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

Name of Department: First Year Experience

Efficacy Team: **Abena Wahab, Kay Weiss, Todd Heibel**

Overall Recommendation:

☐Continuation   ☒Conditional   ☐Probation

Rationale for Overall Recommendation:

The program is relatively new and the director is in her first year at SBVC (as an aside, the director was also responsible for the Outreach Program Efficacy report). It will take time to get all structures in place. However, it is important that goals and benchmarks be set so that students and the campus know the expectations. Furthermore, it is important to specifically define what the FYE program does, including summaries of each FYE cohort. The EMP document was missing and it would likely have addressed some of the concerns expressed within individual section summaries. Data, however limited, should be analyzed fully to best determine how to move the program forward in a meaningful way. Recruitment strategies should be targeted and meaningful. Student Success data should be compared to general population data. The author is commended for participating in a Program Review Efficacy workshop, and is encouraged to participate in an ongoing basis. It is anticipated that future efficacy documents will address current concerns.

Part I: Questions Related to Strategic Initiative: Increase Access

	Does Not Meet	**Meets**	**Exceeds**
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. 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 **demonstrates a need** for increased resources.
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. The program **discusses the plans or activities**	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

		that are in place to meet a broad range of needs.	

X <mark>Does Not Meet</mark>   ☐ **Meets**   ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

No EMP is attached. Demographic data is presented with only basic analysis. No information is provided regarding why differences from general population exist (targeted populations?) The author notes that outreach strategies have not yet been "perfected." General ideas are included, but no plan. Of note, the largest population of students is the 20-24 age range (substantially greater percentage than the campus) Is this a targeted group? Assessment is mentioned. Data regarding assessment broken down by age may help with analysis. The program recommends a close relationship with the Office of Research and Planning as a means to better identify and recruit FYE cohorts. However, much of these data could and should be incorporated within a future EMP document.

The writer indicates that "all students are full-time, first year students" who take their classes between 8 and 5 M-TH. While it may make sense to target these hours for this population, it is possible that we could have full-time evening students, also? Is there a plan to include this population as the program grows? This "Pattern of Service" section would also benefit from a future, comprehensive EMP document.

Recommendations: Incorporate an EMP document into future efficacy documents. This will help to focus the discussion narrative in many sections of the efficacy document.

<mark>Response:</mark> We are looking to create an Outreach plan that will work with the Adult School and the local high schools. We are looking to create evening programs to include those students as our program grows. With many changes happening in the department with the Promise Program and AB 705 beginning in Fall 2019, moving forward with evening cohorts will be looked at for the 2020-2021 school year. Please see the attached EMP for the data needed from previous years.

Part II: Questions Related to Strategic Initiative: <u>Promote Student Success</u>

	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	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs)	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its**

| | Learning Outcomes (SLOs) 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**. | and/or Student Learning Outcomes (SLOs). | **planning, made appropriate adjustments, and is prepared for growth**. |
|---|---|---|---|

X <mark>**Does Not Meet**</mark>   ☐ **Meets**   ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The program is new. The services described are best practices, per research regarding student success. The document would be much stronger if some of references for this research were presented. Again, this is a clarion call for an EMP document to which the FYE program could refer. A succinct definition of the program, including summaries of cohorts, would greatly benefit this section.

SLOs for the courses and SAOs for the program are presented, however, no data is presented regarding achievement of these outcomes. The list of individual course SLOs provides a program-level map of sorts, and the SAOs provide insight into what the program actually does. In fact, this could be more explicitly presented and nuanced within this and previous sections. Nonetheless, it is hoped that longitudinal data from the SLO Cloud will be incorporated within this section in future Efficacy documents.

Recommendations: Incorporation of EMP goals and strategies for implementation would guide more detailed, informed responses. Data collection to support assessment and progress on SAOs will greatly enhance future efficacy documents. Where appropriate, data from the SLO Cloud could be used to supplement discussion of SLO assessment and progress on future efficacy documents.

<mark>**Response:**</mark> **I have completed the EMP that outlines the goals and implementation for the program. Moving forward we will be collecting data and we will be incorporating an assessment tool that will be distributed at the end of the year and submitted to Institutional Research. We will want to use this information to make adjustments to the program that will assist students in the upcoming year.**

Part III: Questions Related to Strategic Initiative: <u>**Improve Communication, Culture & Climate**</u>

	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 **describes** plans for extending communication with college and community 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.

☒ <mark>Does Not Meet</mark>　　　☐ **Meets**　　　　☐ **Exceeds**

Efficacy Team Analysis and Feedback:

No data is presented regarding communication, although ideas for future communications are listed.

Culture and Climate goals for students in the program are identified. Impact is not addressed, perhaps because of the newness of the program. Again, citing research that supports the development of this fledgling program may be helpful.

Partnerships with feeder high schools are in progress. This requires internal partnerships with a variety of campus offices including A&R, Outreach, Counseling, etc.

Recommendations: Examples of communication with campus and community must be incorporated into future efficacy documents. The FYE program hosts semi-regular meetings with faculty and counselors, and has recently taken steps to liaison with the Zero Textbook Cost and Open Educational Resources programs on campus. Internal partnerships like these should be included within future efficacy documents.

<mark>Response:</mark>
We have been working with Outreach and A&R on a monthly basis to assist with recruitment and application workshops. This not only benefits the FYE program, but will increase the overall FTES that we are looking to meet. We will be sure to add these to the future efficacy documents.

IV: Questions Related to Strategic Initiative: <u>Maintain Leadership & Promote Professional Development</u>

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

| | **Does Not Meet** | **X Meets** | **Exceeds** |

☐ **Does Not Meet**   **X Meets**   ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Faculty and staff have participated in a number of conferences and other training opportunities regarding the building and implementation of an FYE program,. This development has required cross-discipline collaboration, facilitated by the FYE team. This process is not discussed in the document, and should be included.

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 demonstrates that it is highly productive and is positioning itself for growth.
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. 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.	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>** or transfer with UC/CSU, or **<u>plans are in place</u>** to articulate appropriate courses.	In addition to the meets criteria, the program **<u>discusses plans</u>** to enhance current offerings that link to student/community needs and positions the program for growth.
Challenges	The program **<u>does not incorporate</u>** weaknesses and challenges into planning.	The program **<u>incorporates</u>** weaknesses and challenges into planning.	The program **<u>incorporates</u>** weaknesses and challenges into planning that demonstrate the need for expansion.

X <mark>Does Not Meet</mark>   ☐ **Meets**   ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The program has a mission which supports the mission of the college. Again, because of the newness of the program, neither data nor benchmarks are provided.   Several classes have taken place under the FYE umbrella. It seems that some success data should be available for those students who have participated to date.

The program needs to establish goals and plans to reach those goals in a variety of areas.

The program states that it did not have a current EMP. It is expected that this be completed on an annual basis. Inclusion of an EMP, with associated discussion and analysis, will greatly enhance this section within future Efficacy documents.

Recommendations: As with previous sections, goals and plans as they relate to productivity and challenges are typically outlined within an EMP document. Inclusion of an EMP document would inform and structure the narrative for this section.

==Response:== We did ad this information to the EMP that was needed. We will continue to update it on an annual basis.

VI: Questions Related to Strategic Initiative: <u>Provide Exceptional Facilities</u>

	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**   X **Meets**   ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The author states that the facility is not appropriate for the service being provided. Offices are disjointed and there are no gathering spaces for students. The FYE program is strongly encouraged to participate in future Needs Assessment cycles so that they may request budgetary items, personnel, and facilities to better meet student and program needs.

VII: Previous Does Not Meets Categories

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

Efficacy Team Analysis and Feedback:

This is the first time that this program has completed and submitted an Efficacy document.