Program Efficacy Report
Spring 2014

Name of Department: Success Through Achievement and Retention (STAR/TRIO)

Efficacy Team: A. Alsip, C. Gabriel, and R. Pires

Overall Recommendation (include rationale): Conditional

STAR is a federally funded program that supports specific student populations and assists them in attaining AA/AS degrees and transfer to four year institutions. The STAR program at SBVC is commended for the numerous services it offers to STAR students. While STAR is meeting the objectives of the federal grant (based on 2010-2011 data), the submitted program efficacy document lacks overall sufficient data and data analysis related to the institutional strategic initiatives and linkages to the information provided in the program's EMP one sheet document. **It is recommended that when the program updates this efficacy document, that the latest data and EMP one sheet is used to demonstrate effectiveness.**

Strategic Initiative	Institutional Expectations	
	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 <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.*
Efficacy Team Analysis and Feedback: Does Not Meet The STAR program demographic data reveals that African American students are overrepresented and male students are underrepresented when compared to campus demographic data. However, the percentage of male students have been increasing between the years 2009-2012. It is unclear if the STAR program finds these discrepancies acceptable. The document also does not address that white students are significantly underrepresented in the program when compared to the campus data. The document indicates that data is not available in areas of first generation students and low income students. If this data was available, this might explain some of these inconsistencies, but the document does not specify any plans to collect or request this data from the institutional research office or alternative sources as required by the instructions. When this area of the document is updated, efforts regarding the recruitment of students in affected demographic areas where there are discrepancies should be addressed.		
Pattern of Service	*The program's pattern of service is not related to the needs of students.*	*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.*

Efficacy Team Analysis and Feedback: Meets
The document lists the hours of operation and the numerous services it provides to students enrolled in the STAR program. The document describes how it meets the needs of "ethnically and economically diverse populations" of students.

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 <u>analysis</u> of the data which indicates progress on departmental goals.* *If applicable, supplemental data is analyzed.*

Efficacy Team Analysis and Feedback: Does Not Meet
Additional services offered by the STAR program are listed and data is included for unduplicated student count, positive academic standing, and persistence for a period of four years. The data provided shows fluctuations between academic years and this needs to be analyzed and explained. Program goals in the EMP state that "the goal of STAR/SSS is to increase the college retention and graduation rates of its participants, and facilitate the process of transferring to a four year university." The EMP also lists quantifiable objectives regarding student success and how assessment will take place. However there is no data analysis in this area of the document related to student success or the information provided in the EMP.

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.*	*Program has 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.*

Efficacy Team Analysis and Feedback: Meets
The program has defined, assessed, and evaluated its Service Area Outcomes (SAO) and in 2012-2013 rewritten its SAOs to reflect some of the campus wide institutional goals regarding student success. It is clear that the program is assessing and evaluating its Student Service Area Outcomes.

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 document sufficiently describes how the purpose of the program which is mainly defined by the Department of Education through concrete objectives is aligned with the campus mission.

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
The document describes and provides evidence how the program is in compliance with the federal objectives set by the Education Department General Administrative Regulations (EDGAR). The document also refers to student satisfaction surveys and notes that findings show that students are generally strongly satisfied with the services provided. Students are also encouraged to meet with the STAR Program Coordinator. In the future, this part of the document should also include data to support the conclusions of the student success surveys.

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: 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 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: Does Not Meet
The EMP one sheet identifies five action plans. This area of the document lists three trends as impacting the STAR program. There is no analysis of the trends in relation to the action plans identified in the EMP. This area of the document is also not supported by data.

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: Does Not Meet
This area of the document lists accomplishments/strengths of the STAR program but there is no analysis of these strengths in relation to planning. In the previous area of the document related to trends, it is stated that there was a 3.2% reduction in grant awards, but in this area being "awarded 1.5 million dollar grant for 2010-2015 is listed as a strength of the program. This is unclear. Action plans defined in the EMP one sheet need to be incorporated into this area of the document and supported with data and analysis of the data.

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: Does Not Meet
This area of the document was left blank. The efficacy review team believes that the trends listed in the earlier area of the document related to the economy, CSU admission policies, and job displacement/training are challenges for the program. When this area is left unanswered, it appears that the program has not incorporated the challenges resulting from these trends into its planning and this is a concern.

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: Does Not Meet
While this area of the document lists services to students in relation to technology, it also needs to provide more details about the effectiveness of these services. This area of the document should also describe any online efforts it has in place to communicate with students participating in the program, recruiting efforts, and communication with faculty and other student support areas of the campus. Does the program maintain and regularly update its website? Does the program recruit and communicate with enrolled students in the program via, email and/or social media, etc. How does the program measure the success of its efforts and services related to technology, campus climate, and its partnerships?

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): Does Not Meet
This area of the document needs to specifically explain in detail how the program addressed areas of the previous efficacy document that received the "Does Not Meet" ratings.