

MERCED
COLLEGE



Merced College Program Investigation Committee:

Families In Crisis Specialization (CT)

Foundations and Standards in Early Childhood Specialization' (CT)

Trauma-Informed Care in Practice (CT)

Prepared by the Office of Institutional Effectiveness

Wednesday, March 26, 2026





Overview

- Program Investigation Policy (Title 5, AP)
- Program Description
- Outcomes
- Interest
- Comparable programs



Program Investigation Policy

- [Title 5, § 51022](#) (a): “The governing board shall adopt and carry out its policies for the establishment, modification, or discontinuance of courses or programs.”
- [MCCCD AP 4021](#)
 - Discussion of program discontinuance must include all stakeholders potentially affected by the decision.
 - Three potential outcomes of the Program Discontinuance process:
 - **Continue** (including listing intervention strategies to support program)
 - **Continue with qualification** (may include introducing a certificate of completion, substantial change)
 - **Discontinue** (including plan to address impacted stakeholders and timelines)
 - Co-chairs will produce a written report, including research findings and recommendations
 - Academic Senate makes final determination, followed by any appropriate curricular action by the Curriculum Committee



Program Investigation Policy

- [MCCD AP 4021](#) (*Excerpt*):

- **Quantitative Indicators**

- The list of quantitative indicators is long. Any and/or all of these quantitative indicators need to be reviewed to inform the discussion on program discontinuance. **They include, but are not limited to:**
 1. The projected demand for the program in the future.
 2. The persistence of students in the program.
 3. Weak enrollment trends over a sustained period of time.
 4. Insufficient frequency of course section offering
 5. Poor term to term persistence (significantly below the college average) of students within the program.
 6. Poor retention or success rates (significantly below the college average) of students.
 7. Productivity in terms of the FTEs (actual) per FTEF ratio (the version of WSCH/FTE that takes enrollment activity for all attendance types into consideration).
 8. Number of graduates from the program (where applicable).
 9. Diversity issues: For example, has the ethnic distribution of department enrollees become more reflective of the overall student body over time?
 10. When the discipline is being considered for termination: The decline in importance of service to those in related programs must be considered.



Child Development Program

- Currently, in the [2025-26 Catalog](#)
 - There are ten 8-34 unit programs:
 - [Early Childhood Education \(AS-T\)](#) (13010.AST) – 24 units in Program Core
 - [Child Development \(AA\)](#) (13010.AA) – 24 units in Program Core
 - [Administration in Early Childhood Education \(CT\)](#) (13012.CT) – 32 units in Program Core
 - [Early Intervention Assistant Specialization \(CT\)](#) (13016.CT) – 32 units in Program Core
 - [Families In Crisis Specialization \(CT\)](#) (13021.CT) – 32 units in Program Core
 - [Infant/Toddler Care \(CT\)](#) (13026.CT) – 32 units in Program Core
 - [School-Age Care Specialization \(CT\)](#) (13031.CT)– 34 units in Program Core
 - [Early Childhood Educator I \(CM\)](#) (13013.CM)– 12 units in Program Core
 - [Early Childhood Educator II \(CN\)](#) (13014.CN)– 26 units in Program Core
 - [Multi-Language Learner Specialization](#) (13051.CM)– 8 units in Program Core
 - Two that are approved by Chancellor’s Office but not in the catalog:
 - [Foundations and Standards in Early Childhood Specialization \(CT\)](#) – 16 units
 - [Trauma Informed Care in Practice \(CT\)](#) – 16 units

Child Development (AA) will not be deactivated due to agreement with UC Merce.





Child Development Programs

Course	Title	Course Frequency	Families In Crisis Specialization (CT)	Foundations and Standards in Early Childhood Specialization (CT)	Trauma Informed Care in Practice (CT)
CLDV-20	Infant and Toddler Development (3)	N/A			X
CLDV-20L	School-Age Curriculum (2)	N/A			X
CLDV-30D	School-Age Curriculum (2)	2023S		X	
CLDV-33	Working Effectively with Families (1)	2014S	X		
CLDV-37	Adult Supervision and Mentoring in Early Care and Education (2)	Primary Terms	X		X
CLDV-41	Infant and Toddler Feeding (1)	N/A			
CLDV-54	Sexual Development of Young Children (1)	2025S	X		
CLDV-57	Child Abuse and Neglect (1)	2025S	X		
CLDV-64	Reflective Practices (2)	N/A			



Child Development Program

Course	Title	Course Frequency	Families In Crisis Specialization (CT)	Foundations and Standards in Early Childhood Specialization (CT)	Trauma Informed Care in Practice (CT)
CLDV-65A	CA Preschool Foundations And Frameworks: Language, Literacy (1)	2023F		X	
CLDV-65B	CA Preschool Foundations and Frameworks: Math (1)	2023S		X	
CLDV-65C	CA Preschool Foundations and Frameworks: Science (1)	2023S		X	
CLDV-65D	CA Preschool Foundations and Frameworks: History and Social Science (1)	2023S		X	
CLDV-65E	CA Preschool Foundations and Frameworks: Social and Emotional (1)	2023S		X	
CLDV-65F	CA Preschool Foundations and Frameworks: English Language Development (1)	2023S		X	
CLDV-65G	Sexual Development of Young Children (1)	2023S		X	
CLDV-65H	School-Age Development (3)	2023S		X	
CLDV-65I	School-Age Practicum (3)	2023S		X	
CLDV-65J	Child Abuse and Neglect (1)	2023S		X	



PSLOs

Families In Crisis Specialization (CT) (13021.CT)

- A. Assess family strengths, needs and risk factors related to child and family health, mental health and development.
- B. Evaluate procedures for referrals to community resources with consideration for the diverse linguistic and cultural experiences of families.
- C. Advocate in the family and in the community for awareness of risk, resiliency and preventive factors.

Foundations and Standards in Early Childhood Specialization (CN)

- A. Demonstrate knowledge of high quality developmentally appropriate practices.
- B. Identify the various theoretical frameworks and domains associated with typical and atypical development.
- C. Formulate effective strategies that empower families and community.
- D. Construct a personal philosophy regarding professionalism and best practices in Early Childhood Education.



PSLOs

Trauma Informed Care in Practice (CT)

- A. Demonstrate trauma informed practices.
- B. Evaluate key universal strategies in trauma-informed practices.
- C. Apply strategies in a wide range of education and service settings.



Outcomes: Child Development Courses (2002-2024)

Child Development Course	Item	Before 2019-20	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
CLDV-30D School-Age Curriculum (2)	Enrollment	17	11	6	-	39	-	-
	N of Sections	4	1	1	-	1	-	-
	CCR	88.24%	100%	50%	-	79.49%	-	-
	CSR	88.24%	90.91%	50%	-	76.92%	-	-
	FTES	1.03	0.73	0.40	-	2.60	-	-
CLDV-33 Working Effectively with Families	Enrollment	241	-	-	-	-	-	-
	N of Sections	13	-	-	-	-	-	-
	CCR	78.84%	-	-	-	-	-	-
	CSR	75.52%	-	-	-	-	-	-
	FTES	6.96	-	-	-	-	-	-
CLDV-54 Sexual Development of Young Children	Enrollment	49	-	-	-	-	-	18
	N of Sections	4	-	-	-	-	-	1
	CCR	89.80%	-	-	-	-	-	94.44%
	CSR	89.80%	-	-	-	-	-	66.67%
	FTES	1.68	-	-	-	-	-	0.60



Outcomes: Child Development Courses (2002-2024)

Child Development Course	Item	Before 2019-20	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
CLDV-56L School-age Practicum	Enrollment	12	-	-	5	-	-	6
	N of Sections	5	-	-	1	-	-	1
	CCR	58.33	-	-	80.00%	-	-	83.33%
	CSR	58.33	-	-	80.00%	-	-	66.67%
	FTES	2.00	-	-	1.23	-	-	0.30
CLDV-57 Child Abuse and Neglect	Enrollment	148	-	-	-	-	-	16
	N of Sections	6	-	-	-	-	-	1
	CCR	74.32%	-	-	-	-	-	100.00%
	CSR	65.54%	-	-	-	-	-	81.25%
	FTES	5.14	-	-	-	-	-	0.53
CLDV-65A Preschool Foundations: Language	Enrollment	27	-	-	-	27	-	-
	N of Sections	2	-	-	-	1	-	-
	CCR	85.19%	-	-	-	92.59%	-	-
	CSR	85.19%	-	-	-	88.89%	-	-
	FTES	0.80	-	-	-	0.83	-	-
CLDV-65B Preschool Foundations: Math	Enrollment	28	6	-	14	34	-	-
	N of Sections	1	1	-	1	1	-	-
	CCR	71.43%	50%	-	100.00%	85.29%	-	-
	CSR	71.43%	33.33%	-	92.86%	82.35%	-	-
	FTES	0.93	0.20	-	0.43	1.13	-	-



Outcomes: Child Development Courses (2002-2024)

Child Development Course	Item	Before 2019-20	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
CLDV-65C Preschool Foundations: Science	Enrollment	19	6	-	12	28	-	-
	N of Sections	1	1	-	1	1	-	-
	CCR	94.74%	100%	-	100.00%	89.29%	-	-
	CSR	84.21%	50%	-	83.33%	85.71%	-	-
	FTES	0.60	0.20	-	0.40	0.93	-	-
CLDV-65D Preschool Foundations: History and Social Science	Enrollment	4	-	-	16	26	-	-
	N of Sections	1	-	-	1	1	-	-
	CCR	100%	-	-	100%	88.45%	-	-
	CSR	100%	-	-	62.50%	80.77%	-	-
	FTES	0.13	-	-	0.53	0.80	-	-
CLDV-65E Preschool Foundations: Social and Emotional	Enrollment	12	12	-	-	32	-	-
	N of Sections	1	1	-	-	1	-	-
	CCR	75%	91.67%	-	-	90.63%	-	-
	CSR	75%	41.67%	-	-	84.38%	-	-
	FTES	0.43	0.40	-	-	1.03	-	-
CLDV-65F Preschool Foundations: English Language Development	Enrollment	13	-	-	-	23	-	-
	N of Sections	1	-	-	-	1	-	-
	CCR	76.92%	-	-	-	95.65%	-	-
	CSR	61.54%	-	-	-	91.30%	-	-
	FTES	0.40	-	-	-	0.70	-	-



Outcomes: Child Development Courses (2002-2024)

Child Development Course	Item	Before 2019-20	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
CLDV-65G Preschool Foundations: Performing Arts	Enrollment	7	-	-	-	33	-	-
	N of Sections	1	-	-	-	1	-	-
	CCR	100%	-	-	-	84.85%	-	-
	CSR	100%	-	-	-	84.85%	-	-
	FTES	0.23	-	-	-	1.10	-	-
CLDV-65H Preschool Foundations: Visual Arts	Enrollment	11	-	-	-	31	-	-
	N of Sections	1	-	-	-	1	-	-
	CCR	63.64%	-	-	-	87.10%	-	-
	CSR	63.64%	-	-	-	83.87%	-	-
	FTES	0.37	-	-	-	1.03	-	-
CLDV-65I Preschool Foundations: Physical Development	Enrollment	8	-	-	-	32	-	-
	N of Sections	1	-	-	-	1	-	-
	CCR	87.50%	-	-	-	100.00%	-	-
	CSR	87.50%	-	-	-	75.00%	-	-
	FTES	0.30	-	-	-	1.07	-	-
CLDV-65J Preschool Foundations: Health	Enrollment	-	-	-	-	33	-	-
	N of Sections	-	-	-	-	1	-	-
	CCR	-	-	-	-	100.00%	-	-
	CSR	-	-	-	-	78.79%	-	-
	FTES	-	-	-	-	1.10	-	-



Outcomes: Child Development Awards (2002-2024)

	Before 2015-16	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Total
Administration in Early Childhood Education (CT)	0	0	0	0	0	0	1	9	5	2	2	19
Child Development (AA)	233	17	21	22	26	27	34	48	31	38	31	528
Early Childhood Education (AS-T)	16	23	22	23	35	41	36	45	34	36	35	346
Early Intervention Assistant Specialization (CT)	4	5	2	1	2	5	6	5	1	3	2	35
Families In Crisis Specialization (CT)	2	0	0	0	0	0	0	0	1	0	0	3
Infant/Toddler Care Specialization (CT)	4	5	7	5	3	2	3	0	0	0	0	29
School Age Care Specialization (CT)	0	0	0	0	0	2	0	1	0	0	1	4
Total	259	50	52	51	66	77	80	108	72	79	71	965

- 965 duplicate Child Development related awards, representing 779 unique students



CLDV Awardee Demographics

Hispanic
(66.37%)

Female
(97.94%)

20-24
(41.53%)



Interest at MCCD

- In examining CCCApply Application data:

Award Type	CY 2022	CY 2023	CY 2024	CY 2025
Early Childhood Education (AST)	422	497	561	310
Child Development (AA)	340	389	641	595
Administration in Early Childhood Education (CT)	0	0	102	74
Early Intervention Assistant Specialization (CT)	0	0	7	11
Families In Crisis Specialization (CT)	0	0	8	9
Infant/Toddler Care (CT)	0	0	28	63
School-Age Care Specialization (CT)	0	0	10	26
Early Childhood Educator I (CM)	0	0	0	0
Early Childhood Educator II (CN)	0	0	0	0
Total	762	886	1357	1088

- As of Wednesday, 26 March 2026
- Represents 3454 unique students





Comparable Programs

- 5 California Community Colleges (CCC) have an active Parenting and Family Education program with a 1305.60 TOP Code.
 - EL Camino, L.A.Mission and Long Beach City College offer the program as Noncredit Program
 - Merced College and Paloma College offer the program as Credit Program
- All four colleges are between 285 to 400 miles away from Merced College



Next Steps

- Members can request additional information, as appropriate
- For LMI: Identify the SOC code(s) that best matches:
 - 21-1021 Child, Family, and School Social Workers
- The final determination as to the viability of the Child Development Program at Merced College lies with the Program Investigation committee
 - Continue** (including listing intervention strategies to support program)
 - Continue with qualification** (may include introducing a certificate of completion, substantial change)
 - Discontinue** (including plan to address impacted stakeholders and timelines)
- Discussion of program discontinuance may include parties potentially affected by the decision including faculty, staff, administrators, students, potential employers, and the community.
- OIE is continuously trying to improve its data/information-sharing approaches. Contact research@mccd.edu to follow up.