

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: Child Development & Education
2. Name of individual(s) completing the form: Li Wei Sun
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Over the past two years, the Child Development & Education Department has used feedback from the Comprehensive Program Review, Annual Program Review Updates, and RAPP comments to make our reporting and planning more specific, data-informed, and aligned with program goals. We reviewed the most recent feedback form line by line and organized this update to respond directly to the questions raised (for example, clarifying cohort spacing and demand, specifying resources, and naming new personnel). We clarified our description of the apprenticeship and cohort model, added an additional program goal focused on NAEYC reaccreditation and stronger alignment with the Child Development Center, and were more explicit in describing how requested resources support enrollment, completion, and equity outcomes. We also strengthened our SLO reporting by explaining the criteria and rubrics used for assessment and by connecting results to concrete changes in courses and curriculum. Overall, the feedback has helped us document not only what we are doing (cohorts, dual enrollment, language support) but also how these activities are evaluated and improved over time.

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

Since the last program review submission, the program has continued and expanded the CAI apprenticeship and cohort pathways. Cohorts 1 and 2 completed the initial sequence of Child Development courses with strong course completion and movement toward permit eligibility; Cohort 3 launched in Spring 2025 and is on track to complete by Spring 2026; and a Teacher Cohort of approximately 35 students is progressing through Child Development and general education requirements toward the Teacher Permit. We have increased dual enrollment offerings with local high schools and maintained robust evening and weekend schedules, which improve access for working students and those with caregiving responsibilities. We have sustained Mandarin-language support to better serve Chinese-speaking students and centers that work with bilingual children. A new full-time faculty member has joined the department, increasing our capacity for cohort coordination, curriculum work, assessment, and scheduling. Finally, guided by earlier feedback and dean's comments, we have begun laying groundwork for NAEYC reaccreditation and for stronger alignment between coursework, SLOs, and experiences at the Child Development Center as a lab school.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Expand and sustain CAI apprenticeship and cohort pathways	Increase access to and completion of Child Development coursework through structured apprenticeship and cohort models, leading to permit attainment and employment in early childhood education settings.	Department Chair; Apprenticeship/ Cohort Coordinator; Child Development & Education faculty; Division Dean.	California Apprenticeship Initiative (CAI) grant partners; regional early childhood employers; Financial Aid; Counseling; Outreach; Child Development Center.	Enrollment and retention data for Cohorts 1–3 and the Teacher Cohort; course completion rates for the five-course cohort sequences; number of students applying for and receiving Child Development permits; and student feedback on cohort structure and scheduling.	Compared course completion and success rates between cohort and non-cohort sections; tracked cohort students' progression from entry through completion of required units and permit application; and solicited qualitative feedback from employers and apprenticeship partners on participant	Maintained the Saturday, one-course-per-quarter format based on strong completion and satisfaction; strengthened communication and onboarding for new cohort students; adjusted timing and sequencing of some courses within the Teacher Cohort to better align with work schedules and GE requirements; and expanded

					s' classroom readiness.	coordination with Counseling to ensure proactive educational planning.
Prepare for NAEYC reaccreditation and strengthen alignment with the Child Development Center as a lab school	Ensure program currency and quality through NAEYC reaccreditation and deepen the role of the Child Development Center as a lab school that is tightly aligned with Child Development coursework, SLOs, and student field experiences.	Department Chair; Faculty Accreditation Lead; Child Development Center Director; Division Dean.	Child Development Center; Office of Instruction ; Institutional Research; NAEYC; regional early childhood partners.	Mapping of course SLOs to NAEYC professional standards; inventory of current lab experiences, observation hours, and practicum placements at the Child Development Center; feedback from students, mentor teachers, and faculty on the quality and relevance of lab experiences.	Conducted a gap analysis between existing program practices and NAEYC reaccreditation criteria; reviewed syllabi, assignments, and fieldwork expectations to ensure integration of lab school experiences; and held planning meetings with the Child Development Center to clarify shared roles in supervision, assessment, and mentoring.	Drafted a multi-year timeline and work plan for NAEYC reaccreditation; began aligning observation and practicum assignments more intentionally with the Child Development Center's curriculum and teaching practices; and identified areas where additional documentation, student work samples, and assessment measures will be needed.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Deepen equity-focused teaching and support for disproportionately impacted students in Child Development	Use disaggregated data and SLO results to identify equity gaps (for example, for Latinx students, white male students, low-income and first-generation students) and implement targeted instructional and support strategies in key Child Development courses to improve access, course success, and certificate/degree completion.	Department Chair; all Child Development & Education faculty; Division Dean; Institutional Research liaison.	Equity and Student Success initiatives; Counseling; Learning Resources; Disability Support Services; Financial Aid; Outreach.	Disaggregated course success and retention data in gateway and high-enrollment Child Development courses; completion rates for certificates, permits, and degrees, disaggregated by race/ethnicity, gender, and income status; and student survey or focus group feedback on classroom climate and access to support.	Compare equity gaps over time (baseline versus subsequent years) in key courses; evaluate the impact of specific strategies such as embedded tutoring, multilingual supports, and revised assignments on course outcomes; and review SLO results to determine whether disproportionately impacted groups are meeting learning outcomes at comparable rates.

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your

program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Previously requested and approved resources have had a meaningful impact on the Child Development & Education program. Support from the CAI Apprenticeship grant has allowed us to implement and sustain the apprenticeship and cohort pathways by funding coordination, outreach, and student support, which in turn has led to strong course completion and movement toward permit eligibility for participating students. The addition of a new full-time faculty member has increased our capacity to offer evening, weekend, and cohort sections and to provide leadership for curriculum updates, SLO assessment, and NAEYC planning. Approved instructional equipment and classroom resources have improved the learning environment and made it easier to incorporate active, hands-on, and culturally responsive teaching strategies. Where resources have not been approved or are insufficient, our progress has been constrained: we have limited capacity to expand cohorts beyond current levels, some needed staffing and coordination time for data tracking and NAEYC documentation remains unfunded, and technology and space limitations make it more difficult to fully realize the lab-school model we envision.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

The impact of these resources on disproportionately impacted students has been significant. The cohort and apprenticeship model provides structured support, a sense of community, and clear pathways for many students who are working, low-income, first-generation, or returning to school; these students often benefit most from predictable schedules such as Saturday classes and integrated advising. Expanded evening/weekend offerings and dual enrollment courses increase access for working parents, students already employed in early childhood settings, and high school students exploring teaching careers. Mandarin-language support improves access and success for Chinese-speaking students who plan to work with bilingual children and families. At the same time, limited staffing and coordination resources make it harder to provide consistent individualized follow-up when students experience academic or personal barriers, and limited funding for embedded tutoring, mentoring, and additional language supports can widen equity gaps for Latinx students, white male students, low-income students, and first-generation students. Faculty continues to adapt assignments, materials, and classroom practices with an equity lens, but additional resources would allow for more systematic and sustained support for disproportionately impacted groups.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). 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)	Students will demonstrate an understanding of how and why human beings change over the course of their lives, including typical and atypical physical, cognitive, and social-emotional development from the prenatal period through early childhood.
Method of Assessment of Learning Outcome (please elaborate)	The SLO was assessed in a foundational Child Development course using two research-based written assignments: - Paper 1 focused on prenatal and newborn development. - Paper 2 focused on preschool development (ages 2–5). A common rubric evaluated students on: accurate description of major developmental milestones; correct application of at least two child development theories to real-world examples; identification of factors that influence typical and atypical development (for example, family, culture, health, environment); and use of professional language, organization, and citation of sources.
Summary of Assessment Results	In the most recent assessment cycle, most students met or exceeded expectations on the SLO. Most students accurately described developmental milestones and were able to apply at least one major theory to their analysis. Students tended to perform more strongly on the preschool development paper than on the prenatal/newborn paper, particularly in connecting theory to concrete examples.
Reflection on Results	The results suggest that the combination of lecture, discussion, and research-based writing assignments is effective in helping students understand developmental changes across early life stages. Students appear to benefit from concrete examples and classroom activities prior to writing, which may explain stronger performance on the preschool assignment. Some students, especially those newer to college-level writing or working in a second language need more support with academic writing skills and with integrating theory into their analysis.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Faculty are implementing several strategies in response to the assessment findings, including: revising and scaffolding the major assignments into smaller steps (topic proposal, outline, draft, final submission) with feedback at each stage; providing students with a clear rubric and sample papers that illustrate successful integration of theory, milestones, and analysis; updating instructional materials to include more diverse, culturally responsive examples and clearer connections between theory and practice; incorporating more in-class writing and small-group activities where students apply concepts to case studies before writing formal papers; and, where resources allow, coordinating tutoring or embedded support for students who need additional help with academic writing or working in a second language.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Child Development Education (CDE) program is engaged in a significant period of innovation and growth, driven in large part by the California Apprenticeship Initiative (CAI) grant and SEIU-supported cohort funding. Through these investments, the department has developed strong partnerships and implemented cohort-based models that directly respond to the growing workforce demand for qualified early childhood educators across the region. These efforts are positioning the program as a leader in addressing industry needs while expanding access and pathways for students.

The program's expansion has strengthened its foundation for reapplying for and securing NAEYC accreditation in the future. Current program assessment indicates that continued growth will require additional faculty capacity, as approximately 80% of existing faculty are actively engaged in grant-funded activities, including cohort coordination, curriculum development, and partnership management. While this level of engagement reflects the department's success and commitment, it also underscores the need for increased staffing to sustain instructional quality, assessment, and accreditation-related work.

The cohort model continues to expand, including the addition of a Mandarin-language cohort, which the department intends to register as a state-recognized apprenticeship program. This expansion reflects direct alignment with industry demand for multilingual, culturally responsive early childhood educators and strengthens workforce pipelines serving California's diverse communities. The department's growing visibility and credibility within the community further reinforce De Anza College's role as a trusted regional leader in early childhood education.

Given the program's scale, complexity, and continued growth, the department would benefit from the addition of another full-time faculty member to support curriculum leadership, faculty coordination, assessment, accreditation preparation, and industry partnerships. This investment would help sustain momentum and ensure long-term program stability.

In addition, the program has a significant opportunity to leverage CAI funding to establish the Nurture Nexus, a visionary new initiative at De Anza College developed in partnership with the Library. Nurture Nexus is designed to empower South Bay early childhood educators and home-based child care providers through a comprehensive model that integrates training, innovation, and advocacy. Rooted in equity, collaboration, and community impact, Nurture Nexus would serve as a regional hub for professional development, workforce advancement, and policy engagement, preparing early childhood educators to meet California's increasing demand for high-quality early learning.

Overall, the Child Development Education program is well aligned with industry needs, workforce priorities, and regional demand. With continued investment in faculty capacity, accreditation efforts, and innovative initiatives such as Nurture Nexus, the program is positioned to remain a model for apprenticeship-driven, equity-centered early childhood education in California.

11. Vice President/Associate Vice President Comments:

The Child Development & Education Department continues to demonstrate exemplary leadership in workforce-aligned, equity-centered program design through its California Apprenticeship Initiative and cohort pathways. Strong completion outcomes across multiple cohorts, expanded dual enrollment, evening and weekend scheduling, and Mandarin-language support reflect a deep commitment to access for working, multilingual, and first-generation students. The addition of a full-time faculty member has strengthened curriculum leadership, assessment, and planning for NAEYC reaccreditation and lab-school alignment with the Child Development Center. With sustained regional workforce demand for early childhood educators, continued investment in faculty capacity and coordination is essential to maintain program quality, expand cohorts, and advance innovative initiatives such as Nurture Nexus.