Additionally, investing in staff capacity through in-house training, reflective practice routines, and cross-role collaboration can help sustain quality even when funding is limited.

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.

The CDC identified four goals and a total of five AUOs in the previous cycle.

1. Goal 1: Increase our service outreach and provide high-quality childcare to more families.
 1. AUO: CDC will work with the District to expand the building for ongoing student growth numbers.
 2. **Progress Status: Building plans are currently in DSA approval, lead by Plant & Facilities Director and Tilden Coil.**
2. Invest in the recruitment, training, and talent development of teachers, administrative staff, and specialists at all levels to increase program quality.
 1. AUO 1: CDC teachers and staff will service a higher number of families with younger children, and mentor more child development practicum students.

2. AUO 2: In-house and external staff training will be available to all staff.
3. **Progress Status:** While we wait to enroll more children once the build is completed, talent and professional development (PD) of teachers are ongoing with new best practices in place such as individualized professional growth plans, increased PD stipends for all permanent teachers, and new performance evaluations aligned with ECE standards. CD faculty and CDC staff are collaborating to enhance practicum students' experience through knowledge sharing during monthly meetings.
3. Enhance the indoor and outdoor environment to foster holistic development for infants, toddlers, and preschoolers.
 1. AUO: Families, staff, faculty, and child development practicum students will have access to a specially designed, high-quality environment for young children.
 2. **Progress Status:** Currently four months delayed in applying for the Outdoor Classroom Project reassessment but still on track to complete it before the end of the fiscal year.
4. Goal: Strengthen collaborative partnerships with on-campus and off-campus agencies to expand services for families.
 1. AUO: A physical space will be provided for families and community partners to interact.
 2. **Progress Status:** Small initiatives with Falcon's Nest, EOPS/CARE, Teacher TRAC, SLPA, Dental Hygiene, and Nursing departments contribute to supplemental services for families such as free diapers, speech screenings, etc. These collaborations function as a two-way exchange, where the CDC not only benefits from the services provided by campus partners but also contributes its professional expertise in child development, developmentally appropriate practice, family engagement, and early learning environments.

4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What long-term impact would you like your non-instructional area to have on the College and the community?

c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

In three years, the Child Development Center will be recognized across Cerritos College as a model early learning community. One that not only provides exceptional care and education for young children, but also serves as a central hub of expertise, collaboration, and professional development in the field of child development. Our primary focus will be the continued cultivation of a strong, positive, and consistent workplace culture, where educators feel valued, supported, and empowered. By solidifying this foundation, the CDC will be well-positioned to expand its square footage, increase enrollment capacity, and broaden its service outreach so that more student parents can pursue and complete their educational goals.

A key component of this vision is a deepened partnership with the Child Development faculty to strengthen the lab school experience for practicum students. Together, we will design intentional, hands-on learning opportunities that integrate social constructivist, Reggio-inspired, and evidence-based practices. Through mentorship, reflective dialogue, and co-planning, the CDC will help prepare future educators with the skills, professionalism, and cultural responsiveness needed to enter the workforce ready to excel. This strengthened collaboration will contribute directly to a more prepared, more diverse, and more effective early childhood workforce in our region.

At the same time, the CDC will continue to grow as a trusted resource for the entire campus community. Our vision includes becoming the college's go-to source for expertise whenever children, families, developmental needs, or family-friendly initiatives are part of the conversation, whether in planning student-parent events, designing inclusive commencement experiences, or supporting departments that serve children through practicum placements. By sharing our knowledge and partnering across programs such as Teacher TRAC, Nursing, Dental Hygiene, SLPA, EOPS/CARE, and Falcon's Nest, we will strengthen campus-wide collaboration and enhance the wraparound support available to student families.

Fundamental to this growth will be the expansion of the Center to include 4 additional classrooms for infants/toddlers. Completion of the expansion is estimated for Fall 2027, at which time we will go from serving approximately 96 children to approximately 150 children.

By building a healthy internal culture, investing in workforce development, and deepening our collaborative presence on campus, the CDC will expand its impact while staying true to its mission.

Section 5: Non-Instructional Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

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Goals						
Area	Division	Dept	Goals	Administrative Unit Outcomes (AUOs)	Objectives	Goal Target Year of Achievement
Academic Affairs	Health Occupation	Child Development Center	#1 #1 Increase our service outreach and provide high-quality childcare to more families.	#1 CDC will partner with the District to expand the facility’s square footage to support continued increases in student population.	1.) Increase our student capacity by 60% by expanding with 4 more classrooms and a renovated or brand new kitchen.	Year 3
				#2		
				#3		
Academic Affairs	Health Occupation	Child Development Center	#2 Invest in the recruitment, training, and talent development of teachers, administrative staff, and specialists at all levels to increase program quality.	#1 CDC teachers and staff will service a higher number of families with younger children, and mentor more child development practicum students.	1.) Hiring more infant-toddlers teachers based on recommended ratios set forth by California Department of Education and California Department of Social Services. 2.) Provide continuous professional development to facilitate the Reggio Emilia approach and evidence-based practices in early childhood.	Year 3
				#2 In-house and external staff training will be available to all staff.		
				#3		

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[DEPARTMENT]

Academic Affairs	Health Occupation	Child Development Center	#3 Enhace the indoor and outdoor environment to foster holistic development for infants, toddlers, and preschoolers.	#1 Families, staff, faculty, and child development practicum students will have access to a specially designed, high-quality environment for young children.	1.) Design and redesign learning spaces with architects by summer 2025. 2.) Build inclusivity and accessibility to all environments.	Year 2
				#2		
				#3		
Academic Affairs	Health Occupation	Child Development Center	#4 Strengthen collaborative partnerships with on-campus an off-campus agencies to expand services for families.	#1 A physical space will be provided for families and community partners to interact.	1.) Co-create programs with partners that provide holistic services to families. 2.) Establish a seamless referral system to easily connect with community partners. 3.) Build multi-disciplinary teams to provide a coordinated approach to service delivery.	Year 1, Year 2, Year 3
				#2		
				#3		

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Action Plan				College Alignment	
Responsible Party	AUO Assessment Year	Method of Assessment	Action Steps	Student First Framework Lever	Student First Framework Lever Strategy
CDC admin team	Year 1	1. Completed architectural plan and physical building.	Year 1: 2025-2026 1. Meet with architects and Tilden Coil program manager and the district's Physical Plant Director to finalize architectural plans. 2. Submit a licensing expansion application to Community Care Licensing. 3. Contact prospective families and initiate enrollment steps. Year 2: 2026-2027 1. Onboard additional teaching staff. Year 3: 2027-2028 1. Monitor and evaluate all teaching staff.	Completion, Institutional Health, Equitable Access	B.2. Reduce the time it takes for our students to complete their educational goals. , B.5. Improve the processes that help our students succeed in their current courses and ensure they enroll in the subsequent term.
	Year 2	1. Monitoring wait list and creating an updated enrollment roster to reflect new capacity increase.			
CDC admin team & HR	Year 1	1. Submitting employee requests. 2. New-hire orientations. 3. Retrieve final number of practicum students mentored every semester.	Year 1 2025-2026: 1. Work with HR to create job postings and follow job hiring process. 2. Develop new-hire orientation geared towards infant-toddler teachers. Year 2 2026-2027: 1. Continue the formalized documentation of professional development plans to track individual growth. Year 3 2027-2028: 1. Explore additional staffing opportunities with student teachers by continuously partnering with financial aid and CalWorks departments.	Career and Transfer Success, Institutional Health	C.1. Improve our processes, services, and curriculum to align with high-demand, high-paying career opportunities. , D.2. Invest in our employees to facilitate excellence at all levels of service to our students., D.3. Refine hiring practices to attract and retain faculty, staff, and administrators who reflect the diversity of our community and align with the mission of our college.
	Year 2	1. Track teachers' development using the center's professional development plan. 2. Realign performance review document based on professional standards.			
	Year 3	1. Utilize professional development plan hand in hand with performance reviews to determine individual professional goals.			

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[DEPARTMENT]

CDC admin team & architects	Year 1	1. Completed architectural plan and physical building assessed by Community Care Licensing of the California Department of Social Services.	Year 1 2025-2026: 1. Research best practices in outdoor and indoor infant, toddler and preschool environments. 2. Purchase necessary equipment and technology based on identified goals. 3. Apply for the reassessment process with Outdoor Classroom Project. Year 2 2026-2027: 1. Implement reassessment with Outdoor Classroom Project and modify environment based on results. 2. Work with state program consultants from CDE and CDSS to ensure program quality.	Institutional Health, Equitable Access, Completion	
	Year 2	1. Voluntary re-assessment by the Outdoor Classroom Project. 2. Following laws and regulations and Quality Rating Improvement System set forth by the CA Department of Education, Early Learning Division.			
CDC Director	Year 1	1. Completed architectural and schematic plans. 2. List of potential outreach partners.	Year 1 2025-2026: 1. Identify list of resources needs based on historical and current family requests. 2. Reach out to potential agencies and develop a partnership agreement. Year 2 2026-2027: 1. Execute partnership agreement with at least 2 agencies to provide direct support to families. Year 3 2027-2028: 1. Provide a diverse array of workshops, services, resources, network connections to families, CDC and district staff, and college students.	Institutional Health, Career and Transfer Success	
	Year 2	1. Promote and document all offered workshops.			
	Year 3	1. Track referrrals made by the CDC program to the various community agencies.			

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[DEPARTMENT]

Resource Requests								
Area	Division	Dept	Resource Request	Estimated Cost	Occurrence	Resource Type	Justification/Expected Outcome	Dept Priority Rank
Academic Affairs	Health Occupation	Child Development Center	4 classrooms & outdoor space	\$ 8,000,000.00	One-time budget augmentation	Facilities	The proposed cost allocation for the center expansion is justified by the increasing demand for childcare services, particularly among families with young children and college students seeking reliable care. Expanding the center will allow us to accommodate a growing number of families, ensuring we meet the needs of students who often require flexible, affordable childcare options while pursuing their education. This investment will improve the accessibility of care for local families but also support the academic success of student-parents.	1
Academic Affairs	Health Occupation	Child Development Center	Staff Fringe & Benefits	\$ 1,000,000.00	Ongoing expense	Classified, Other Staffing	The allocation of funds toward hiring additional staff is essential to meet the needs of the center's expansion and comply with state licensing regulations. As we increase our capacity to serve more families, including college students, we must ensure that our staff-to-child ratios remain in line with state guidelines for safety and quality care.	2
			Training, conferences, and study groups	\$ 50,000.00	Ongoing expense	Professional Development	The allocation of funds for professional development is critical to ensuring that our staff remains highly skilled, knowledgeable, and up-to-date with best practices in early childhood education and childcare. Investing in training opportunities will enhance the quality of care we provide, support staff retention, and ensure compliance with evolving state regulations.	

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[DEPARTMENT]

			Indoor and outdoor environment redesign	\$ 1,000,000.00	One-time budget augmentation	Facilities, Instructional Equipment, Technology and Software	Allocating funds to redesign the classroom environment is crucial for maintaining our reputation as a state-of-the-art facility that prioritizes both the safety and developmental needs of children and as a laboratory school for future teachers. A well-designed, engaging classroom not only fosters a stimulating learning atmosphere but also supports the latest educational methodologies and trends in early childhood development.	3
			Construction of family & community resource room	\$ 100,000.00	One-time budget augmentation	Facilities	Allocating funds to construct a dedicated family and community room is essential to creating a supportive space for families, college students, and college staff. This room will serve as a versatile area where parents can engage in workshops, receive resources, and connect with one another, fostering a sense of community and collaboration. By investing in this shared space, we can enhance the overall experience for the families we serve and reinforce our commitment to supporting the broader community	4
			Partnership requests	\$ 50,000.00	Ongoing expense	Other		

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: Child Development Center Reviewer Name: Angela Beck

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

I. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: Gives specific examples for equitable access and completion outcomes which are two of the Students First frameworks.				Score: 5

B. Non-Instructional Area Description

I. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: Include QRIS rating of 5. Give specific examples of workshops, consultations, collaborative projects.				Score: 4

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Positions are listed but not described.				Score: 4

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments: List more specific examples of quality improvement initiatives. List specific conferences and/or titles of presentations and content.				Score: 4

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

I. Whom do you serve? a. Describe your primary and secondary user groups that the non-instructional area attracts and serves b. Describe the usage trend for your non-instructional area in the last three years <i>i. Has it remained steady, increased, or decreased?</i> <i>ii. Describe any factors that contributed to any change.</i> c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status). <i>i. How do the demographics of your users compare with the college as a whole?</i> <i>ii. Are the trends within your program in alignment with the broader, collegewide trends?</i> <i>iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.	Provides general user information and basic trend description; equity components superficial (if serving students).	Limited user description and little trend or demographic analysis.	Missing user information or does not address trends.
Comments: Specific examples of family-centered engagement initiatives.				Score: 4

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Multiple assessments, widely known in our field for high-quality programs, are being used.				Score: 5

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences? b. What are the sources of information your non-instructional area uses to understand current needs? c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: Specific details and statistics are cited.				Score: 5

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Include sample questions from each survey.				Score: 4

B. Non-Instructional Area Outcomes Assessment

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Include multiple data sources other than the parent survey.				Score: 4

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Provide quotes or more information on areas of improvement from parent surveys.				Score: 4

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: Detailed examples are needed.				Score: 4

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Typographical error: reports "to" the Department of Education and Department of Social Services. How is information shared?				Score: 4

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

I. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: Add examples of how changes have been implemented to #1-3. Add the implementation of a part-time Occupational Therapist to assist with children who have sensory integration issues.				Score: 4

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: Realistic challenges are discussed with reflection and specific strategies for resolution.				Score: 5

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: A total of four goals with five AOU's are discussed with specific examples.				Score: 5

- 4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**
- a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
 - b. What long-term impact would you like your non-instructional area to have on the College and the community?**
 - c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: Include a discussion on the infant/toddler expansion.				Score: 4

Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Goals are SMART goals; specific, measurable, achievable, realistic with a timeframe.				Score: 5

Provide your overall program review comments and total score.	
Overall comments: My overall comment is to include more specific examples and supporting documentation. Goals are very well-written; clear and appropriate.	Total Score: 70

Reviewer Signature: Angela M Beck Date: 12/11/25



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: Child Development Center

Reviewer Name: Susan McDonald

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments:				Score:

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments:				Score:

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments:				Score:

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments:				Score:

A. Non-Instructional Area User Demographics and Service Trends

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

Score:

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments:				Score:

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?				
b. What are the sources of information your non-instructional area uses to understand current needs?				
c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments:				Score:

3. <i>How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments:				Score:

B. Non-Instructional Area Outcomes Assessment

1. <i>What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments:				Score:

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments:				Score:

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments:				Score:

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments:				Score:

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments:				Score:

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments:				Score:

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments:				Score:

- 4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**
- a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
 - b. What long-term impact would you like your non-instructional area to have on the College and the community?**
 - c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments:				Score:

Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments:				Score:

Provide your overall program review comments and total score.	
Overall comments:	Total Score:
	76

Reviewer Signature: _____

Date: 12/18/2025

Program Review Planning Form

Program/Department Name: Child Development Center

Division Name: Health Occupation

Program Review Cycle: 2025-2026

Review Period: 2022-2023, 2023-2024

This form serves as formal acknowledgment that the above-named program/department/division is undergoing a Program Review in accordance with institutional policies and timelines. Program Review is a collaborative process aimed at continuous improvement, accountability, and strategic development.

Program Review Team Members

Please list the names and titles of all individuals actively participating in the Program Review process (e.g., staff, coordinators, or other contributors):

Division Dean Information

Name: Dr. Elizabeth Riley

Email: eriley@cerritos.edu

Department/Program Manager Information

Name: Carolyn Lapitan

Email: clapitan@cerritos.edu

Program Review Collaborators:

<u>Name</u>	<u>Title/Role</u>	<u>Email Address</u>
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<u>Susan McDonald</u>	<u>Chair & Director</u>	<u>smcdonald@cerritos.edu</u>
<u>Sasha Leonardo</u>	<u>Interim Director</u>	<u>sleonardo@cerritos.edu</u>
<u>Angela Beck</u>	<u>Instructor</u>	<u>abeck@cerritos.edu</u>
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Important Due Dates

Planning Form: 09/12/2025

Review Committee Form: 10/01/2025

Program Review Draft: 11/21/2025

Reviewer Feedback: 12/12/2025

Final Plan: 01/09/2026



Acknowledgement

By signing below, I acknowledge the following:

- I am aware that the program/department/division is currently undergoing Program Review as scheduled for the 2025-2026 cycle.
- I understand the expectations and responsibilities of the program/department/division throughout the review process, including submission of the self-study and timely communication with the review committee and IERPG.
- I have received and reviewed the guidelines, timelines, and required documentation for the Program Review process as provided by Office of Institutional Effectiveness, Research, Planning, and Grants.
- I agree to work collaboratively with faculty, staff, and administrators to ensure a thorough and reflective review process.

Program/Department Manager:

Name: Carolyn Lapitan Signature:  Date: 10/7/25
Carolyn Lapitan (Oct 7, 2025 20:34:24 PDT)

Division Dean:

Name: _____ Signature: _____ Date: _____

Dean, Institutional Effectiveness, Research, Planning, and Grants:

Name: _____ Signature: _____ Date: _____

Signature: 

Email: eriley@cerritos.edu

Signature: 
Amber Hroch (Oct 8, 2025 11:21:35 PDT)

Email: ahroch@cerritos.edu

2026-2029 - Child Development Center Program Review

Final Audit Report

2026-08-11

Created:	2026-08-11
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