

De Anza College

Child Development & Education Department

Program Review – Annual Update Form

- 1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).**

The feedback received from the Comprehensive Program Review provided by RAPP members has helped us identify our program strengths and weaknesses. The feedback provides specific guidance to adjust our performance in the teaching and learning process. It helps instructors to improve their teaching and for students to improve their learning. Also, gives us the opportunity to effectively assess progress to improve the overall quality of our program to better serve our students.

- 2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))**

Some of the changes in our department are the innovative apprenticeship program California Apprenticeship Initiative (CAI grant). This program-initiated a:

Cohort 1- The first cohort was comprised of twenty students that took 5 courses to reach 18 units of Child Development. All their classes were offered on Saturdays. They took one course per quarter. All twenty students that started the cohort completed the program successfully.

Cohort 2- The second cohort was comprised of twenty-one students, twenty students completed the first phase, 5 classes, at the end of the fall quarter. All will apply for the associate teacher permit once they get their fall grades. All their classes were offered on Saturdays. They have taken one course per quarter.

Cohort 3- The third cohort will begin in Spring 2025, it has up to thirty students. They will take 5 classes beginning with CD-10G. The classes they have to take are CD-10G, CD-50, CD-54 and CD-58. These classes will be offered once per quarter on Saturdays. They are expected to be finished by Spring 2026.

Teacher Cohort- In this cohort there are thirty-five students who will take CD-52, CD-67, CD-51A/B, CD-59G and CD-60 and 24 units of GE to get their teacher permit. This cohort will also finish in Spring 2026.

- 3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).**

Some of the progress in our department are the innovative apprenticeship program (CAI grant). This program started a:

Cohort 1- This one was the first cohort. This group of twenty students took 5 courses to reach 18 units of Child Development. All their classes were offered on Saturdays. They took

one course per quarter. All twenty students that started the cohort completed the program successfully.

Cohort 2-The second cohort was comprised of those twenty-one students that began the program, twenty completed the first phase, 5 classes, at the end of the fall quarter. All will be applying for the associate teacher permit once they get their fall grades. All their classes were offered on Saturdays. They took one course per quarter.

In addition, we are offering Chinese support classes in Mandarin and Dual enrollment classes, nights/weekends classes to reach students in gaps.

- 4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.**

At this moment our goals are not changing, our department will continue working towards the same goals.

- 5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?**

The impact of the resources approved has benefited our program positively by supporting the equity and core of our decision-making. Understanding that improving academic and support services for underserved populations also benefits all students, as it proactively and holistically addresses students and their needs. The approved resources and equipment offer wrap-around services to help students gain self-efficacy to navigate their educational journeys.

If the resources and equipment of our department don't get approved this can impact the instructors and students in their learning environment. This can cause distress in students thus affecting their ability to learn to their fullest potential because they are not being given the proper resources.

- 6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?**

These resources can benefit the disproportionately impacted students/clients such as Latinx, white males, low income as it would help greatly to understand and apply Best Practices to help reduce equity gaps. In the other hand when we don't receive these resources it will be more challenging to serve the needs of the disproportionately impacted students/clients such as Latinx, white males, low income and make it more difficult to close the equity gap.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	Demonstrate understanding of how and why human beings change over the course of their lives.
Method of Assessment of Learning Outcome (please elaborate)	The research papers include study of popular child development theories and typical and atypical physical, cognitive and social-emotional development. The first research paper is related to the pre-natal and newborn stage. The second research paper is related to preschool ages two - five years.
Summary of Assessment Results	Of 40 students, thirty-five students completed the course successfully.
Reflection on Results	The results were very successful, most of the students attended regularly and were engaged in all the activities and assignments of the course.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	I am planning to work on the editing of some book chapters and create new power-points to enhance the learning process of the students. Also, I will design a new rubric to grade student's reflection papers.

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

The Child Development/Education program is experiencing growing enrollment due to increased industry demand. Both junior and senior faculty members demonstrate exceptional teaching effectiveness and bring valuable experience to the program. Additionally, interest from funders and external agencies in partnering to expand apprenticeship programs presents exciting opportunities for the program's development. Dual enrollment and CTE initiatives have the potential to further drive growth within the division, which could attract more experienced faculty in the future.

The department is actively engaged in advancing the program and working diligently to support its students. However, it is essential to prioritize reaccreditation by NAEYC and to strengthen the collaborative relationship with the Child Development Center. Aligning instructional practices with the Center as a lab school will enhance the program's effectiveness and relevance. Collectively, these efforts will continue to promote student success and equity.