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
Date: March 20, 2012

Program/Service Information

The Disabled Student Services Program serves about 900 students with verifiable disabilities. The purpose of the program is to provide academic adjustments and accommodations to enable students to access to educational opportunities. These accommodations include but are not limited to: note taking, test taking, e-text, mobility support, counseling services, computer assisted accommodations, adapted physical education and others. The program level SLO is: Every student that participates in the program will be better able to advocate for their own needs. The assessment for this SLO involved a counseling and orientation effort directed to support a greater ability for students to independently access their accommodations. It also included a satisfaction and evaluation survey of the program.

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

Findings from the SLO assessment demonstrated a number of very positive outcomes, but problems were identified in two areas: Students express concern about as lack of availability to counseling services. The program is one full-time counselor down due to budget reductions and a retirement. The number of students requesting services has not gone down, but has increased. The ‘advocacy ‘SLO requires counseling services if we are to be successful. It is also required by Title 5, and the Americans with Disability Act. The other negative outcome of the Slo assessment was a report of a slow response time by front desk staff in setting appointments and answering questions. The Program was two support staff down due to budget reductions and resignations. This has been addressed with the hiring of one additional classified employee. We will continue to survey students to determine if this resolves the issue.

Request for Resources Allocation: In addition to the One FTE counseling position the program has lost, we will have a .60 counseling retirement in July 2012. We will be unable to address the needs of the students, and will not meet the requirement of the Americans with Disability Act if these counselor positions are not filled. In extensive staff discussions and a review of program needs, the hiring of at least one FTE Disabled Student Counselor is essential.

How Resources will Impact the Program: With the request to fill the Counseling position we will meet the requirements of ADA, Title 5 and fulfill the goals of the program level SLO.

Responsible Person for Completing this Mini-Program Review: Chris Schultz- DSPS Coordinator

Signature of Dean/Supervisor __________________________ Date __________________________

Deadline for submission: March 20th

Please submit your Annual Program-Level SLO Report with your Mini-Program Review
Date: March 20, 2012

Program/Service Information

Financial Aid

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

Based on data from the second program level SLO we analyzed, we discovered there has been a dramatic increase in the number of students who do not have Satisfactory Academic Progress.

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<td>192</td>
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<tr>
<td>Fall 2011</td>
<td>315</td>
<td>177</td>
<td>211</td>
<td>703</td>
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* one semester of not completing at least 66% of units attempted  
**two bad semesters, given a third chance following a successful petition  
***denied, either no petition or petition denied

The data clearly indicates a need for some sort of intervention to both monitor and support this group of students. We could send written probation notices to students entering probation. Current student must access this information via the student portal. In addition, we might deny students after a single semester if not a single class was passed. This would force a visit to a counselor and the creation of an education plan.

Request for Resources Allocation

A new staff member could help identify students in jeopardy through monitoring of mid-term and final grades. Students with failing midterm grades could be encouraged to participate in tutoring or other learning assistance. Ed. Plans could be compared to actual enrollment to verify adherence to the Ed. Plan. The with-holding of financial aid disbursements is a powerful tool. The cost depends on the level of appointment.

In addition, we would need an increase in our postage budget. Or simply have the college pay for our postage.
How Resources will Impact the Program

The college stands to improve both retention and completion rates if these students receive targeted intervention strategies that support them moving through the matriculation process.

Responsible Person for Completing this Mini-Program Review

David Cook

Signature of Dean/Supervisor

Date

Deadline for submission: March 20th

Please submit your Annual Program-Level SLO Report with your Mini-Program Review
Date: 3/5/12

Program/Service Information: Health Services

Problem/ Needs (i.e. SLO assessment findings, SLO meeting dialogue): SLO Survey data indicates that students continue to be unaware of Health Services and Community resources for low cost care. Students lack the funds to go to private providers and generally will end up in the ER or Urgent Care facilities for untreated medical conditions in its early stages thereby incurring enormous costs to them. With massive medical bills, student retention is impacted.

Request for Resources Allocation: Funds are needed to launch a campaign for publicizing the low to no cost services found at Health Services and Community organizations. Funds are needed to add online self-care information that are only available as a program packaged for individual schools

How Resources will Impact the Program: Funds will allow Health Services to become more visible both physically via posters and brochures and as an on-line presence.

Responsible Person for Completing this Mini-Program Review: June Lee

Signature of Dean/Supervisor

Deadline for submission: March 20th
Please submit your Annual Program-Level SLO Report with your Mini-Program Review
Date: March 29, 2012

Program/Service Information

The library system at College of Marin (COM) is a user-centered organization focused on student achievement and patron satisfaction. Our mission is to serve not only our diverse learning community located on the Kentfield and Indian Valley campuses, but also our Distance Education students, who access library resources remotely via the Internet, and the Marin community at large. The library supports the instructional and curricular needs of all students, faculty, and staff. The faculty librarians at COM value information literacy as fundamental to higher education.

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

1) The Library Service SLO this year focused on assessing the use of instructor-reserved materials by measuring circulation statistics over the last several semesters. Staff at the circulation desk observed an increased student demand for Reserve textbooks; anecdotal evidence from staff at the Circulation Desk also suggests that students requesting Reserve texts have been asked to wait for longer periods of time for the books, and that some waiting lists are so long that students are unable to wait, and so are increasingly turned away without being served.

In fall 2011, ASCOM gifted the library with an additional $5000 specifically to purchase additional Reserve textbooks. Staff have observed that while Reserve circulation has increased since these books were added, student demand has more than kept pace. Many of the most-used texts were deemed too expensive to purchase, so not all students’ needs were addressed by ASCOM’s gift. Finally, ASCOM is not a permanent or dependable funding source for supplying the Instructor Reserve materials that are needed on a regular basis.

Our data below support these observations, showing Reserve as an ever-increasing percentage of total circulation. Further, these data demonstrate that the ASCOM gift, while welcome, is not sufficient to make a dent in this increasing student need. Therefore a continuing, dependable source of library funding must be identified for expanding Reserve course materials needed by the College of Marin students. Supporting data is attached with the SLO Annual Assessment Report.

Once the Reserve collection has been enhanced, we also recommend a comprehensive campaign to get the news out to the students that these materials are available to them in the Library. See the SLO assessment finding for details of a media campaign request.
CIRCULATION ACTIVITY by TERMINAL (Mar05)

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<th>TERM #</th>
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<th>CHKINS</th>
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CIRCULATION ACTIVITY by ITEM LOCATION (Mar05)

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CIRCULATION ACTIVITY by TERMINAL (Feb08)

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CIRCULATION ACTIVITY by ITEM LOCATION (Feb08)

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### CIRCULATION ACTIVITY by TERMINAL (Feb09)

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### CIRCULATION ACTIVITY by ITEM LOCATION (Feb09)

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<td>0</td>
<td>0</td>
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</tr>
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Analysis: Data showed a significant upward trend in student demand for Reserve materials. We also noted that while overall Circulation numbers declined by 9% for fall 2011, the semester of the ASCOM gift, the percentage of those transactions for Reserve increased.

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<tr>
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<th>Reserve Circulation</th>
<th>% of Total circulation</th>
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<td>16,251</td>
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<td>FALL 2011</td>
<td>14,765</td>
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Books on Reserve 2010-2011

<p>| | |</p>
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<th></th>
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<td>Spring and Fall 2010</td>
<td>92</td>
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<tr>
<td>Spring and Fall 2011</td>
<td>111 plus 98 ACOM=209</td>
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We also examined whether the slight decrease in overall enrollment between 2010 and 2011 impacted student demand for Reserve books and found that, while the number of Reserve transactions decreased slightly (less than 1%), their percentage of overall Circulation numbers continued to increase. Clearly, COM should address the increasing needs of our students for Reserve course materials.
In the course of meetings related to the service and instructional SLOs, several other areas of concern were identified. They are as follows:

- **Signage.** Accreditation is addressing the inaccuracies and inadequacies of signage at IVC; the same should be done for the Kentfield campus. We have added our suggestions below.

- **Library cards.** The current process for getting them is cumbersome. A universal card that could be used in multiple depts. on campus would make it easier for students and be more efficient for the college overall. Other departments have also expressed interest in this kind of system. (see also Academic PR for the Library).

- **Computers for reference area.** Designating new computers in the area near the reference librarians would allow them to be used strictly for research, and would give the librarians a dedicated area to work with students. (see also Academic PR for the Library)

- **Student computers.** The current computers in the KTD library are getting old and need to be replaced. As in other college libraries, the computers should have Word processing capabilities so students can take notes as they are doing research. (see also Academic PR for the Library)

- **Student Computer Use.** If students had to log in using their library card number (or a universal card), we suspect that usage would always be appropriate because the user is then identified. Also, requiring public users to go the circ desk to request a special public log-in OR to use specially designated “public” computers would clearly highlight how often the public is using the computers, and whether it is negatively impacting our students. (See also Academic PR for the Library)

- **Laptop study areas.** There are areas in the library that already have power routed to them. If these plugs were made available, it would be relatively inexpensive (and almost immediately doable) to move tables, chairs, and two computers in order to be able to designate the area as an area where students can “plug-in” (No resources required).

- **Student account access.** Using the current Millennium software, students are currently unable to view the status of their library account. They are unable to see what fines they owe and they are unable to renew their books. Marin Net would allow students to this, and would align our library with what other libraries in the area are doing. (See request to join MARINet).

- **Fines and fees.** The current system in place is not as student-friendly as it could be. Students are notified late and often discover that they owe a fine when it negatively impacts them during registration or some other process where they have been encumbered. The timeline for notification needs to be shorter so students can take steps to rectify the situation more quickly. The process could also be more streamlined for staff. (This is another area that should be greatly helped by joining with the MARINet group.)

- **IVC library.** If the IVC library is used in a more dynamic, non-traditional way, we agreed that it could well serve the needs of the IVC students. We need a place to put a Reference Desk for the Librarian in a Reference area with reference books, and additional shelving. (See also Academic PR for the Library). How the services are improved should directly relate to the assessed, library-related needs of the IVC students. Visiting the new transfer-path courses, as well as the vocational courses, might raise awareness of the services (if this happens, it should be somehow recorded as evidence for WASC). The librarian needs an office. One of the two underutilized ASCOM offices was suggested.

### Request for Resources Allocation

<table>
<thead>
<tr>
<th>Need Identified</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) A permanent source of funding for the</td>
<td>$12,000</td>
<td>Possible source has been identified by Financial Aid during Student Services SLO work.</td>
</tr>
<tr>
<td>purchase of Reserve course materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### How Resources will Impact the Program

1) They will ensure a stable source of funds to purchase needed Textbooks and course materials as requested by Faculty and Students.

2) They will enable us to reach the entire college population with the information that this material is available for use in the Library.

3) They will shorten the wait/lines at the Circulation Desk waiting to request textbooks and Course materiel and provide some relief for an already over extended staff. This outcome will be assessed during spring 2012 and fall 2012, and based on that assessment, we will implement any appropriate changes we may find as we further study these services.

### Responsible Persons for Completing this Mini Program Review

Gaylene Urquhart & Glade Van Loan  
Library Tech Asst. Library Tech Specialist  
Ext 7474 ext 7472

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**Signature of Dean/Supervisor**  
**Date**

**Deadline for submission: March 20th**

*Please submit your Annual Program-Level SLO Report with your Mini-Program Review*
College of Marin
Office of Outreach School Relations
Mini Program Review Report

Problem

Need for institutional funding for Outreach School Relations Office: given the critical role that Outreach School Relations plays in communications, recruitment, pre-orientation, and community building for the College, it is essential to establish a consistent source of funding to support the work, and allow for thoughtful and intentional planning and the flexibility to respond to changing conditions. In the past, the Coordinator position has been funded by BFAP funds and the Student Ambassador Program (key in recruitment, engagement, and student leadership functions) has been funded on a year to year basis (currently supported by an ASCOM grant). We respectfully request an allocation from the General Fund be made to support the ongoing Outreach School Relations work.

Program/Service Information

Our work is guided by our Student Learning Outcomes which measure awareness/understanding of the following key navigational components to college success:

- Importance of preparing for assessment tests, and knowing how to register for tests
- Importance of meeting regularly with a COM Counselor to establish an Student Education Plan and thoughtfully select classes
- Importance of free tutoring and the importance of asking for help when needed in order to succeed in classes
- Importance/availability of the resources in the Transfer Office to support the process
- Knowledge/availability of Outreach Office for navigational support

Survey results indicate that students gain understanding and knowledge about the matriculation process and support services in classroom sessions and pre-orientation workshops (when we have dedicated contact time with them vs. College Fairs which are more transactional). Using the results from the surveys, we have adjusted our presentations to improve the “stickiness” of the key points, and have developed strategies using incentives and recall to deepen the students’ engagement and retention. We follow a similar approach when meeting with Counselors, school administrators, other college providers, and community organizers in terms of sharing key information. Use of SLO’s has made our work more systematic and intentional which has been validated through the sharp increase in referrals from school/community staff asking for assistance in specific areas (e.g., referrals to Counseling, Transfer Office, Testing, campus tours, etc.) as well as specific inquiries from students, many of which result in registration. We have developed a model of classroom support at key high school sites for key under-served populations that provides a sequence of workshops aligned to the college planning process from college/career information to application, financial aid, preparation for placement tests, testing, meeting with a Counselor to establish an education plan, registration, student services, transitional support, and celebration.

We plan to revise our SLO for next year to track contact information more closely (using a more effective contact form and ultimately a smart phone app), with conversion target numbers to ensure that each contact point is intentional and substantive. We will closely align our contact schedule to the college process calendar and will measure the effect of differing strategies and forms of communication to identify the most effective vehicles.
Request

Recognizing both the value and necessity for the College’s maintaining a consistent profile, presence, and communication pipeline among local schools and community agencies, and taking into consideration economic realities, we respectfully request institutional funding as follows:

Outreach School Relations Coordinator (1.0 FTE): $58,715 (most recently funded by BFAP funds) with associated benefits

Outreach Assistant (.5 FTE): $20,821 (currently supported by General Fund)* with associated benefits

Student Ambassador Program (assuming 5 Ambassadors to cover key school sites/organizations, 15 hours/week @$12/hour x 5): $36,000 (funded this past year by ASCOM grant)

Professional Development (including conference, mileage, travel): $5,000

Events (2 large targeted events on/off campus) and Supplies/Materials (office, printed, promotional): $8,000 (currently funded by General Fund)

Supplies/materials: $3,000 (printing, promotional materials)

Total Outreach Operational Budget Request: $131,536

Importance of this Request to the Office Function

In our communications, community-building, recruitment, pre-orientation and new program development roles, we are often the first point of contact with school sites, students, parents, and community organizations. Given this responsibility, we act as a pre-orientation provider, and our work covers the range of access through success support systems through dissemination of actionable information, deliverable services, and sustained support. Institutional funding will ensure that this vital function is positioned to anticipate needs and maximize impact.

Responsible Person for Completing this Mini Program Review

Anna L. Pilloton, Outreach School Relations Coordinator
Date: 03/20/12

Program/Service Information

Office of Assessment & Testing

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

An ambitious rollout of exciting enhancements to the Office of Assessment & Testing, consistent with the stated goals of the Student Success Initiative, will require the Office of Assessment & Testing to have a permanent, dependable, generous institutional budget with guaranteed funding. Currently, our budget is so limited that we’re unable to acquire some of the most fundamental testing resources that are essential to the program. For example, we don’t have enough money in our budget regularly to provide the actual placement tests to new students.

Our greatest needs (and problems) exist in three main areas: equipment, staffing, and purchase power.

(1) **Equipment:** The 15 computers in the Testing Lab, which are now over five years old, have been problematic since the beginning. We need to replace them with 15 new high quality computers. We have learned of a group purchase of exactly such high quality computers which are also more energy efficient. The Office of Assessment & Testing would be an place for some of these.

(2) **Staffing:** It would be helpful to have additional staff available to assist as needed for proctoring large group test sessions, special testing events, and evening and weekend staffing.

(3) **Purchase Power:** We must have funds readily available to purchase testing units from Accuplacer. This is absolutely imperative, especially if a new policy is established that requires every new student to take Math and English placement tests. Accuplacer test units are expensive. Test units are consumed very rapidly. College Board requires cash up front before releasing test units.

Request for Resources Allocation

To help us enthusiastically carry out our mission with gusto and do the best job ever, we request resources be allocated for the following:

- 15 new computers
- Additional part-time staffing for peak testing times.
- A permanent budget line item for the purchase of the placement test units.
- Based on SLO assessment data, students demonstrated a readiness to take their placement tests, and a knowledge of the value of preparing ahead of time. To encourage students to take advantage of all possible preparation resources, we would like to purchase Accuplacer practice test books to be available at the Reference Desk of both campus libraries. Additionally a marketing budget to produce a flyer and/or posters to share preparation resources with students, would be helpful as well.
  - Production of interesting and engaging video shorts for the Testing Office website which prepare students for their tests, demonstrate the testing process, give testing tips, and share information of what to expect on test day. We also hope to produce interactive diagnostic tests for the Testing Office website (one for Math, one for English) that is specific to College of Marin and featuring our own instructors.
• Faculty Units for a Math and an English instructor -- subject specialists -- to speak to students about their placement and answer any questions the student may have. This would be done on the spot, immediately upon completion of the test session. These faculty “subject specialists” would be available during our busiest peak testing periods.

How Resources will Impact the Program

These resources will carry forward Student Learning Outcomes established by the Office of Assessment & Testing and will support the goals of the Student Success Initiative in spectacular fashion.

Responsible Person for Completing this Mini-Program Review

Dee Fraites, Coordinator, Office of Assessment & Testing

Signature of Dean/Supervisor

Date

Deadline for submission: March 20th

Please submit your Annual Program-Level SLO Report with your Mini-Program Review
**Program/Service Information**

<table>
<thead>
<tr>
<th>Transfer Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Date of Review (Year/Duration): December 2011</td>
</tr>
<tr>
<td>2. Brief description of relationship between the request and college priority:</td>
</tr>
<tr>
<td>a. Strategic Objective 2.3 to implement/evaluate tool for tracking student retention and success in college mission to support students preparing to transfer to four-year universities</td>
</tr>
</tbody>
</table>

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

The Transfer and Career Center currently is charged with the mission of helping prepare students for transfer to four-year schools and universities, and to offer student-centered programming, resources, activities and services to promote access, increase rate of transfer, with an emphasis on students from traditionally under-represented groups.

As schools undergo budget cuts, fewer schools are choosing to come to smaller feeder schools, such as the College of Marin; however, based on the most recent SLO assessment findings, students request that more public or private schools attend, for additional hours and for more days, following the example of the recently implemented Spring WACAC Transfer Fairs being held at other community colleges in response to such student demand.

Analysis of content of the SLO assessment findings reflects an overwhelmingly positive student response to the annual Transfer Day event, with College of Marin students indicating a positive response of 56% in Strong Agreement and 33% in Agreement, with a mean of 3.57. Negative response was minimal at 2%, with 9% indicating Do not know/Not applicable. Furthermore, many students responded that they were pleased with the event, and that the Transfer Day event helped them decide to transfer to one of the represented schools, with a mean of 3.18, with 20% in Strong Agreement, and 43% in Agreement. None strongly disagreed and only 7% disagreed. As many students do not have readiness for transfer, 30% of students marked do not know/Not applicable in this area.

Current funding, after recent drastic budget cuts to the Transfer and Career Center, only supports the annual Transfer Day event in fall and the Transfer Recognition Reception event, in spring. There is no funding to support the operational expenses generated, such as for duplication of marketing materials for student transfer outreach, or replacement of books published on an annual basis regarding rankings of colleges and universities, transfer and career updates, scholarship opportunities, EUREKA career program software license renewal fee and funding for basic office supplies. As indicated in the SLO assessment findings, there was a strong positive student response regarding the usefulness of such materials and information distributed to students to assist in their transfer decision-making process, with a mean of 3.47, and 44% indicated respectively under Strongly Agree and Agree. In this area, 0% strongly disagreed, with 2% disagreeing.

Additionally, there is no funding for any bus tours to the most popular California universities (i.e., UC Berkeley, San Francisco State University, UC Davis, UC Santa Cruz, Sonoma State, Mills College) so that
students gain familiarity with these schools, departments, and resources, to assist in their decision-making and subsequent transfer process. As some UC and CSU schools may not have funding to participate in Transfer Day and as their representative visits are increasingly curtailed, it becomes essential that funding be provided for campus visits to some of these schools. SLO assessment findings indicate that several students were dissatisfied that both UC Davis and UC Santa Cruz did not attend the 2011 Transfer Day event. Funding for bus trips to these schools would benefit our students interested in transfer, especially under-represented.

**Request for Resources Allocation**

Request: Total: $5,000

(a) Operational expenses, duplication, paper, poster production, outreach print collateral: $2,000

(b) Annual print publications, software license renewal fee for EUREKA career program: $1,500

(c) Funding for two bus tours, one in Fall and one in Spring semesters: $1,500

**How Resources will Impact the Program**

Without this additional funding, the Transfer and Career Center will only be able to fund the two annual campus transfer events, due to drastic budget cuts this year. For the center to continue to provide its expected full spectrum of services to students, faculty, staff and community members year-round, this funding is imperative. To increase and to support the success of traditionally underrepresented students, the funding of two bus tours to Bay area universities is essential.

**Responsible Person for Completing this Mini-Program Review**

Janice Austin

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*Signature of Dean/Supervisor*  
*Date*

**Deadline for submission: March 20th**
Student Services Mini-Program Review

Date: March 20, 2012

Program/Service Information

Tutoring
The Tutoring Program provides tutoring and academic support for a wide number of academic courses. The service is free for all currently-enrolled College of Marin students who are taking credit courses or noncredit ESL courses. Each semester, the program employs between 35-45 faculty-recommended peer tutors who receive training in an initial seminar, as well as continuing seminars and workshops, and who receive line-of-sight supervision by a certificated Tutoring Coordinator in keeping with Title 5 regulations, the tutors are compensated based on the part-time hourly district salary scale, receiving $10.75 an hour the first semester with a 50 cent per hour raise each subsequent semester, to a maximum hourly wage of $11.75. Our peer tutors provide thousands of hours of academic support for several hundred students every semester.

The Tutoring Program at College of Marin serves many purposes. The tutors have the opportunity to gain mastery of the subjects they tutor, to learn how to support their fellow students, and to gain working experience while in college. The students who use tutoring services find that academic support helps them to complete their classes successfully, develop effective study habits, gain a deeper understanding of what they are studying, and learn long-term study skills that can help them to be more successful in all of their classes.

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

SLO Findings
The Tutoring program measured one division SLO and two program SLOs during the fall 2011 semester.

Div-level SLO: Students will Identify and use college resources that support student success.
Prog-level SLO 1: Students will demonstrate a deeper understanding of course materials.
Prog-level SLO 2: Students will apply new knowledge to improve course grades.

Using surveys and qualitative data from tutors, we measured these SLOs. Data showed overwhelmingly that students believe that tutoring helped them:

- a) to reach a deeper understanding of course materials (100% agreed or strongly agreed) and
- b) to apply their new knowledge to improve their grades (91% agreed or strongly agreed; 8% disagreed – although some commented that they disagreed because they didn’t yet know what their final grade in the class would be). Anecdotal data from tutors provided specific examples.

In a department meeting with the area administrator and staff, TLC staff members determined that for those students we surveyed, we were meeting our SLOs. But data from another question in the survey raised other issues that we agreed needed to be addressed.

Staffing
One survey question asked whether the Tutoring Center was adequately staffed to meet students’ needs. Only 7% said it was not, but we realized that our question wasn’t specific to either tutors or classified staff, who assist in meeting students’ needs to schedule, reschedule, and ask for tutoring. Since we are now in the process of increasing our services to students at all locations, and especially to students who take classes...
online, in the evening, and at the IVC campus, there is concern that this percentage will increase if we don’t plan accordingly.

We also looked at an online student survey completed in spring 2010, arguably more accessible to those students who are not receiving adequate tutoring services in the current format. The online survey found that 72% of respondents were either likely or very likely to use tutoring services if available on Saturdays, and in the open comments section nearly every respondent mentioned the need for more hours, more tutors, more courses for which tutoring is available, and especially more evening tutoring.

The Tutoring program currently has the equivalent of 1.0 FTE classified staff member to cover all aspects of the program. An additional half-time position has been temporarily funded through BSI for the last 2 years. The 1.0 FTE has been filled by 2 hourly temporary employees for the past year. All of these factors contribute to our conclusion that the TLC needs more stable funding for staffing. With the expansion of services we are offering and the growth of the program, this lack of adequate and permanent staffing and funding for services is becoming critical.

Program Objectives from 2010 Program Review Update

1) Become a CRLA certified Tutoring Program
   We are qualified to become certified now. Increased work load coupled with staffing issues has not allowed it to happen yet.

2) Re-establish noncredit tutoring course to support college objective of collecting WSCH
   Title 5 (section 58051) allows colleges to claim ADA apportionment for peer tutoring via a noncredit course. The curriculum for this noncredit course exists; however, we need additional staff time to update the curriculum and send it the Curriculum Committee. Our administrators and staff are investigating various software programs that would allow us to collect this WSCH data by tracking lab usage. There will be a cost associated with purchasing the software as well as staff support time to train tutors and students how to use and maintain it.

3) Realign program to be legally compliant with Title 5
   Because the Marin Community College District is a basic aid district, we do not currently collect apportionment for the Tutoring Program. While this relieves us of our legal obligation, it does not relieve us of our professional obligation to run a program in compliance with state law. There are three main areas where we are out of compliance. These issues have continued to be discussed, but have not yet been totally addressed.

   - The CSEA job description for the Tutoring Center Coordinator currently requires a bachelor’s degree. However, according to Title 5, section 53415, a master’s degree is required for this position. This is an excerpt from section 53415:

     The minimum qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either (a) or (b) below:
     (a) the minimum qualifications to teach any master’s level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or
     (b) a master’s degree in education, educational psychology, or instructional psychology, or other master’s degree with emphasis in adult learning theory. Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.
In order for tutoring to qualify for apportionment through a noncredit course, students must be referred to the program by either a counselor or a faculty member. Currently, the Tutoring Program does not have referral system in place. Section 58170 in Title V describes this requirement: Students enroll in the Supervised Tutoring course through registration procedures established pursuant to section 58108 after referral by a counselor or an instructor on the basis of an identified learning need.

*It should be noted that the Statewide Academic Senate is currently reviewing the referral aspect. It is generally agreed within the profession that self-referral should be allowed as well.

4) Obtain data regarding the diversity of the students served by the program
This data exists, however, without a way to generate a list from students enrolled in the course, it will not be possible to develop an Argos report. Meeting objectives 2 & 3 will make this possible.

5) Increase tutor salary classification to align with market wage for tutors in Marin County
The highest category on COM’s student hourly salary schedule has a range of $12-$14 per hour. The only students in this category are the student ambassadors. The level of responsibility for the peer tutors is equal to that of the student ambassador position. Both positions require professionalism and modeling of excellent student behavior. Yet the tutors must also enroll in a training course, excel in their subject areas, and develop a fundamental understanding of supporting learning in innovative ways. The tutors play an essential role in helping hundreds of students reach their educational goals each semester, which in turns helps the college by supporting retention. Tutoring remains one of the most cost-effective means for institutions to reach their institutional goals.

Tutors who work privately in Marin County make between $25 and $100 per hour. In 2010, College of Marin tutors who worked in the afterschool program at Drake High School, a public high school less than 5 miles from COM, made $6 more per hour as compared to their COM salaries. The current wages of $10.75-11.75 per hour for peer tutors is too far below market value to be competitive.

We will continue to seek partnerships within the college to offset program expenses. Since 2003, we have worked with the Financial Aid Department to maintain our 25% work-study match program. All eligible tutors are paid through Federal work-study funds. Work-study pays 75% of their salary and the Tutoring Program pays 25%.

The Tutoring Program also has a partnership with the EOPS department. EOPS students are eligible for one hour, per subject, per week of individualized tutoring. The coordinator arranges sessions for as many as 25 EOPS students each semester. All salary expenses from these sessions are carefully tracked. Total costs for EOPS tutoring are calculated at the end of each semester and the Tutoring Program is reimbursed for the salary expenses.

The budget for the Tutoring Program is carefully monitored throughout the year. Poorly attended sessions are cancelled in a timely fashion, and additional sessions are added based on demonstrated need. Because most of the tutoring is small group tutoring, we have an excellent ratio between cost and service provided. According to payroll data from spring 2008 through fall 2009 (including 2008 and 2009 summer sessions), tutors worked a total of 13,528 hours. During that same time period, students received a total of 23,463 hours of tutoring. This means that on average, students received 1.73 hours of tutoring for every hour a tutor was paid.
A budget increase for tutor salaries would move the position to the proper place on the student hourly salary scale, while allowing us to increase the level of service to IVC, evening, and online students.

6) Implement new technology to streamline tutoring program administration
   This objective is now being worked on as we look into software that will also generate WSCH

7) Pilot online tutoring using CCC Confer
   This objective is currently being met. The platform we are using integrates with Moodle and is free. The only costs associated with providing this service is for equipment to facilitate the service (trackpads for tutors), additional staff time, and additional tutor hours.

Additional Needs- Computers
The computers in the TLC are extensively used for academic work by students and tutors on a daily basis. The computers we have now are more than five years old and continue to have operating system and compliance problems. On many of the machines, we are unable to install updated software because of operating system deficiencies. While the college continues to develop new and updated curriculum that incorporates new software and new delivery methods, we will be unable to provide the learning support necessary without new computers. We have a total of eight computers that would cost approximately $1200 each to replace.

Request for Resources Allocation

<table>
<thead>
<tr>
<th>District Tutoring Budget Request (ongoing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000 Full-time student tutor salaries</td>
</tr>
<tr>
<td>$10,000 Part-time student tutor salaries</td>
</tr>
<tr>
<td>$1500 Textbooks, supplies and track pads (for online services)</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding Request for Addition of Tutoring Classified Staff (permanent,)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Coordinator (Grade 22, level C)</td>
</tr>
<tr>
<td>Benefits @ 30%</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

One-Time Budget Requests

| $9600 | 8 computers for students and tutors |
| TOTAL | $9,600 |

How Resources will Impact the Program
Addition of another permanent staff member as Coordinator, while retaining the current 1.0 FTE position at grade 16 (to provide technical and other support) will allow for proper support of existing services at both campuses as well as new services to online, evening and IVC students. Without additional staffing, we are stretching as far as we can to barely meet these goals, having to short-change KTD tutoring in order to establish a presence at IVC. Research suggests that adding online tutoring will increase student demand even more because tutoring will now be accessible to additional students.
Increasing the tutor salaries will bring our wage somewhat closer to the market wage for tutors in Marin County, and will bring them to the same level as the student ambassadors at the college.

An increase in the supply budget will allow us to purchase the equipment necessary to support online tutoring, purchase textbooks for the tutor library, and purchase additional supplies such as dry-erase markers, etc.

New computers would allow students to utilize the latest software that they are using for their courses, and would reduce the workload on the IT technician.

Responsible Person for Completing this Mini-Program Review

Becky Reetz

Deadline for submission: March 20th
Please submit your Annual Program-Level SLO Report with your Mini-Program Review
Date: March 20, 2012

Program/Service Information: Veteran Services

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

First point of contact for Veteran students is the certifying official. A checklist of needed forms, etc is shared with each student. Services available on campus are noted and the student is referred to a veterans’ counselor. The college provides two part-time counselors to advise vet students on their academic needs and referrals are made for all other needs a vet student may have.

The college does not offer its veterans a veterans’ service center, even though Congress approved a process in 2010 for helping higher education institutions institute such facilities in order to attract, assist and maintain our military men and women in their pursuit of higher education. We must also keep in mind that the Post 9/11 GI Bill noted the increase in the number of student veterans on our nation’s campuses to over 25%. With these facts in mind, the college does not have in place classified support staff to assist in the dissemination of services.

Request for Resources Allocation

Funds are needed to establish a fully functioning veterans services center, including furniture, telephone, copier/printer, resources, and a classified or work-study individual to be in the office and answer the telephone and answer questions and serve as a resource person for the veteran students at COM.

Funds are needed to better communicate the services available to veteran students and to develop a referral system to county and state resources.

$10,000 for office setup; furniture, phones, copier/printer
$25,000 for half-time classified staff
$5,000 for work study student
$5,000 for printing needs and office supplies

Total fund request: $45,000

How Resources will Impact the Program

Funds will allow Veteran Services to have a fully functioning office and for veteran students to have a “place” where they can have questions answered, where referrals can be made and a place that will be “theirs” and for their needs.

Funds will allow to better communicate to the campus community the services and location for veteran services.
Student Services Mini-Program Review

Responsible Person for Completing this Mini-Program Review

Dr. Arnulfo Cedillo
Director, Student Affairs/Health Center
415-485-9375

Signature of Dean/Supervisor ____________________________ Date _______________

Deadline for submission: March 20th
Please submit your Annual Program-Level SLO Report with your Mini-Program Review