

I. Program Description

A. What is the primary mission of your program? (check all that apply)

- | | | | |
|-------------------------------------|------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Basic Skills | <input type="checkbox"/> | Cultural and Personal Enrichment |
| <input checked="" type="checkbox"/> | Transfer | <input type="checkbox"/> | Academic Support/Learning Resources |
| <input checked="" type="checkbox"/> | Career/Technical | | |

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

<http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm>

CTE programs refer to CTE Program Review Addenda Reports: www.deanza.edu/gov/IPBT/resources.html

- | | | |
|--------------------------|---|---------------------------------------|
| <input type="checkbox"/> | 5 | # Certificates of Achievement |
| <input type="checkbox"/> | 5 | |
| <input type="checkbox"/> | 9 | # Certificate of Achievement-Advanced |
| <input type="checkbox"/> | 7 | # AS, AA Degrees |

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section II below.

a. How many people are served?

- | | | | | |
|--------------------------|---|------------|--------------------------|---------|
| <input type="checkbox"/> | 8 | # Students | <input type="checkbox"/> | # Staff |
| <input type="checkbox"/> | 0 | | | |
| <input type="checkbox"/> | | # Faculty | | |

b. Number of employees associated with the program?

- | | | | | | |
|--------------------------|--|------------|--------------------------|---|---------------------|
| <input type="checkbox"/> | | # Students | <input type="checkbox"/> | 1 | # Faculty |
| <input type="checkbox"/> | | # Staff | <input type="checkbox"/> | | # Part-Time Faculty |

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link):

www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	The underrepresented population continues to grow. Latinos are the fastest growing group. The program review data reflects an average growth of 36%, 250 students per year.
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2 Trends related to closing the student equity gap relative to the college's stated goals, refer to

<http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p.16

Explanation:	According to the Program Review data, the difference in narrowing the equity gap in 07-08 and 08-09 is 2% for all students enrolled. In 09-10, the success rate did not improve. The Distribution and Success by Targeted Group report shows that in 05-06 the difference in narrowing the equity gap is 17%, in 06-07 is 12%, and in 07-08 is 10% among targeted groups.
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3 What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	The program faculty continues to participate in dialogue and conversation focused on how our target groups achieve student learning outcomes. The department is implementing Year 1 of the Language Instruction for Teachers (LIFT) program to address the language needs of Latino/a
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	<p>students. The 2010 student survey reflects that English as a second language is the second biggest challenge to success in classes. This finding relates to both Latino and Asian groups.</p> <p>In early 2011, the department received the results of a research data request on success of students enrolled in CD and English as a Second Language courses. The cohort of students evaluated represented the period of the Fall 2005-Winter 2010. In general, the data indicate that the success rate among English learners is 90% in CD courses and 74% in ESL courses. Latinos represent 17% of the cohort.</p> <p>As pointed out on our last review, we have continued to perfect our key assessment tools. Rubrics and key assessments have been developed for a number of assignments as an authentic assessment tool to evaluate student's work in relationships to student equity. Rubrics have become a working guide for faculty and students.</p> <p>The department has been collaborating with local colleges and agencies to expand Mentor teaching/Student teaching opportunities through the California Mentor Program. Students with diverse needs now have more opportunities for supportive placements.</p> <p>Lastly, full time and adjunct faculty are working closer to address equity gap issues.</p>
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4 Overall enrollment growth or decline of all student populations

Explanation:	<p>In 2007-08, the enrollment as reflected in the program review data sheet is 3, 622, 4,000 in 08-09 and 3, 585 in 09-10. The decrease in enrollment in 09-10 was due to the following factors: course reductions due to budget cuts and scheduling changes for 4-unit courses (twice a week instead of once a week).</p> <p>According to our Spring 2010 student survey, 50% of the respondents indicated that the number one challenge that may interfere in attending school and succeeding in classes, is work and family obligations.</p>
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B. Did your program implement any curriculum, program reorganization, etc. changes 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?

Change:	Pre-requisite/co-requisite equivalencies
Explanation:	A process has been adopted by the division. The process for establishing equivalencies removes barriers for certificate and degree completion.

C. Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

see: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	<p>The mission of the Child Development and Education department is to prepare professional early childhood practitioners to work in a variety of settings with children and families. Students achieve this competence through educational experiences that immerse them in pedagogy, encourage critical thinking and active learning, and provide them with direct opportunities to practice skills. Students leave our AA degree program with skills in building relationships with children and families; with a sense of the importance of community engagement and advocacy; with a commitment to uphold ethical standards and with a passion for life long learning. The department is a program that prepares early childhood educators and specialists who are attuned to the needs of child from diverse linguistic,</p>
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cultural, and levels of ability. The program supports those seeking entry-level employment as classroom aides and teacher's assistants; as well as those future early childhood educators and child development center administrators. All students in the program take a core of courses that give them a foundation in developmental psychology and effective practices in working with young children and their families. After completing foundation courses, students can opt for courses in more specialized areas, such as techniques for working with English language learners, facilitating inclusion of children with disabilities, and early childhood mental health.

De Anza College's Child Development and Education program is affiliated with the college's Child Development Center, which serves as a lab/practicum site for program students. Child Development faculty are active in local and regional advisory groups that determine and implement "best practices" in early childhood education, including First 5, Santa Clara County Health and Hospital System, Kids Connections, and the Warmenhoven Institute of Inclusion. The Child Development and Education recently completed comprehensive review and improvement initiative in advance of applying for accreditation of the Associate in Arts degree program by the National Association for the Education of Young Children (NAEYC).

Child Development and Education is a department that has many demands. Our department works responsibly on balancing student access and program completion. For a number of years, we have identified the need to create a Chair/Director position in lieu of the demands required to operate the department and provide quality service.

This narrative includes accomplishments and also the work that did not get done due to workload constraints and college demands in 09-10 & 10-11. The areas for improvement stipulated on the previous program review relate to , 1)creating a more systematic approach to advising, 2) strengthening information on transfer and obtaining higher degrees, 3)adding more information to the website on permits and advising, and 4) implementing an electronic system of advising linked to Counseling (the CARES Professional development Plan system). We have made progress on #2 and #3. We have not fully addressed #1 and #4, except for the advisement provided to the CARES population of students. CARES is a countywide stipend program for students completing degrees currently working in early childhood settings. The advising program including the use of a database has not been implemented due to lack of funds and time. Faculty in CD 50 , Principles and Practices in Teaching Young Children, our entry course, are requiring a mandatory orientation to CD programs, advising with each student, referral to the Assessment Center and Counseling to develop the Educational Plan.

In addition, and in job preparation, we did not improve the operation as it relates to job placement. Currently the faculty is exploring the possibility of organizing a career job fair at CDC.

The Accreditation work through NAEYC is in progress. Faculty is working on the last two key assessments for CD 54 and CD 52. We have secured dollars through the division to proceed with the Accreditation process.

In curriculum, the faculty continues to refine course content, student learning outcomes, and assessment. We have collaborated with student

	<p>services and the English/ESL departments to build the capacity of faculty to meet students' learning challenges including basic skills. A process for equivalency has been designed to remove barriers to complete certificates/degree. Course sequences have been refined through the development of a matrix used in course scheduling.</p> <p>Our faculty is committed to program, faculty and student evaluation. A strategic planning process with strategic directions has been implemented. Monthly updates are provided at faculty meetings. 50% of all faculty (fulltime & adjunct) meet monthly for 4 hours to plan, monitor and work on tasks related to SLOs, curriculum planning, course revision, accreditation and program improvement. Adjunct faculty evaluations are to date. 60% of our faculty receives feedback from students via student evaluation every quarter.</p> <p>We continue to develop faculty skills in the use of technology. CD 110 is in the process to become wireless.</p>
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- D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html

Identify any significant trends that may affect your program relative to:

- 1 Curriculum Content;
-)
- 2 Future plans for your program e.g. enrollment management plans.
-)

	No significant changes
Impact:	Region and statewide movement for students to complete certificates and degree. According to the ARCC 2011 Report, Student Progress and Achievement, Child Development/Early Care and Education ranked #2 of 91 programs on the number of vocational awards statewide (certificates and A.A. included) from 2007-08 to 2009-2010 .
Explanation:	<p>The employment prospects for early childhood educators and other affiliated professionals and support personnel are expected to be strong. The California Employment Development Department's Labor Market Information 2006-2016 projections for the San Jose-Sunnyvale- Santa Clara MSA indicate 100 annual openings for preschool teachers and 170 for teacher assistants, with annual growth rates of 7.8% and 7.6% respectively. Similarly, there is a significant demand for child care workers, with 189 projected annual openings. The statewide projections for 2008-2018 are good for preschool teachers with 1,770 anticipated annual openings and 5,580 annual openings for teacher assistants. This translates into a growth rate of over 11%.</p> <p>Statistics are not yet available for the mental health and early intervention fields that are growing rapidly because of FIRST 5 programs and recent mental health legislation targeting the early years. The following is a list of the new proposed job titles for individuals with expertise in early childhood mental health: Early Childhood Family Partner, Early Childhood Social and Human Services Assistant, Early Childhood Community and Social Service Specialist, and Early Interventionist. Locally, FIRST 5 employs forty-seven (47) and contracts with forty-two (42) family services agencies, most of whom are potential students.</p> <p>The quality of the services provided to children and families in early childhood settings depends on teacher preparation and quality. A number of studies have identified this as the core issue. Narrowing and/or eliminating</p>

	the student equity gap is critical to advance students of color to prepare and work in their communities. Our ECE workforce is not very diverse and this has a direct impact on culturally competent and responsive service. ECE teacher training programs must develop a systematic method to ensure each student enters the educational pipeline and exits with a certificate or degree (greater emphasis on degree attainment). CD & E needs to develop a method of accountability or management plan, in collaboration with Counseling, to track students' program completion (some considerations- forming cohorts, monitoring progress, communicating with students, meeting students' challenges).
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E. *Career Technical Education (CTE)*, provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

	No significant changes	
Impact:	<p>The industry trends identified by CDE Advisory Committee are:</p> <ol style="list-style-type: none"> 1) Adult English Language Acquisition/ Contextualized learning 2) Workforce Preparation Theme: The preparation of the workforce to deal with mental health issues in children and families served was discussed. 3) Immigration & Education 4) Support to CALWorks students 	
Explanation:	<p>The most significant trends and recommendations are.</p> <ol style="list-style-type: none"> 1) Adult English Language Acquisition/ Contextualized learning - Advisors talked about the English proficiency needs of the Spanish-speaking population in Mountain View. Community in Action Team, in Mountain View, is working to organize informal classes to engage its members (former De Anza students) in using and practicing English. The groups discussed the importance of language learning within the context of a discipline. The department has developed a model to address language needs which will be implemented in Spring 2011, funded through a Perkins grant. 2) Workforce Preparation Theme: The preparation of the workforce to deal with mental health issues in children and families served was discussed. It was reported that CDE has graduated over 30 students with the Certificate of Achievement in Early Childhood Mental Health. The completion of the certificate course was funded through the Santa Clara Mental Health Department and FIRST 5 of Santa Clara County. 3) Immigration & Education- The issue brought up related to the situation of immigrant families and their education. The immigration status continues to be a critical issue to access education. The department faculty continues to participate in campus and community dialogue regarding the issue. 4) CALWorks students- It was reported that a number of our current students are dealing with mental issues, domestic violence, and the challenges experienced in raising children with disabilities. OTI staff requested a follow-up to include, <ul style="list-style-type: none"> • Accessing parent education • Possible collaboration for parent education (elective courses for students) with an incentive • Connecting students with programs available in the community • Providing an In-service for OTI staff regarding what CDE offers 	

III Select IIIA or IIIB below:

Note instructions and materials for these sections can be found at:
<https://www.deanza.edu/slo>

- A. For programs whose PLOs primarily align to the Institutional Core Competencies, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).

- 1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

course-embedded surveys

Other, describe here: Rubrics for key assessments are being designed to measure professional competencies, observation skills, and knowledge of developmentally appropriate practice. A Portfolio assessment has also been designed for job preparation.

The department is working to establish baseline information and would like to use the following metrics to assess program level outcomes: number of students who obtain the Child Development Permits, certificate and degree

- 2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

NA 0 complete # in progress # to be assessed

- 3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

Last year, 4 faculty evaluated SLOs in 4 of our core courses. This year, 9 faculty members have been involved in the SLOAC process. Department faculty have set aside time at the monthly faculty meeting. Faculty consults with each other regularly.

- 4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:	Faculty has completed the mapping of the PLOs to ICCs. See CDE Mapping PLOs to ICCs attached.	Plan/Enhancement:	n/a
summarize results:		Plan/Enhancement:	n/a

- B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).

- 1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

course-embedded surveys

Other, describe here: Implementation phase under discussion.

The campus strategic initiatives--- Community Collaborations, Outreach, Individual Attention to Student Retention and Success and Cultural Competence--- will be part of the discussion in future faculty meetings.

Faculty will further evaluate the relationships and alignment of the PLOs, ICCs and strategic initiatives. The PLOs designed are aligned to Individual Attention to Student Retention and Success and Cultural Competence.

- 2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

NA complete in progress to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:	Faculty will work on completing the mapping of the PLOs to Strategic initiatives by June 2011.	Plan/Enhancement:	<input type="text"/>
summarize results:	<input type="text"/>	Plan/Enhancement:	<input type="text"/>

Department Summary

IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.

See: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports 2008-09"

V. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A Please submit up to three faculty and/or staff requests below in ranked order:
(copy this section as needed)

<input type="checkbox"/> 1 Rank	<input checked="" type="checkbox"/> replacement	<input type="checkbox"/> growth
Position:	Child Development Instructor	
Department :	Child Development & Education	Contact Person, ext. Mayra Cruz X 8215

1 Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

This FTE position is to fill a retired position.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

CDE has 5 FTE faculty and 15 adjunct faculty. There will be a reduction of 1 FTE due to a retirement. The College Program Review Report indicates the classroom teaching FTES at 5.26 Fulltime FTE and 3.27 for Part time/Overload FTEF in 09-10.

In 09/10, the WSCH generated by the department is 14,227, the 4 highest WSCH of the SSH Division. In previous years, CDE has had a history of higher WSCH relatively to the 09-10 academic year.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

Implementation phase is being discussed.

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

Rank #2
I was unable to copy this section to add other resource request included in the comprehensive review.

The second priority refers to the redesign of the department to a Department/program model with a full time Department Chair. A full time administrator is required to maintain the level of work required in CDE. The cost of the request is \$98,000 (approx. base salary w/o benefits).

B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

1	Rank	replacement	growth
Item Description:		NAEYC Accreditation- support the cost of the peer review visit	
Cost Estimate :		\$6,000	Contact Person, ext. Carolyn Wilkins Greene X 5302

1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

This resource will enhance the department as a program by providing another level of accreditation as well as program quality. The Accreditation preparation process has allowed us to conduct a self-study with stakeholders and implement program changes including the inclusion of competencies in courses as well as the SLO/SLOAC process. The department is getting ready to finalize the self-study which will be submitted for candidacy in September 2011.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

CDE has 5 FTE faculty and 15 adjunct faculty. There will be a reduction of 1 FTE due to a retirement. The College Program Review Report indicates the classroom teaching FTES at 5.26 Fulltime FTE and 3.27 for Part time/Overload FTEF in 09-10.

In 09/10, the WSCH generated by the department is 14,227, the 4 highest WSCH of the SSH Division. In previous years, CDE has had a history of higher WSCH relatively to the 09-10 school year.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

Implementation phase is being discussed.

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

Dean's Summary

VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

1	Rank	replacement	growth
Position:			
Department :		Contact Person, ext.	

1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

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2 Address FTE, PT/FTE ratios and WSCH that support your request below:

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3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

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4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

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B As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit **materials, "B" Budget, facility refresh, Measure C equipment**, requests below in ranked order: (copy this section as needed) List 3 here, keep a prioritized list all items on hand.

	Rank	replacement	growth
Item Description:			
Cost Estimate :		Contact Person, ext.	

From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

1 Additional factors:

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2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:

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3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

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4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below: