

## **Program Efficacy Report Spring 2015**

**Name of Department:** Child Development Department

**Efficacy Team:** David Smith, Melinda Moneymaker, Stacy Meyer

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

This report is thorough, covering each area with information, examples, and clearly written data to support the work and success of this program. This report also articulates and reflects the work and dedication of the faculty to meet the needs of students enrolled in this program, the trends in this field with job opportunities and transfer requirements, and the alignment of the program with industry standards. This committee met with faculty from the department, and was in agreement with the overall recommendation of continuation based on the information presented in this report.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
<b>Demographics</b>	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<p><i>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</i></p> <p><i>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i></p>
<p><b>Efficacy Team Analysis and Feedback: Meets</b></p> <p>The program demographics are consistent in most areas to those of the overall campus. This report reflects the changes to be a slightly higher percentage of African American and students with disabilities, and lower percentage of males enrolled in the program. The data supplied in this report compares statistics of enrollment in the program of males to be 14.1%, compared to the enrollment of campus of 45.1%. This report identifies this as a challenge that they are working on and have had some success with promotion of the field in outreach efforts to the community, but also states that the field of child development is overall comprised of a higher percent of females and until there is parity in the field with other teaching positions in primary and secondary grades males will be attracted to teaching beyond the preschool level. This report did reflect the percentage increase of males in their program due to outreach efforts in the community and promotion efforts to high schools and adult education of 5% overall since their last program review report.</p> <p>This report also reflects on-going activities to attract more males into the program by participating in community outreach efforts, creating promotional materials picturing more males in activities with children, encouraging male students from our general education classes (CD 105 and CD 126) to enroll in our core Child Development classes, and hiring more male teachers/student workers at the SBVC Child Development Center.</p>		
<b>Pattern of Service</b>	<i>The program's pattern of service is not related to the needs of students.</i>	<p><i>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.</i></p> <p><i>If warranted, plans or activities are in place to meet a broader range of needs.</i></p>
<p><b>Efficacy Team Analysis and Feedback: Meets.</b></p> <p>This report reflects that the Child Development program has two major constituent groups, students that can only attend during the day and working students that can only attend nights and weekends. In order to meet the needs of both groups core courses required to obtain the Associate Teacher and/or Teacher Certificates are offered both day, evening and on line. Courses required for more advanced certificates i.e. Infant Toddler, Master Teacher, Site Supervisor (primarily suited for working students) are offered between 4:00 pm and 10:00 pm Monday through Friday and 9:00 am to 3:00 pm on Saturday. This report clearly highlights the both successes and challenges in sections being offered in a variety of different times and modalities. One challenge outlined in the report was the scheduling of courses needed to complete certificates with the limited number of sections overall that can be delivered each semester. The department was successful in meeting this challenge by adjusting the schedule so that core courses needed to complete a certificate are now offered in Fall and/or Spring of each year. Also outlined in this report was the increasing success in evening and weekend courses, 14, 15, 16 and 18 week sessions, ITV format with Big Bear, and on line and hybrid course offerings each semester. They will also be offering two courses off campus at Child Care Resource Center (CCRC). In a community partnership, to reach out to prospective family child care providers and prospective infant / toddler teachers in the community. These courses are in high demand due to increased jobs in these areas.</p>		
<b>Part II: Student Success</b>		

<b>Data demonstrating achievement of instructional or service success</b>	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.</i>  <i>If applicable, supplemental data is analyzed.</i>
<p><b>Efficacy Team Analysis and Feedback: Meets.</b>  This department continues to meet the goals set since their last efficacy report and in their annual EMP reports. The staff of the Child Development Department has met to discuss and determine whether the statistics indicated on the EMP were reflective of the success their students were achieving. This committee appreciates the effort that they have achieved in interpreting, evaluating and implementing changes reflected in this report with regard to the goal of increasing student success by the efforts of the Child Development instructors to disseminate the Child Development Degree and Certificate requirements, emphasizing the importance of having an education plan and reminding students of certificate and degree submission dates for graduation. These minor changes resulted in an increase in success, retention and an increase in certificate and degrees awarded.</p> <p>For the 13-14 academic year, the CD program goals for success have been met showing an increase in success, retention and increase in certificate and degrees awarded. Although FTES for 13-14 decreased due to fewer sections offered, success rates have increased 7% since 11/12 to 73% and retention rates have increased 3% since 11/12 to 90%. The number of degrees earned has more than doubled since 11/12 with 31 degrees awarded and a 16% growth increase from 12/13. The number of certificates have more than doubled since 11/12 with 55 certificates awarded and 16% growth from 12/13.</p> <p>Another program goal was to increase DE offerings which they have done, increasing to 10-12% of their courses being offered in an on line format in the last 2 years, increasing from 8% in 10/11.</p>		
<b>Student Learning Outcomes and/or Student Achievement Outcomes</b>	<i>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.</i>	<i>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.</i>
<p><b>Efficacy Team Analysis and Feedback: Meets.</b>  This report accurately reflected the work done by department staff on SLO's and PLO's, a major undertaking with the amount of courses, the eight certificates and three degrees offered by the department. All courses offered in the department have had on going assessment, and our clearly outlined in the report on a three year cycle grid. Each year both full time and adjunct department faculty meet and participate in discussion, evaluation and if needed rewriting of the course SLO's which has resulted directly to improved student success. The mapping grid and recent program evaluation was also included in this report. The advisory board and faculty have also met and discussed core competencies as related to transfer and certificate completion. All core competencies and SLO's are clearly identified on all course syllabi to help students understand the importance of assignments and course material.</p>		
<b>Part III: Institutional Effectiveness</b>		
<b>Mission and Purpose</b>	<i>The program does not have a mission, or it does not clearly link with the institutional mission.</i>	<i>The program has a mission, and it links clearly with the institutional mission.</i>
<p><b>Efficacy Team Analysis and Feedback: Meets.</b>  The program has a mission and it clearly links with the mission of the institution by supporting student learning. The mission of the Child Development Department (CDD) is to provide quality education in the field of Child Development to support a diverse community of learners.</p>		
<b>Productivity</b>	<i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i>	<i>The data shows the program is productive at an acceptable level.</i>

### **Efficacy Team Analysis and Feedback: Meets.**

The CD Department report outlined effectively the productivity over the past several years. The CD Department's WSCH/FTEF in 2013-2014 was 587 which is more productive than the State average of 525. The average WSCH/FTEF over the last 4 years is 599, again, higher than the State average. Fifty-eight percent of courses in the CD Department are taught by adjunct faculty and there is enough load for 6 faculty members. As is the case for most programs on campus section cuts over the last 5 years, the CD Development has had the lowest level of overall FTES ever in the last year: There were 263 FTES for 2013-14 compared with 312 in 10/11. Still the report reflects 31 degrees awarded and 55 certificates awarded in 2013-2014, an outstanding 52% increase since 2011. Students are completing courses and programs and moving on to work and transfer. There is student demand, so if the program was able to expand course sections it will be easier for the FTES to increase. The CD Department has seen an increase in success to 73% (3% increase since 2011-2012) in and retention to 90% (3% increase since 2011-12).

<b>Relevance, Currency, Articulation</b>	<i>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</i>  <i>Out of date course(s) that are not launched into CurricUNET by Oct. 1 may result in an overall recommendation no higher than Conditional.</i>	<i>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.</i>
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### **Efficacy Team Analysis and Feedback: Meets**

This report reflects that the CD Department curriculum is current. A complete content review was done in 2012-2013 and all courses were updated. The courses have been approved through Curriculum Alignment Project (CAP) by the Chancellor's Office. A new Early Childhood Education AS-T TMC was approved. SLO's, PLO's and core competencies have been reviewed, rewritten and aligned with industry standards. Regular meetings with our CD Advisory Board and our CD adjunct faculty occur for input on changes, course updates and SLOs. In the last two years, the CD Department has deleted courses which have not been taught and wrote new courses when needed, and focused on certificate and degree requirements instead of other offerings. The budget cuts and reduction in sections resulted in the department not being able to offer their Education courses. In order for the Education courses to work, these courses needed to be offered each semester, and we were not able to do this due to priorities for courses in certificate and degree programs. This resulted in students having who needed these specialized courses to take them at Crafton Hills College. In the future as sections are returned on a regular basis, the CD Department would like to resurrect the Education courses. Courses in CDD are very specialized for employment and transfer and therefore require articulation meetings, presentations at High Schools and Adult Ed Programs, creation of brochures, regular advisory meetings, attendance by faculty at the California ECE Mentor Contract (helps students with Mentoring services), the Child Development Training Consortium (CDTC) Contract (provides tuition support towards earning CD Permits with the California Commission on Teacher Credentialing) to implement, the San Bernardino Child Care Planning Council, the Head Start Friday Program to implement and various other partnerships to maintain. The committee after reading this report appreciated the work and dedication of this department to ensure program and student success despite being understaffed in full time faculty load. In this department 58% of the courses are taught by adjunct faculty and there is a load for six full time faculty where only 3 exist. In 2009, two full time faculty retired and were never replaced. This program is productive and efficient, saving the college money, and could produce even more if fully staffed.

### **Part IV: Planning**

<b>Trends</b>	<i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i>	<i>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.</i>
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**Efficacy Team Analysis and Feedback: Meets.**

This report provides accurate statistics on job market trends highlighting that employment opportunities are good in child development and for those who wish to work in the fields of early child development and school age child development, showing an increase projected in teacher jobs over the next five years at both a State and Federal level. Other trends include Federal and State grant opportunities are expanding, including "Race to the Top" project, creating new employment opportunities in San Bernardino County. Programs such as CARES Plus encourage further coursework for professional development and advancement sending employed teachers back to school. The data outlined in this report is consistent with statistics from studies outlined below and should provide consistent and continued enrollment in the child development program here at SBVC.

In a comparison of Growing Occupations by entry level Education in California for 2013-2015, Preschool Teachers were the 2<sup>nd</sup> largest in for the Associate Degree level. (EDD Comparison of Growing Occupations by Entry Level Education in California, March 7, 2014)

The most recent data gathered from the Employment Development Department for the State of California, retrieved in April 2015, project that for the Inland Empire employment will increase by 14% for child care workers and 13% for preschool teachers from 2012-2022.

Nationally, preschool teacher jobs are projected to grow 17% from 2012-2022. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Preschool Teachers, on the Internet at <http://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm> (visited April 12, 2015).

**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 report reflects many accomplishments of the Child Development program here at SBVC. It's ability to maintain partnerships in the community, some outlined above like the EDE Mentorship program and Childcare consortium, CDTC, directly impact student's opportunities to learn at childcare centers and provides them with job opportunities upon completion of certificates and degrees. Also outlined above is their outstanding effort to encourage students, many from diverse and under-served and displaced populations, to earn Associate and transfer degrees to pursue higher levels of pay and education in the fields of child and human development. They have continued to achieve success despite cuts in sections and staff, and continually evaluate and strengthen the program with input from advisory board and adjunct faculty input. The report also indicates strong community partnerships and articulation and outreach efforts sustained by the full time faculty.

**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.**

The report indicates a strong commitment by the department to meet the challenges of increasing the male population in the program, evaluating their courses and offerings, aligning their certificates with industry standards and trends, creating pathways and course transfer degrees. They have succeeded to increase the number of degrees and certificates awarded by over 50%, and continue to be a strong program here at San Bernardino Valley College.

**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**

**Part VI: Previous Does Not Meets Categories**

*Program does not show that previous deficiencies have been adequately remedied.*

*Program describes how previous deficiencies have been adequately remedied.*

**Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review):**

N/A