INSTITUTIONAL PROGRAM REVIEW 2012 – 2013
Program Efficacy Phase: Student Services

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.

Two or three committee members will be 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 embedded in the form. 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.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

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 piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process 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.

Program Efficacy
2012 – 2013

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

Program Being Evaluated

Child Development Center

Name of Division

Instruction

Name of Person Preparing this Report   **Extension**

Mark Merjil	8900

Names of Department Members Consulted

Name of Reviewers

Yon Che and Todd Heibel

Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

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

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	24	6	N/A
Total	25	6	N/A

NO EMP AVAILABLE

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.

Strategic Initiative	Institutional Expectations	
	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 <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Child Development Center	Demographics Fall 2009 – Fall 2012	Campus
3%	**Asian**	6.2%
17%	**African-American**	20.3%
68%	**Hispanic**	48.6%
N/A	**Native American**	1.0%
N/A	**Pacific Islander**	0.7%
12%	**White**	21.0%
N/A	**Other/Unknown**	2.1%
49%	**Female**	54.6%
51%	**Male**	45.2%
N/A	**Disability**	5.4%
<mark>Min:</mark>	**Age**	Min: 15
<mark>Max:</mark>		Max: 88
<mark>Avg:</mark>		Avg: 29.47

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

The Child Development Center is predominantly made up of 68% Latino children and families. 17% of the children are Black or African American, 12% are White and 3% are Asian. San Bernardino Valley College is made up of 48.6% Latino or Hispanic, 21.0% White, 20.3% Black or African American, and 0.7% Native Hawaiian or Pacific Islander. According to *California's Cities, Towns and Counties* (2009), of the estimated 203,000 population of San Bernardino, 116,000 (57%) is of Hispanic origin. The over-representation of the Hispanic-Latino population at the CDC more fully reflects community and local neighborhood demographics rather than overall campus demographics.

According to findings by *The Desired Results for Children and Families Revised Parents Survey* submitted once each school year, 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. Is this also true for Hispanic-Latino families?

43.2% 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 comprise 21.1% of the city's families (2009 County and City Extra). Once again, this is reflected within CDC demographics.

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.

The San Bernardino Valley College Child Development Center offers services to families of both Valley College students, as well as the community. The Child Development Center provides quality child development services Monday through Friday, 7:00am – 4:00pm, 224 days a year. The Child Development Center is closed for all major holidays as well as a week in Winter, a week in Spring and a week in the Summer. There is a need to expand the hours of the Child Development Center based on the on-going request of parents who are unable to meet the 4:00pm. closing time. This possibility will need to be explored sometime in the future, and be based on a survey presented to parents.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success - Rubric		
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 <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Explain how the services in the program support student success.

The California Department of Education (CDE) and Child Development Division (CDD) has refined its approach to evaluating the child care and development services it provides. 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. This 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 has compiled all data, and is now quantifying the outcomes using an excel spreadsheet. The data will assist in determining the developmental stages of each child, and will assist staff to create curriculum and lesson plans which will best meet the child's individual needs. This data is useful in determining where the child is developmentally, in order to provide the child with the skills necessary to be prepared for Kindergarten. The Child Development Center is Valley Colleges laboratory and observation school

for students studying early childhood education, this learning environment supports student success in that participants of these programs are offered real world experiences, and attain a global perspective of child development services. The Child Development Center also employs Student Workers who participate in the program, and assist the teacher with a variety of activities, learning centers and outdoor experiences. These experiences benefit students by preparing them to work in quality programs specifically designed for young children.

Demonstrate that your program has continued to make progress on Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the SLOs/SAOs are mapped to the core competencies.

See Strategic Initiative 5.1

N/A

Have Service Area Outcomes (SAOs) been identified for your area?

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
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.
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.

Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The 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?

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 inclusivity.

We will provide children with experiences which are meaningful, culturally appropriate and developmentally appropriate. 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 and unique.

Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    i. staffing levels
    ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

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 289 with a waiting list of 542 children. The Child Development Center provides three (3) morning state preschool programs and three (2) afternoon state preschool programs which allows 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 (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

The Child Development Center utilizes a Creative 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 compartmentalized 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 Creative Curriculum 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.

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Note: Content Review Summary not applicable for this program.

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

N/A

Articulation and Transfer

List Courses above 100 where articulation or transfer 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 plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

N/A

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The Child Development Center has had a recent surge of interest by parents who are returning back to school or work. We have approximately 542 children on the waiting list interested in services however; we are currently at full capacity with 300 children in attendance daily from birth to five years old. These additional students are a direct result of two additional funding grants which were recently awarded to the Child Development Center.

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?

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 lifelong learners and is proud to be on the cutting edge of developmentally appropriate practices. The Child Development Center provides services to almost 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 a fully-funded nutrition program. The Child Development Center was just recently awarded $800,000 in additional funding from the Child Development Division of the State Department of Education. This additional funding will be utilized for expansion of the program including providing services to an additional one-hundred children. 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).

Challenges

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

The Child Development Center currently provides services to approximately three-hundred children and families, thirty-one staff members and twenty-seven student workers. The CDC is currently administered by one director who has primary responsibility for the entire program with the assistance of a part-time senior teacher and one secretary. The Child Development Center is in need of an additional clerical assistant in order to enroll students, maintain state mandated documents and files, as well assist the with the day-to-day operations of the front office. The senior teacher who acts as a liaison between the staff and the director is needed full-time in order to execute the program at a standard that far exceeds best practice. This would allow the program to continue to meet all state, federal, and local standards as well as all policies and procedures with the highest quality, and within full compliance of the law.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates 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 does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

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 videos using DVD players and televisions.

Campus Climate: The Child Development Center is a modern 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 visit 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. The Center would also like to

partner with the dance department in order to invite dancers to perform for the children as a way of exposing them to the various arts available at Valley College. This will help to enhance the children's exposure and introduce them to the diversity of the music and art programs available. 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 assists children to meeting a wide array of developmentally appropriate goals and objectives.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

N/A