

Program Efficacy Report Spring 2014

Name of Department: Academic Advancement (ACAD)

Efficacy Team: Andee Alsip, Todd Heibel, Stacy Meyer, and David Smith

Overall Recommendation (include rationale): Continuation

The Academic Advancement (ACAD) program provides a solid, robust efficacy report of its ongoing activities. These activities, including action plans, should ensure greater stability and expansion of services to students. In spite of larger forces at work, including economic and budgetary uncertainties and on-campus administrative and leadership inconsistencies, this program focuses on realistic solutions that have already paid dividends.

With the exception of one section (Part IV: Planning – linking accomplishments and strengths with planning), the ACAD efficacy report warrants a “Meets” criterion for each section. This is especially commendable, as the program and its previous efficacy report were somewhat adrift in the recent past. In its present condition, the ACAD program and its faculty coordinator must be recognized for a redoubling of commitment to its current and future success.

While the overall recommendation is “Continuation,” the Program Review Committee recognizes that a full-time faculty member would better ensure the continued growth and success of this vital program for new and reentry students.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	<i>The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population</i>	<i>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i>
Efficacy Team Analysis and Feedback: <u>Meets</u> This section adequately addresses demographic variance from the campus population. In addition, it proposes an action plan to increase recruitment (awareness) and enrollment, especially from underserved populations.		
Pattern of Service	<i>The program’s pattern of service is not related to the needs of students.</i>	<i>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.</i>

Efficacy Team Analysis and Feedback: Meets

The program provides abundant evidence that courses remain full and that ongoing dialogue integrates important services such as the Student Success Center (tutoring), Lake Arrowhead Center (off-site), and Middle College-High School (MCHS). The moribund ACAD 610 class is adequately explained with an action plan for the future.

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: Meets

The program provides a detailed analysis of the EMP data, including impacts stemming from the economic malaise and budget cuts during the 10-11 through 12-13 academic years, administrative uncertainty, and location-based instability (e.g. the schism between mathematics and library coordinators). The section remains optimistic, however, as trends and action plans are thoroughly incorporated such that the future success of the program seems guaranteed. Inclusion of catalog and job market demand information is especially appreciated.

Student Learning Outcomes and/or Student Achievement Outcomes

Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

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Efficacy Team Analysis and Feedback: Meets

SLOs appear to be regularly evaluated for ACAD 001 and 010 (the most consistently offered courses). "Mapping" between core competencies and SLOs is clear, as is the incorporation of full- and part-time faculty dialogue. As with previous sections, there is a clarion call for administrative and instructional stability (e.g. need for a director of Student Services and a dedicated full-time faculty).

This program is neither degree nor certificate granting, so no program level outcomes (PLOs) are identified.

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 ACAD program has a mission that clearly articulates with the SBVC mission. The program mission incorporates student success in future career and transfer 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: Meets

This section echoes others where larger-scale trends have diminished the overall size of the ACAD program. Rather than dwelling on difficulties, however, this section describes detailed, ongoing and future action plans for stability and success, including MCHS, distributed education (DE), administrative, and curricular activities.

The only (minor) critique of this section is the lack of discussion of efficiency (WSCH/FTE). As with many courses that require a relatively low number of students per faculty, efficiency generally lags behind that of the desired college goal of 525. Because all ACAD courses demand relatively small class sizes, efficiency will never rise much beyond the 525 goal. This is not a critique of the ACAD program, but rather a note that should be included with all similar classes and programs.

Relevance, Currency, Articulation

The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.

Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.

The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Efficacy Team Analysis and Feedback: Meets

None of the ACAD courses are transferable. However, these courses meet certain (important) graduation requirements (that many other available courses do not), and they are important for career- and transfer-minded students, as well as those preparing to become tutors and supplemental instruction (SI) leaders.

Part IV: Planning

Trends

The program does not identify major trends, or the plans are not supported by the data and information provided.

The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.

Efficacy Team Analysis and Feedback: Meets?

Although data and research are somewhat lacking, Basic Skills Initiative (BSI) and California Community College (CCC) Taskforce information is included. In addition, liaison with the MCHS program is nicely incorporated. The call for more contemporary presentation and social media is creative and demonstrates a proactive approach.

Accomplishments

The program does not incorporate accomplishments and strengths into planning.

The program incorporates substantial accomplishment and strengths into planning.

Efficacy Team Analysis and Feedback: Does Not Meet?

It is clear that this program is using traditional and new approaches (e.g. social media and online course management systems). However, the incorporation of these approaches into planning is not as clear.

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

This is a solid section! Rather than a passive sound board for a lack of resources, this section remains proactive and optimistic. It provides real, sensible solutions to ongoing structural problems (e.g. administrative and faculty flux). The Program Review Committee recommends that the ACAD program request a full-time faculty member during the next Needs Assessment cycle.

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 ACAD program (too) briefly describes how it incorporates technology and partnerships into current and future planning. Previous sections detailed these items more fully. It would be interesting to hear more about on- and off-campus outreach plans. However, it is clear that technology and partnerships remain central to this program.

Part VI: Previous Does Not Meets Categories

Program does not show that previous deficiencies have been adequately remedied.

Program describes how previous deficiencies have been adequately remedied.

Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review): Meets

The ACAD program appears to have adequately addressed the previous “Does not Meet” determination for Demographic and SLO sections. Indeed, with one exception, this program now warrants a “Meet” determination for all sections. The program and its efficacy document are solid. The Program Review Committee hopes for continued good leadership and campus support for this important program!