Program Efficacy Report Spring 2019—Conditional Reporting (from Spring 2018 efficacy review)

Name of Department:　　　Academic Advancement

Efficacy Team:　　**Christie Gabriel, Joel Lamore**

Overall Recommendation:

☐Continuation　　　☒Conditional　　　☐Probation

Rationale for Overall Recommendation: The report shows a program which is aware of some of its challenges and working to fix a few issues noted in the report: workload data, timely content review, the input of remaining courses into SLO Cloud, and replacing the full-time instructor. The program does demonstrate good success and retention for its courses. But the efficacy report is too often minimalist in discussions of data and program circumstances, and at times information that might provide context is not provided. There are serious gaps in data and/or analysis of instructional success (including SLOs) as well as inadequate discussion of facilities. Previous Does Not Meet is not addressed.

Part I: Questions Related to Strategic Initiative: <u>Increase Access</u>

	Does Not Meet	Meets	Exceeds
Demographics	The program **<u>does not provide</u>** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **<u>provides an analysis</u>** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **<u>demonstrates a need</u>** for increased resources.
Pattern of Service	The program's pattern of service is **<u>not related to the needs of students</u>**.	The **<u>program provides</u>** evidence that the pattern of service or instruction meets student needs. The program **<u>discusses the plans or activities</u>** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **<u>demonstrates that the pattern of service needs to be extended</u>**.

☐ **Does Not Meet**	☒ **Meets**	☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The program tracks close to college demographics in all but one area: utilization by disabled students is lower than college population. The program isn't sure at this point why that is, though they note that these students may be exempt or may not be registering for ACAD 606 and thus are not counted. They noted they will follow up to find reasons for the discrepancy. According to the program and the catalog, ACAD 001 is required for all students who intend to graduate, but it isn't clear from the section count or duplicated head count whether this has been fully implemented or whether the program will be handling additional growth. The program notes that some students are exempt from ACAD 001 but should have provided catalog criteria for exemptions to provide context to readers.

Though pattern of service seems adequate, data to show that depend entirely on fill rates (which are healthy, and late start courses are opened when demand exceeds schedule course availability) Other measures, like wait lists, might be employed. Also the evaluation could be done on a finer level: what are fill rates between day, evening, weekend and online courses? The percentage of online courses has remained flat. Given challenge to offer sufficient courses to meet demand (and mandate), an increase in DE courses might be expected.

Part II: Questions Related to Strategic Initiative: Promote Student Success

	Does Not Meet	**Meets**	**Exceeds**
Data/Analysis 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.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.

⊠ **Does Not Meet**   ☐ **Meets**   ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The program's success and retention rates are good. However, as they note, much more data needs to be collected. Insuring that all ACAD 606 sections are captured in SARS and that success rates of students in their concurrent courses are also tracked. An analysis of the data which indicates progress on departmental goals, developing more non-credit ACAD courses, was not done. More discussion on this should have been included in this section.

SLO success rates and discussion are adequate; however, they are incomplete as there is data only for ACAD 001. Some courses don't yet have SLOs loaded into SLO Cloud, which was surprising given the college was to have all courses in the system some time ago. This means SLO data for these courses has not been collected to analyze. While the program explains that since these classes are not traditionally scheduled and this makes for challenges in SLO assessments, this does not fully explain why the SLOs have not been loaded into SLO Cloud. Since SLOs for those other courses are in no way discussed or analyzed, it raises the question whether SLOs are being assessed in those classes or if SLOs have even been developed. Though the program promises to remedy this, this needs to be a priority so that data can begin to be collected as soon as possible to support and validate program goals and efficacy.

Response:

Effective SP 2018, Patty Quach became the Dean of Academic Success and Learning Services Development. Academic Advancement department, effective the Fall 2019 catalog, will change to Learning Skills and Tutoring (LST), to align with an existing State discipline.

ACAD (LST) 001, this one unit Strategies for Success course is offered Face-to Face (FTF), online, and off-site at our High School cohorts. The course is offered at different times of day, and in a weekend intensive format to accommodate students' needs.

The reported SLOs with respect to ACAD (LST) 001, remain high, more than 90%. As percentage has held steady for several years, perhaps the department needs to analyze and update or enhance the existing SLOs.

Since the arrival of Dean Quach, ACAD (LST) 606 was developed and is being used to garner positive enrollment for our tutoring centers on campus -- including the Student Success Center, and Liberal Arts Supplemental Instruction.

SLOs for ACAD (LST) 606 include the following:
1. Improve ability to recall information and processes
2. Improve class performance and ability to demonstrate competency
3. Reinforce mastery of concepts taught in another course or courses

When reviewing the SSC EMP for 2017-2018, for the average of all subjects tutored, the results indicate a 74% success rate and 91% retention rate for students served in the SSC, as compared to campus wide 67% success rates and 88% retention.

The Liberal Arts Supplemental Instruction services reported in Fall 2018, 95.72% of students served, felt the tutoring services had been useful and that they gained skills and/or knowledge to better understand material in their class.

As a department, we plan to hold routine department meetings at least once per semester. We will also meet specifically on SLO and data collection and analysis evaluation to ensure department compliance with campus and accreditation SLO documentation. Current and accurate data is needed in order to evaluate success and retention rates. For ACAD (LST) 606, coordination will be required to ensure inclusion from all of the participating service areas.

ACAD (LST) 110 and ACAD (LST) 610 are not currently being offered. [Please see planning remarks below, in section VII for details.]
ACAD (LST) 610 will be used in the future for Tutor training. ACAD (LST) 010 will be deleted, once the new Tutor training process is in place. In the past, ACAD (LST) 010 was traditionally used for Tutor training.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

☐ **Does Not Meet**   ☒ **Meets**   ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Current program communication seems adequate, and the program notes ideas to increase communication to college and community using a variety of methods.

Climate and culture are adequately covered, with courses helping students connect to events, opportunities, clubs and other elements of the college experience. More specificity would have been helpful in concretely documenting this aspect.

Partnerships seems appropriate for this program, including Middle College, FYE, plus participation in Dual/Concurrent Enrollment opportunities and investigating opportunities in Guided Pathways. A partnership with the Psychology Department has resulted in a new non-credit course, ACAD 602 for veterans, which is currently pending curriculum approval.

	Does Not Meet	**Meets**	**Exceeds**
Professional Development	The program **<u>does not identify</u>** currency in professional development activities.	Program **<u>identifies current avenues</u>** for professional development.	In addition to the meets criteria, the program shows that professional development has **<u>impacted/expanded</u>** the program and **<u>demonstrates</u>** that the program is positioning itself for growth.

☐ **Does Not Meet**   ☒ **Meets**   ☐ **Exceeds**

<u>**Efficacy Team Analysis and Feedback:**</u>

The program notes that there is no "field" for this area, but that faculty must understand the college to help their students be successful. They note opportunities available to faculty, such as in-service day and flex activities and adjunct orientation as well as workshops developed through professional development or departments. Since the majority (and currently all) faculty in the program are adjuncts, a better sense of whether these faculty are actually participating in these would valuable.

V: Questions Related to Strategic Initiative: <u>Effective Evaluation & Accountability</u>

	Does Not Meet	**Meets**	**Exceeds**
Mission/ Statement of Purpose	The program **<u>does not have</u>** a mission/ statement of purpose, or it **<u>does not clearly link</u>** with the institutional mission.	The program **<u>has</u>** a mission/statement of purpose, and it **<u>links</u>** clearly with the institutional mission.	
Productivity	The data **<u>does not show</u>** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **<u>shows</u>** the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program **<u>does not provide</u>** evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program **<u>provides</u>** evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses **<u>have been articulated</u>**	In addition to the meets criteria, the program **<u>discusses plans</u>** to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.

		or transfer with UC/CSU, or **plans are in place** to articulate appropriate courses.	
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

☐ **Does Not Meet**   ☒ **Meets**   ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The program's mission aligns with the college mission.

The program admits that productivity is difficult to assess at this time as the data sets available are not correct. The inclusion of ACAD 606 data, a positive attendance course, skewed the data. The program will work with Research Office to resolve the issue in future, possibly by separating traditional course (ACAD 001 and 010) from non-credit course data (ACAD 606).

One course was past due in content review (by two years). It is currently moving through Curriculum. The department explained administrative turnover and loss of full-time faculty member likely explains the course failing to be updated.

The programs information in the catalog is up to date.

The program discusses challenges such as loss of full-time faculty member and the overlap of two of its courses adequately. Some discussion of the challenge of meeting demand for course should have been covered here, though it is touched on elsewhere in the document.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

☒ **Does Not Meet**   ☐ **Meets**   ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Though the program seems to have sufficient facilities for now (one dedicated classroom which is appropriately equipped with smart classroom tech and flexible arrangement of tables and

seating), including capacity for additional sections (though exact capacity is not specified), there is minimal discussion or detailed support (how many sections in that classroom currently? how many more could be supported? etc.) In addition, assessment of facilities for DE courses is not covered. Since the program is likely to be experiencing substantial growth, the lack of detail on facilities capacity is a major concern.

<mark>Response:</mark>

Effective SP 2018, Patty Quach became the Dean of Academic Success and Learning Services Development. Academic Advancement department, effective the Fall 2019 catalog, will change to Learning and Student Services, to align with an existing State discipline.

ACAD [LST] 001, when taught FTF on this campus, it is taught in LIB139, a dedicated classroom for the Division. This is sufficient for our needs. ACAD [LST] 001 sections that are taught online are not reliant on campus facilities. ACAD [LST] 001 sections taught on-site at High School facilities are not reliant on campus facilities. In future, the department plans expanding the ACAD [LST] 001 sections into other support programs, such as FYE or Promise Program as a summer bridge opportunity. LIB 147 the dedicated classroom, will accommodate for such growth unless or until, LIB147 is no longer dedicated to our division.

ACAD (LST) 606, is currently taught in conjunction with existing programs on campus including the Student Success Center and Writing Lab. These areas have dedicated facilities. No new facilities are required.

When ACAD (LST) 010 is next offered, it too, will be offered in conjunction with existing programs on campus with sufficient dedicated facilities.

VII: Previous Does Not Meets Categories

☒ **Does Not Meet**   ☐ **Meets**   ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The program notes various areas where planning is discussed, but there is no detail or specific examples (as required by instructions), nor even clear pointers to specific points in report where those details might be found.

<mark>Response:</mark>

Effective SP 2018, Patty Quach became the Dean of Academic Success and Learning Services Development. Academic Advancement department, effective the Fall 2019 catalog, will change to Learning and Student Services, to align with an existing State discipline.

Expansion for the ACAD 001 (LST 001) course will include partnering with campus programs such as the FYE and Promise Program, to include the course as a summer bridge program.

ACAD (LST) 606 will continue to be offered as an integral part of the tutoring programs on campus as a means to capture the positive enrollment.

ACAD (LST) 010 and ACAD (LST) 610 are both classes designed to be a training platform for the subject tutors working in the Student Success Center. Neither of these courses have been offered to date.

The Student Success Center, is in the process of hiring a full-time faculty member who will gain the International Tutor Training Program Certification from the College Reading & Learning Association, which could take up to one year from hire to complete. Then the faculty member will provide a two-course sequence, of which one course is LST 610 to tutors. The end result will be a certification for the SBVC tutors. LST 610 will include the first level for tutor training, and an additional noncredit course will be developed to cover the second level of tutor training.