De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Child Development & Education |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | The mission of the Child Development and Education Department is to prepare a diverse student population including students from Child Development and other majors and departments for transfer within the Behavioral and Social Sciences. The department also provides comprehensive educational opportunities to help students meet professional growth and workforce requirements. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Career/Technical |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | 100 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | 0 |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | 35 |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | 29 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | * # of 165 degrees and COAs awarded. # of certificates awarded has increased from 35-100. * The percentage increase in AA degrees awarded is 53% since 2017. * The percentage increase in AS degrees awarded is 40% since 2017. * The percentage increase in Certificate of Achievements (COA) awarded is 240% since 2017. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | * Certificate and graduation workshops * Embedded advising * Collaboration with counseling for regular workshops * Guests and visiting experts from the field (State Licensing) to assist students in their understanding of requirements of the field. * Special Projects in Curriculum offered during the pandemic to facilitate teaching children online. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | * Provide supplemental tutoring and advising services to limited-English proficient students and other "special populations" to ensure their overall success and retention in the program * Provide regular advising sessions in languages other than English to students who need it via Zoom to help them obtain teaching permits, obtain their A.A. and A.S.T. degrees. * Work actively with the California Mentor Program to provide individual assistance and mentorship to students in the practicum course to ensure student success in this area. * Continue to work with Apprenticeship Programs with ECEPTS & First 5 to provide education to non-traditional fields (family childcare). |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | According to EDD, there is a substantial need for preschool teachers in the coming years. Data tables show a labor market need for 26,450 preschool teachers, and a total of 153,870 teachers employed in preschool, elementary school, secondary school and special education.  Based on Advisory Committee recommendations, we have begun to offer more classes at nights and on weekends, since the demand for preschool educators in Santa Clara County is at an all-time high. |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 8.3 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 0 |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 30.7% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | 0 |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | Since the pandemic, we have been able to hire students as P.A.L.s. The Peer Assisted Learning Program uses the Embedded Tutors who provide supplemental instruction in classrooms. It is currently being piloted in SSH Division. With a view to close the equity gap, this peer-to-peer tutoring model has been very beneficial. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | The unduplicated enrollment trends over the past three years have increased by 2.3%.  The census enrollment trends over the past 3 years have increased by 12% over the past 3 years.   * Provide regular advising sessions in languages other than English to students who need it via Zoom to help them obtain teaching permits, obtain their A.A. and A.S.T. degrees. * Work actively with the California Mentor Program to provide individual assistance and mentorship to students in the practicum course to ensure student success in this area. * Continue to work with Apprenticeship Programs with ECEPTS & First 5 to provide education to non-traditional fields (family childcare). * Work closely with the Peer Assisted Learning Program to provide embedded tutors in classrooms. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | Of the 3014 students enrolled in the CDE department, 1000 of them identified as African American, Latinx, Filipinx, and Pacific Islander. This represents 33.18% of the total CDE enrollment. This represents almost 2% of the total college enrollment.  CDE provides training for a non-traditional field, and our enrollment percentages reflect the demographics of the community of Cupertino.  In order to increase enrollment of African American, Latinx, Filipinx, and Pacific Islander students, it will be beneficial to:   * Provide regular advising sessions in languages other than English to students who need it via Zoom and face-to-face to help them obtain teaching permits, and obtain their A.A. and A.S.T. degrees. * Work actively with the California Mentor Program to provide individual assistance and mentorship to students in the practicum course to ensure student success in this area. * Continue to work with Apprenticeship Programs with ECEPTS & First 5 to provide education to non-traditional fields (family childcare). * Work closely with the Peer Assisted Learning Program to provide embedded tutors in classrooms. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | The overall success rate over the past 3 years has declined marginally from 89% to 87%. This success rate could have been largely influenced by the pandemic and its debilitating impact on childcare nation-wide.   * Provide regular advising sessions in languages other than English to students who need it via Zoom and face-to-face to help them obtain teaching permits, and obtain their A.A. and A.S.T. degrees. * Offer more classes as late-starts * Offer more classes at nights and on weekends * Continue to work with Apprenticeship Programs with ECEPTS & First 5 to provide education to non-traditional fields (family childcare). * Work closely with the Peer Assisted Learning Program to provide embedded tutors in classrooms. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | According to the program review data sheet, the  overall success rate for targeted students reflects the following: Low Income= -10, Latinx -and Filipinx  -14.  The CDE faculty is committed to professional development activities to uncover how unconscious  bias (implicit bias) contributes to our equity gap. Every quarter, the department engages in various professional development activities. The faculty utilizes a variety of community resources to enhance the curriculum- service learning, guest speakers, expert talks, and others.  The CDE faculty has continued to implement retention strategies such as having peer assisted learning practices, (P.A.L.s), forming virtual study groups, one-to-one, individualized support, connecting students with support services and implementing equity-minded and  culturally responsive pedagogical practices in the classroom to promote success in addition to active learning teaching activities, multiple intelligence teaching strategies, and project-based approaches. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | The CDE Division is nationally accredited by the National Association for the Education of Young Children (NAEYC).  The CDE department recently completed a NAEYC Accreditation self-study in Spring 2019 and in 2021-2022, we updated Key Assessments and rubrics to align with NAEYC standards. The program has been re-accredited with conditions, and additional work is required to address the conditions raised by the NAEYC Commission. CD-51A and CD-51B are required student teaching practicum courses. We have 2 sections and there are only 20 spaces available for students to fulfill their lab hours. There is a high demand for these courses and many students especially the students getting AA or ASTs cannot graduate without these courses. The course is also needed for students applying for certificates. The department continues seeking and exploring  other alternatives to fulfil this requirement. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | In addition to acknowledging disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students, the department specifically focused on equity issues targeted at low- income students, single parent students, and ELL students. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | To increase enrollment and success rates, the department   * Scheduled classes at night * embedded advising in core classes * Organized CDE job fair * Applied for and obtained a planning grant of $40,000 through the Silicon Valley Foundation to support students working in Family Childcare Programs in the Santa Clara County * Was chosen to be a partner in the First 5-ECEPTS Apprenticeship Program to assist facility childcare students. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | To provide meaningful pedagogy to students in the areas of curriculum (Music & Movement, Language & Literacy, Creative Arts, Math & Science), the department, provided no-cost individual curriculum kits for making the learning tangible to students. It would be beneficial to continue to provide such material to make the learning in classrooms real and accessible to all. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | The department would benefit greatly with enhanced support for students. Since most of the classes are located in the Child Development Lab School, it would be beneficial to have a dedicated Makerspace for students to learn and practice the art of teaching. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes, financial assistance will be needed to close the equity gap. More funding for the PAL program , and for embedded tutors will help close the equity gap for students. Additionally, funding for programs like the DEI Studio (Dr. Thomas Morris) would help greatly to understand and apply Best Practices to erase equity gaps. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” | We suspended SLO data collection during the pandemic and will start again in fall 2022 |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | As an accredited program, DE Anza CDE had its accreditation renewed. According their press release, “ “The Commission congratulates all of the programs that achieved or renewed accreditation in this recent review cycle,” said Bridget Murray, Chair of the Commission. “Through accreditation, programs are demonstrating their willingness to be held accountable to the profession and the public for ensuring that their graduates are ready to be effective in early learning settings. As we lean into the Unifying Framework's recommendations for the profession, which includes calling for all early childhood professional preparation programs to be accredited, I commend these programs for leading the way." |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | CD 10G - Child Development (The Early Years)  CD 12- Child, Family and Community Interrelationships |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | Early Cancellation dates negatively impact enrollment. Having cancellation dates in the middle of the month, during holidays like Christmas necessitate student cancellation due to personal financial constraints.  Changing these dates to AFTER the quarter starts will greatly increase our enrollment.  Additionally, losing one FT Faculty member to retirement has increased the burden on the other members of the faculty.  The CDE department lost 1 full-time position that has not been replaced. However, the need to increase the number of FT faculty is still imperative.  Full-time faculty provide essential stability for planning and curriculum functions; greater availability to address students’ needs outside of the classroom is particularly important for student success and equity.  Full-time faculty are responsible to be actively involved in instructional and professional activities.  Our current capacity does not allow us to meet student demands and more active involvement at De Anza, and at our local community, our involvement and partnerships with the local early learning community help us serve more students and increase enrollment. In addition, full-time faculty do the majority of student advising, very important to student success in a Career/Tech Education program. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | Our faculty continues to use data when analyzing  course offerings, scheduling, and patterns.  The department continues to collaborate with community partners such as First 5, and Department of Social Services to offer courses and programs to cohorts of students to meet community needs and demand.  The department has a Transfer Model for 4 -year college and constantly has been responding to the California state regulations. There is a current requirement for credentialed teachers in public school who wish to teach preschool to complete 24 semester units of child development. The department has been approached by the Sunnyvale School District to offer cohort programs to their credentialed teachers. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | ONE-- Replace due to Retirement |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | The Child Development & Education Department is requesting the hire of a new FT faculty. Over the past few years, there has been a greater demand for preschool teachers in the community.  The department has consistently demonstrated strong enrollment and student success. We currently have 3 FT faculty and 10 PT faculty in the department.  Our department is nationally accredited with the National Association of Education of Young Children-Higher Ed (NAEYC) and must conform to the rigorous demands of quality and faculty teaching imposed by the accreditation body.  As part of the accreditation process, the department prepares annual reports, and engages in a rigorous self-study process every six years.  Faculty participate in regular meetings to look at our curriculum, assessments, and rubrics to ensure that the material is current and of the quality that meets national standards of excellence.  In addition to regular advising, the department must engage with its advisory board regularly and meets with community stakeholders to meet the needs of both students and community.  The department serves both transfer and vocational (CTE) students, while helping students obtain their CA teaching permits from CTC (California Teacher Credentialing).  The department participates in the submission of Perkins reports and applications for strong workforce funds.  The Governor’s 2021-22 Budget implemented Universal Transitional Kindergarten (TK) expansion and lower student to teacher ratios in TK. This has meant that the department must the demand for courses in early child education so that our students will meet the educational requirements put forth by the California Department of Education (CDE).  The department serves target student populations and has been successful in offering classes during the day, during the evening and on Saturdays. The early childhood field has been strongly impacted by the pandemic, and this has resulted in student demand for courses to complete the basic certificate at the college. With many parents working from home during the pandemic, there has been an increase in demand for early childhood teachers, because of which the demand for classes being taught in hybrid formats has increased.  Replacement of the position would allow the department to continue to work in the community to provide quality early childhood curriculum and have a seat at the table at a time when the field of early childhood is poised to be an important player in how early education will be shaped in the state of California. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Peer Assistant Leaders/Student Tutors |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | This will assist our apprenticeships programs and other CTE Demands. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | Provided on Excel spreadsheet |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Provided on Excel spreadsheet |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Provided on Excel spreadsheet |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? |  |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. |  |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | The department's main tasks this year are our commitment to NAEYC in terms of removing our conditions to be fully accredited AA and AST degrees. Additionally, the department is looking to work closely with preschools in the community to provide placements for Student Teaching Practicum and Observation.  The department also will continue to work with our Advisory Board to get their input so that we can continue to connect our students to Early Childhood employers and create high-quality student teaching  sites. With the additional funding the department will be able to maintain the NAEYC AA Degree Accreditation and help students get the best  possible job opportunities available. |
|  | Submitted by: | APRU writer’s name | Jayanti Roy |
|  | Last Updated: | Give date of latest update | 5/19/2022 |