Comprehensive Program Review

A. Department Information
Mission

Please enter your department's mission statement here.

The mission of the Child Development and Education Department is to prepare a diverse student population through innovative practices in career and technical education, including Child Development majors and students from other majors and departments, for transfer within the Behavioral and Social Sciences. The department provides comprehensive educational opportunities to help students meet professional growth and workforce requirements. Our values are to build relationships in all human learning, embrace diversity through genuine acceptance of each individual's uniqueness, provide pedagogy grounded in current research and knowledge, and demonstrate professionalism through reflective practice, ethical behavior, advocacy, and lifelong learning.

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

The program mission statement of the Child Development & Education Department relate to the mission, vision and values of the college. It reflects the college Institutional Core Competencies - Communication and expression, Information literacy, Physical/mental wellness and personal responsibility, Civic capacity for global cultural, social and environmental justice, and Critical thinking to give students clarity and direction in their educational paths. Our college and department mission, vision and values should all work together to empower our students to achieve success in all personal, educational and professional endeavors.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Apprenticeship Program	Develop professional well-trained teachers to become responsible engaged and caring citizens of the global community through the apprenticeship program.	Child Development & Education Department-Faculty	First 5 of Santa Clara County, Santa Clara County, Early Care & Education Pathways to Success (ECEPTS)	The apprenticeship program keeps equity at the core of our decision-making while understanding that improving academic and support services for underserved populations that also benefit all students, it proactively and holistically addresses students and their needs by offering wrap-around services and it helps students to gain self-efficacy in navigating their educational journeys.	Completion of the Associate Teacher level permit, California Teaching Credentials (CTC)	Graduation rates/Completion rates

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

The CDE department created a partnership with local high schools in the last years to add Dual Enrollment classes to offer high school students the opportunity to study child development courses at their own locations. New students can benefit from college course-taking opportunities by gaining early exposure to college experiences and accumulating units that can later be applied to a college degree in early childhood education. Also, we are in the process to start offering bilingual child development classes to prepare qualified preschool teachers in our communities. Some important economic, cognitive and cross-cultural benefits of bilingualism include the economic demand for bilingual workers in the early childhood education field in our communities. CD-51 A and CD-51 B are required student teaching practicum courses. There are 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 can not graduate without these courses. The course is also needed for students applying for certificates. The department continues seeking and exploring other alternatives to fulfill this requirement.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Social Sciences and Humanities - Child Development-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	1,248	1,333	1,277	1,194	1,020	-18.3%
Enrollment	2,685	2,753	3,014	2,687	2,235	-16.8%
Sections	120	112	123	117	104	-13.3%
WSCH	3,774	3,933	4,421	3,917	3,181	-15.7%
FTES (end of term)	255	265	298	264	212	-16.9%
FTEF (end of term)	7.6	7.7	8.3	7.9	7.2	-5.3%
Productivity (WSCH/FTEF)	495	512	533	496	441	-11.0%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☐ the data trend shows an increase in Enrollment

☑ the data trend shows a decrease in Enrollment

☐ the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

The data of the most recent program review reveals that the department has experienced a decline of -16.8% for the past 5 years. Early Cancellation dates negatively impact enrollment. Since the pandemic it has been a decrease in enrollment. Now post COVID we have a high demand for preschool teachers in our communities and many of our students are finding full-time, part-time and hourly jobs in the field. Due to this factor students have delay the completion of the required courses. Most of the enrolled students in our program are females and often have other families responsibilities affecting their commitments to complete their education.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program
(https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. 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.

According to the Center for Research in Education and Social Policy (April, 2021) today, one of the most important trends in the childcare industry is the emphasis on the many benefits that early learning opportunities provide. The U.S. Child Care Market size was valued at USD 60.4 billion in 2022; and is expected to grow at a compound annual growth rate (CAGR) of 4.18% from 2023-2030. Families in the U.S. are willing to spend more on childcare services, indicating the high service demand in the U.S. One key factor driving the growth is the rising demand for early day care & education services with more parents returning to the working places after the pandemic, the rising number of single and working mothers, advancement in learning technologies for children and the accessibility of government funding. Based on previous Advisory Committee recommendations, they suggested that our department should encourage the students to complete higher degrees in the field, to apply for Child Development Permits and 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. We began to offer more classes at night, weekends and more classes as late-starts.

D. Course Success

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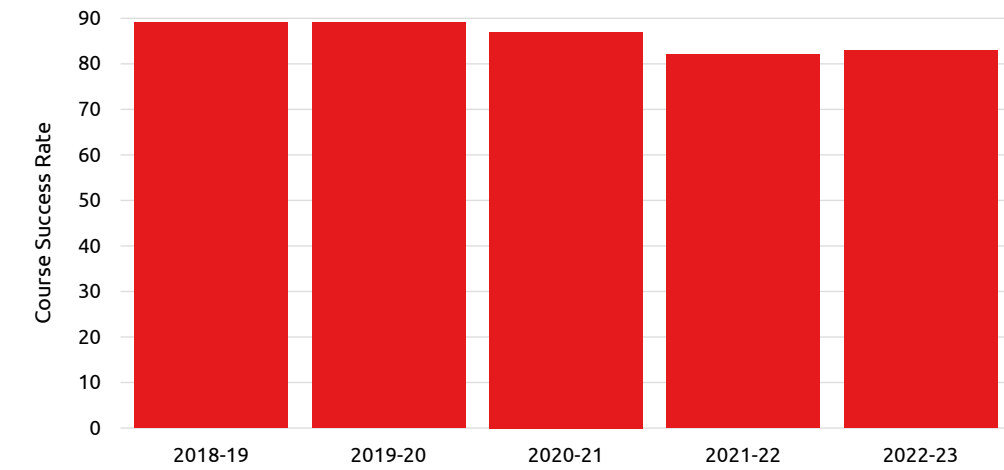
Course Success

Child Development-DA

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	2,685	89%	2,387	2,753	89%	2,446	3,014	87%	2,626	2,687	82%	2,215	2,235	83%	1,847

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☐   the data trend shows an increase in Course Success

☐   the data trend shows a decrease in Course Success

☑   the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course:
https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

The data of the most recent program review reveals that the department has experienced no change in course success rate for the past 5 years. The overall success rate is 83%. The course success rates have been moreless consistent and steady. Some strategies that our staff have been using are:

- Advising providing regular advising sessions in languages other than English to students who need it via zoom and in person to help them obtain teaching permits, obtain their A.A. and A.S.T. degrees.
- Connecting and refering students to all the resources they have available on campus.
- Work actively with California Mentor Program to provide individual assistance and mentorship to students in the practicum course to ensure student success in the area.
- Offering flexible shedules (online, hybrid, 100% face to face classes, days, nights, weekends).
- Offering Dual Enrollment classes.
- Will start offering bilingual classses.
- Apprenticeship Programs.
- Financial Aid & Emergency Grants for students.
- Textbook adoptions and free or low-cost open education resources to provide more affordable options for students.

One of the trends that our department is exploring is to continue the work with Apprenticeship Programs with ECEPTS & First 5 to provide education to non-traditional fields (family child care). Work closely with the Peer Assisted Learning Program to provide embedded tutors in classrooms. Explore the option of Zero Cost Textbooks.

Course Success with Disproportionate Impact (credit and non-credit)

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Limits: 2022-23

Who uses this report:
All users who want to explore student equity and disproportionate impact in course success.

What is this report:
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:
A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:
To display only student groups with disproportionate impact, click on the link "Click here to show only student groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate
The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate
The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant
Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Click here to show and compare disproportionate impact with .

Hide cells with fewer than | 10 | students

Social Sciences and Humanities - Child Development-DA
Number of sections: 104 — 2022 Summer to 2023 Spring

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Child Development-DA, 104 sections)	2,235	83%	83%	0		
Asian	958	92%	75%	+17		
Black	51	75%	83%	-8		5
Filipinx	141	80%	83%	-3		4
Latinx	709	73%	87%	-15		104
Native American	N/A					
Pacific Islander	N/A					
Unknown ethnicity	73	96%	82%	+14		
White	296	76%	84%	-8		24
Female	2,048	85%	62%	+22		
Male	171	60%	85%	-25		43
Non-Binary	0					
Unknown gender	16	88%	83%	+5		
Foster youth	N/A					
Individuals with disabilities	39	69%	83%	-14		6
Low Income	969	73%	90%	-17		164
Not Low Income	1,266	90%	73%	+17		
Veterans	28	75%	83%	-8		3

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐   there is no gap (e.g., 0)

☐   there is a negative gap of 5-percentage points or less (e.g., -5)

☑   there is a negative gap greater than 6 percentage points (e.g., -6)

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☐   there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

☐   there is no gap

☑   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

☑   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

The report of the CDE Department shows differences in successful course rates completion by ethnicity from Summer 2022-Spring 2023. Asian students have the highest percentage of successful course rates with 92%; +17 percentage point gap followed by Filipinx 80%; -3 percentage point gap & Black students with 75%; -8 percentage point gap. When compared to all students Asian students have successful course completion rates of 88%; +12 percentage point gap follow by Filipinx with a successful course rates of 80%; -1 percentage point gap. In our department Latinx students have a lower percentage of successful course rates with 73%; -15 percentage point gap. This report shows a disproportionate impact on the following student groups Latinx with a percentage point gap -15-successes needed to erase percentage point gap of 104, low income students with a percentage point gap -17- successes needed to erase percentage point gap of 164 & male with a percentage point gap -25 - successes needed to erase percentage point gap of 43. The data shows that in our department Latinx (-15); Male (-25); & Low income students (-17) are experiencing disproportionate impact and have the greater percentage point gap when compared to other student groups. As a department we need to revise policies, practices and approaches to student support especially for student groups experiencing disproportionate impact and lowest percentage success rates. Other trends that our department should explore is the course success rates of individuals with disabilities and foster youth. The CDE faculty is committed to enhance 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. The CDE program's mission & goals are committed to empower all the student groups to achieve success in all the areas.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

Some of the teaching and learning strategies our department are using to narrow any gaps in successful course completion are: 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, to work actively with the California Mentor Program to provide individual assistance and mentorship to ensure student success in this area, to continue to work with Apprenticeship Programs with ECEPTS & First 5 to provide education to non-traditional fields (Family childcare), to work closely with the Peer Assisted Learning Program to provide embedded tutors in classrooms, to refer students to on- campus programs and services- De Anza Connect, Student Success Center for One-on one tutoring, group tutoring, adjunct study skills, workshops & study skills and Academic advising, writing & reading center, listening & speaking center. Implementing equity-minded and culturally responsive pedagogical practices in the classroom to promote success. In addition, active learning teaching activities, multiple intelligence teaching strategies, and project-based approaches. The above listed teaching and learning strategies align with the program's mission and goals to empower students to reach their full potential to achieve success in all personal, educational and professional endeavors.

Trends in Awards
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Degrees and Certificates by Ethnicity

Child Development-DA

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	**Asian**	7	9	17	24	13
	Black			1		
	Filipinx	1		3	2	
	Latinx	5	2	5	3	10
	Native American	1			1	1
	Pacific Islander		1			
	White	3	1	3	2	4
	Unknown ethnicity				2	1
	Total	17	13	29	34	29
Associate in Arts-Transfer	**Asian**		1			
	Latinx	2				
	Total	2	1	0	0	0
Associate in Science-Transfer	**Asian**	4	5	10	7	5
	Black			2	1	1
	Filipinx	1		1	3	2
	Latinx	15	4	18	21	8
	Pacific Islander	2				
	White	4	1	4	6	1
	Unknown ethnicity					1
	Total	26	10	35	38	18
Credit Certificate-Transcriptable	**Asian**	27	30	85	82	24
	Black	2	2			
	Filipinx					1
	Latinx	12	2	9	16	13
	Native American				4	
	Pacific Islander				1	
	White	5	2	7	15	7
	Unknown ethnicity				3	2
	Total	46	36	101	121	47
Total		91	60	165	193	94

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☑ an increase in the number of Associate Degrees awarded

☐ a decrease in the number of Associate Degrees awarded

☐ no change in the number of Associate Degrees awarded

☐ Not applicable

Trends in Associate Degrees for Transfer awarded show;

☑ an increase in the number of Associate Degrees for Transfer awarded

☐ a decrease in the number of Associate Degrees for Transfer awarded

☐ no change in the number of Associate Degrees for Transfer awarded

☐ Not applicable

Trends in Credit Certificates awarded show:

☑ an increase in the number of Credit Certificates awarded

☐ a decrease in the number of Credit Certificates awarded

☐ no change in the number of Credit Certificates awarded

☐ Not applicable

Trends in Non Credit Certificates awarded show:

☐ an increase in the number of Noncredit Certificates awarded

☐ a decrease in the number of Noncredit Certificates awarded

☐ no change in the number of Noncredit Certificates awarded

☑ Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

According to the data of the most recent program review for the past 5 years the Associate Degree in Arts & Associate in Science-Transfer show an increase in the number of Associate Degrees awarded. Associate in Arts degree & Associate in Science Transfer shows that Asian & Latinx students achieved a high number of degrees. Other ethnic groups such as Black, Filipinx, Native American, Pacific Islander, White & Uknown ethnicity achieved a lower number of degrees. However, the Associate in Arts-Transfer in the past 5 years show a decrease. Credit Certificate-Transcriptable on the last three years

show an increase in the number of Credit Certificates awarded. Asian, Latinx and Whites achieved the highest numbers of Credit Certificates. Other ethnic groups such as Black, Filipinx, Native American, Pacific Islander, White & Unknown etnicity achieved a lower number of degrees. The trends in awards align with the program's mission goals shows an increased in degrees with Associate Degree in Arts & Associate in Science-Transfer. Also, Credit Certificate-Transcriptable has show an increase. The trends in awards show an increase in students graduation and completion rates. In 2020-21, 165 degrees and certificates were awarded; in 2021-22, 193 degrees and certificates were awarded and in 2022-23, 94 degrees and certificates were awarded.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

Our Child Development & Education Department have been offering all the necessary courses that students need to complete the requirements. However, some courses have been canceled due to low enrollment. The department is promoting and announcing the courses in our classes using flyers, emails, and announcements. Also, the department will continue to use data when analyzing course offerings, scheduling and patterns to make sure every quarter we offer the classes that students need to complete their degrees and certificates. Based on a review of course offerings and the number of awards offered and conferred, our department is not planning on removing any degrees or certificates from the college catalog. At this moment our department does not have any plans to offer new degrees or certificates.

Staffing Trends

Faculty Workload

Faculty Workload
Social Sciences and Humanities - Child Development-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	2.5	2.5	2.5	2.5	2.5	1%
Full Time %	33.0%	32.1%	30.7%	32.0%	35.2%	6%
Overload	0.8	1.5	1.9	2.0	1.6	104%
Overload %	10.6%	19.7%	23.5%	25.5%	22.8%	116%
Part Time Load	4.3	3.7	3.8	3.4	3.0	-30%
Part Time %	56.4%	48.1%	45.8%	42.5%	42.0%	-26%
Total FTEF	7.6	7.7	8.3	7.9	7.2	-5%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

☑ the data trend shows an increase in Full Time %

☐ the data trend shows a decrease in Full Time %

☐ the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.
1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

The data trend shows an increase in Full Time of 6%. We got a full-time faculty position for the 2023-2024 academic year and the hiring process will start on Fall/2023. Another strategies our program have in place to ensure students are being successful when faced with the current staffing ratios are Peer Assistant Leaders/Student Tutors. The Peer Assistants/Student Tutors fosters teamwork, cooperation, patience and better social skills in a cooperative peer learning environment, each student's strengths can serve to complement the group and enhance their learning experience. The program collaborates with community partners to offer courses and programs to meet community needs and demand.

Assessment Cycle
Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals?

One of the highlights of the dialogue that has resulted from SLO and/ or PLO assessments from the 44 courses and program review reported from previous years indicated that the Child Development and Education Department is committed to provide meaningful pedagogy to students in the child development and education field. Faculty will continue using data when analyzing course offerings to achieve higher level of accountability to ensure student success and program completion rates, collaborate with a variety of community resources to enhance the learning experience of our students through Apprenticeship Programs with ECEPTS, First 5 and Santa Clara County. Provide regular advising sessions in languages other than English to students who need it via Zoom or face-to-face. Complete the National Association Education Young Children (NAEYC) re-accreditation process.

Dean/Manager Comments

The CDE program has developed a plan to grow via the California Apprenticeship Initiative (CAI Grant) Program. This grant will allow the department to work more closely with our Child Development Center and to build a Makerspace that will serve as a classroom simulation for future student teachers and current students. There's a great opportunity to bring in a new faculty member who can add value to the team and to be able to be part of this initiative. I recommend for the department faculty to regain its accreditation status with NAEYC in the next 5 years, as this will put a stamp of approval to the discipline's wonderful credibility.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.

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