Child Development Program
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

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<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes (PLSLO)</th>
<th>Measures/Evidence</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 goal | Measures:  
1) Student must state educational goal  
2) Student must show proof of enrollment  
3) Midterm grade check  
4) Final grade check |

Please answer all of the following questions. If you are assessing more than one PLSLO this year, please provide the same information for your second PLSLO as well.

Assessment Focus and Methods for PLSLO #1: Student parents whose children are enrolled in the Child Development Program will demonstrate academic progress toward their educational goal.

*How will SLO be assessed?*
Student Parents are required to state their educational and vocational goals and show proof of course enrollment upon enrolling their children in the Child Development Program. Students are monitored throughout the semester to ensure progress toward their educational goals.

*What information/data will be collected?*
Official copy of College of Marin course registration and California Department of Education Training Verification to include statement of academic goals are collected upon registration; Child Development Program collects mid-semester academic progress reports and final grades.

*When and by whom?*
Child Development Program Administration collects information regarding student academic progress from the student, Admissions and Records, and from course instructors at the beginning of the semester, mid semester, and end of the semester.
**How will it be analyzed?**
Academic progress will be monitored to ensure passing grades are achieved and course enrollment is maintained toward achievement of academic goals.

**How will it be reported?**
A Student Progress Report will be completed to reflect course enrollment, midterm grades or progress reports, and final grades for students enrolled in credit courses and progress reports for students enrolled in non-credit ESL courses.

**Reporting plan for assessment of PLSLO #1:** Student parents whose children are enrolled the Child Development Program will demonstrate academic progress toward their educational goal.

**Where will results be disseminated?**
Our Child Development Program contract with the California Department of Education requires that we collect Information about student academic progress each semester and maintain these records for CDE review. Information regarding the academic progress of student parents whose children are enrolled in the Child Development Program is of interest to the Administration and Board of Trustees and will be disseminated to them upon request. Information regarding student academic progress is also utilized in service of the student to counsel and coach student success and to refer student to appropriate academic and campus or community support services.

**When will changes be implemented?**
We expect to implement improvements to our system of data collection and analysis of student academic progress in the 2012-2013 Academic Year, which may entail revisions to our Student Progress Report template.

**When will the annual report be completed?**
March 15, 2012.
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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 for 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