Child Development Program
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

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<th>Academic Year (AY)</th>
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| AY 2011-2012       | SLO #2: Identify and commit to educational goals | PLSLO #1: Student parents whose children are enrolled in the Child Development Program will demonstrate academic progress toward their educational goals. | (a) CDE Training Verification with student statement of professional/vocational goals  
(b) Print out of student schedule to verify enrollment at beginning of term  
(c) Mid-term grade check  
(b) Final grade reports |

Describe/Discuss the result of PLSLO #1

All student parents whose children were enrolled in the Child Development Program in fall semester 2011 completed a CDE Training Verification form at the beginning of fall semester, which included a statement of their professional and vocational goals. They also each submitted a printout from the MyCOM portal or from the ESL Program that verified the courses in which they were enrolled. Mid-term data was collected for each credit student from Admissions and Records via SHACRSE Banner reports, which verified student course enrollment to date, but did not include mid-term grades. At the end of fall semester, A&R provided data regarding the final grades of all credit student parents and most noncredit instructors provided progress reports regarding the academic progress of noncredit student parents.

After a review of student parents’ final grades for fall semester 2011 and the academic reports provided by noncredit instructors, we determined the following:
We were able to collect data regarding the academic progress of 96% of our student parents. We were unable to determine whether 4% of our student parents made academic progress because their noncredit ESL instructors did not respond to our requests for progress reports.
Of the 96% of student parents about whom we have data regarding their academic progress:
82% of student parents made academic progress
18% did not make satisfactory academic progress (did not pass 50% or more of their classes with grades of C or better)

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

33% of the student parents who did not make academic progress during fall semester 2011 did not continue their studies at COM during spring semester 2012, and their child care contracts were terminated. 67% of the student parents who did not make academic progress during fall semester continued their studies at COM during spring
semester. They each met with the Site Supervisors of the Kentfield and IVC Children’s Centers to discuss their plans for improved academic progress this semester. They were all reminded that if they do not make academic progress during spring semester, they will no longer be eligible to use the Child Development Program in the fall.

Preliminary report findings were discussed with Becky Reetz, who provided suggestions for identifying a Banner program (SFARHST) or creating an Argos program that will report mid-term grades. Becky also made helpful suggestions regarding working with Counseling to identify a specific Counselor to whom we can refer student parents who are failing to make academic progress. Becky suggested that I contact Matt Markovich, Director of PE, who created an academic progress report that his student athletes are responsible for having their instructors complete each semester.

Matt Markovich offered suggestions and sample data collection tools that have been effective in monitoring the academic progress of student athletes. We will be piloting a version of the Attendance and Grade Check form that student athletes give to each of their instructors to complete mid-semester. We will initially use a version of this reporting form for our noncredit ESL students, which promises to be very helpful since we have had difficulty establishing communication with several noncredit ESL instructors regarding student progress. I also spoke with Sara McKinnon who suggested the use of a similar progress report for noncredit ESL students to give to their instructors twice each semester.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

The SLO was successfully met (82% of student parents made academic progress); however, we believe that we can encourage a greater percentage of student parents to achieve academic success if we can intervene mid-semester to assist students who are failing to make academic progress. We were unable to do this during fall semester 2012 because the Banner program (SHACRSE) that Admissions and Records used to give us mid-semester enrollment and grade report data re the student parents did not include their mid-term grades. We identified several areas for program improvement that address the need for this and other data collection and data recording improvements:

1. Improve the Student Progress Report spreadsheet we use to record student academic report data to include the following new columns: child name, Student M00#, educational or vocational goal, # units enrolled, mid-term grade/progress reports, name of educational institution attended by second parent
2. Use different Banner program (SFARHST) to collect mid-term grade reports.
3. Develop a Noncredit Student Academic Progress Report Form for noncredit students to give to their instructors mid-semester and at the end of the semester so that the instructor can verify academic progress.
4. Create an Academic or Vocational Progress Report Form for student parent spouses or kinship caregivers who are enrolled in another educational institution or vocational training program.

If applicable, discuss program modifications changes and timeline for implementation of changes.

Timeline:

1. Submit a Mini Program Review to apply for resource allocation to support assistance from Instructional Technology to create an Argos report that will generate data at multiple points each semester regarding the academic progress of credit students whose children are enrolled in the Child Development Program.
2. Create an improved Student Progress Report spreadsheet that includes the columns for additional data collection mentioned above during spring semester 2012. We will pilot this new spreadsheet during spring
semester 2012, make any additional corrections or improvements needed, and implement its use in fall semester 2012.

3. Test the suggested Banner program (SFARHST) during spring semester 2012 to see if it gives us the mid-term grade data we need. We expect to permanently implement the use of a new mid-term grade report data collection tool in fall semester 2012.

4. Create a Noncredit Academic Progress Report Form for noncredit students, which we hope to pilot during spring semester 2012 and to permanently implement in fall semester 2012.

5. Create an Academic or Vocational Progress Report Form for student parent spouses or kinship caregivers who are enrolled in another educational institution or vocational training program by the end of spring semester 2012 and implement its use in fall semester 2012.

What resources are needed to improve your program?
I/T support would be very helpful to make sure that we are taking full advantage of Banner and Argos to generate data regarding student academic progress, especially during the mid-semester reporting period. Better data regarding students’ mid-term progress will allow us to encourage students who are not making progress to seek assistance from counselors, the Tutoring Center, and other academic or community resources. Using Argos to create reports where the data regarding our student parents is input automatically from Banner would be more accurate and a tremendous time saver for myself and for my assistant, Linda Fahy, who is currently inputting all of this data into our Student Progress Report by hand.
CHILD DEVELOPMENT PROGRAM

Date: March 20, 2012

Program/Service Information

The Child Development Program’s SLO # 1 states that Student parents whose children are enrolled in the Child Development Program will demonstrate academic progress toward their educational goal. This request for resource allocation will assist us in achieving this goal.

Problem/ Needs (i.e. SLO assessment findings, SLO meeting dialogue)

Our recent SLO assessment revealed that the Child Development Program was successful in gathering end of semester data regarding student progress; however, we were not able to access sufficient mid-semester data regarding student academic progress to assist students who were struggling mid-term. Although our SLO was successfully met (82% of student parents made academic progress), we believe that we can encourage a greater percentage of student parents to achieve academic success if we can intervene mid-semester to assist students who are failing to make academic progress.

Request for Resources Allocation

We would like to request assistance from Instructional Technology to create an Argos report that will generate data at multiple points each semester regarding the academic progress of COM students whose children are enrolled in the Child Development Program.

How Resources will Impact the Program

I/T support will ensure that we are taking full advantage of Banner and Argos to generate data regarding student academic progress, especially during the mid-semester reporting period. Better data regarding students’ mid-term progress will allow us to encourage students who are not making progress to seek assistance from counselors, the Tutoring Center, and other academic or community resources. Using Argos to create reports where the data regarding our student parents is input automatically from Banner will be more accurate and far more efficient than our current system of collecting and inputting all of this data into our Student Progress Report by hand.

Responsible Person for Completing this Mini-Program Review

Lyda Beardsley, Director, Child Development Program

________________________________________  __________________
Signature of Dean/Supervisor                  Date

Deadline for submission: March 20th

Please submit your Annual Program-Level SLO Report with your Mini-Program Review