**INSTITUTIONAL PROGRAM REVIEW 2009-10**

**Program Efficacy Phase, Spring, 2010**

**Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process.  Program Review is a systematic process for evaluating programs and services annually.  The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

 Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals

 Aid in short-range planning and decision-making

 Improve performance, services, and programs

 Contribute to long-range planning

 Contribute information and recommendations to other college processes, as appropriate

 Serve as the campus’ conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold.  It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase.  Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document.  You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals.  The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input.  The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Efficacy Team and Division Dean by March 22, 2010.

It is the writer’s responsibility to be sure the Committee receives the forms on time.

In response to campus wide feedback that program review be a more interactive process, the committee will pilot a program efficacy that includes a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The pilot will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process. More details on the pilot can be found in the attached file.

**Program Efficacy, Spring 2010**

Complete and attach this cover sheet as the first page of your report.

**Program Being Evaluated**

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| Child Development Center |

**Name of Department:**

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| Child Development |

**Name of Division**

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| Social Science, Human Development and Physical Education |

**Name of Person Preparing this Report                                                  Extension**

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| --- |
| Mark Merjil Ext 8900 |

**Name of Department Members Consulted**

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| --- |
| Click here to enter text. |

**Name of Efficacy Team**

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| Caleab Losee Ext 8258; Celia Huston Ext 8574 |

**Program Review Committee Representatives**

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| Sue Crebbin; Denise Knight |

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| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department | March 24, 2010 | March 24, 2010 |
| Final draft sent to the dean | March 31, 2010 | March 31, 2010 |
| Report submitted to Program Review Team | April 1, 2010 | April 1, 2010 |
| Meeting with Review Team | April 8, 2010 | April 8, 2010 |

**Staffing**

List the number of full and part-time employees in your area.

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| --- | --- | --- | --- |
| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers | 1 | N/A | N/A |
| Faculty | N/A | N/A | N/A |
| Classified Staff | 23 | N/A | N/A |
| **Total** | 24 | N/A | N/A |

**Part I.  Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Does the program population reflect the college’s population?  Is this an issue of concern?  If not, why not? If so, what steps are you taking to address the issue?

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| The Child Development Center is predominantly made up of 75% Latino children and families. 13% of the children are Black or African American. 11% are White and 1% is Native Hawaiian or Pacific Islander. San Bernardino Valley College is made up of 42.9% Latino or Hispanic, 22.48% is White, 20.5% is Black or African American, and .72 is Native Hawaiian or Pacific Islander. According to (California's Cities, Towns and Counties, 2009) Of the estimated 203K population of San Bernardino 116K is of Hispanic origin. This supports the finding that the majority of children who are enrolled in the Child Development Program are Hispanic or Latino.  According to findings, supported by The Desired Results for Children and Families Revised Parents Survey submitted once a school year found that a large majority of state preschool families are made up of stay-at-home mothers who walk their children to and from school, have a support system made up of grandmothers, aunts, and uncles and are primarily of a Hispanic or Latino decent. In the Child Development Center the majority of African American or White families are working parents who count on full day programs to care for their children while they are at work or school, have limited support systems, and are single.   44.3% of children enrolled at the Child Development Center are raised by single mothers who are working, going to school, or a combination of both. Female head of households makes up 21.1% of the city's families (2009 County and City Extra). |

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include as appropriate hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

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| The San Bernardino Valley College Child Development Center offers services to families of both Valley College students and the community. The Child Development Center provides services Monday through Friday 7:00am – 4:00pm. 224 days a year. |

**Part II: Questions Related to Strategic Initiative: Student Success**

Provide a brief analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program.

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| The California Department of Education (CDE) and Child Development Division (CDD) has revised its approach to evaluating the child care and development services it provides to move away from a process-oriented compliance model and towards a focus on the results desired from the system.  This approach is compatible with CDE's accountability system for elementary and secondary education.  It is intended to improve the results achieved for children and families through the child development services provided by CDE/CDD.  Desired Results for Children and Families will document the progress made by children and families in achieving desired results and will provide information to help practitioners improve their child care and development services.  The new system is designed to:   * Identify the measures that demonstrate the achievement of desired results across the developmental areas for children from birth to age 13 in child care and development programs, * Provide information that reflects the contributions made by each of the various types of CDE-funded child development programs in achieving the desired results, * Hold programs accountable to Program Standards that support the achievement of desired results and are used to measure program quality, * Provide a data collection mechanism for evaluation of the quality of individual child development programs, and * Create a base of information on the relationships between processes and results which can be used to target technical assistance to improve practice in all child development programs.   This information was found on the following website: <http://www.wested.org/desiredresults/training/intro.htm>  The Child Development Center had compiled all data and is now quantifying the outcomes using an excel spreadsheet. The data will help to determine the developmental stage of each child, and will help staff create and develop a curriculum and lesson plan which will best meet the child’s individual needs. This data is useful in determining exactly where the child is developmentally in order to provide the child with the skills necessary to be prepared for Kindergarten. |

**Supplemental Data**

Provide any additional information such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

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| The Child Development Center provides services to income eligible families utilizing a ranking system which list families according to income. Foster children and children registered with Child Protective Services (CPS) have priority. Currently we have 674 families on the waiting list with 301 children enrolled. The programs licensing capacity is at 294. |

**Student Learning Outcomes**

**The list above shows the courses that have SLOs on file with the Office of Instruction.**

If you have courses for which SLOs have not been developed, explain why.  What are your plans to remedy this?

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| **Not Applicable** |

**Attach your three-year plan for assessing SLOs.**

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

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| **Not Applicable** |

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

**Mission and Purpose**

What is the purpose of the program?

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| San Bernardino Valley College Child Development Center’s mission is to serve as a model of excellence by providing high quality child development experiences for children ages birth to five years old.   * We believe children learn most naturally and effectively when engaged in developmentally appropriate activities that are responsive to their interest and experiences. * We believe that parents are children’s first teachers throughout the entire learning process. Therefore, we work to support parents in their efforts to guide children’s development. * We believe that teachers play an intentional role in both planned and unexpected learning opportunities by using their knowledge, judgment and expertise to organize experiences for children. |

How does this purpose relate to the college mission?

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| San Bernardino Valley College Mission Statement: Provides quality education and services that support a diverse community of learners.  The Child Development Center provides high quality child care to children of Valley College students and families. It is the policy of the center to take an anti-bias approach when developing curriculum. Every effort is made to offer culturally rich activities and experiences which promote friendship, tolerance, and peace.  We will provide children with experiences that are meaningful, culturally appropriate and inclusive. It is important that children and families recognize, acknowledge, and celebrate their own culture and the cultures around them. However, it is vital that opportunities are provided in the classroom and in parent meetings to expose parents and children to other cultures that are not represented locally.  It is the goal of the center to provide children opportunities which do not perpetuate ethnocentrism in young children, but develop a sense of pride in knowing that being different is what makes us special. |

**Productivity**

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed.

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| The Child Development Center measures productivity based on the number of children on the waiting list versus the number of children enrolled. The Child Development Center’s licensing capacity is currently 294 at any given time. The number of children currently enrolled is 301 with a waiting list of 647 children. The Child Development Center provides three (3) morning state preschool programs and three (3) afternoon state preschool programs which allow the program to meet its licensing requirements without being out of compliance. |

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the programs current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

The Child Development Center utilizes a High Scope Curriculum based on theorist Jean Piaget’s idea that children should be “active learners”. The teachers act as facilitators by helping to guide children’s learning with minimal intrusion. The classroom is set up into “learning centers” with areas specifically designed to engage children’s interest; for example sand and water, blocks, creative art, science, library, manipulatives, and dramatic play. These areas are designed to help develop a sense of responsibility, and create an environment where sharing and conflict resolution is desired and encouraged.

The basis of high scope is grounded in the root idea of “plan, do, and review”. Children help in the planning of the curriculum in an emergent style based on their own interest. The teacher is to provide all the materials needed to help the child understand and learn concepts during small and large group activities, better known as the “do” part of the day. Finally, the children participate in a reflective review of the activities, ideas, and concepts they may have learned and experienced throughout the day.

Articulation

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| List Courses above 100 where articulation is not occurring | With CSU | With UC |
| N/A | N/A | N/A |
| N/A | N/A | N/A |
| N/A | N/A | N/A |
| N/A | N/A | N/A |

Describe your plan to articulate these classes.

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| N/A |

Currency

Review the last college catalogue data given below.

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| The SBVC Child Development Center is a licensed facility designed to meet the developmental needs of children from birth through pre-Kindergarten. Our environment nurtures the child and embraces the family. We have an open door policy and encourage all families to participate in the Center. The Center is open from 7:00 a.m. to 4:00p.m., Monday-Friday. Fees are assessed on a sliding scale (according to state guidelines), and can range from $0 to $34 per day, depending on income of the parent(s). For a tour of the Center and further eligibility and enrollment information, call (909) 384-4440. The Child Development Center is licensed through Community Care Licensing Inland Empire Child Care Division of the State Department of Social Services. We are mandated by state law to comply all Title 5 and Title 22 Regulations for Child Care Centers. Licenses are renewed annually. |

Which courses are no longer being offered? (Include Course # and Title of the Course)

**Information in the catalogue is current and correct.**

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| N/A |
| N/A |
| N/A |
| N/A |

**Planning**

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

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| Due to the economic decline of Southern California, more and more parents are out of work and not needing to utilize child-care. This situation would have become dire had the Child Development Center not been affiliated with Valley College, therefore meeting the needs of parent who are currently enrolled in college courses. The Child Development Division of the State Department of Education allows parents sixty-days (60), “limitation of seeking employment for center based programs,” to seek employment while still complying with modified contracted hours. This means parents are allowed six and a half hours per day to seek employment while their children are in care. The trend in Early Childhood Education is the idea of “Universal Preschool” the concept of universal preschool is that all children should benefit from early education without regard to socio-economic status, where curriculum is designed, developed and assessed using unbiased instruments to gage children’s growth and development. The long ranging goal would be to track children as they enter primary grade levels, secondary grade levels, and then into high school. This would allow longitudinal studies to be conducted to not only track learning outcomes, but to validate early learning programs as essential to student success. |

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

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| The San Bernardino Child Development Center has provided over thirty (30) years of service to the students of Valley College and the surrounding community. We are located on campus in a state of the art facility designed to meet the age appropriate needs of the population we serve. The Child Development Center has a long history and stellar reputation of providing excellent service to this community of life long learners and is proud to be on the cutting edge of developmentally appropriate practices. The Child Development Center provides Services to over three hundred children and working families in a variety of multi-funded programs which include an infant-toddler center, a general child-care program, a state preschool program, and an early literacy program. The Child Development Center is prepared and plans to move towards national distinction by becoming accredited with the National Association for the Education of Young Children (NAEYC). |

Weaknesses

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

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| The Child Development Center is developing an Early Learning Literacy Classroom where children and families will have access to check out books and other literacy materials which will enhance a love for reading. The challenge thus far has been in adequately preparing the literacy room to meet the needs of the children. The Child Development Center would need to staff this project with personnel who would properly inventory materials, label, set up and maintain the environment, create a checking in and out system, answer parents/guardians questions, act as a reference or liaison in setting up special guest to come and read to children, coordinates book fairs, etc.  The plan would include seeking out qualified volunteers utilizing key courses offered on campus for credit. These students will help to prepare the early literacy room for immediate use. The CD 198 Child Development Work Experience offers 1-4 units supervised training in the form of on the job employment that will enhance the student’s educational goals. The student’s major and job must match. Students work 5-20 contact hours per week to earn units using the following formula: For paid work, 75 hours = 1 unit; for volunteer work, 60 hours = 1 unit. Students may earn a total of 16 units toward graduation in Work Experience CD 198 courses. Students must be working for pay or volunteer before registering for a Work Experience class. Another class to consider is CD 295 Special Topics which could be considered since Child Development coversselected subject matters that are current and relevant inthe field of child development. Possible topics includeEmergent Curriculum, Ethics, Early Literacy, Children andConflict, Nutrition, Childhood Obesity, Early Intervention,Dramatic Play, Child Abuse, Brain Development andImportance of Play. |

**V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

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| Technology: The Child Development Center provides children with listening centers where children use cassette recorders to listen to tapes while reading stories. The children also watch educational video’s using DVD players and televisions. The plan is to provide the early literacy project with six computers that can be synced and shared using software designed for both parents and children to use simultaneously.  Campus Climate: The Child Development Center is a brand new facility located on campus which offers 16 state of the art classrooms to children birth through five years of age. The Center is accessible to mothers who are nursing infants in between classes and offers an open door policy to all families who wish to stop by and see their children.  Partnerships: The Child Development Center currently partners with The Californian – Hawaiian-Elks club organization to provide auditory and visual screenings to children who are entering kindergarten. The Loma Linda school of dentistry provides dental screenings to children on site, free of charge. The Apple Dumpling Portraits Studio offers graduate portraits to the parents of children who will be going to kindergarten free of charge. Once a year the San Bernardino County Fire Department and Sheriff’s Department makes a presentation on fire safety and not talking to strangers. The Valley College M.E.C.H.A. club also provides arts and craft activities to the Child Development Center periodically throughout the year. We also partnership with the Child Development Department of Valley College to provide services to observation and laboratory students from CD 205,198,105, and 111. These students are assigned to one of our Child Development Center teachers to help assist with questions, age appropriate activities, and interactions. In order to maintain and expand partnerships, I plan on utilizing many resources found at Valley College for example, to request a violinist from Valley College’s music department to play for the children in the Child Development Center. I would also like to partner with the dance department in order to invite some of the dancers to perform for the children. This will help to enhance the children’s exposure to the arts and culture as well as introduce them to the diversity music and art programs provide. Studies show that children who are exposed to a wide variety of experiences develop a sense of creative freedom. And are more apt to express them themselves through kinesthetic movement which, help children to meet a wide array of developmentally appropriate goals and objectives. |