**Program Efficacy Report  
Spring 2011**

**Name of Department**: Child Development

**Efficacy Team: Rose King, Marco Cota, Yolanda Simental**

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

**Next Program Efficacy: 2013/2014**

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| **The Efficacy Team recommends CONTINUATION. The Child Development Program is currently meeting the needs of the institution as demonstrated by the responses to the questions and the document’s evidence of self-study. The areas designated as Does Not Meet can be easily addressed and included in future self-study documents. The Team commends the Program's collaboration with the Advisory Committee, an idea which could be a template and/or benchmark for other SBVC vocational programs.** |

| **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:**  **Meets: Demographics are thoroughly analyzed. The identified differences in the programs population and the general population are identified and discussed. Plans to encourage male students are in place.** | | |
| ***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:**  **Meets: The Program provides evidence that the pattern of service/instruction meets student needs by offering more late afternoon, evening, Friday and Saturday courses. Also three hybrid classes, one course each semester offered at Big Bear.** | | |
| **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:**  **Meets: The program provides a thorough analysis of the data indicating progress on departmental goals. Also the included supplemental data adequately narrated.** | | |
| ***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:**  **Does Not Meet: The narrator does not include the Program’s three year plan. Although SLOs have been developed for all courses and most have assessed. The courses that have not been assessed are either to be deleted from the curriculum (CD 040). Only one course (CD 116) has not been assessed and measures are in place to complete that assessment. “There have been individual changes in some courses”—a bit more detailed information would have been welcome. However, the Program has analyzed assessment results and implemented changes where appropriate.** | | |
| **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:**  **Meets: The program has a mission and it links clearly with the institutional mission.** | | |
| ***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:**  **Does Not Meet. There is not a discussion of the FTES chart (EMP) which is included in the document. Also, more narration of the chart which reflects degrees awarded and certificates awarded (EMP) would be appropriate for productivity measurements.** | | |
| ***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:**  **Meets. The program does provide evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program—Plans are in place to articulate CD 222 and CD 295 A-Z to each university on a case by case basis. CD 116 to be changed to a non-transferable course.** | | |
| **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:**  **Meets: Program addresses how trends will affect enrollment and planning. The narrator refers to research from the field.** | | |
| ***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:**  **Meets: The program incorporates accomplishments and strengths into planning—Success rates and retention rates have continued to increase, expanded course offerings to afternoon, evening, Friday and weekends, hybrid on-line.** | | |
| ***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:**  **Meets: However, for optimum advantage to enhance the Program’s goals, more in depth narration of details of planning would be beneficial.** | | |
| **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:**  **Meets: The Narrator thoroughly discussed each of the topics; technology, partnerships, and campus climate. The listing of partnerships is pertinent to the document, and helpful to the Efficacy Team.** | | |