

**Program Efficacy Report Spring 2019—Conditional Reporting (from  
Spring 2018 efficacy review)**  
**Program Efficacy Team Report (Student Services)**

**2017–2018**

**Name of Department:** Child Development Center

**Efficacy Team:** Nori Sogomonian, Michael Mayne, Robert Jenkins

**Overall Recommendation:**

Continuation       Conditional       Probation

**Rationale for Overall Recommendation:**

While the CDC meets most requirements and is aligned with the college Mission, provides a safe and educational environment for students, staff, parents and children, the program review committee strongly urges the program to request EMP data from our office of Institutional Research & Planning and incorporate it into their Program Efficacy report. The CDC relies on state standards and internal evaluations to ensure a functioning, quality program for our immediate population which is helpful, however there is a need to align with the college process as well. It would be helpful for the committee to see how the program addresses challenges, goals and planning which are elements of the EMP report. Recommendations have been made in areas III and VI. Repetitive references to “the previous efficacy report (2013)” are unnecessary and it would be more helpful to emphasize plans and goals and provide detailed evaluations where requested.

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

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Demographics</b>	The program <b><u>does not provide</u></b> an appropriate analysis regarding identified differences in the program’s population compared to that of the general population.	The program <b><u>provides an analysis</u></b> of the demographic data and provides an interpretation in response to any identified variance.  The program <b><u>discusses the plans or activities</u></b> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program’s analysis and plan <b><u>demonstrates a need</u></b> for increased resources.
<b>Pattern of Service</b>	The program’s pattern of service is <b><u>not related to the needs of students.</u></b>	The <b><u>program provides</u></b> evidence that the pattern of service or instruction meets student needs.  The program <b><u>discusses the plans or activities</u></b> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <b><u>demonstrates that the pattern of service needs to be extended.</u></b>

Does Not Meet     Meets     Exceeds

**Efficacy Team Analysis and Feedback:**

An argument is made and supported by the use of internal data that the CDC reflects and meets the “true community need” with respect to the largely Latino represented population. In an excel spreadsheet provided with CDC participant ethnicity, specific names are included. Names should be omitted in an effort to de-identify the data or eliminate the name column for future reports as it could be considered confidential information. The CDC operates from 7am to 4pm 224 days a year and meets enrollment capacity. There is a large wait list of 500 which is updated monthly. The hours of operation and capacity enrollment are in alignment with CDC standards.

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

	Does Not Meet	Meets	Exceeds
<b>Data/Analysis demonstrating achievement of instructional or service success</b>	Program <b><u>does not provide an adequate analysis</u></b> of the data provided with respect to relevant program data.	Program <b><u>provides an analysis</u></b> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <b><u>uses the achievement data</u></b> in concrete planning and <b><u>demonstrates</u></b> that it is prepared for growth.
<b>Service Area Outcomes and/or Student Learning Outcomes</b>	Program <b><u>has not demonstrated</u></b> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <b><u>missing or incomplete</u></b> .	Program <b><u>has demonstrated</u></b> that it has fully evaluated within a four-year cycle and is continuously assessing <b><u>all</u></b> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <b><u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth</u></b> .

Does Not Meet     Meets     Exceeds

**Efficacy Team Analysis and Feedback:**

The CDC provides real world “lab” experiences for students in the early childhood education program. Student workers also participate in the CDC and gain professional experience. According to a student employee evaluation all 100% of the students felt the experience at the CDC increased their capability working in a childcare environment. The report indicates children in the center are making satisfactory progress per the Child Development Division of the State Department of Education standards. The report includes newly developed Service Area Outcomes and plans to evaluate on a yearly basis.

**Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Communication</b>	The program <b>does not identify</b> data that demonstrates communication with college and community.	The program <b>identifies</b> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <b>describes</b> plans for extending communication with college and community and provides data or research that <b>demonstrates</b> the need for additional resources.
<b>Culture &amp; Climate</b>	The program <b>does not identify</b> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <b>identifies and describes</b> its impact on culture and climate. Program <b>addresses</b> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <b>demonstrates</b> the need for additional resources.

**Does Not Meet**     **Meets**     **Exceeds**

**Efficacy Team Analysis and Feedback:**

An internal program evaluation is conducted and results are shared with relevant parties, however a wider audience may be served through regular and accessible communication with the college community. The communication listed in the report is limited and exclusive to upper administration. The committee inquired why the CDC does not promote or communicate via our SBVC campus website. There is mention of using the college marquee, however no specific details were provided about how people find out about CDC services and how they are communicating their information especially with students and within the department. The report does mention that the CDC takes part in numerous community partnerships that enhance the children’s experience.

**Response:**

[The Child Development Center utilizes the San Bernardino Valley College website to provide information to the SBVC students as well as to the outlining community. The 2019/2020 goal is to create a Facebook page, as well as a more detailed webpage directly related to the Child Development Center where parents and families could access information pertinent to program goals, menus, special events, and important dates. The CDC website will provide access to lesson plans, special events, and community resources. The Child Development Center also is in collaboration with Paul Bratulin, Director of Marketing and Public Relations who assist with “email blast” to students wishing to be hired as Student Workers. The Child Development Center also works with Jeremy Sims, Director of Technology Services to create a “Blackboard Connect Alert System” informing parents via text message and email of any emergency on the SBVC campus. The Child Development Center provides an annual update to the Board of Trustees as it relates to the revision of the Parent Handbook. The Child Development Center provides the Board of Trustees, the President, and the Vice President with our annual Memory Book which outlines activities, events, and collaborations with community resources throughout the fiscal year. The Child Development Center partners with Ed Gomez and the MECHA organization annually to provide the CDC children with “Dia De Los Niño’s” this is a community outreach program that provides literacy based activities to the children of the CDC.](#)

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**IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Professional Development</b>	The program <b>does not identify</b> currency in professional development activities.	Program <b>identifies current avenues</b> for professional development.	In addition to the meets criteria, the program shows that professional development has <b>impacted/expanded</b> the program and <b>demonstrates</b> that the program is positioning itself for growth.

Does Not Meet     Meets     Exceeds

**Efficacy Team Analysis and Feedback:**

Staff are meeting their 105 hours of professional growth requirement by attending numerous workshops. Staff also present and facilitate at some workshops.

**V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Mission/ Statement of Purpose</b>	The program <b>does not have</b> a mission/ statement of purpose, or it <b>does not clearly link</b> with the institutional mission.	The program <b>has</b> a mission/statement of purpose, and it <b>links</b> clearly with the institutional mission.	
<b>Productivity</b>	The data <b>does not show</b> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <b>shows</b> the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
<b>Relevance, Currency, Articulation</b>	The program <b>does not provide</b> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.  <u>Out of date course(s) that were not launched into CurricUNET by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program <b>provides</b> evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses <b>have been articulated</b> or transfer with UC/CSU, or <b>plans are in place</b> to articulate appropriate courses.	In addition to the meets criteria, the program <b>discusses plans</b> to enhance current offerings that link to student/community needs and positions the program for growth.

<b>Challenges</b>	The program <b>does not incorporate</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning that demonstrate the need for expansion.
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Does Not Meet     Meets     Exceeds

**Efficacy Team Analysis and Feedback:**  
The mission links with the college mission. Parents are satisfied with the program. The report describes how participant needs are met, surveys parents and incorporates successful and proven strategies to enhance child development. The program is operating at capacity with a long waitlist of interested parents who want to enroll their children. While these internal data are helpful, the committee strongly urges that the department work with the office of Institutional Research and Planning to acquire and provide analysis of data for the program and include information regarding program challenges, plans and goals as part of the efficacy process.

**VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Facilities</b>	The program <b>does not provide an evaluation</b> that addresses the sustainability of the physical environment for its programs.	Program <b>provides an evaluation</b> of the physical environment for its programs and <b>presents evidence</b> to support the evaluation.	In addition to the meets criteria, the program has <b>developed a plan</b> for obtaining or utilizing additional facilities for program growth.

Does Not Meet     Meets     Exceeds

**Efficacy Team Analysis and Feedback:**  
This area was addressed very generally. A description of the CDC facilities is provided but not an evaluation of the environment. Details of how the state of the art classrooms are beneficial to participants would be helpful. There is mention of cassette recorders and tapes, however those are not considered state of the art and could be replaced with more updated technology. There is mention of the facilities being clean and **hygienic**, however no mention of an evaluation or evaluation evidence. Plans for replacing antiquated equipment (cassettes, recorders) with updated equipment (e.g., tablets) would be beneficial.

**Response:**  
[The Child Development Center is mandated by the State Department of Education to conduct an Early Childhood Environmental Rating Scale \(ECERS\) and Infant/Toddler Environmental Rating Scale \(ITERS\) annually to assess the programs environments. A summary of findings is created summarizing](#)

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the areas that meet the standard and those which are deemed deficient. This summary of findings is submitted with a plan of action to the Child Development Division of the State Department of education via Program Self Evaluation annually. The summary of findings will indicate whether the classrooms are in need of replacement of antiquated, broken, or non-reparable materials and equipment. State of the art is defined as the most recent stage in the development of a product, incorporating the newest ideas and the most up-to-date features. The Child Development Center was designed as a lab/observation facility where students who wish to be educators could observe through glass sliding doors without intruding on the teachable moments provided by the instructors. The predominantly glass facility was designed so that children's learning could be easily transferred between the indoors to the outdoors as desired. An extension to the natural was created while ensuring the safety and security of each classroom. It is a world within a world, and although we are centrally located and adjacent to a large college campus it is a space that belongs solely to them. The Child Development Center is a sanctuary, a place of refuge and peace for children who come from homelessness, abuse, drug addiction, and socio economically challenged backgrounds. In this place they have opportunities to learn, nap in a warm and clean environment, and are provided with a nutritionally balanced breakfast, lunch, and snack. The CDC is age and developmentally appropriate in providing children with the most advanced research based pedagogy from instructors who are well educated in theoretical practices and concepts. Computers and Tablets in the child development arena are a very controversial subject matter as some developmentalist consider this level of technology in the classroom to not be developmentally appropriate and could potentially lead to the lack of individual creativity, a hindrance to the large and small motor muscle development and childhood obesity.

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## VII: Previous Does Not Meets Categories

Does Not Meet     Meets     Exceeds

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

The author address 4 areas which previously received a "Does not Meet" rating and addressed each area in bold within the document and in summary at the conclusion of the document.