**Program Efficacy Report  
Spring 2010**

**Name of Department**: Child Development Center

**Efficacy Team: Caleab Losee, Celia Huston**

**Overall Recommendation (include rationale): Continuation**

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| The Child Development Center (CDC), under the leadership of Mark Merjil, has demonstrated through the Program Efficacy Report that the program is relevant and meeting the needs of our students and their families. The report is thorough and meets/exceeds Program Review’s requirements.  The Child Development Center provides a needed and beneficial service to campus and community. They offer ½ and full day programs on a sliding payment scale that is based on income. The Center is successful and efficient and it runs at capacity with an extensive waitlist.  The CDC is a stimulating and inviting environment for children. Classrooms and outdoor spaces are clean, diverse, and provide a variety of opportunities and experiences. Teachers track students’ development, have good reporting methods and include anecdotal notes, pictures, and individual lesson plans. |

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part I: Access** | | |
| ***Demographics*** | *The program does not provide*  *an appropriate analysis regarding identified differences in the program’s population compared to that of the general population* | *The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.*  *If indicated, plans or activities are in place to recruit and retain underserved populations.* |
| Efficacy Team Analysis and Feedback: Report cites that 75% of the CDC is comprised of Latino children. Although this seems high, even according to the College’s demographics, the program provides a rationale for disproportionately high percentage of Latino children and families that is supported by external data at the state, county and city level. The report references the Desired Results survey which shows that the majority of state preschool families are of “Hispanic or Latino” decent. The report also shows that the population of S.B. is over 50% Hispanic, leading to the high numbers.  However, the report goes further to state another variable. 44.3% of children enrolled at CDC are being raised by single mothers.  This section adequately interprets the identified variables and therefore meets. | | |
| ***Pattern of Service*** | *The program’s pattern of service is not related to the needs of students.* | *The program provides evidence that the pattern of service or instruction meets student needs.*    *If indicated, plans or activities are in place to meet a broader range of needs.* |
| Efficacy Team Analysis and Feedback: Report provides a straight forward response to this section, providing hours of operation 7 a.m. -4 p.m., and also states how many days a year the CDC is open (224). This is far longer than a regular school year. As a result this section meets. | | |
| **Part II: Student Success** | | |
| ***Data demonstrating achievement of instructional or service success*** | *Program does not provide an adequate analysis of the data provided with respect to relevant program data.* | *Program provides an analysis of the data which indicates progress on departmental goals.*  *If applicable, supplemental data is analyzed.* |
| **Efficacy Team Analysis and Feedback:**  Program measures student success based on California Department of Education (CDE) and Child Development Division (CDD) requirements which measures the ‘desired results’ in developing children. Teacher’s assess children’s development and enter data onto a State Required Assessment Instrument. Data is then transferred to an excel spreadsheet. When data is analyzed and interpreted it shows if a child’s development is age appropriate. Data is used to assess an individual child, guide the curriculum, and show the overall developmental progress at the classroom and center level.  It has been difficult for the Center to gather and analyze date due to the high turnover in the administrative position during the last few years. Additionally, past data was held in electronic format on a previous Director’s computer. The computer experience fatal errors and is currently at District Computing to see if any data can be retrieved from the hard drive. Data for Fall 2009 in currently being input into excel and evaluated. The Child Development Center plans to back up their data to avoid data loss due to computer failure in the future.  This report also provides supplemental data on licensing capacity of 294, yet the program enrolls 301 utilizing a ranking system. This section provides a proper analysis of the data, and thus, meets. | | |
| ***Student Learning Outcomes*** | *Program has not submitted student learning outcomes for all courses certificates or degrees. Does not have a three-year plan on file.*  *Program has not analyzed assessment results and implemented changes where appropriate.* | *Program has submitted student learning outcomes for all courses certificates or degrees. Program has a three-year plan on file.*  *Program has analyzed assessment results and implemented changes where appropriate* |
| **Efficacy Team Analysis and Feedback: N/A** | | |
| **Part III: Institutional Effectiveness** | | |
| ***Mission and Purpose*** | *The program does not have a mission, or it does not clearly link with the institutional mission.* | *The program has a mission and it links clearly with the institutional mission.* |
| Efficacy Team Analysis and Feedback: Program’s mission links clearly with institutional mission by providing “quality education and services that support a ‘diverse’ community of learners. This section meets. | | |
| ***Productivity*** | *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *The data shows the program is productive at an acceptable level.* |
| **Efficacy Team Analysis and Feedback:** The number of children enrolled is slightly higher than licensing requirements, which shows the CDC is highly productive. With a waitlist of 647, it is clear the CDC will continue to be productive. This section meets. | | |
| ***Relevance, Currency, Articulation*** | *The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* | *The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program.*  *Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.* |
| **Efficacy Team Analysis and Feedback:** Report states the CDC uses a “High Scope Curriculum” based on Piaget’s theory of “active learners,” which facilitates children’s learning, allowing self discovery to assist the learning process. This curriculum coincides with UC/CSU education courses. Also, the CDC’s license is renewed annually through the Community Care Licensing Inland Empire Child Care Division of the State Department of Social Services. Program is relevant and current, and therefore, this section meets.  The Center does not teach college level classes and articulation is not appropriate.  Information in the current College Catalog is up to date. | | |
| **Part IV: Planning** | | |
| ***Trends*** | *The program does not identify major trends, or the plans are not supported by the data and information provided.* | *The programidentifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.* |
| **Efficacy Team Analysis and Feedback:** Report cites decline in economy and high unemployment is a trend that usually leads to parents utilizing child care less. The CDC has planned for this in several ways. They are affiliated with the college and hence, with enrollment up, students will continue to use the program for the care of their children. The Child Development Center is also affiliated with a state-run program through the California State Dept. of Education that supports child care for up to 60 days while their parents look for work. Both of the affiliation with the campus and Department of Education are a result of earlier long range planning to keep enrollment levels optimal.    A second trend that is developing in Early Childhood Education is the concept of a ‘Universal Preschool’. The CDC is closely monitoring this trend so they can be prepared for an effortless transition if the Universal Preschool concept becomes law. | | |
| ***Accomplishments*** | *The program does not incorporate accomplishments and strengths into planning.* | *The program incorporates substantial accomplishments and strengths into planning.* |
| **Efficacy Team Analysis and Feedback:** Program identifies strengths and accomplishments and plans to build on its longevity, quality and currency to be accredited with the National Association for the Education of Young Children The CDC is providing services to over 300 children using “multi-funded programs,” and has been servicing SBVC and the surrounding community for over 30 years. Section meets. | | |
| ***Weaknesses/challenges*** | *The program does not incorporate weaknesses and challenges into planning.* | *The program incorporates weaknesses and challenges into planning.* |
| **Efficacy Team Analysis and Feedback:** Report states that adequately preparing the “literacy room to meet the needs of the children” has been difficult. CDC is incorporating this challenge into planning by looking at proper materials and trained staff for the room. Section meets.  Program recognizes the challenge of establishing an Early Learning Literacy Classroom with limited budget and staffing. The Center plans to investigate alternative ways to staff the literacy classroom including use of volunteer or college students majoring in Child Development enrolled in practicum or independent study classes. | | |
| **Part V: Technology, Partnerships & Campus Climate** | | |
|  | *Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.*  *Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate* | *Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.*  *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.* |
| Efficacy Team Analysis and Feedback: CDC provides listening centers (stations) that can be found in classrooms allowing children to listen to tapes while reading stories. Educational video’s using televisions and DVD players. Planning to incorporate computers in their “early literacy project.”  CDC addresses campus climate by remaining accessible for parents, especially nursing mothers.  The CDC has listed 7 internal and external partnerships ranging from the Californian-Hawaiian Elks club to SBVC’s Child Development Dept. CDC also plans to increase its partnership with the college by reaching out to the Art Dept. to expose children to music and dance helping children to “ express themselves.” | | |