

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are also listed at the end of this document.

(You may delete these resource listings, when you submit your final program review.)

Note for Student Services:

In consultation with Student Services program leads, the Office of Planning, Research, and Institutional Effectiveness will develop a pilot template for quantitative data designed for student services programs for the next cycle of program review.

Next Steps:

Program Review and Planning reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: <http://collegeofsanmateo.edu/prie/planning.asp>)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

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DEPARTMENT OR PROGRAM:

1. BRIEF DESCRIPTION OF PROGRAM:

The Mary Meta Lazarus Child Development Center provides a high quality, full-day early care and education program for 50 preschool children whose parents are students or employees at College of San Mateo. Enrollment preference is afforded to low-income student-parents who meet the eligibility criteria set by the California Department of Education's, Child Development Division. The majority of student-parents who enroll in the program qualify as low-income and are enrolled in basic skills, career and technical education and ESL courses. Student-parents who do not qualify for subsidized child care, as well as SMCCD District staff and faculty, may also enroll and pay a full tuition fee as space is available.

In addition to offering an exemplary early care and education program as a valuable student service, the Child Development Center also provides workforce training for Early Childhood Education students and contributes to student instruction by providing a practicum and laboratory experience for students from a variety of academic disciplines across the San Mateo Community College District. Students from ECE, Nursing, Dental Assisting, Language Arts, Athletics, Middle College and other departments participate in the program in order to fulfill college course requirements.

2. Based on data from *Core Program and Student Success Indicators* (provided by PRIE for programs offering courses), information you have collected about student users, data about the numbers of student users, results of student satisfaction surveys, and the goals stated in your most recent Program Review, please identify any key successes and challenges.

Key successes:

To promote student retention and success, CDC staff surveyed student-parents to identify family needs and referred students to appropriate campus/community resources. During 2011-12, information on community resources such as, WIC, Second Harvest, Farm Fresh To You and the Smart SNAP program were incorporated into parenting seminars, advisory committee meetings and parent conferences as well as, in written materials provided in the parent resource center. In addition, CDC events that include students' extended families and reflect students' diverse cultural/ethnic backgrounds were planned throughout the year to build a sense of community within the program. Parent education opportunities on topics identified as meaningful by student-parents were also offered to strengthen family life. During 2011-12, 93% of student-parents remained enrolled in the CDC and 88% of student-parents maintained a GPA of 2.0 or better.

The Child Development Center also served students, from a variety of instructional departments district-wide, by providing field experience and practicum hours for students to fulfill their course requirements. Students utilized practical classroom experiences to make connections between theory and practice, develop teaching competencies and professional behaviors and build a comprehensive understanding of children and families. During 2011-12, approximately 1200 supervised field experience and practicum hours were provided to students from ECE, Nursing, Dental Assisting, Middle College as well as, interns from Psychological Services. In addition, students from AGS and ASCSM volunteered, on a regular basis, in the children's classrooms for community service.

Evaluation findings from Healthy Eats Active Feet, an early intervention health and nutrition program offered in 2011-12, show positive results. As a result of accessing a variety of healthy foods through daily meals offered at the CDC, children's food preferences shifted to include foods low in fat, salt and sugar. Children showed a preference for fresh fruits, vegetables and whole grains. Evaluation findings from the Early Childhood Environmental Rating Scale show improvement in meals and snacks offered because meals were more well-balanced and family-style mealtimes in the classroom were more pleasant and conducive to children developing healthy eating habits. In addition, assessment data from developmental profiles demonstrates children's gross motor competence has increased, including locomotor skills, throwing, catching, kicking, balancing while moving and coordinating multiple movements, as a result, of participation in the new movement education program offered through Healthy Eats, Active Feet.

Challenges:

Proposed cuts to reimbursement rates for subsidized student-parents funded through CDE and for CalWORKS student-parents funded through Human Service Agency, 4C's and Children's Council of SF could jeopardize the CDC's fiscal stability.

In addition, grant funding from Sequoia Healthcare District is contingent upon maintaining sufficient numbers of student-parents who are SHD residents. The percentage of students living in SHD zip codes dropped from 43% in 2010-11 to 38% in 2011-12 which could affect the CDC's eligibility for continued funding.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

Maintaining the Child Development Center's fiscal stability continues to be a primary goal. The Center's revenue projections for 2011-12 have increased. Budget estimates show program expenses, including staff salaries, meal service costs, equipment and supplies, will be covered by additional revenue generated. However, covering the cost of staff benefits continues to be a challenge.

The Child Development Center staff developed and maintained relationships with key partners in campus/community agencies as a means of enhancing services offered to our students. Successful collaboration with student services and instructional programs on campus such as, EOPS, CalWORKS, Health Center, Psych. Services, Office of Student Life, Nursing, Kinesiology, Athletics, Skyline and Canada's Early Childhood Education depts. and partnerships developed with community programs such as, San Mateo County Office of Education, 4C's, SMC Early Childhood Mentor Teacher Program, SMC Raising A Reader Program and West Ed served to strengthen the overall program.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).
 - Further strengthen fiscal stability by increasing revenue: submit grant proposal to Wells Fargo, an organization with the philanthropic goal of supporting educational programs that promote academic achievement for low-income students; and submit Letter of Intent to apply for another grant to Sequoia Healthcare District's Healthy Schools Initiative to fund Healthy Eats, Active Feet for 2012-13.
 - Increase nutritional value of food service program and reduce program costs by planning, preparing breakfast & afternoon snack on-site
 - Ensure compliance with Title 5 standards in the area of student "eligibility and need" for subsidized child care services by developing new certification procedures
 - Promote understanding and acceptance of diversity in children's program by increasing classroom materials in all categories of diversity: race; culture; age; ability; and gender. Include diversity as part of daily routines and intentionally planned classroom experiences.
5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

For 2012-13, the Governor has proposed harmful cuts to subsidized child care programs in California. The proposal includes cuts to contracts as well as, reimbursement rate cuts. In addition, the Governor is proposing to shift the administration of early learning and care funds from Department of Education to local county welfare offices which would lower program quality standards and result in widening the achievement gap for low-income children. The proposed cuts could jeopardize the Child Development Center's fiscal stability. If advocacy efforts currently underway prove to be successful, the proposed cuts would be minimized making it possible to absorb the revenue loss. However, if 10% cuts are made to reimbursement rates, the program may have to reduce current levels of service to subsidized student-parents.

6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

- a. Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

For 2011-12, SLO #5, student-parents will learn to make healthy nutrition and physical activity choices for their families has been the program’s assessment focus.

Assessment method: pre/post testing, tests include 5 multiple choice questions and 5 true or false questions

Success criterion: 75% of students will score higher than 70% on health and nutrition post tests
Data will be collected and analyzed to determine if success criterion has been met. Findings will be used to determine strategies for promoting program improvement.

Results: pre test data from October 2011 shows students lack understanding of how to support the development of healthy eating habits in young children, how to support children to become competent eaters and how to support children with weight concerns.
Post test will be administered in May 2012.

Action/Follow-up: results from pre and post testing will be analyzed to determine the impact of the early intervention health and nutrition program offered in 2011-12. If data shows areas where success criterion were not met, strategies will be planned and implemented to improve services offered in 2012-13 and the same SLO will be assessed again next year to determine if new strategies implemented led to program improvement.

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

(Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested (if applicable)	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

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Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

- b. For instructional resources or program resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<p style="color: blue;">Upgrade 2 computers, 1 New color printer, 1 New laptop</p>	<p>Increased compliance with Title 5 regulations through fiscal reporting, increased ability to manage workload and meet state, college and district deadlines</p>	<p>Streamline data collection process for assessment of SLO's</p>
<p>Item: Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.</p>	Input text here.	Input text here.

*Status = New, Upgrade, Replacement, Maintenance or Repair.

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person: [Louise Piper, Coordinator, Child Care Services](#)

Phone and email address: (650) 574-6279, piper@smccd.edu

Full-time faculty: [Louise Piper, Coordinator, Child Care Services](#)

Part-time faculty:

Administrators:

Classified staff:

Students:

Primary Program Contact Person's Signature	Date
Full-time Faculty's Signature	Date
Part-time Faculty's Signature (as appropriate)	Date
Classified Staff Person's Signature (as appropriate)	Date
Student's Signature (as appropriate)	Date
Dean's Signature	Date

Student Services
Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://collegeofsanmateo.edu/committeeoninstruction/>

Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we make the transition to a new site:

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (See links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website

College Index, 2008/9-2011/12,

<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Educational Master Plan, Data Updates, 2011-12

<http://collegeofsanmateo.edu/institutionalresearch/>

Institutional Priorities, 2008-2011

<http://collegeofsanmateo.edu/prie/planningdocs.asp>

Five in Five College Strategies, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: David Locke, SLO Coordinator, Locke@smccd.edu, (650)574-6624

Also see PRIE site for SLO assessments' support: <http://collegeofsanmateo.edu/prie/slos.asp>