

**Program Efficacy Report
Spring 2016**

Name of Department: Matriculation

Efficacy Team: Sheri Lillard, Michael Mayne, Melinda Moneymaker

Overall Recommendation (include rationale): Conditional

This document does a great job of explaining what the services of the program are, articulating how they have made great strides in expanding the access to these services, and describing the program's goals and how the data show the progress toward these goals. There are many weaknesses in the report, most notably in the area of planning. While some planning initiatives have been mentioned elsewhere in the report, the section on Planning does not provide a direct link between trends, strengths, and weaknesses and planning. Data in this document somewhat lacks credibility and therefore somewhat skews all the data presented (100% accuracy with respect to demographics of students serviced). Reference is made to a "table" and a "figure" in the "appendix", but no appendix was included in the report.

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>
<p>Efficacy Team Analysis and Feedback: Does not meet</p> <p>The demographic data provided for the program is the same as that of the campus. Is this actually the case (i.e., the students who use these services exactly match the make-up of the campus? If so, this should be explained. However, there is no analysis of the data; this section is incomplete. In addition, there is an unclear reference to the data that counseling exceeds many campus percentages, however, these numbers are not reflected in the data shown in the report.</p> <p>Often counseling areas are able to secure their own data, and what might be useful in the Matriculation/Student Support Services program would be to break down the demographic data for the students who used different modes of services. Some data of this type is included under student success (in terms of numbers); perhaps this type of data could be broken categorized by the same demographics. Also, are the high-school students who assess matching the demographics of the campus, since this population seems to be mentioned in the EMP data and narrative? Such a distinction (or others determined by the program) may turn out to be useful in the future.</p>		
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>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The general pattern of service for assessment, orientation, and advising is set up Mon-Fri. During peak periods, additional times are made available for weekend and evening students, including Saturdays. Importantly, this department is now providing orientation and on-site assessments at 6 area high-schools, dramatically expanding access to these services to students who may not be able to make it to campus. Importantly, these partnerships with the high-schools are designed to improve the success rate of the students transferring from our feeder schools.</p>		
Part II: Student Success		
Data demonstrating achievement of instructional or service success	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.</i>

Efficacy Team Analysis and Feedback: Meets

The program lists 5 goals designed to support student success, and includes data obtained from the research office to demonstrate how they are meeting these goals. These 5 areas include: looking into a new Alert system (STARFISH), building on the growth in orientation and assessment, increasing online assessment appointments, incorporating a bilingual orientation component, and expanding on-site services (application, online orientation, assessment, advising) for feeder high schools.

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: Does not Meet

An SAO Report from Spring 2014 is attached (showing a single SAO), but there is no additional narrative explaining that the program has made continuous progress on their SAOs. Have the SAOS been assessed in the past two years? Are the results still satisfactory? This Spring 2014 data shows that only 79 surveys were given to students, when there are hundreds who use the services of this program. Furthermore, because of the recent changes this program has been making, it seems that surveying recent students would help to clarify if the department is in fact still satisfied with the results of the SAO assessment tool.

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 has a mission and it aligns with the mission of the College.

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 addresses productivity, just in the section on student success. Unfortunately, the document refers to “Table IV” and “Figure 1” which are found nowhere in this document. The information is there, just poorly articulated in this section. Students are being assessed at a greater rate than previous years especially at the local feeder high schools where strides have been made to assess student at these satellite locations. Online orientations along with appointment scheduling have created greater opportunities to assist more students and function more efficiently.

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

The department does not offer formal curriculum, although they do provide classroom presentations to advertise their services.

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

N/A was provided as a response. This section is incomplete. Certainly there are trends in student populations, enrollment, etc. that impact the services provided by this program. These trends need to be mentioned here, and it must be discussed how these trends are tied to planning.

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

There is a great list of strengths listed, but there is not a direct link between these strengths and planning. At best, there are few areas that imply that there is a connection to planning, but this area needs to be strengthened by including an explicit connection to planning.

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

As with Strengths, there is a thoughtful list of challenges presented, but what is missing is a direct connection to how these weaknesses will be incorporated into future planning.

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. The program has made extensive use of online tools for assessment and orientation in recent years, and is currently exploring an improved online early alert system.

Partnerships. The Matriculation program has established partnerships with 6 area high schools, in order to provide on-site services to these students.

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): N/A