**Program Efficacy Report
Spring 2011**

**Name of Department**: Matriculation

**Efficacy Team: Rose King, Paula Ferri-Milligan, Cory Schwartz**

**Overall Recommendation (include rationale): Conditional**

**Next Report: Update, Spring 2011**

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| Conditional: The program provides an inclusive narrative and should be commended for its implementation of a computerized assessment tool and the program’s focus on accommodating students and providing them access to the college. The narrative presents a department that is concerned with promoting student success. Although the narrative is inclusive, a lack of data and the analysis of the specific populations to be served based on that data limits the self-analysis. The program states that the activities and services are founded in “the anticipated outcome of student success,” but the dialogue that addresses this outcome—linking the activities to the goals—is not presented and the data that may support the discussion is lacking. Although data from the Educational Master Plan is provided and included as part of the document, it is cursorily addressed also. |

| **Strategic Initiative** | **Institutional Expectations** |
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| **Does Not Meet** | **Meets** |
| **Part I: Access** |
| ***Demographics*** | *The program does not provide* *an appropriate analysis regarding identified differences in the program’s population compared to that of the general population*  | *The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.**If indicated, plans or activities are in place to recruit and retain underserved populations.* |
| **Efficacy Team Analysis and Feedback:**Meets: The program includes a chart of the demographics that is served. The program attempted to obtain the demographic information from the Office of Research and Planning but was unsuccessful. Although the ACCUPLACER database includes ethnicity and gender information, data was not complete from that source either. Several tables are referenced in the document but only one is actually attached. The narrative does show an evaluation of the populations that are served by the program.  |
| ***Pattern of Service*** | *The program’s pattern of service is not related to the needs of students.* | *The program provides evidence that the pattern of service or instruction meets student needs.* *If indicated, plans or activities are in place to meet a broader range of needs.* |
| **Efficacy Team Analysis and Feedback:**Meets: A comprehensive narrative outlining the pattern of services is provided. Special populations are acknowledged and accommodated. Orientation sessions are provided both on campus and online. The program acknowledges the difficulties with follow-up “through progress/academic probation and dismissal notification” but indicates that the process has been reinstated. The program provides services Monday through Friday and Saturday services once a month. During peak registration periods, services are expanded in order to meet student need. |
| **Part II: Student Success** |
| ***Data demonstrating achievement of instructional or service success*** | *Program does not provide an adequate analysis of the data provided with respect to relevant program data.* | *Program provides an analysis of the data which indicates progress on departmental goals.* *If applicable, supplemental data is analyzed.*  |
| **Efficacy Team Analysis and Feedback:**Does not meet: Although program goals are stated later in the document, program does not provide an adequate analysis of the data. The narrative references services that are provided—pre-assessment information services, computerized assessment, assessment at local high schools, student orientations, academic advisement and counseling services, etc.; however, the link to student success is not evaluated. The program states that “What propels these services and activities just described is the anticipated outcome of student success,” but the dialogue that addresses this outcome—linking the activities to the goals is not presented and the data that may support the discussion is lacking.Program goals are “to make assessment opportunities more accessible to local high schools and increase portability; to increase the opportunity for new students to participate in the Orientation Phase of their enrolment process; and to increase coordination efforts with Student Services counselors to ensure student success. The rest of the goals, namely, to increase faculty participation in using the Early Alert system so that this effort may lower the number of student s who are placed on academic dismissal and to decrease the number of students who are placed on probation and dismissal status have been partially attained.” |
| ***Student Learning Outcomes*** | *Program has not submitted student learning outcomes for all courses certificates or degrees. Does not have a three-year plan on file.**Program has not analyzed assessment results and implemented changes where appropriate.* | *Program has submitted student learning outcomes for all courses certificates or degrees. Program has a three-year plan on file.**Program has analyzed assessment results and implemented changes where appropriate* |
| **Efficacy Team Analysis and Feedback:**n/a |
| **Part III: Institutional Effectiveness** |
| ***Mission and Purpose*** | *The program does not have a mission, or it does not clearly link with the institutional mission.* | *The program has a mission and it links clearly with the institutional mission.* |
| **Efficacy Team Analysis and Feedback:**Meets: The program identifies its mission as one that “translates and mirrors” the college’s, with the focus on “promot[ing] and sustain[ing] the efforts of students to be successful in their educational endeavors.” |
| ***Productivity*** | *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *The data shows the program is productive at an acceptable level.* |
| **Efficacy Team Analysis and Feedback:**Does not meet: Reference is made to Table IV and Figure 1, but they are not provided in the appendix. Again, data is not provided. Although data from the Educational Master Plan is provided and included as part of the document, it is cursorily addressed: “Data evidenced continuous increase of service recipients throughout the school years. The incomplete data for 2010-2011 already shows a rising trend considering that the three remaining months of the academic year are anticipated to be peak service utilization months for the forthcoming summer and fall terms.” |
| ***Relevance, Currency, Articulation*** | *The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* | *The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program.* *Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.* |
| **Efficacy Team Analysis and Feedback:**Does not meet:  |
| **Part IV: Planning** |
| ***Trends*** | *The program does not identify major trends, or the plans are not supported by the data and information provided.* | *The programidentifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.*  |
| **Efficacy Team Analysis and Feedback:**Does not meet: The narrative addresses a lack of staff and resources within the program and what will be needed in order to accommodate the anticipated implementation of mandatory assessment and orientation in the fall. The program references a comparative study between “the GPA of students who received counseling and those who did not” but gives no data from the comparison. The document mentions the underpreparedness of area high schools students, and the economic situation but does so very generally. There is also no evaluation of data specific to SBVC.  |
| ***Accomplishments*** | *The program does not incorporate accomplishments and strengths into planning.* | *The program incorporates substantial accomplishments and strengths into planning.* |
| **Efficacy Team Analysis and Feedback:**Meets: The program addresses collaborations with instruction to implement computerized assessment, the implementation of an ESL assessment, partnerships with area high schools, development of online orientation, enrollment brochure, student success workshops.  |
| ***Weaknesses/challenges*** | *The program does not incorporate weaknesses and challenges into planning.* | *The program incorporates weaknesses and challenges into planning.* |
| **Efficacy Team Analysis and Feedback:**Meets: The program reiterates the need for funding. In order to “compensate for the losses seen in funding…continued incorporation of innovative and efficient delivery of quality services will be explored.” These include “more expansive campaign in the use of the enhanced online orientation, more student friendly access of web-based informational materials and forms regarding admissions, registration, orientation, assessment, advisement and follow-up services, and addition of targeted high schools and cohort study to examine the effectiveness of the pilot program students, to name a few. The newly developed High School Connection program of the Counseling Center will reinforce partnerships with since the program is aimed at assisting high school counselors to enhance their skills in their work to facilitate students’ preparedness for college culture, defining educational goals beyond high school, etc.” |
| **Part V: Technology, Partnerships & Campus Climate** |
|  | *Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.* *Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate* | *Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.* *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.* |
| **Efficacy Team Analysis and Feedback:**Meets: Technology has been addressed with the implementation of a fully computerized assessment instrument.  |