**Program Efficacy Report  
Spring 2011**

**Name of Department**: Outreach & Recruitment

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

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

**Next Report: Update, Spring 2012**

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| Conditional: The program is commended for continuing to provide services during a time when enrollment concerns can impact its mission. Demographic data needs to be addressed specifically, partly because of enrollment impact, in order for the program to refine its services to meet the needs of the institution and the prospective students. Looking more closely at the specific populations that are served by the program and linking them to the college’s demographics will allow the program to target recruitment very specifically. The data system is in place, so that data needs to be enlisted to guide goals and their outcomes. Looking beyond the “lead card” entry, the program needs to address follow-up more specifically: What happens after recruitment? Do students enroll? |

| **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:**  Does not meet: The program provides services to all prospective students and generally addresses the underrepresented populations that it targets—Black and Hispanic male students. There is limited analysis of demographic data. The total contacts are listed but a breakdown of ethnicity and gender is not addressed or the way the program reflects the community demographics. There needs to be a more focused plan for underrepresented populations, particularly in times of over-enrollment. | | |
| ***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: The program appears to adjust its recruitment schedule to accommodate the various venues for recruitment—middle schools, high schools, churches, community organizations and governmental agencies—by adjusting its Monday-Friday daytime schedule when evening and weekend outreach is necessary off campus. The program may need to be more creative in order to adjust hours to meet the needs of students on campus as well as out in the field. A very brief analysis of data is provided. | | |
| **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: The total number of contacts is listed but there is no data that links the populations served by the program that reflect the college generally. 5,100 contacts were entered into the data system. How many of those enrolled over the three-year period? There was a 33% increase but what was evaluated about this increase. This needs to go beyond merely the number of contacts. If the information is in the data base, the lead card information can be retrieved for analysis. | | |
| ***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 mission of the program “is to provide student access and awareness of SBVC programs and services.” It’s goal mirrors and supports the college mission as they “provide access to prospective students and the community at large with the knowledge of the quality education and SBVC services available to a diverse population.” | | |
| ***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: Although the total contacts are impressive, the data is focused those general contacts. Again, the focus is on the number of contacts but there is no self-evaluation regarding the demographics that are served. The “decrease in high school student contacts”—13%-- “was due to the over capped student enrollment.” Because of this the program “limited their programs/activities and focused more on target recruitment to high schools.” Since the college’s enrollment is anticipated to continue to be an issue over the next several years, the program needs to address this dilemma in more depth and to address productivity. | | |
| ***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:**  n/a | | |
| **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:**  Meets: The program identifies both statewide and external trends specific to the Inland Empire. The low graduation and college going rates are identified. The lack of preparedness of incoming high school students is identified as impacting this program. For the program, “This translates into more target and intensive follow-up and outreach recruitment efforts to students.” | | |
| ***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 has “increased the number of prospective high school student contacts for the past two years.” Collaborative external partnerships exist with the program—schools, churches, community organizations, governmental agencies. Internal partnerships consist of “EOPS, STAR, Transfer Services, Tumaini, Puente, and Valley-Bound.” | | |
| ***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: Although the planning is vague, the program identifies the impact that the college’s enrollment has on its program. It discusses assessing its recruitment efforts with schools. The program sites “collaborative partnerships with on and off-campus entities [as a way] to address” the weaknesses. The program also plans to “continue with and expand the joint efforts in sharing of resources as [they] coordinate and implement on and off-campus programs and activities.” | | |
| **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: The program has “designed and implemented a computer program” to keep track of lead card data. And they enlist this system for the dissemination of information to prospective students. The program currently uses an online outreach calendar. Partnerships, both internal and external, have been maintained. | | |