

# **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

Mark Merjil

### Extension

8900

### Names of Department Members Consulted

Sandy Karge / Bonnie Cruz

### Name of Reviewers

Yon Che and Todd Heibel

Work Flow	Due Date	Date Submitted
Date of initial meeting with department	NA	01/13/2014
Final draft sent to the dean & committee	NA	02/11/2014
Report submitted to Program Review Team	NA	02/12/2014
Meeting with Review Team	NA	NA
Report submitted to Program Review co-chair	02/19/2014	02/19/2014

### 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
<b>Total</b>	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
<b>Part I: Access</b>		
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%
Min: 3 Months	Age	Min: 15
Max: 5yr 4mo		Max: 88
Avg: 3yr 11mo		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.

There is a significant over-representation of Hispanics/Latinos in the children and families served by the Child Development Center, as compared to the student body population of San Bernardino Valley College. The same is true, to a lesser extent, for African Americans, while Whites and Asians are significantly under-represented. This is accounted for by the fact that the CDC serves the needs of the surrounding community as well as SBVC students. 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. 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. Thus, the Hispanic-Latino population at the CDC reflects community and local neighborhood demographics rather than overall campus demographics. Also, female heads of household comprise 21.1% of the city's families (2009 County and City Extra). Once again, this is reflected within CDC demographics. The ethnic distribution of participating families seems to represent the true community need, and no corrective action with regard to the over-representation and under-representation of various groups appears to be necessary.

It should be observed that no EMP data is available for this program. The above numbers and those elsewhere in this report, were taken from other sources or generated internally by the CDC.

**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.

As noted above, the San Bernardino Valley College Child Development Center provides child care services to the community at large as well as SBVC students. Statistics compiled by the CDC indicate that 43.2% of enrolled children are being raised by single mothers who are working, going to school, or a combination of both. These numbers appear to be essentially the same for families of all ethnicities. The CDC is open Monday through Friday from 7:00 am – 4:00 pm, 224 days per year, while it is closed for all major holidays as well as for a week in Winter, a week in Spring and a week in the Summer. This schedule has been designed with the needs of working families in mind, and follows the pattern of most other child care centers in the state. Since 350 children are currently able to take advantage of CDC services, and there is a waiting list of over 500, the schedule seems generally to fit the requirements of our client population. At issue is the 4:00 pm closing time. Clearly, single parents working an 8:00 am to 5:00 pm job will be obliged to make arrangements for their children to be picked up by others,

and that may present problems. However, based on the Desired Results Developmental Profile Parent Survey (2013), 81% of parents are very satisfied with the hours of operation, 15% are satisfied and 4% are not satisfied with the current hours of operation (Please see attachment). The previous administration felt that expanding the hours of operation past 5:00p.m. could potentially be an issue of liability due to daylight savings time and the lack of outdoor lighting, the risk include injury to parents, staff and children. The CDC is also mandated by the Child Development Division of the State Department of Education and California Care Licensing to maintain an adult-child ratios at all times which would entail that staff working hours would need to be scaffolded in a manner that would meet these requirements. According to the CSEA collective bargaining agreement Article 6.2 necessitates that all classified employees must be provided 21calendar day notice of hour change. In May 2014 the Desired Results Parent Survey will again be disseminated to parents and based on this year's results regarding satisfaction of hours of operation will be the determining factor as to whether or not to entertain the idea of expansion of hours for fiscal year 2015/2016.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part II: Student Success - Rubric</b>		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate <i>analysis</i> 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 Child Development Center is SBVC's laboratory and observation school for students in our early childhood education program. This learning environment supports student success, in that participants in these programs are offered real world experiences, and attain a global perspective of child development services. The CDC also employs student workers, who participate in the program and assist the teacher in a variety of activities. These experiences benefit the student workers by preparing them to work in quality programs specifically designed for young children. In 2012/13, the CDC provided a learning

environment for approximately 90 lab students and 40 student workers. We are an essential component of SBVC's educational mission. According to the Student Employee Evaluation (2013), 90% of student workers carry out assigned responsibilities, report to assigned areas on time and interact with children in an appropriate manner. 87% of student workers complete necessary duties with minimal direction, are self-directed and take the initiative. 100% of student workers evaluated agreed with assessment and felt that they were now capable of working in a real-world environment (Data available upon request).

The CDC is also concerned with the progress shown by the children entrusted to our care. The Child Development Division of the California Department of Education has developed an accountability system – called Desired Results Developmental Profile for Children and Families – to document the progress made by children in achieving stated goals, and to provide information to help practitioners improve their child care services. The Child Development Center compiles the data required by this system, and quantifies the outcomes using an excel spreadsheet. The data is used to determine the developmental stages of each child, and assists staff in creating curriculum and lesson plans which best meet the child's individual needs. This data is essential in order to provide children with the skills necessary to be successful in elementary school, the foundation of later education.

According to the DRDP Group Data Summary 42% of Toddlers are “Acting with Purpose” in the Self and Social Development Domain which indicates that Toddlers are developing socially above the 50% benchmark in self-expression, self-comforting and impulse control. 28% out of 41 Toddlers are “Developing Ideas” in Language and Literacy Development Domain which is indicated by language comprehension, reciprocal communication and recognition of symbols. 51% of Toddlers are “Developing Ideas” in Motor and Perceptual Development Domain which shows physical and motor competence in hand-eye coordination, balance and small/large motor development.

The DRDP Group Data Summary for Preschool age children indicate that 47% are “Developing” in the Mathematical Domain which reveals that children 3-5 years of age are developing above the 50% benchmark in classification, measurement and patterning. 50% of children are at the “Developing” stage of the developmental levels which indicate success in cognitive development as proven by the ability to distinguish between cause and effect, problem solving and memory and knowledge. 42% of English Language Development (ELD) students are at the developmental level of “Integrating” which demonstrates that 16 of the children Identified as speaking a language other than English are now assimilating symbol, letter, and print knowledge and are developing receptive language in English. These are satisfactory results according to the generally-accepted standards required by the Child Development Division of the State Department of Education for subsidized programs.

\*\*Data available upon request

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](#)

Since the Child Development Center is not an instructional program, no SLOs (or SAOs) had been identified for this program prior to the writing of this report. However, the CDC has now established the following SAOs:

SAO #1-Interactions between children and staff are warm and nurturing, and conducive to learning, as measured by the Desired Results Developmental Profile Parent Survey required by the Child Development Division of the California Department of Education.

SAO #2-The program is culturally diverse, celebrating the uniqueness of each child’s individuality while developing a strong sense of self-worth, as measured by the Early Childhood Environmental Rating Scale established by the Child Development Division of the California Department of Education.

SAO #3 -The program provides opportunities for students in the Child Development Department of SBVC to gain experience observing and working in a program specifically designed for young children, as measured by the number of SBVC students successfully completing lab courses and work experience at the Child Development Center.

It is believed that data gathered by the CDC on an ongoing basis will enable yearly assessment of these SAOs, which will be reported to the Division office.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part III: Institutional Effectiveness - Rubric</b>		
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.



<p>Relevance, Currency, Articulation</p>	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>
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**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 San Bernardino Community College District administrates two Child Development Centers, one at Crafton Hills College and one at Valley College. The Crafton Hills College CDC provides services to 74 preschool age children in 3 classrooms, ten-months a year. Crafton Hills College CDC employs 1 director, 3 teachers and 4 teacher assistants. Valley College CDC provides services to approx. 300 children 0 – 5years old in sixteen classrooms, twelve-months a year. The SBVC CDC currently employs 37 staff members and 44 student workers. The staffing levels of the program are mandated by the Child Development Division of the State Department of Education and California Care Licensing Title 22 <http://www.dss.cahwnet.gov/ord/entres/getinfo/pdf/ccc.pdf> which requires an adult-child ratio be maintained at all times. All categorically funded programs are required to maintain compliance which is outlined in the Funding Terms and Conditions <http://www.cde.ca.gov/fg/aa/cd/> these mandates are directly related to our apportionment. In regards to employee satisfaction and complaints, all issues are handled in an expedient manner by speaking promptly to the director of the program, the matters are discussed in an open, interactive fashion until all parties are satisfied.

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.

The Child Development Center measures productivity and satisfaction based on the feedback from the Desired Results Developmental Profile Parent Survey. This state-mandated assessment protocol is disseminated annually and is useful in providing feedback to the program which is then used to gage

satisfaction and productivity. The Early Childhood Environmental Rating Scale is performed annually in order to determine compliance in regards to appropriate and quality environments for young children. According to the Desired Results Developmental Profile Parent Survey, 93% of parents surveyed were very satisfied, 6% were satisfied and 1% were not satisfied. 100% of parents surveyed indicated that they felt their children were safe in the program and that they were happy. 92% of parents were very satisfied with the staff-child interaction, while 8% were satisfied and 0% were not satisfied.

### 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 theory that children should be “active learners” and “participants” in their learning. The teachers act as facilitators by assisting 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 child development program offers an Infant/Toddler program that is distinguished from the preschool program by a set of foundational milestones. These milestones were designed to assess the developmental levels of infants/toddlers through on-going observational assessment. The four domains are **social/emotional, language development, cognitive development and perceptual and motor development** <http://www.cde.ca.gov/sp/cd/re/itfoundations.asp> . The infant/toddler program is designed to provide this age group with opportunities to explore within a safe and loving environment, provide continuity of care by maintaining the same caregivers each day, and provide a predictable schedule and routine with the flexibility to make changes as needed. However, the preschool curriculum is also imbedded within a framework that is designed to close the gap between preschool and primary grade levels. These foundations include **social/emotional, language and literacy and mathematics**. These are the developmental domains that the Desired Results Developmental Profile are derived from and are the cornerstone of the mandated assessment protocol the state requires for all subsidized programs.

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 <b>not</b> 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
<b>Part IV: Planning - Rubric</b>		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> 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 approx. 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. According to the information collected by the CDC application process 60% of parents requesting care are working, while 35% requesting care are SBVC students, and 5% requesting care are attending both college and work. This indicates a trend in that a large percentage of the population the CDC provides services for are working parents, or are in need of quality care for their children in order to join the work force. The CDC is currently at full capacity, which indicates that parents have identified the program to be safe, conducive to learning and age appropriate (Parent Survey, 2013). The Parent Survey has also identified that 79% of parents are requesting additional information regarding community services and job placement, where 21% of parents do not. However, since the program is at full capacity the CDC will not be able to provide additional services to children and families unless more facility space became available.

### 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 \$1.4 Million 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). Additional grant opportunities will depend on the availability of state funding, which is uncertain at this time. Since the CDC is almost totally grant funded, the issue of institutionalization does not arise.

### **Challenges**

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?

The Child Development Center currently provides services to approximately three-hundred children and families, thirty-seven staff members and 40 student workers. The CDC is currently administered by one director who has primary responsibility for the entire program with the assistance of a senior teacher and one secretary, one clerical assistant I and one substitute clerical assistant I. In 2012 when this process began The Child Development Center was in need of an additional clerical assistance 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 was 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. The clerical needs of the CDC are now being met with the assistance of the two additional staff members. The Senior Teacher was made full-time by providing an additional classroom teacher. These newly acquired positions were obtained through additional grant funding from the state, which were applied for and administered by the director of the SBVC CDC. The additional funding addresses the current trends in child development programs. Due of the unstable fiscal climate of California more and more CDC programs around the state are not able to maintain there budgets, and therefore are losing their contracts. The SBVC has applied for and has been granted defaulted programs available dollars and have executed them in a fashion that has sustained jobs for employees, opened new classrooms for children and has added new furniture and materials to replace the old. The CDC is currently recruiting five teacher assistant positions to begin in fiscal year 2014/15. Expansion of the program to provide additional services to children and families is not possible at this time due to limitations in facility space.

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

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

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.

All areas receiving a "does not meet" rating in the previous version of this document have been re-written. They are as follows:

- (1) Pattern of service. A more thorough discussion of the demographic difference between the CDC service population and the SBVC student population has been provided. The CDC serves the community in general as well as SBVC students, which accounts for the over-representation of Hispanics/Latinos and African-Americans.
- (2) Data demonstrating service success. Extensive data has been provided concerning the success of lab students and student workers at the CDC, and the satisfactory developmental level attained by the children served at the Center.
- (3) SAOs. These did not previously exist but have now been established.
- (4) Productivity. The SBVC CDC has been compared to the (much smaller) Center at CHC, and productivity/satisfaction information has been included, gathered from the Desired Results Developmental Profile Parent Survey.
- (5) Relevance, currency, and articulation. CDC's Creative Curriculum is more thoroughly explained.
- (6) Trends. Survey data regarding parent attitudes has been included.

Hopefully, this additional information is satisfactory.